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*Education and youth—
culture—audiovisual arts*

Statements on education, training and young people

1993-1997

Council of the European Union
General Secretariat

**STATEMENTS ON
EDUCATION, TRAINING
AND YOUNG PEOPLE**

Supplement No 3
(1993 - 1997)
to the third edition *

* The third edition covers the period 1971 to 1987;
supplement No 1 covers the years 1988 and 1989 and
supplement No 2 the years 1990 to 1992.

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**Council Decision
of 25 February 1993
establishing a third Community action programme
to assist disabled people
(Helios II, 1993 to 1996)**

(OJ No L 56, 9.3.1993)

COUNCIL DECISION

of 25 February 1993

establishing a third Community action programme to assist disabled people
(Helios II 1993 to 1996)

(93/136/EEC)

THE COUNCIL OF THE EUROPEAN COMMUNITIES,

Having regard to the Treaty establishing the European Economic Community, and in particular Articles 128 and 235 thereof,

Having regard to Council Decision 63/266/EEC of 2 April 1963 laying down general principles for implementing a common vocational training policy⁽¹⁾, and in particular the 10th principle thereof,

Having regard to the proposal from the Commission⁽²⁾,

Having regard to the opinion of the European Parliament⁽³⁾,

Having regard to the opinion of the Economic and Social Committee⁽⁴⁾,

Whereas, in connection with the Community's social dimension, it is appropriate to adopt suitable measures to assist disabled people;

Whereas the conclusions of the Council and of the Ministers of Education meeting within the Council of 14 May 1987 concerning a programme of European collaboration on the integration of handicapped children into ordinary schools⁽⁵⁾ and the resolution of the Council and of the Ministers of Education meeting within the Council of

31 May 1990 concerning integration of children and young people with disabilities into ordinary systems of education⁽⁶⁾ affirm the need to remove material barriers, to use flexible education methods to meet individual needs and to facilitate transition to education, to working life and to adult life, to establish as active a policy of cooperation as possible with specialized institutions, to make use of the various possibilities offered by new technologies with regard to education and to foster links between the family, the community, social and health services and the world of work;

Whereas exchanges of information and experience on questions common to Member States' education systems should be developed by means of cooperation between those activities so designated by Member States, while fully respecting Member States' responsibility for the content of teaching and the organization of their educational systems, as well as their cultural and linguistic diversity, and excluding any harmonization of the laws and regulations of the Member States;

Whereas this programme is designed to complement action taken at national, regional and local levels, in particular by ensuring an exchange of experience and information relating to such action;

Whereas the main responsibility for integration in the educational field, occupational and economic integration, social integration and an independent way of life for disabled people lies with the Member States but cooperative action at Community level may help Member States to improve the effectiveness of the measures which they take in this area;

⁽¹⁾ OJ No 63, 20. 4. 1963, p. 1338/63.

⁽²⁾ OJ No C 293, 12. 11. 1991, p. 2; OJ No C 25, 28. 1. 1993, p. 1.

⁽³⁾ OJ No C 305, 23. 11. 1992.

⁽⁴⁾ OJ No C 79, 30. 3. 1992, p. 20.

⁽⁵⁾ OJ No C 211, 8. 8. 1987, p. 1.

⁽⁶⁾ OJ No C 162, 30. 7. 1990, p. 2.

Whereas the Community Charter of the fundamental social rights of workers, adopted at the European Council in Strasbourg on 9 December 1989 by the Heads of State or Government of 11 Member States, proclaims *inter alia*, in point 26:

'26. All disabled persons, whatever the origin and nature of their disability, must be entitled to additional concrete measures aimed at improving their social and professional integration.

These measures must concern, in particular, according to the capacities of the beneficiaries, vocational training, ergonomics, accessibility, mobility, means of transport and housing.'

Whereas there is a need for a programme to cover a period of four years;

Whereas a sum of ECU 37 million is estimated to be necessary in order to implement this multiannual programme;

Whereas the amount deemed necessary is intended to fund the programme for the period 1993 to 1996, within the financial perspective of the European Communities in force;

Whereas, because this Decision is concerned, on the one hand, with principles for implementing a vocational training policy and on promoting employment and, on the other, with measures, including those to promote functional rehabilitation, educational integration, social integration and an independent way of life for disabled people, which need to be adopted in order to attain one of the objectives of the Community, and the Treaty has not provided the necessary specific powers, it is necessary to rely upon both Article 128 and Article 235 of the Treaty,

HAS DECIDED AS FOLLOWS:

Article 1

Establishment of Helios II

A Community action programme to promote equal opportunities for and the integration of disabled people, hereinafter referred to as 'Helios II', is hereby established for the period 1 January 1993 to 31 December 1996.

Article 2

Definition of disabled people

For the purposes of Helios II, disabled people means people with serious impairments, disabilities or handicaps resulting from physical, including sensory, or mental or psychological impairments which restrict or make impos-

sible the performance of an activity or function considered normal for a human being.

Article 3

Objectives

The objectives of Helios II shall be as follows in respect of functional rehabilitation, educational integration, vocational training, employment rehabilitation, economic and social integration and an independent way of life for disabled people:

- (a) to continue to develop and improve exchange and information activities with the Member States and non-governmental organizations, hereinafter referred to as NGOs, which can make a useful contribution as referred to in (c), and to ensure that they are given as wide a distribution as possible;
- (b) to promote effective approaches and measures in order to achieve increased effectiveness and better coordination of actions carried out under (c);
- (c) to promote the development of a policy at Community level of cooperation with the Member States and the organizations and associations concerned with integration based on the best innovative and effective experience and practice in the Member States involving, where appropriate, voluntary organizations in accordance with national laws and/or practice;
- (d) to continue cooperation with European NGOs and NGOs which are regarded as representative in the respective Member States, through national disability councils where they exist, and which have expressed a desire to cooperate at Community level.

Article 4

Measures

1. The general measures designed to promote the objectives referred to in Article 3 shall be as follows:

- (a) coordinating, undertaking and encouraging activities based on specific annual themes, which the intention of promoting innovation, facilitating exchanges of experience and encouraging the dissemination of successful experiences and the transfer of effective practices.

These activities shall closely involve disabled people, their families, representative organizations, experts, researchers, professionals working in the field, voluntary helpers and the two sides of industry;

- (b) meeting the information needs of disabled people by pursuing, within the context of the computerized information and documentation system Handynet, on the basis of national data, the collection, adaptation at European level, updating, exchange and dissemination of information gathered in the Member States by the national collection and information centres.

The Council shall re-examine the Handynet system, before 31 December 1994, on the basis of a Commission report evaluating, *inter alia*, the first Handynet module on technical aids and, acting on a proposal from the Commission and after consulting the European Parliament, shall decide on the conditions for continuing the Handynet system after that date ;

- (c) encouraging disabled people to take part in Community programmes, in particular in the areas of training and preparation for working life, new technologies, vocational training and employment, equality between men and women, the learning of languages, and mobility of, and exchanges by, young people within the Community ;
 - (d) developing exchanges of information and experience on issues common to Member States' education systems by means of cooperation between those activities so designated by Member States ;
 - (e) ensuring close coordination with activities undertaken by organizations at international level, and cooperation with other activities, at international level in the areas referred to in Article 3.
2. The measures designed to attain the objectives set out in Article 3 are listed in the Annex.

Article 5

Funding

1. Helios II shall run for four years.
2. The amount of Community funds estimated to be necessary for its implementation is ECU 37 million for the period 1993 to 1996, within the framework of the financial forecast of the European Communities in force.
3. The budget authority shall determine the appropriations available for each financial year, having regard to the principles of good management referred to in Article 2 of the Financial Regulation applicable to the general budget of the European Communities.

Article 6

Implementation by the Commission

The Commission shall ensure the implementation of Helios II in accordance with Article 8 and in close cooperation with the Member States and the institutions and organizations catering for the integration of disabled people.

Article 7

Consistency and complementarity

The Commission shall ensure that there is consistency and complementarity between the Community measures

to be implemented under Helios II and the other relevant Community programmes and initiatives.

Article 8

Advisory Committee

1. The Commission shall be assisted by an Advisory Committee, hereinafter referred to as the 'Committee', composed of two government representatives from each Member State and chaired by a representative of the Commission.
2. The representative of the Commission shall submit to the committee a draft of the measures to be taken. The committee shall deliver its opinion on the draft, within a time limit which the chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes ; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the committee. It shall inform the committee of the manner in which its opinion has been taken into account.

3. The committee shall adopt its rules of procedure.

Article 9

European disability forum

1. Before consulting the committee, the Commission shall ascertain the views of a European disability forum, hereinafter referred to as the 'forum', on all appropriate aspects of Helios II.

The forum shall be made up of :

- (a) representatives appointed by the Commission on the basis of proposals submitted by organizations referred to in Article 3 (d) and after the Commission has requested the opinion of each Member State, from a maximum of 24 NGOs of disabled people or their families, or acting on behalf of disabled people.

At least one NGO representative of each Member State shall be represented on the Forum.

NGO's may be represented through national disability councils, where they exist ;

- (b) a representative of employers' organizations and a representative of trade union organizations, each being appointed by the Commission on the basis of proposals from the organizations representing these interests at Community level.

The Commission shall endeavour to ensure that the members of the forum give a balanced reflection of :

- (a) the various types of disability ;
- (b) the various types of activities undertaken by disabled people or on their behalf ;
- (c) the various national interests ; and
- (d) associations comprising NGOs from all or a number of Member States.

2. The forum shall appoint its Chairman, who may be a Commission representative.

3. The forum shall adopt its rules of procedure.

Article 10

Liaison Group

1. Before consulting the committee, the Commission shall convene a liaison group chaired by the Commission representative referred to in Article 8 (1) and consisting of :

- (a) one of the government representatives for each Member State referred to in Article 8 (1) ;
- (b) 12 forum members appointed by the latter.

2. If a Member State or one of the members appointed by the forum considers that the questions which it is to examine are of special importance to it, it may request that a second representative attend the meeting.

3. The Liaisons Group shall adopt its rules of procedure.

Article 11

Reports

1. Before 1 July 1994 the Commission shall submit to the European Parliament, the Council and the Economic and Social Committee a brief report on the implementation of Article 4 (1) (b).

2. By 31 December 1995 at the latest, the Commission shall submit an interim evaluation report to the European Parliament, the Council and the Economic and Social Committee on the implementation of Helios II together, where appropriate, with a proposal for a Decision revising Helios II.

3. Before 1 July 1997 the Commission shall submit a full report to the European Parliament, the Council and the Economic and Social Committee on the implementation and results of Helios II.

4. In the reports referred to in paragraphs 2 and 3, the Commission shall mention *inter alia* the outcome of the independent and objective evaluation referred to in section 1.2 of the Annex.

Done at Brussels, 25 February 1993.

For the Council

The President

J. TRØJBORG

ANNEX

MEASURES

(Article 4)

1. General remarks

- 1.1. These measures will be undertaken by the Commission in close cooperation with the Member States, associations of disabled people and of their families, the two sides of industry and professional and voluntary bodies involved in the integration of disabled people.
- 1.2. There will be independent and objective evaluation of each measure adopted under Helios II.
- 1.3. In addition, special attention will be given to the role of effective technologies for the integration of disabled people.

The pedagogical and practical potential of effective technologies can be a useful tool in the development of teaching aids, the adaptation of workplaces, means of communication and mobility and as a way of ending the isolation of disabled people.

- 1.4. The Commission will take into consideration the economic situation of the Member States or regions in which the specific measures are to be carried out.
- 1.5. The amount granted for all the following activities :
 - Handyhet system (section 3),
 - cooperation with the NGOs (section 4), and
 - cooperation with outside experts (section 9)may : not exceed 50 % of the overall allocation for Helios II.

The amount granted for activities relating to exchanges and information between Member States (section 2) may not be less than 25 % of the overall allocation for Helios II.

2. Activities relating to exchanges and information between Member States

2.1. Community contribution

In order to achieve the objective of an exchange of information and experience between Member States, the Community may make a contribution to activities relating to the areas referred to in Article 3, namely functional rehabilitation, educational integration, vocational training, employment rehabilitation, economic and social integration and an independent way of life for disabled people.

Such activities will consist of conferences, seminars, exchanges of information, study visits and training courses organized on the basis of annual topics determined after the Committee has been consulted and after the forum's point of view has been obtained.

Participants in such activities will be appointed by Member States taking into account the nature of their activities and possible consistency and complementarity with other Community activities, with a view to passing the experience they have acquired to the representatives of national, regional and local authorities, and to NGOs through national disability councils, where they exist.

Where appropriate, participants may be replaced by the Member State which appointed them.

The Commission will facilitate, where appropriate, contacts between participants according to the area of integration or the category of disability concerned with a view to encouraging exchange in each field.

2.2. Rate of Community financial contribution

- (a) up to 50 % for conferences (in cooperation with national authorities);
- (b) up to 100 % for seminars, working party activities, study visits and training courses.

3. Handynet computerized information and documentation system

3.1. General procedures

In order to meet the information needs of disabled people, the Handynet system will offer users a multilingual database, a multilingual electronic newspaper and a computer-based message system.

Collection of data at national level will be carried out by national collection and coordination centres designated by the Member States.

Data will be forwarded to the Commission, which will adapt them to the Handynet system, update them regularly and make them available to the national centres designated by the Member State in the form of 'compact disk read only memory' (CD-ROM).

Dissemination to users of the information processed under the Handynet system will be the responsibility of the Member States and carried out by the information and advice centres designated by the Member States.

3.2. *Specific activities*

The Commission will continue to develop and update the first Handynet module on technical aids.

That module consists of a European database comprising :

- an inventory of technical aids (with prices) available on the Community market for disabled people with all types of disabilities,
- a list of manufacturers and distribution agencies for these products in the Member States, and
- the national rules and procedures which disabled people must follow in order to obtain such technical aids.

In addition, the Commission will extend promotion of :

- positive and forward-looking activities to encourage the adaptation of technologies, including new technologies, to the needs of disabled people,
- research and creation of technical aids, in particular by drawing up an inventory of applied research activities in this area.

The Commission will also examine whether it is possible to include information on the quality of the technical aids in the database.

3.3. *Rate of Community financial contribution*

- up to 100 % (to cover the European dimension).

4. Cooperation with NGOs

4.1. *General conditions and procedures for cooperation with the Commission*

The Commission will strengthen cooperation with NGOs, via national disability councils where they exist, and with associations which include NGOs from all or a number of Member States.

The Commission will inform the Committee of its cooperation and links with the NGOs referred to in Article 3 (d).

4.2. *Specific measures*

Each year, after the Committee has given its opinion, the Commission will draw up a programme of activities eligible for financial support from the Commission and will give a balanced opinion on the priority ratings of those activities.

Eligible activities will include :

- conferences, seminars, study visits, training courses and other European-scale cooperative activities,
- provision of information for NGOs on actions undertaken at Community level,
- advice to the Commission, at its request, on the technical aspects associated with the type of disability or of the specific integration issue being dealt with,
- submission of an annual report on activities carried out within the Helios II framework.

4.3. *Rate of Community financial contribution*

- (a) to 50 % for meetings, conferences, seminars, study visits, training courses and other European-scale cooperative activities ;
- (b) up to 100 % for expenses arising from the provision of coordination and expertise.

5. Information and awareness-raising aimed at public opinion

Wide distribution of information to publicize activities and campaigns to increase the awareness of the public and the media of the possibilities for integrating disabled people.

The Commission will contribute to raising public awareness through the organization of competitions, the award of annual prizes for model projects in the various fields relating to the integration of disabled people, and through media activities.

Prize-winning model projects will be presented at a conference/exhibition.

The Commission may provide financial support for information meetings at national level organized by participants in Helios II.

Rate of Community financial contribution : up to 100 %.

6. **Special themes**

In implementing the specific measures detailed above, the participants in Helios II will devote special attention to :

- prevention and early assistance, with a view to preventing the appearance or development of an impairment, incapacity or disability,
- difficulties encountered by the families of disabled people, disabled women and elderly disabled people,
- the economic and social integration of disabled women,
- training for professionals and volunteers involved in the various stages of the integration process,
- people with special responsibilities in respect of disabled children, adolescents and adults.

7. **Programmes, measures and initiatives concerned directly with disabled people**

Special steps will be taken to create a synergetic effect, in the field of vocational rehabilitation and employment, with the Horizon initiative and, in respect of the use of effective technologies, with the TIDE initiative.

8. **Studies and technical assistance**

Studies, consultancy services and technical assistance required for drawing up proposals or providing technical support in the fields referred to in Article 3.

Rate of Community financial contribution : up to 100 %.

9. **Additional specific action within the framework for the activities referred to in sections 2 to 5**

Cooperation with the outside experts responsible for assisting the Commission in coordinating, guiding and evaluating the activities referred to in sections 2 to 5.

Rate of Community financial contribution : up to 100 %.

**Council Decision
of 29 April 1993
adopting the second phase of the trans-European
cooperation scheme for higher education
(Tempus II) (1994 to 1998)**

(OJ No L 112, 6.5.1993)

COUNCIL DECISION

of 29 April 1993

adopting the second phase of the trans-European cooperation scheme for higher education (Tempus II) (1994 to 1998)

(93/246/EEC)

THE COUNCIL OF THE EUROPEAN COMMUNITIES,

Having regard to the Treaty establishing the European Economic Community, and in particular Article 235 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the European Parliament ⁽²⁾,

Having regard to the opinion of the Economic and Social Committee ⁽³⁾,

Whereas on 18 December 1989 the Council adopted Regulation (EEC) No 3906/89 on economic aid to the Republic of Hungary and the Polish People's Republic ⁽⁴⁾, which provides for aid to support the process of economic and social reform in central and eastern European countries in areas including training;

Whereas experience gained in the management of the Phare programme of aid to central and eastern Europe points to the need to adapt and further diversify forms of assistance according to national needs and priorities for reform of the higher education systems concerned and of the structure of higher education establishments and to adopt where possible a multiannual approach to the programming of aid;

⁽¹⁾ OJ No C 311, 27. 12. 1992, p. 1.

⁽²⁾ OJ No C 115, 26. 4. 1993.

⁽³⁾ OJ No C 73, 15. 3. 1993, p. 1.

⁽⁴⁾ OJ No L 375, 23. 12. 1989, p. 11. Regulation, as last amended by Regulation (EEC) No 2334/92 (OJ No L 227, 11. 8. 1992, p. 1).

Whereas the countries of central and eastern Europe have recognized the importance of higher education in the context of aid measures for their current process of economic and social reform and have accorded priority to the development of the university sector through social reform and have accorded priority to the development of the university sector through cooperation with the Community;

Whereas Poland, Hungary and Czechoslovakia signed Europe Agreements on 16 December 1991 with the Community which specify that the Tempus scheme provides a framework for cooperation in the field of education and training;

Whereas cooperation in higher education reinforces and consolidates the whole network of relations between the different peoples of Europe, promotes common cultural values, allows fruitful exchanges of ideals and facilitates multinational activities in the scientific, socio-economic, artistic and commercial spheres;

Whereas action at the level of the Community can add a dimension to the attainment of the objectives of Tempus which cannot be achieved by individual Member States;

Whereas the experience and expertise gained within the Community in the areas particularly of inter-university cooperation and student exchange as well as of industry-university cooperation and mobility between the Community and the countries of central and eastern Europe in the field of higher education as well as to promote mutually beneficial contacts in the field of education and training;

Whereas in its Decision 90/233/EEC⁽¹⁾, the Council established a trans-European mobility scheme for university studies (Tempus), within a perspective of five years, for an initial pilot phase of four years beginning on 1 July 1990;

Whereas Article 11 of Decision 90/233/EEC provides that before 31 December 1992, the Commission shall submit an interim report, including the results of the evaluation as well as a proposal for the continuation or adaptation of Tempus as a whole beyond the initial pilot phase;

Whereas the results of the evaluation of the first year and a half of the pilot phase, carried long-term in accordance with Article 11 of the said Decision, have confirmed that, for each country concerned, the objectives of Tempus should be more clearly targeted whether on the long-term reform of higher education or on the shorter term needs of economic restructuring;

Whereas the competent authorities in the countries of central and eastern Europe have expressed positive views on Tempus and will in future take account of the evaluation in defining their priorities for Phare assistance and their particular strategy and needs in the context of the Tempus scheme;

Whereas on 15 July 1991 the Council adopted Regulation (EEC, Euratom) No 2157/91 concerning the provision of technical assistance to economic reform and recovery in the Union of Soviet Socialist Republics⁽²⁾;

Whereas the Ministers of Education of certain Republics of the former Soviet Union have expressed their wish to participate in Tempus as an appropriate instrument for the transformation of their higher education systems in the context of social reforms, which include economic reform and recovery as well as democratic and administrative reform; whereas the first three years of the implementation of the Tempus scheme have generated appropriate experience and insight into the problems of higher education transformation which are directly relevant for these Republics;

Whereas Tempus II can be regarded as a programme which will promote social and socio-economic cohesion between the Community and the countries of the regions covered;

Whereas there exist in the Community and in third countries regional and/or national, public and/or private facilities which can be called upon to assist in the effective provision of financial support in the area of training a higher education level;

(1) OJ No L 131, 23. 5. 1990, p. 21. Decision, as amended by Decision 92/240/EEC (OJ No L 122, 7. 5. 1992, p. 43).
(2) OJ No L 201, 24. 7. 1991, p. 2.

Whereas the Treaty does not provide, for the action concerned, powers other than those of Article 235, and the conditions for the use of that Article have been satisfied,

HAS DECIDED AS FOLLOWS:

Article 1

Duration of Tempus II

The second phase of the trans-European cooperation scheme for university studies (hereinafter referred to as 'Tempus II' is hereby adopted for a period of four years as of 1 July 1994.

Article 2

Eligible countries

Tempus II shall concern the countries of central and eastern Europe designated as eligible for economic aid by Regulation (EEC) No 3906/89 (Phare programme), and the Republics of the former Soviet Union as defined in Regulation (EEC, Euratom) No 2157/91 (Tacis programme). These countries shall be referred to hereinafter as 'the eligible countries'. Based on an assessment of the specific situation of each country, the Commission shall, in accordance with the procedures laid down in the abovementioned Regulations, agree with the eligible countries concerned whether they should begin to participate in Tempus II and the general scope and nature of their participation, in the context of the national programming of Community assistance for social and economic reform.

Article 3

Definitions

In the context of Tempus II:

- (a) the term 'university' shall be used to cover all types of post-secondary educational and vocational training establishments which offer, within the framework of advanced education and training, qualifications or diplomas of that level, whatever such establishments may be called;
- (b) the terms 'industry' and 'enterprise' shall be used to indicate all types of economic activity, whatever their legal status, public and local authorities, independent economic organizations, chambers of commerce and industry and/or their equivalents, professional associations, organizations representing employers or employees, as well as training bodies of the abovementioned institutions and organizations.

Each Member State or eligible country may determine what types of establishments as described in (a) may participate in Tempus II.

Article 4

Objectives

The objectives of Tempus II are to promote, as part of the overall objectives and guidelines of the Phare and Tacis programmes in the context of economic and social reform, the development of the higher education systems in the eligible countries, through as balanced a cooperation as possible with partners from all the Member States of the Community. Specifically, Tempus II seeks to help the higher education systems of the eligible countries to address :

- (a) issues of curriculum development and overhaul in priority areas ;
- (b) the reform of higher education structures and institutions and their management ;
- (c) the development of skill-related training to address specific higher and advanced level skill shortages during economic reform, in particular through improved and extended links with industry.

In realizing the objectives of Tempus II, the Commission shall ensure respect of the Community's general policy on equal opportunity for men and women. The same shall apply for disadvantaged groups, such as those with handicaps.

Article 5

Dialogue with eligible countries

The Commission shall agree with the competent authorities in each country detailed objectives and priorities for the role of Tempus II in the national strategy of economic and social reform, on the basis of the programme's objectives and the provisions of the Annex, and in accordance with, in particular :

- (a) (i) the overall objectives of the Phare programme ;
(ii) the overall objectives of the Tacis programme, with particular reference to its sectoral focus ;
- (b) each eligible country's policy for economic, social and education reform ;
- (c) the need for an appropriate balance to be struck between the selected priority areas and the resources allocated to Tempus II.

Article 6

Committee

1. The Commission shall implement the Tempus II scheme in accordance with the provisions of the Annex, on the basis of detailed guidelines to be adopted annually and following the detailed objectives and priorities agreed with the competent authorities in each eligible country as provided for in Article 5.

2. In the performance of that task, the Commission shall be assisted by a committee composed of two representatives appointed by each Member State and chaired by the Commission representative. The members of the committee may be assisted by experts or advisers.

The committee shall, in particular, assist the Commission in the implementation of the scheme having regard to the objectives set out in Article 4 and shall coordinate its work with that of other committees covering the same field as Tempus II.

3. The Commission representative shall submit to the committee drafts of measures concerning :

- (a) the general guidelines governing Tempus II ;
- (b) the selection procedures and general guidelines on the financial assistance to be provided by the Community (amounts, duration and recipients of assistance) ;
- (c) questions relating to the overall balance of Tempus II, including the breakdown between the various actions ;
- (d) the detailed objectives and priorities to be agreed with the competent authorities in each eligible country ;
- (e) arrangements for the monitoring and evaluation of Tempus II.

4. The committee shall deliver its opinion on these drafts of measures within a time limit which the Chairman may lay down according to the urgency of the matter. The opinion shall be delivered by the majority laid down in Article 148 (2) of the Treaty in the case of decisions which the Council is required to adopt on a proposal from the Commission. The votes of the representatives of the Member States within the committee shall be weighted in the manner set out in that Article. The chairman shall not vote.

The Commission shall adopt measures which shall apply immediately. However, if these measures are not in accordance with the opinion of the committee, they shall be communicated by the Commission to the Council forthwith.

In that event, the Commission may defer application of the measures which it has decided upon for a period of two months.

The Council, acting by a qualified majority, may take a different decision within the time limit referred to in the previous subparagraph.

5. In addition, the Commission may consult the committee on any other matter concerning the implementation of Tempus II, including the annual report.

The representative of the Commission shall submit to the committee a draft of the measures to be taken. The committee shall deliver its opinion on this draft, within a time limit which the chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the committee. It shall inform the committee on the manner in which its opinion has been taken into account.

Article 7

Cooperation with relevant agencies

1. The Commission shall cooperate with the agencies in each of the eligible countries designated or set up to coordinate the links and structures necessary for the effective implementation of Tempus II, including the allocation of funds made available by the eligible countries themselves.

2. The Commission shall also cooperate closely in the implementation of Tempus II with the relevant national bodies designated by the Member States. It shall take into account as far as possible relevant bilateral measures taken by Member States.

Article 8

Links with other Community actions

The Commission, in accordance with the procedure set out in Article 6 (5) of this Decision, and, where appropriate, with the procedure set out in Article 9 of Regulation (EEC) No 3906/89, shall ensure consistency and, where necessary, complementarity between Tempus II and other actions at Community level, both within the Community and in assistance to the eligible countries, with particular reference to the activities of the European Training Foundation.

Article 9

Coordination with actions of third countries

1. The Commission shall ensure the appropriate coordination with actions developed by countries which are not members of the Community (*) or by universities and enterprises in these countries which relate to the same field of action as Tempus II, including, where appropriate, participation in Tempus II projects.

2. Such involvement can take various forms, including one or more of the following:

- participation in Tempus II projects via co-financing,
- use of Tempus II facilities for the channelling of bilaterally-funded exchange actions,
- coordination with Tempus II of those nationally-based initiatives which are related to the same aims but which are financed and run separately,
- reciprocal exchange of information on all relevant initiatives in this field.

Article 10

Annual report

An annual report on the functioning of Tempus II shall be submitted by the Commission to the European Parliament, the Council and the Economic and Social Committee. It shall be transmitted for information to the eligible countries.

Article 11

Monitoring and evaluation arrangements — Reports

The Commission shall, in accordance with the procedures set out in Article 6 (3), establish arrangements for the regular monitoring and external evaluation of the experience acquired in the implementation of Tempus II, taking into account the particular objectives set out in Article 4 and the national objectives set in accordance with Article 5.

It shall submit an interim report, including the results of the evaluation, before 30 April 1996, as well as possibly a proposal for the continuation or adaptation of Tempus II for the period beginning 1 July 1998.

A final report shall be presented by the Commission by 30 June 1999.

Done at Luxembourg, 29 April 1993.

For the Council

The President

S. BERGSTEIN

(*) At present these countries shall comprise the non-Community members of the group of G-24 countries, the Republic of Cyprus and Malta, and the participation shall concern projects with the countries of central and eastern Europe eligible under the Phare programme.

ANNEX

Joint European projects

1. The Community will provide support for joint European projects of maximum three years' duration.
Joint European projects will comprise at least one university from an eligible country, one university from a Member State and one partner institution (university or enterprise) from another Member State.
Such projects should where possible be linked, notably in the interests of cost-effectiveness, to existing networks, notably those funded in the framework of the Erasmus, Comett and Lingua programmes, or to the other assistance programmes of the Community for the eligible countries, focused on related aspects of economic and social reform.
2. Joint European project grants may be awarded for activities according to the specific needs of the institutions concerned and according to the priorities laid down, including :
 - (i) cooperative education and training actions, notably curricular development and overhaul, the development of universities' capacities to provide continuing education and retraining, the provision of short, intensive courses and the development of open and distance learning capability ;
 - (ii) measures for reform and development of higher education, notably via the restructuring of the management of higher education institutions and systems, the upgrading of facilities, and, where appropriate, the provision of technical and financial assistance to responsible authorities ;
 - (iii) the promotion of university/industry cooperation in the eligible States via the development of universities' capacities to cooperate with industry and cooperative university/industry training actions ;
 - (iv) equipment necessary for the implementation of a joint European project ;
 - (v) the development of student and staff mobility within the framework of joint European projects ;
 - (vi) activities involving two or more eligible countries.
3. *Mobility within joint European projects*
Within the framework of joint European projects the Community will provide support for student and staff mobility, particularly through grants including amounts for linguistic preparation where appropriate. Specifically :
 - (i) grants will be awarded to students, up to and including at doctorate level and will be available both to students from the eligible countries carrying out periods of study in the Community and to students from the Community spending study periods in the eligible countries. Grants will be normally awarded for a period between three months and one year ;
 - (ii) for students participating in joint European projects whose specific aim is to foster mobility, priority will be given to students participating in projects where the period of study abroad will be granted full recognition by the student's home university ;
 - (iii) for teaching/administrative staff at universities or trainers from enterprises in Member States to carry out teaching/training assignments for periods from one week to one year in eligible countries and vice versa ;
 - (iv) for teaching/administrative staff at universities in the eligible countries to undertake retraining and updating periods in the Community ;
 - (v) support for industrial or practical placements of one month to one year for teachers, trainers, students and graduates between the end of their studies and first employment from the eligible countries to undertake a practical training period in enterprises in the Community and vice versa.

Individual grants and complementary activities

1. The Community will also provide support outside joint European projects for individual grants to teachers, trainers, university administrators, senior Ministry officials, education planners and other training experts for the following activities :
 - (i) short visits of one week to two months to a Member State or an eligible country designed to prepare joint European projects, prepare teaching materials, collect and disseminate information, exchange expert advice and increase mutual understanding of the higher education/training systems concerned ;
 - (ii) teaching/training assignments in universities in the Community and in the eligible states for periods of one week to one year ;
 - (iii) practical placements in enterprises or education authorities in the Community or in the eligible states for periods of one month to one year ;
 - (iv) retraining and updating for university staff from the eligible states in the Community for periods from one week to one year.
2. Grants will be made available to enable eligible countries to participate in the activities of European associations, notably university associations.
3. Support will be provided to facilitate publications and other information activities directly relevant to supporting the development and renewal of the higher education systems of the eligible countries.

4. Support will be provided for activities (in particular technical assistance, training, seminars and studies) designed to assist in the reform and development of higher education and training systems in the eligible countries, particularly with regard to the dissemination of the results and experience of joint European projects.
5. Limited support may be provided to projects involving youth activities as well as exchanges of young people and youth organizers between Member States and eligible countries.

Support activities

1. The necessary technical assistance will be provided to the Commission to underpin the activities undertaken in accordance with the Decision and to ensure the necessary monitoring of the implementation of the programme.
 2. Support will be provided for appropriate external evaluation of Tempus II.
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**Conclusions
of the Council and of the Ministers for Education
meeting within the Council
of 11 June 1993
on furthering an open European space
for cooperation within higher education**

(OJ No C 186, 8.7.1993)

CONCLUSIONS OF THE COUNCIL AND OF THE MINISTERS FOR EDUCATION
MEETING WITHIN THE COUNCIL

of 11 June 1993

on furthering an open European space for cooperation within higher education

(93/C 186/01)

After the establishment of the internal market and in view of the present difficult employment and growth prospects in Europe, the Council and the Ministers for Education meeting within the Council reaffirm the need for dialogue and cooperation between the Member States on how to achieve a Europe with employment and quality education and training for all, based on democratic values. The memoranda on vocational training in the 1990s, on open and distance learning, and on higher education, which the Commission has submitted for debate in the Member States, constitute a valuable contribution to this dialogue.

With the establishment of the internal market from 1 January 1993, the barriers to the free movement of goods, services, capital and persons between the countries in the Community have largely been removed. The labour markets will in the years to come be subject to constant changes and more closely linked.

The citizens of Europe will thus be living and working in labour markets characterized by specific and distinct cultures but with much more mobility between them than today. This will make more and heavier demands on educational policy than ever before.

A way of facing these challenges to the national educational policies could be to develop an open European space for cooperation within higher education. In this open space citizens should as a long-term aim have the opportunity to choose a place of study in any of the Member States; the necessary European dimension in education should be combined with a respect for the richness and diversity of the national and regional education and training systems.

The Member States and the Community should therefore continue to work with determination in order to remove the remaining barriers to this open space, taking special account of the value of European cultural and linguistic diversity and of the financial problems

experienced by individual Member States in relation to imbalances in student flows. Attention should be paid to strengthening higher education systems in less developed regions and contributing in this way to social and economic cohesion.

These conclusions concern three specific areas which are important for furthering an open European space for cooperation within higher education.

Access

1. From a European perspective, the objective is that through cooperation between national systems and institutions of higher education, young people should be able to pursue part or all of their studies in the higher educational institutions of other Member States in ways which best match their needs.
2. The Commission is invited to institute, together with the Member States in accordance with their respective competences, a review of obstacles to the attainment of this objective, in particular concerning:
 - different forms of admission regulations and requirements, as well as any remaining problems of nationality,
 - arrangements for financing higher education within individual Member States, which may inhibit balanced student flows.

The review could be undertaken in cooperation with relevant organizations representing educational institutions and using the knowledge already available in the Commission as well as that gathered by international organizations which are working on the same issues.

3. The Member States could — subject to and in accordance with national education policies and priorities — work to apply the principle that young people enrolled in higher education should be able to take with them for studies in another Member State national student grants or loans intended for living expenses.
4. The Commission is further invited to investigate ways of establishing measures concerning access and financing which will improve the opportunities for students disadvantaged by personal or regional circumstances to undertake study periods in another Member State.

Quality

5. The Member States and the Commission could continue to support the establishment and/or expansion of networks between higher education institutions. Such cooperation could build on the principles and experience which have been established within the Erasmus, Lingua and Comett programmes, for instance beginning with a few fields of study at the postgraduate level.

The aim should be to develop top quality in the networks through cooperation and division of responsibility. The networks could operate a variety of model projects, e.g. experiments with a joint intake of students. Experiments could also be made with new forms of financing cooperation between institutions in the network.

6. The Commission is invited to examine the possibilities of increasing long term as well as short term mobility of staff as well as information exchange between educational institutions in the Community, with a view to strengthening the European dimension and improving quality in higher education, in accordance with the ministerial conclusions of 27 November 1992.
7. The Commission is invited to present as quickly as possible the report of the working party established by virtue of the conclusions on quality assessment of 25 November 1991. In the light of this report, and following Council consideration thereof, it could

initiate pilot projects on quality assessment including elements of both internal and external evaluation, in cooperation with interested Member States and after consultation with relevant organizations active in the field.

Such pilot projects should reflect the increasing importance attached in the Member States to the transparency of arrangements to secure and maintain quality.

8. The Commission is invited to present as soon as possible the report on the extension of credit transfer possibilities between study programmes in the Member States, as requested in the conclusions of the Council and Ministers of 25 November 1991 and 27 November 1992.

Relevance of studies

9. The Member States — and the institutions within them — may need to further diversify their educational instruments and the content of higher education in order to meet in a balanced way the widening educational needs of students, the labour market and society as such.

The Member States and the Commission could support and promote this activity by furthering exchanges of valuable experience and know-how from countries with a wide range of options in higher education to countries with more restricted options for the citizens.

10. The Council and the Ministers for Education meeting within the Council agree to study during their forthcoming meetings the reports and studies on the abovementioned points; they moreover take note of the Commission general guidelines for Community action in the field of education and training, and its plans for the extension of European cooperation in higher education, taking into account the experiences gained in the higher education programmes Erasmus, Lingua and Comett as well as the results of their evaluation and the discussions in the Member States concerning the memorandum on 'Higher education in the European Community'.

**Resolution of the Council
of 11 June 1993
on vocational education and training in the 1990s**

(OJ No C 186, 8.7.1993)

RESOLUTION OF THE COUNCIL

of 11 June 1993

on vocational education and training in the 1990s

(93/C 186/02)

THE COUNCIL OF THE EUROPEAN COMMUNITIES,

Referring to the Treaties establishing the European Communities,

Considering that the Treaty on European Union signed at Maastricht on 7 February 1992 sets out a framework for cooperation on education and training;

Considering that the fundamental objectives of a common vocational training policy set forth in the second principle of Decision 63/266/EEC⁽¹⁾ refer in particular to the need to promote basic and advanced vocational training and, where appropriate, retraining, suitable for the various stages of working life; considering also that the 10th principle of Decision 63/266/EEC states that special measures may be taken in respect of special problems concerning special sectors of activity or specific categories of persons;

Considering that the priorities made in the resolution adopted by the Council on 11 July 1983 on the policies of vocational education and training in the European Community in the 1980s⁽²⁾ should be revised, in order to allow for the conditions and the new challenges in the 1990s;

Referring to the new challenges and perspectives described in the memorandum of the Commission on vocational education and training in the European Community in the 1990s⁽³⁾;

Considering that the Community can make a significant contribution to cooperation between the Member States by developing a global and coherent approach towards education and training which supports and supplements the policies of the Member States, and by consolidating the achievements of the Community education and training programmes, in particular Comett, Erasmus, Lingua, Eurotecnet, Petra and Force;

Referring to resolutions or conclusions on:

— sandwich-type training courses for young people (18 December 1979)⁽⁴⁾,

— continuing vocational training (5 June 1989)⁽⁵⁾,

— technical and vocational education and initial training (14 December 1989)⁽⁶⁾,

— the comparability of vocational training qualifications (18 December 1990)⁽⁷⁾,

— the transparency of qualifications (3 December 1992)⁽⁸⁾,

— the need to take action with regard to the serious unemployment situation in the Community (21 December 1992)⁽⁹⁾;

Considering that the 'Community charter of fundamental social rights of workers', adopted at the European Council in Strasbourg on 9 December 1989 by the heads of State and of Government of 11 Member States, stated in point 15 that:

'Every worker of the European Community must be able to have access to vocational training and to benefit therefrom throughout his working life. In the conditions governing access to such training, there may be no discrimination on grounds of nationality.

The competent public authorities, undertakings or the two sides of industry, each within their own sphere of competence, should set up continuing and permanent training systems enabling every person to undergo retraining more especially through leave for training purposes, to improve his skills or to acquire new skills, particularly in the light of technical developments.'

Considering that employers and unions in the social dialogue have pointed out in joint statements of 19 June and 6 November 1990 and 20 December 1991 that an improvement of European vocational education and training is crucial to a strengthening of the competitiveness of European business enterprises, and that intensified efforts in this area play a central role in the development of regional policies and development of industry and trade;

(¹) OJ No 63, 20. 4. 1963, p. 1338/63.

(²) OJ No C 193, 20. 7. 1983.

(³) Doc. 4112/92 SOC 7 EDUC 2 (COM(91) 397 final).

(⁴) OJ No C 1, 3. 1. 1980.

(⁵) OJ No C 148, 15. 6. 1989.

(⁶) OJ No C 27, 6. 2. 1990.

(⁷) OJ No C 109, 24. 4. 1991.

(⁸) OJ No C 49, 19. 2. 1993.

(⁹) Doc. 93/C, 49/02.

Considering that the European Parliament, in its resolution adopted on 15 May 1992 ⁽¹⁾, asks Member States to ensure that training programmes lead to high-level qualifications and recommends analyses of the sandwich-type education programmes for the purpose of placing greater emphasis on vocational education and training;

Referring to the resolution of the European Parliament of 21 April 1993 ⁽²⁾ on vocational training policy in the 1990s;

Considering that vocational, technological and demographic developments call for improved possibilities of continued training within the framework of cohesive policies in the fields of labour market conditions and vocational education and training;

Whereas cooperation in the field of vocational training should also be based on existing provisions in force in the Member States, taking into account the respective responsibilities of the competent public authorities, undertakings and social partners, while respecting the diversity of national legal systems and practices, the powers under national law of the parties concerned and contractual autonomy; whereas the initiatives taken at national level by the Member States and the two sides of industry are many and varied, and taking into account the transnational dimension of the action, they should be supported at Community level; whereas, finally, it is essential to encourage a synergy of resources and promote partnerships between the public and private sectors,

ADOPTS THE FOLLOWING RESOLUTION:

1. The Council considers that the quality of vocational education and training in the Member States should be strengthened in order to encourage continuing opportunities for individuals to develop their knowledge and skills and thus contribute to increased economic and social cohesion as well as to competitiveness of the European economies.

It stresses that with the establishment of the internal market from 1 January 1993, labour markets will in the years to come be subject to constant changes and more closely linked and that this will intensify the demands on educational and training policy.

In accordance with their own systems and traditions, Member States should make particular endeavours to:

- (a) improve the development possibilities of the individual through enhanced education and training, as an essential element in working life;

- (b) offer all young people recognized broad vocational education and training, to make them better qualified for the labour market and to motivate and commit them to undertake further training courses;
- (c) ensure that the vocational education and training system is attractive to young people;
- (d) use relevant vocational education and training as an important instrument to support employment, and enable unemployed people to gain access to jobs in order to avoid social exclusion;
- (e) take account of the needs of the economy and the competitiveness of enterprises.

2. The Council stresses that special account should be taken of trends becoming increasingly important in the 1990s, in particular:

- (a) the crucial importance of vocational education and training in the context of developing new technologies, changed forms of decentralized work organization and new working methods; in this connection, educational strategies which integrate general learning and practical training, should be encouraged;
- (b) the links between the broad-based, basic vocational training provision and vocational in-service training and further training provision designed to give employees the opportunity of training throughout their working career;
- (c) the reduction of barriers to mobility and the maintenance of flexibility among the workforce, by means of a broad-based effort regarding supplementary and further vocational training;
- (d) the introduction of new technologies, giving rise to the need for Member States to encourage the development of new qualifications and expanded training programmes dealing with technological transfer and adaptation to industrial change;
- (e) the promotion of a greater emphasis on training as an important part of companies' corporate strategies.

3. The Council emphasizes that the links between training, delivery of high quality, updated qualifications and the combating of unemployment should be strengthened.

Measures should be taken in favour of those disadvantaged on the labour market, taking special account of individuals who have not had the opportunity to acquire adequate qualifications; they should be helped to develop their qualifications so as to allow them better access to the labour market.

⁽¹⁾ OJ No C 150, 15. 6. 1992, p. 366.

⁽²⁾ Doc. 6001/93 PE-RESOL 23, p. 25.

4. The Council believes that training measures have an important role to play in small and medium-sized enterprises.

Particular attention should be paid to encouraging smaller enterprises to gain access to attractive and appropriate opportunities for the training of their employees at all levels.

5. The Council deems it important that the aims and contents of training programmes are decided in partnership with relevant bodies which may include the social partners, in accordance with national systems and traditions.

6. The Council emphasizes the importance of vocational education and training policies along the lines indicated above and agrees that Member States' policies should include the following aims, in line with national systems and traditions:

- (a) promoting investment in vocational education and training which will specifically lead to relevant, recognized or validated qualifications;
- (b) developing close links between school-based and enterprise-based vocational training, as coherent vocational education and training programmes in schools and enterprises are well calculated to ensure relevant training and qualifications;
- (c) providing better opportunities for disadvantaged young people and adults, where appropriate, to take advantage of recognized up-to-date practical vocational training, which will improve their chances of joining the labour market;
- (d) developing cooperation between the national and local authorities, employers and unions, enterprises and others, in accordance with national practice, on the overall updating of qualifications and specifically on initiatives designed to increase further training offers;
- (e) including broad-based general subjects in the vocationally-oriented training system, for the purpose of fulfilling the broader qualification requirements of the future and strengthening the mobility of the workforce;
- (f) improving the quality of vocational education and training, especially by improving training of trainers;
- (g) strengthening vocational education systems through improved guidance services, with a view to enhancing the awareness and motivation of individuals;

- (h) strengthening innovation and applied research, with a view to supporting modernization, adaptability and quality in vocational education and training;

- (i) strengthening the European dimension in initial and continuing training, in order to facilitate the mobility of young people and adults within the single market.

7. In accordance with the Treaties the Community supports and supplements the Member States' policies set out in paragraph 6.

More specifically, the Council invites the Commission:

- (a) to work towards greater coherence at Community level between vocational education and training programmes and other policies which support Member States' efforts in this field;
- (b) to promote the development of European cooperation on qualifications, in line with the Council resolution of 3 December 1992⁽¹⁾ on transparency of qualifications;
- (c) to strengthen transnational cooperation by reviewing the possibilities for students and trainees to undertake recognized training courses, or part of them, in another Member State, where this is relevant to their training goals, as well as increasing exchange opportunities for educators and planners in the vocational training system;
- (d) to intensify transnational initiatives designed to promote information exchanges and the level of knowledge in the field of vocational education and training, with a view to enhancing the transparency of qualifications and facilitating the mobility of the workforce within the Community;
- (e) to promote the transfer of innovation and the development of applied research with a view to supporting modernization, adaptability and quality in vocational education and training;
- (f) to take account of this resolution in its proposals for reviewing and coordinating Community education and training programmes, alongside the responses of the Member States to its memorandum on vocational training in the 1990s, and the Council discussion on the Commission guidelines for education and vocational training.

⁽¹⁾ OJ No C 49, 19. 2. 1993, p. 1.

**Council Recommendation
on 30 June 1993
on access to continuing vocational training**

(OJ No L 181, 23.7.1993)

COUNCIL RECOMMENDATION

of 30 June 1993

on access to continuing vocational training

(93/404/EEC)

THE COUNCIL OF THE EUROPEAN COMMUNITIES,

Having regard to the Treaty establishing the European Economic Community, and in particular Article 128 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the European Parliament ⁽²⁾,

Having regard to the opinion of the Economic and Social Committee ⁽³⁾,

Whereas the first principle established by Council Decision 63/266/EEC of 2 April 1963 laying down general principles for implementing a common vocational training policy ⁽⁴⁾ states that every person should receive adequate training, with particular reference to the need to promote basic and advanced vocational training and, where appropriate, retraining suitable for the various stages of working life, and the need to offer to every person, by means of permanent facilities for vocational advancement, the opportunity to gain promotion or to receive instruction for a new and higher level of activity;

Whereas, under the terms of Decision 63/266/EEC, it is the responsibility of the Member States and the

competent institutions of the Community to apply such general principles within the framework of the Treaty;

Whereas the development of human resources by means of vocational training is one of the essential elements in increasing the competitiveness of the European economy; whereas, as affirmed by the European Council meeting in Hanover on 27 and 28 June 1988, the achievement of the Single Market must be accompanied by increased access to continuing training;

Whereas technological developments, their impact on employees' skills and the growth of unemployment make it necessary to develop access to continuing vocational training;

Whereas point 15 of the Community Charter of the fundamental social rights of workers, adopted by the Heads of State and Government of 11 Member States at the European Council meeting in Strasbourg on 9 December 1989, states in particular that:

'Every worker of the European Community must be able to have access to vocational training and to benefit therefrom throughout his working life. In the conditions governing access to such training there may be no discrimination on grounds of nationality.

The competent public authorities, undertakings or the two sides of industry, each within their own sphere of competence, should set up continuing and permanent training systems enabling every person to undergo retraining, more especially through leave for training purposes, to improve his skills or to acquire new skills, particularly in the light of technical developments.'

⁽¹⁾ OJ No C 23, 27. 1. 1993, p. 8.

⁽²⁾ OJ No C 150, 31. 5. 1993.

⁽³⁾ OJ No C 129, 10. 5. 1993, p. 57.

⁽⁴⁾ OJ No 63, 20. 4. 1963, p. 1338/63.

Whereas vocational training remains of constant concern to both employers and workers in the context of the dialogue between the two sides of industry ⁽¹⁾;

Whereas the Economic and Social Committee adopted a report on 22 October 1992 on vocational training as a means of promoting vocational qualifications and a strategic instrument for the economic and social development of the European Community;

Whereas on 21 April 1993 the European Parliament adopted an own-initiative report on vocational training policy in the European Community for the 1990s, in which the subject of access to continuing training is considered;

Whereas transnational cooperation measures have been undertaken at Community level ⁽²⁾;

Whereas demographic trends will significantly reduce the number of young people entering the Community labour

⁽¹⁾ See following texts:

- joint opinion of 6 March 1987 on training and motivation, information and consultation,
- joint opinion of 13 February 1990 on the creation of a European occupational and geographical mobility area and improving the operation of the labour market in Europe,
- joint opinion of 19 June 1990 on basic education and initial, vocational and adult training,
- joint opinion of 21 September 1991 on ways of facilitating the broadest possible effective access to training opportunities,
- agreement of 31 October 1991 between the two sides of industry at European level,
- European Framework Agreement of 6 September 1990 between the European Trade Union Confederation (ETUC) and the European Centre of Public Enterprises (CEEP) on training in public enterprises.

⁽²⁾ See following texts:

- Council Decision 90/267/EEC of 29 May 1990 establishing an action programme for the development of continuing vocational training in the European Community (Force) (OJ No L 156, 21. 6. 1990, p. 1),
- Council Decision 89/657/EEC of 18 December 1989 establishing an action programme to promote innovation in the field of vocational training resulting from technological change in the European Community (Eurotecnet) (OJ No L 393, 30. 12. 1989, p. 29), both as amended by Decision 92/170/EEC (OJ No L 75, 21. 3. 1992, p. 51),
- Council Decision 89/27/EEC of 16 December 1988 adopting the second phase of the programme on cooperation between universities and industry regarding training in the field of technology (Comett II) (OJ No L 13, 17. 1. 1989, p. 28),
- Council Decision 91/387/EEC of 22 July 1991 amending Decision 87/569/EEC concerning an action programme for the vocational training of young people and their preparation for adult and working life (Petra) (OJ No L 214, 2. 8. 1991, p. 69),
- Council Regulation (EEC) No 4255/88 of 19 December 1988 laying down provisions for implementing Regulation (EEC) No 2052/88 as regards the European Social Fund (OJ No L 374, 31. 12. 1988, p. 21).

market, which, together with changes in the working environment, must lead to an updating and greater adaptation of skills among the working population;

Whereas it has been noted throughout the Community that the problems faced by women in gaining access to employment are largely attributable to their limited access to vocational training; whereas particular attention must be devoted to ensuring that women have effective access to continuing vocational training; whereas the increase in the number of working women should also be taken into account ⁽³⁾;

Whereas cooperation in the field of continuing vocational training should also be based on existing provisions in force in the Member States, while respecting the diversity of national legal systems and practices, the powers under national law of the parties concerned and contractual autonomy; whereas the initiatives taken at national level by the Member States and the two sides of industry are many and varied; whereas it appears, as regards the Community Charter of the fundamental social rights of workers, and taking into account the international dimension of the action, that they should be supported at Community level; whereas, finally, it is essential to encourage a synergy of resources and promote partnerships between the public and private sectors;

Whereas the Advisory Committee on Vocational Training has been consulted; whereas it has recognized the strategic importance of the question of continuing vocational training in undertakings, for the Member States and for the Community, and the necessity for the Community to be seen to play an active role in this area,

- I. RECOMMENDS that Member States, taking into account the resources available and the respective responsibilities of the competent public authorities, undertakings and the two sides of industry, while respecting the diversity of national legal systems and/or practices, gear their vocational training policies to ensuring that every worker of the Community must be able to have access to continuing vocational training without any form of discrimination and to benefit therefrom throughout his or her working life;
- II. RECOMMENDS that, in order to provide easy access for as many employees as possible, Member States:
 1. raise awareness among undertakings about the links between workers' skills and the competitiveness of undertakings to encourage them to give priority to improving the quality and skills of their employees and to establish

⁽³⁾ Commission of the European Communities: *Employment in Europe* (1992).

training plans and programmes appropriate to their size and business objectives, making their managers aware of requirements in this respect and informing them accordingly.

These plans and programmes may be established by taking into account available human and financial resources, the organization of work, future skill requirements, the need to anticipate industrial and technological change and the transnational dimension of continuing vocational training;

2. make provision for specific incentives and technical support measures for small and medium-sized undertakings.

These could include, for example, assistance with regard to advice on training and assistance with regard to analysis of training needs;

3. encourage undertakings to give impetus to the continuing vocational training necessary for their development, taking account of the particular situation of the employees of the undertakings, particularly in order to promote, where appropriate, the measures described below;
4. make provision for specific incentives and technical support measures which are appropriate, necessary and adequate for undertakings facing industrial change, in order to encourage vocational training and retraining for their employees;
5. develop continuing vocational training in order to make it an important feature of regional and local development, taking into account the specific needs of employees and undertakings;

support the establishment of partnerships, particularly at regional or local level, to analyse the requirements of undertakings and employees and to provide up-to-date information on training opportunities in order to match supply and demand as closely as possible;

6. impress on employers that they should inform their employees as soon as possible and, if necessary, at the time of their recruitment, about the undertaking's policy and activities in the field of continuing vocational training and staff development and about the terms of access to continuing vocational training, including the possibility of being assigned non-active status for the purpose of continuing vocational training;

7. support initiatives which enable workers who so desire to assess their continuing vocational training needs.

This assessment should be carried out within or outside the undertaking and/or in partnership with specialized institutions.

The use of the results must be confidential;

8. encourage the information and consultation of employees' representatives or, in the absence of such representatives, the employees themselves on the development and implementation of the training plans and programmes of the undertaking concerned;
9. make employees and undertakings more aware of the importance of continuing vocational training leading to qualifications relevant to the employment market.

To this end, it should be ensured that training is not directed specifically towards the post in question alone but that it provides the means of anticipating and mastering developments in production systems and the organization of work in order to strengthen the competitiveness of undertakings and improve employees' job prospects;

10. encourage the development of the most suitable teaching and learning methods in continuing vocational training which will facilitate access to continuing vocational training for employees, e.g. methods of self-training on the job, distance learning, media-assisted learning, etc;
11. help less-qualified employees, whatever their status, to benefit from continuing vocational training measures enabling them to achieve a basic level of qualification and giving them the basis for mastery of new technologies.

Particular attention should be paid to providing access to continuing training for employees or groups of employees who have not benefited from training for a certain length of time or who have limited opportunities for employment and job prospects;

12. encourage access for, and effective participation by, women in continuing vocational training.

This may in particular help to open up new professional fields to women and encourage the resumption of a professional activity after a break in such activity;

13. promote access to continuing vocational training for young people with a vocational qualification or work experience, whatever their level of skills, and encourage their participation therein, in order to enable them to realise their full potential and acquire skills for the present and the future;

14. encourage access to, and participation in, continuing vocational training by the unemployed.

Particular attention should be paid to the long-term unemployed with inadequate and/or unsuitable qualifications, in order to improve their occupational integration or reintegration.

The continuing vocational training of the unemployed which involves action by undertakings is particularly suited to promoting reintegration into the labour market;

15. encourage, in policies on access to continuing vocational training, a transnational dimension, in particular to assist the free movement of workers;

III. 1. INVITES the Commission to reinforce cooperation with Member States and the two sides of industry, in particular within the Advisory Committee on Vocational Training, in order to support the implementation of point II;

2. INVITES the Commission to this end, in concert with the Member States and by utilizing the existing Community action programmes and initiatives in the field of training including, where appropriate, the European Social Fund, and specialized bodies within the Community such as the European Centre for the Development of Vocational Training (Cedefop), to:

(a) disseminate and add to the body of comparative information on continuing vocational training systems, including existing provisions and methods for integrating young job-seekers and the long-term unemployed into the labour market;

(b) facilitate suitable exchanges of experience in and methods for significant innovations in continuing training;

(c) support transfers of know-how between Member States, which are important for implementing point II, by means of transnational partnerships and networks, especially for the benefit of regions, sectors, types of undertaking and groups of employees for whom access to continuing training is least developed;

3. Also INVITES the Commission to support moves by both sides of industry at Community level, within the dialogue between them, to discuss access to continuing training in greater depth; such dialogue could, if the two sides consider it desirable, lead to relations based on agreement;

IV. 1. INVITES Member States to provide the Commission, three years after the date of adoption of this recommendation, with a report setting out the measures taken under the terms of points I and II;

2. INVITES the Commission:

(a) on the basis of the reports from the Member States and the results of the dialogue between the two sides of industry, to draw up an assessment report on progress made on the basis of the recommendation in points I and II in the sphere of access to continuing vocational training in the Community;

(b) to submit this assessment report, not later than one year after the date referred to in point IV.1, to the Advisory Committee on Vocational Training;

3. INVITES the Commission to submit this report to the European Parliament, the Council and the Economic and Social Committee and to send it to the two sides of industry at Community level.

Done at Luxembourg, 30 June 1993.

For the Council
The President
S. BERGSTEIN

**Council Directive 93/96/EEC
of 29 October 1993
on the right of residence for students
(OJ No L 317, 18.12.1993)**

COUNCIL DIRECTIVE 93/96/EEC
of 29 October 1993
on the right of residence for students

THE COUNCIL OF THE EUROPEAN COMMUNITIES,

Having regard to the Treaty establishing the European Economic Community, and in particular the second paragraph of Article 7 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

In cooperation with the European Parliament ⁽²⁾,

Having regard to the opinion of the Economic and Social Committee ⁽³⁾,

Whereas Article 3 (c) of the Treaty provides that the activities of the Community shall include, as provided in the Treaty, the abolition, as between Member States, of obstacles to freedom of movement for persons;

Whereas Article 8a of the Treaty provides that the internal market must be established by 31 December 1992; whereas the internal market comprises an area without internal frontiers in which the free movement of goods, persons, services and capital is ensured in accordance with the provisions of the Treaty;

Whereas, as the Court of Justice has held, Articles 128 and 7 of the Treaty prohibit any discrimination between nationals of the Member States as regards access to vocational training in the Community; whereas access by a national of one Member State to vocational training in another Member State implies, for that national, a right of residence in that other Member State;

Whereas, accordingly, in order to guarantee access to vocational training, the conditions likely to facilitate the

effective exercise of that right of residence should be laid down;

Whereas the right of residence for students forms part of a set of related measures designed to promote vocational training;

Whereas beneficiaries of the right of residence must not become an unreasonable burden on the public finances of the host Member State;

Whereas, in the present state of Community law, as established by the case law of the Court of Justice, assistance granted to students, does not fall within the scope of the Treaty within the meaning of Article 7 thereof;

Whereas the right of residence can only be genuinely exercised if it is also granted to the spouse and their dependent children;

Whereas the beneficiaries of this Directive should be covered by administrative arrangements similar to those laid down in particular in Council Directive 68/360/EEC of 15 October 1968 on the abolition of restrictions on movement and residence within the Community for workers of Member States and their families ⁽⁴⁾ and Council Directive 64/221/EEC of 25 February 1964 on the coordination of special measures concerning the movement and residence of foreign nationals which are justified on grounds of public policy, public security or public health ⁽⁵⁾;

Whereas this Directive does not apply to students who enjoy the right of residence by virtue of the fact that they are or have been effectively engaged in economic activities or are members of the family of a migrant worker;

⁽¹⁾ OJ No C 166, 17. 6. 1993, p. 16.

⁽²⁾ OJ No C 255, 20. 9. 1993, p. 70 and

OJ No C 315, 22. 11. 1993.

⁽³⁾ OJ No C 304, 10. 11. 1993, p. 1.

⁽⁴⁾ OJ No L 257, 19. 10. 1968, p. 13. Directive as last amended by the Act of Accession of 1985.

⁽⁵⁾ OJ No 56, 4. 4. 1964, p. 850/64.

Whereas, by its judgment of 7 July 1992 in Case C-295/90, the Court of Justice annulled Council Directive 90/366/EEC of 28 June 1990 on the right of residence for students⁽¹⁾, while maintaining the effects of the annulled Directive until the entry into force of a directive adopted on the appropriate legal basis;

Whereas the effects of Directive 90/366/EEC should be maintained during the period up to 31 December 1993, the date by which Member States are to have adopted the laws, regulations and administrative provisions necessary to comply with this Directive,

HAS ADOPTED THIS DIRECTIVE:

Article 1

In order to lay down conditions to facilitate the exercise of the right of residence and with a view to guaranteeing access to vocational training in a non-discriminatory manner for a national of a Member State who has been accepted to attend a vocational training course in another Member State, the Member States shall recognize the right of residence for any student who is a national of a Member State and who does not enjoy that right under other provisions of Community law, and for the student's spouse and their dependent children, where the student assures the relevant national authority, by means of a declaration or by such alternative means as the student may choose that are at least equivalent, that he has sufficient resources to avoid becoming a burden on the social assistance system of the host Member State during their period of residence, provided that the student is enrolled in a recognized educational establishment for the principal purpose of following a vocational training course there and that he is covered by sickness insurance in respect of all risks in the host Member State.

Article 2

1. The right of residence shall be restricted to the duration of the course of studies in question.

The right of residence shall be evidenced by means of the issue of a document known as a 'residence permit for a national of a Member State of the Community', the validity of which may be limited to the duration of the course of studies or to one year where the course lasts longer; in the latter event it shall be renewable annually. Where a member of the family does not hold the nationality of a Member State, he or she shall be issued with a residence document of the same validity as that issued to the national on whom he or she depends.

For the purpose of issuing the residence permit or document, the Member State may require only that the applicant present a valid identity card or passport and provide proof that he or she meets the conditions laid down in Article 1.

2. Articles 2, 3 and 9 of Directive 68/360/EEC shall apply *mutatis mutandis* to the beneficiaries of this Directive.

The spouse and the dependent children of a national of a Member State entitled to the right of residence within the

territory of a Member State shall be entitled to take up any employed or self-employed activity anywhere within the territory of that Member State, even if they are not nationals of a Member State.

Member States shall not derogate from the provisions of this Directive save on grounds of public policy, public security or public health; in that event, Articles 2 to 9 of Directive 64/221/EEC shall apply.

Article 3

This Directive shall not establish any entitlement to the payment of maintenance grants by the host Member State on the part of students benefiting from the right of residence.

Article 4

The right of residence shall remain for as long as beneficiaries of that right fulfil the conditions laid down in Article 1.

Article 5

The Commission shall, not more than three years after the date of implementation of this Directive, and at three-yearly intervals thereafter, draw up a report on the application of this Directive and submit it to the European Parliament and the Council.

The Commission shall pay particular attention to any difficulties to which the implementation of Article 1 might give rise in the Member States; it shall, if appropriate, submit proposals to the Council with the aim of remedying such difficulties.

Article 6

Member States shall bring into force the laws, regulations and administrative provisions necessary to comply with this Directive not later than 31 December 1993. They shall forthwith inform the Commission thereof.

For the period preceding that date, the effects of Directive 90/366/EEC shall be maintained.

When Member States adopt those measures, they shall contain a reference to this Directive or shall be accompanied by such a reference on the occasion of their official publication. The methods of making such references shall be laid down by the Member States.

Article 7

This Directive is addressed to the Member States.

Done at Brussels, 29 October 1993.

For the Council

The President

R. URBAIN

⁽¹⁾ OJ No L 180, 13. 7. 1990, p. 30.

**Decision No 1110/94/EC
of the European Parliament and of the Council
of 26 April 1994
concerning the fourth framework programme of
the European Community activities
in the field of research and technological development
and demonstration (1994 to 1998)
(First activity, point 7)**

(OJ No L 126, 18.5.1994)

7. TARGETED SOCIO-ECONOMIC RESEARCH

The close inter-relationship between economic, political and social conditions on the one hand and technology, growth and employment on the other hand is the essential feature of the context in which RTD activities in this line should be carried out. This new research topic will allow the renewal and enlargement of the knowledge base for decision-making through activities to assess scientific and technological policy options, taking account of developments in technology and know-how.

The latest developments in the Community also indicate an increasing need for public understanding of science and for strengthening the interface between science, research and society.

Taking account of research carried out under other relevant themes of the first activity, in particular in the field of industrial technologies, attention will be given to the comprehension of socio-economic factors which can promote safety and health protection of workers at work and contribute to general improvements in this area.

As well as these horizontal activities of targeted research, socio-economic research will be carried out within each topic of RTD in the first activity (evaluation of socio-economic impact and risks), in the second activity (socio-economic aspects of international scientific and technical cooperation), in the third activity (improvement of the efficiency of the uptake of results of RTD) and in the fourth activity (training and mobility of researchers in the social and economic sciences). Close contacts will be continued with the COST project in the field of social sciences and with European organizations working in this field.

A. Assessment of scientific and technological policy options

The assessment of scientific and technological policy options for Europe will provide the common knowledge base for policy makers in the fields of science and technology policy at both the national and Community levels and also for those people responsible for other fields of Community activity within which science and technology play a role.

These activities will build upon the activities of the Monitor programme (FAST, SAST, Spear), by the work of the Institute for Prospective Technological Studies of the JRC, by the activities in the framework of the Value, Sprint or Eurostat programmes and on the base of the experience acquired through the specific programmes (evaluation of the socio-economic impact of research) in fulfilment of a decision taken at the time of the approval of the third framework programme.

The object is to put at the disposal of actors, policy makers and users of RTD a consistent framework for the assessment of the scientific and technological policy options linked to the activities undertaken at the regional, national and European levels.

It will involve prospective studies of relationships between science, technology and society, economic, scientific and technological monitoring, strategic analysis, principally of generic technologies, and the evaluation of RTD programmes and policies, with special accent on industrial competitiveness, taking into account the worldwide dimension. Emphasis will be placed on networking. In implementing these activities, proper use will also be made of concerted actions and support activities (studies, methodological research, open databases, collections of indicators, directories of 'technology assessment', etc.). Due attention will be paid to dissemination (workshops, seminars). These activities are to be undertaken in close collaboration with governmental organizations, parliamentary offices and scientific networks for the assessment of scientific and technological policy at regional, national and European level (in particular with STOA and the European Parliament technology assessment network), with public sector organizations and those of the private sector which specialize in these fields as well as with the representatives for these questions of the various socio-economic actors in the field.

A limited group of activities should be foreseen to be able to help with the launching of preparatory actions and definition phases for new Community RTD activities, in particular for the preparation of the fifth framework programme.

The JRC will support these activities through the Institute for Prospective Technological Studies which will establish a technology observatory in order to collect and analyse, taking into account activities carried out in this field by relevant international organizations such as the OECD, information on scientific advances and technological innovations and to undertake forward studies and technological evaluations essentially at the request of Community institutions.

B. Research on education and training

The rate of change of economic, social, scientific and technological knowledge and associated skills on the one hand, and of the education and training system, including the training of instructors, on the other are becoming more and more out of phase and it is becoming extremely difficult to ensure that timely, appropriate and well balanced exchanges take place between the two. Considerable efforts have been made at the national level to try to overcome these difficulties. The recent developments at the European level of networks in research and training and of various industrial and commercial agreements between businesses call for a common understanding and mastery by Europeans of these problems, which are increasingly global in character.

The objective of the Community research activities in this field should be to assist Member States in their efforts to develop links between research, education and training and improve their education and training systems, through dissemination of good practice.

In compliance with the principle of subsidiarity, these activities will complement Member States' activities and will be coherent with Community activities in the field of education and training. Priority should be given to four research areas, taking full account of existing research activities (at local, regional, national and Community level). First, training requirements for the development of a competitive European labour market; second, cost effective and appropriate methods of education and training; third, analysis of the particular future training needs of companies, including management of innovation; fourth, comparative research to examine the key issues influencing the nature and success of systems of education and training, including into regional differences and links with economic development in the regions.

Community research activities in this field will necessarily be closely coordinated with work carried out by existing Community programmes in the area of vocational training in particular Comert, Force and Eurotecnet as well as their successors.

**Council Decision
of 17 June 1994
authorizing the European Community
and the European Atomic Energy Community
to sign and conclude the Convention defining
the Statute of the European Schools**

(OJ No L 212, 17.8.1994)

COUNCIL DECISION

of 17 June 1994

authorizing the European Community and the European Atomic Energy Community to sign and conclude the Convention defining the Statute of the European Schools

(94/557/EC, Euratom)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 235 thereof,

Having regard to the Treaty establishing the European Atomic Energy Community, and in particular Article 203 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the European Parliament ⁽²⁾,

Whereas the European Communities are concerned to provide for the joint education of the children of their staff in the European Schools as a way of ensuring the proper operation of the Community institutions and of facilitating the accomplishment of their tasks; whereas, to that end, on 12 April 1957 the original Member States signed the Convention defining the Statute of the European Schools;

Whereas, on 31 May 1990, the Council and the Minister of Education, meeting within the Council, called for a new Convention concerning the European Schools to be drafted with a view to lending greater efficiency to the operation of the Schools and greater recognition to the role played by the Communities therein;

Whereas the participation of the Communities in the implementation of the said Convention is necessary in order to ensure the attainment of the objectives of the European Community and of the European Atomic Energy Community;

⁽¹⁾ OJ No C 93, 2. 4. 1993, p. 1.

⁽²⁾ OJ No C 128, 9. 5. 1994.

Whereas the European Community and the European Atomic Energy Community will participate in the implementation of the Convention by exercising the powers arising from the rules laid down by the Convention and by such future acts as they may adopt in accordance with the terms of the Convention;

Whereas it is accordingly necessary for the European Communities to conclude the said Convention;

Whereas the sole powers of action available for the adoption of this Decision are those laid down in Article 235 of the Treaty, establishing the European Community and Article 203 of the Treaty establishing the European Atomic Energy Community,

HAS DECIDED AS FOLLOWS:

Article 1

The Convention defining the Statute of the European Schools is hereby approved on behalf of the European Community and the European Atomic Energy Community.

The text of the Convention is attached hereto.

Article 2

The President of the Council is hereby authorized to designate the person or persons empowered to sign the Convention, with the effect of binding the European Community and the European Atomic Energy Community, and to designate the person empowered to deposit the instrument of approval in accordance with Article 33 of the Convention.

Done at Luxembourg, 17 June 1994.

For the Council

The President

Th. MIKROUTSIKOS

CONVENTION DEFINING THE STATUTE OF THE EUROPEAN SCHOOLS

PREAMBLE

THE HIGH CONTRACTING PARTIES, MEMBERS OF THE EUROPEAN COMMUNITIES AND THE EUROPEAN COMMUNITIES, hereinafter referred to as 'the Contracting Parties';

considering that, for the education together of children of the staff of the European Communities in order to ensure the proper functioning of the European Institutions, establishments bearing the name 'European School', have been set up from 1957 onwards;

considering that the European Communities are anxious to ensure the education together of these children and, for this purpose, make a contribution to the budget of the European Schools;

considering that the European School system is 'sui generis'; considering that it constitutes a form of cooperation between the Member States and between them and the European Communities while fully acknowledging the Member States' responsibility for the content of teaching and the organization of their educational system, and for their cultural and linguistic diversity;

considering that:

- the Statute of the European School, adopted in 1957, should be consolidated to take account of all the relevant texts adopted by the Contracting Parties;
- it should be adapted, taking into account the development of the European Communities;
- the decision-making procedure within the organs of the Schools should be modified;
- experience in the operation of the Schools should be taken into account;
- adequate legal protection against acts of the Board of Governors or the Administrative Boards should be provided to the teaching staff as well as other persons covered by it; to this end a Complaints Board should be created, with strictly limited jurisdiction;
- the jurisdiction of the Complaints Board will be without prejudice to national courts' jurisdiction in relation to civil and criminal liability;

considering that a School has been opened in Munich on the basis of the Supplementary Protocol of 15 December 1975 for the education together of children of the staff of the European Patent Organization,

HAVE AGREED AS FOLLOWS:

TITLE I

THE EUROPEAN SCHOOLS

Article 1

This Convention defines the Statute of the European Schools (hereinafter referred to as 'Schools').

The purpose of the Schools is to educate together children of the staff of the European Communities. Besides the children covered by the Agreements provided for in Articles 28 and 29, other children may attend the Schools within the limits set by the Board of Governors.

The Schools are listed in Annex I, which may be amended by the Board of Governors to take account of decisions made under Articles 2, 28 and 31.

Article 2

1. The Board of Governors, acting unanimously, may decide to establish new Schools.

2. It shall determine their location in agreement with the host Member State.

3. Before a new School is opened in the territory of a Member State, an Agreement must be concluded between the Board of Governors and the host Member State concerning the free provision and maintenance of suitable premises for the new School.

Article 3

1. The instruction given in each School shall cover the course of studies up to the end of secondary school.

It may comprise:

- a nursery school;
- five years of primary school;
- seven years of secondary school.

Technical education requirements shall as far as possible be covered by the Schools in cooperation with the education system of the host country.

2. Instruction shall be provided by teachers seconded or assigned by the Member States in accordance with decisions taken by the Board of Governors under the procedure laid down in Article 12 (4).

3. (a) Any proposal to modify the fundamental structure of a School shall require a unanimous vote of the Member State representatives on the Board of Governors.

(b) Any proposal to modify the official status of the teachers shall require a unanimous vote of the Board of Governors.

Article 4

The education given in the Schools shall be organized on the following principles:

1. the courses of study shall be undertaken in the languages specified in Annex II;
2. that Annex may be amended by the Board of Governors to take account of decisions taken under Articles 2 and 32;
3. in order to encourage the unity of the School, to bring pupils of the different language sections together and to foster mutual understanding, certain subjects shall be taught to joint classes of the same level. Any Community language may be used for these joint classes, insofar as the Board of Governors decides that circumstances justify its use;

4. a particular effort shall be made to give pupils a thorough knowledge of modern languages;

5. the European dimension shall be developed in the curricula;

6. in education and instruction, the conscience and convictions of individuals shall be respected;

7. measures shall be taken to facilitate the reception of children with special educational needs.

Article 5

1. Years of study successfully completed at the School and diplomas and certificates in respect thereof shall be recognized in the territory of the Member States, in accordance with a table of equivalence, under conditions determined by the Board of Governors as laid down in Article 11 and subject to the agreement of the competent national authorities.

2. The European baccalaureate, which is the subject of the Agreement of 11 April 1984 amending the Annex to the Statute of the European School laying down the regulations for the European baccalaureate, hereafter referred to as the 'European baccalaureate Agreement', shall be awarded upon completion of the cycle of secondary studies. The Board of Governors, acting by a unanimous vote of the Member State representatives, shall be able to make any adaptations to that Agreement which may prove necessary.

Holders of the European baccalaureate obtained at the School shall:

(a) enjoy, in the Member State of which they are nationals, all the benefits attaching to the possession of the diploma or certificate awarded at the end of secondary school education in that country;

(b) be entitled to seek admission to any university in the territory of any Member State on the same terms as nationals of that Member State with equivalent qualifications.

For the purposes of this Convention, the word 'university' applies to:

(a) universities;

(b) institutions regarded as of university standing by the Member State in whose territory they are situated.

Article 6

Each School shall have the legal personality necessary for the attainment of its purpose, as defined in Article 1. It shall for that purpose be free to manage the appropriations in its own section of the budget under the

conditions laid down in the Financial Regulation referred to in Article 13 (1). It may be a party to legal proceedings. It may in particular acquire and dispose of movable and immovable property.

As far as its rights and obligations are concerned, the School shall be treated in each Member State, subject to the specific provisions of this Convention, as an educational establishment governed by public law.

TITLE II

ORGANS OF THE SCHOOLS

Article 7

The organs common to all the Schools shall be:

1. the Board of Governors; -
2. the Secretary-General;
3. the Boards of Inspectors;
4. the Complaints Board;

Each School shall be administered by the Administrative Board and managed by the Headteacher.

4. The Board of Governors shall be convened by its Chairman, on his own initiative or at the reasoned request of three members of the Board of Governors or of the Secretary-General. It shall meet at least once a year.

5. The office of Chairman shall be held for one year by a representative of each Member State in turn, in the following order of Member States: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Portugal, United Kingdom.

CHAPTER I

The Board of Governors

Article 8

1. Subject to Article 28, the Board of Governors shall consist of the following members:

- (a) the representative or representatives at ministerial level of each of the Member States of the European Communities authorised to commit the Government of that Member State, on the understanding that each Member State has only one vote;
- (b) a member of the Commission of the European Communities;
- (c) a representative designated by the Staff Committee (from among the teaching staff) in accordance with Article 22;
- (d) a representative of the pupils' parents designated by the Parents' associations in accordance with Article 23.

2. The representatives at ministerial level of each of the Member States and the member of the Commission of the European Communities may appoint persons to represent them. Other members who are unable to attend shall be represented by their alternates.

3. A representative of the pupils may be invited to attend meetings of the Board of Governors as an observer for items concerning the pupils.

Article 9

1. Save in cases where unanimity is required by this Convention, decisions of the Board of Governors shall be adopted by a two-thirds majority of the members comprising it, subject to the following provisions:

- (a) adoption of a decision affecting the specific interests of a Member State, such as the significant extension of the premises or the closure of a School established in its territory, shall require a favourable vote by the representative of that Member State;
- (b) the closure of a School shall require a favourable vote by the Member of the Commission;
- (c) the representative of an organization governed by public law who has obtained a seat and a vote on the Board of Governors pursuant to an agreement based on Article 28 shall vote on all matters relating to the School covered by such agreement;
- (d) the right to vote of the representative of the Staff Committee mentioned in Article 8 (1) (c) and the representative of the pupils' parents mentioned in Article 8 (1) (d) shall be restricted to the adoption of decisions on educational matters under Article 11, with the exclusion of decisions concerning adaptations to the European baccalaureate Agreement and decisions having financial or budgetary effects.

2. In cases where unanimity is required by this Convention, the adoption of decisions of the Board of Governors shall not be prevented by abstentions by members who are present or represented.

3. In all voting, each of the members present or represented shall have one vote, without prejudice to the specific provision in Article 8 (1) (a).

Article 10

The Board of Governors shall supervise the implementation of this Convention; for this purpose, it shall have the necessary decision-making powers in educational, budgetary and administrative matters, and for the negotiation of the Agreements referred to in Articles 28 to 30. It may set up committees with responsibility for preparing its decisions.

The Board of Governors shall lay down the General Rules of the Schools.

The Board of Governors shall each year draw up, on the basis of a draft prepared by the Secretary-General, a report on the operation of the Schools and shall forward it to the European Parliament and to the Council.

Article 11

In educational matters, the Board of Governors shall determine which studies shall be undertaken and how they shall be organized. In particular, following the opinion of the appropriate Board of Inspectors, it shall:

1. adopt harmonized curricula and timetables for each year's studies and for each section which it has set up and make recommendations as to which methods should be used;
2. provide for supervision of the teaching by the Boards of Inspectors and fix the operating rules of the latter;
3. determine the age for entry to the different levels. It shall lay down rules for the promotion of pupils to the next year of study or to the secondary school and, in order to enable pupils to return at any time to their national schools, rules for the validation of years of study at the School in accordance with Article 5. It shall draw up the table of equivalence referred to in Article 5 (1);
4. arrange for examinations to be held as a means of certifying the work done in the School; it shall lay down rules for the examinations, appoint examining boards and award diplomas. It shall ensure that the papers for the examination are set at such a level as to give effect to the provisions of Article 5.

Article 12

In administrative matters, the Board of Governors shall:

1. lay down the Service Regulations for the Secretary-General, the Headteachers, the teaching

staff and, in accordance with Article 9 (1) (a), for the administrative and ancillary staff;

2. appoint the Secretary-General and Deputy Secretary-General;
3. appoint the Headteacher and Deputy Headteachers of each School;
4. (a) determine each year, on a proposal from the Boards of Inspectors, the teaching staff requirements by creating or eliminating posts. It shall ensure a fair allocation of posts among the Member States. It shall settle with the Governments questions relating to the assignment or secondment of the secondary school teachers, primary school teachers and education counsellors of the School. Staff shall retain promotion and retirement rights guaranteed by their national rules;
(b) determine each year, on a proposal from the Secretary-General, the administrative and ancillary staff requirements;
5. organize its operation and draw up its own Rules of Procedure.

Article 13

1. In budgetary matters, the Board of Governors shall:
 - (a) adopt the Financial Regulation, specifying in particular the procedure for establishing and implementing the budget of the Schools;
 - (b) adopt the budget of the Schools for each financial year, in accordance with paragraph 4 below;
 - (c) approve the annual revenue and expenditure account and forward it to the competent authorities of the European Communities.
2. The Board of Governors shall, by no later than 30 April of each year, establish an estimate of revenue and expenditure of the Schools for the following financial year and forward it forthwith to the Commission, which shall, on that basis, establish the necessary forecasts in the preliminary draft general budget of the European Communities.

The budgetary authority of the European Communities shall fix the amount of the European Communities' contribution under its budgetary procedure.

3. The Board of Governors shall also forward the estimate of revenue and expenditure to the other organizations governed by public law provided for in Article 28 and to the organizations or institutions provided for in Article 29, whose financial contribution is such as to finance the bulk of a School's budget, so that they may determine the amount of their contributions.

4. The Board of Governors shall finally adopt the budget of the Schools before the start of the budgetary year and shall adapt it if necessary to the contributions of the European Communities and of the organizations or institutions referred to in paragraph 3.

Article 14

The Secretary-General shall represent the Board of Governors and direct the Secretariat in accordance with the Service Regulations for the Secretary-General provided for in Article 12 (1). He shall represent the Schools in legal proceedings. He shall be responsible to the Board of Governors.

CHAPTER 2

The Boards of Inspectors

Article 15

Two Boards of Inspectors shall be set up for the purposes of the Schools: one for the nursery schools and the primary schools, the other for the secondary schools.

Article 16

Each Member State which is a Contracting Party shall be represented by one Inspector on each Board. He shall be appointed by the Board of Governors on a proposal from the Party concerned.

The Boards of Inspectors shall be chaired by the representative on the Board of Inspectors of the Member State which holds the chairmanship of the Board of Governors.

Article 17

It shall be the task of the Boards of Inspectors to ensure the quality of the education provided by the Schools and to this end to ensure that the requisite inspections are carried out in the Schools.

They shall submit to the Board of Governors the opinions and proposals provided for in Articles 11 and 12 respectively and, if need be, proposals for changes in curricula and for the organization of studies.

Article 18

The task of the Inspectors shall be to:

1. ensure, in their respective cycles of instruction, supervision of the work of teachers from their national administrations;
2. compare views on the standard of work attained and the quality of the teaching methods;

3. address to the Headteachers and the teaching staff the results of their inspections.

Taking into account needs evaluated by the Board of Governors, each Member State shall provide the Inspectors with the facilities necessary for carrying out fully their task in the Schools.

CHAPTER 3

The Administrative Board

Article 19

Subject to Articles 28 and 29, each Administrative Board provided for in Article 7 shall comprise eight members, as follows:

1. the Secretary-General, who shall be Chairman;
2. the Headteacher of the School;
3. the representative of the Commission of the European Communities;
4. two members of the teaching staff, one representing the staff of the secondary school and the other the staff of the primary and nursery schools jointly;
5. two members representing the Parents' Association as provided for in Article 23;
6. a representative of the administrative and ancillary staff.

A representative of the Member State in which the School is located may attend meetings of the Administrative Board as an observer.

Two representatives of the pupils shall be invited to attend meetings of the Administrative Board of their School as observers for items of business which concern them.

Article 20

The Administrative Board shall:

1. prepare the estimates of revenue and expenditure of the School in accordance with the Financial Regulation;
2. supervise the implementation of the School's section of the budget and draw up its annual revenue and expenditure account;
3. ensure that suitable physical conditions and an atmosphere conducive to the proper operation of the School are maintained;
4. perform such other administrative duties as may be entrusted to it by the Board of Governors.

The procedures for the convening of meetings and for decision-making by the Administrative Boards shall be laid down in the General Rules of the Schools provided for in Article 10.

CHAPTER 4

The Headteacher

Article 21

The Headteacher shall discharge his duties in accordance with the General Rules provided for in Article 10. He

shall have authority over the staff assigned to the School in accordance with the procedures stipulated in Article 12 (4) (a) and (b).

He shall have the competence and the qualifications required in his country for directing an educational establishment providing a leaving certificate entitling the holder to university entrance. He shall be responsible to the Board of Governors.

TITLE III

STAFF REPRESENTATION

Article 22

A Staff Committee shall be established comprising elected representatives of the teaching staff and of the administrative and ancillary staff of each School.

The Committee shall contribute to the proper functioning of the Schools by enabling the opinion of the staff to emerge and be expressed.

The procedures for the election and operation of the Staff Committee shall be determined in the Service Regulations for the teaching staff and for the administrative and ancillary staff provided for in Article 12 (1).

Once a year the Staff Committee shall designate a member and an alternate from among the teaching staff to represent the staff on the Board of Governors.

TITLE IV

THE PARENTS' ASSOCIATION

Article 23

For the purpose of maintaining relations between the pupils' parents and the School authorities, the Board of Governors shall recognize for each School the Association which is representative of the pupils' parents.

The Parents' Association so recognized shall designate each year two representatives on the Administrative Board of the School concerned.

Once a year the Parents' Associations of the Schools shall designate a member and an alternate to represent the Associations on the Board of Governors.

TITLE V

THE BUDGET

Article 24

The financial year of the Schools shall correspond to the calendar year.

Article 25

The budget of the Schools shall be financed by:

1. contributions from the Member States through the continuing payment of the remuneration for seconded or assigned teaching staff and, where appropriate, a financial contribution decided on by the Board of Governors acting unanimously;

2. the contribution from the European Communities, which is intended to cover the difference between the total amount of expenditure by the Schools and the total of other revenue;
3. contributions from non-Community organizations with which the Board of Governors has concluded an Agreement;
4. the School's own revenue, notably the school fees charged to parents by the Board of Governors;
5. miscellaneous revenue.

The arrangements for making available the contribution from the European Communities shall be laid down in a special agreement between the Board of Governors and the Commission.

TITLE VI

DISPUTES

Article 26

The Court of Justice of the European Communities shall have sole jurisdiction in disputes between Contracting Parties relating to the interpretation and application of this Convention which have not been resolved by the Board of Governors.

Article 27

1. A Complaints Board is hereby established.
2. The Complaints Board shall have sole jurisdiction in the first and final instance, once all administrative channels have been exhausted, in any dispute concerning the application of this Convention to all persons covered by it with the exception of administrative and ancillary staff, and regarding the legality of any act based on the Convention or rules made under it, adversely affecting such persons on the part of the board of Governors of the Administrative Board of a school in the exercise of their powers as specified by this Convention. When such disputes are of a financial character, the Complaints Board shall have unlimited jurisdiction.

The conditions and the detailed rules relative to these proceedings shall be laid down, as appropriate, by the Service Regulations for the teaching staff or by the conditions of employment for part-time teachers, or by the General Rules of the Schools.

3. The members of the Complaints Board shall be persons whose independence is beyond doubt and who are recognized as being competent in law.

Only persons on a list to be compiled by the Court of Justice of the European Communities shall be eligible for membership of the Complaints Board.

4. The Statute of the Complaints Board shall be adopted by the Board of Governors, acting unanimously.

The Statute of the Complaints Board shall determine the number of members of the Board, the procedure for their appointment by the Board of Governors, the duration of their term of office and the financial arrangements applicable to them. The Statute shall specify the manner in which the Board is to operate.

5. The Complaints Board shall adopt its rules of procedure, which shall contain such provisions as are necessary for applying the Statute.

The rules of procedure shall require the unanimous approval of the Board of Governors.

6. The judgments of the complaints Board shall be binding on the parties and, should the latter fail to implement them, rendered enforceable by the relevant authorities of the Member States in accordance with their respective national laws.

7. Other disputes to which the Schools are party shall fall within national jurisdiction. In particular, national courts' jurisdiction with regard to matters of civil and criminal liability is not affected by this Article.

TITLE VII

SPECIAL PROVISIONS

Article 28

The Board of Governors, acting unanimously, may conclude participation Agreements concerning an existing School or one to be established in accordance with Article 2 with any organizations governed by public law which, by reason of their location, have an interest in the operation of the Schools. By concluding such an Agreement, any such organization may then have a seat and a vote on the Board of Governors for all matters regarding the School in question if its financial contribution is such as to finance the bulk of the School's

budget. It may also obtain a seat and a vote on the Administrative Board of the School in question.

Article 29

The Board of Governors, acting unanimously, may also negotiate agreements other than participation Agreements with organizations or institutions governed by public or private law which have an interest in the operation of one of the Schools.

The Board of Governors may grant them a seat and a vote on the Administrative Board of the School in question.

Article 30

The Board of Governors may negotiate with the Government of a country in which a School is located any additional Agreement required to ensure that the School can operate under the best possible conditions.

Article 31

1. Any Contracting Party may denounce this Convention by written notification to the Luxembourg Government; the latter shall inform the other Contracting Parties upon receipt of the notification. Denunciation shall be notified by 1 September of any year in order to take effect on 1 September the following year.

2. A Contracting Party which denounces this Convention shall abandon any share in the assets of the Schools. The Board of Governors shall decide which organizational measures, including staff measures, are to be taken as a result of denunciation by any of the Contracting Parties.

3. The Board of Governors, acting in accordance with the voting method set out in Article 9, may decide to close a School. It shall, by the same procedure, take such steps in regard to that School as it considers necessary, in particular as regards the situation of teaching, administrative and service staff and the distribution of the assets of the School.

4. Any Contracting Party may request that this Convention be amended. To that end, it shall notify the Luxembourg Government of its request. The Luxembourg Government shall make the necessary arrangements with the Contracting Party holding the Presidency of the Council of the European Communities to convene an Intergovernmental Conference.

Article 32

Applications for the accession to this Convention of any State becoming a member of the Community shall be made in writing to the Luxembourg Government, which shall inform each of the other Contracting Parties thereof.

Accession shall take effect on 1 September following the day on which the instruments of accession are deposited with the Luxembourg Government.

From that date, the composition of the organs of the Schools shall be altered accordingly.

Article 33

This Convention shall be ratified by the Member States as Contracting Parties in accordance with their respective constitutional requirements. As regards the European Communities, it shall be concluded in accordance with the Treaties establishing them. The instruments of ratification and the acts notifying the conclusion of this Convention shall be deposited with the Luxembourg Government, as depositary of the Statute of the European Schools. That Government shall inform all the other Contracting Parties of the deposit.

This Convention shall enter into force on the first day of the month following the deposit of all instruments of ratification by the Member States and of the act notifying conclusion by the European Communities.

This Convention, drawn up in a single original in the Danish, Dutch, English, French, German, Greek, Italian, Portuguese and Spanish languages, all nine texts being equally authentic, shall be deposited in the archives of the Luxembourg Government, which shall transmit a certified copy to each of the other Contracting Parties.

Article 34

This Convention cancels and replaces the Statute of 12 April 1957 and the Protocol thereto of 13 April 1962.

Save as otherwise provided in this Convention, the European baccalaureate Agreement shall remain in force.

The supplementary Protocol concerning the Munich School, drawn up with reference to the Protocol of 13 April 1962 and signed at Luxembourg on 15 December 1975, shall be unaffected by this Convention.

The references in the acts previous to this Convention which concern the Schools shall be understood as relating to the corresponding Articles of this Convention.

Hecho en Luxemburgo, el veintiuno de junio de mil novecientos noventa y cuatro.

Udfærdiget i Luxembourg den enogtyvende juni nitten hundrede og fire og halvfems.

Geschehen zu Luxemburg am einundzwanzigsten Juni neunzehnhundertvierundneunzig.

Έγινε στο Λουξεμβούργο, στις είκοσι μία Ιουνίου χίλια εννιακόσια ενενήντα τέσσερα.

Done at Luxembourg on the twenty-first day of June in the year one thousand nine hundred and ninety-four.

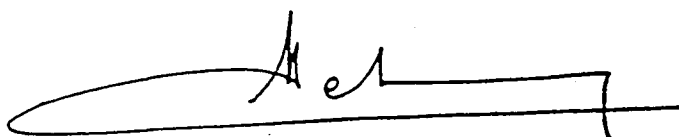
Fait à Luxembourg, le vingt-et-un juin mil neuf cent quatre-vingt-quatorze.

Fatto a Lussemburgo, addì ventuno giugno millenovecentonovantaquattro.

Gedaan te Luxemburg, de eenentwintigste juni negentienhonderd vierennegentig.

Feito no Luxemburgo, em vinte e um de Junho de mil novecentos e noventa e quatro.

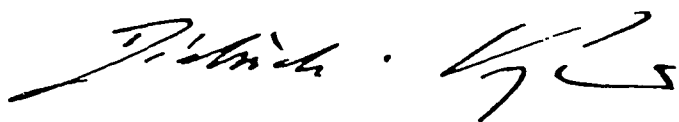
Pour le royaume de Belgique
Voor het Koninkrijk België
Für das Königreich Belgien



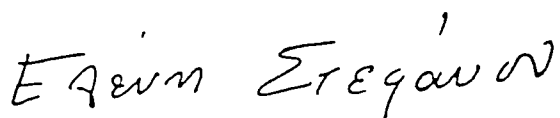
På Kongeriget Danmarks vegne



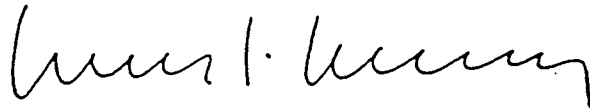
Für die Bundesrepublik Deutschland



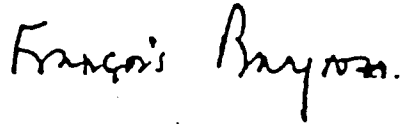
Για την Ελληνική Δημοκρατία



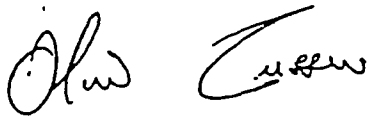
Por el Reino de España



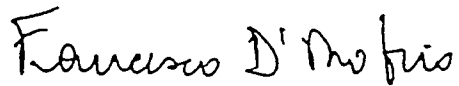
Pour la République française



Thar cheanán Na hÉireann
For Ireland



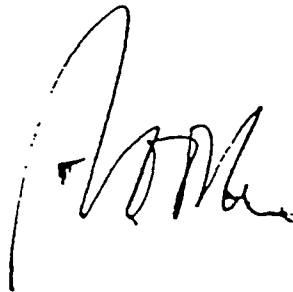
Per la Repubblica italiana



Pour le grand-duché de Luxembourg



Voor het Koninkrijk der Nederlanden



Pela República Portuguesa

Carlo Azeglio

For the United Kingdom of Great Britain and Northern Ireland

John Gorton

Por la Comunidad Europea y la Comunidad Europea de la Energía Atómica
For Det Europæiske Fællesskab og Det Europæiske Atomenergifællesskab
Für die Europäische Gemeinschaft und die Europäische Atomgemeinschaft
Για την Ευρωπαϊκή Κοινότητα και την Ευρωπαϊκή Κοινότητα Ατομικής Ενέργειας
For the European Community and the European Atomic Energy Community
Pour la Communauté européenne et la Communauté européenne de l'énergie atomique
Per la Comunità europea e la Comunità europea dell'energia atomica
Voor de Europese Gemeenschap en de Europese Gemeenschap voor Atoomenergie
Pela Comunidade Europeia e pela Comunidade Europeia da Energia Atómica

Andriessen

Por la Comunidad Europea del Carbón y del Acero
For Det Europæiske Kul- og Stålfællesskab
Für die Europäische Gemeinschaft für Kohle und Stahl
Για την Ευρωπαϊκή Κοινότητα Άνθρακα και Χάλυβα
For the European Coal and Steel Community
Pour la Communauté européenne du charbon et de l'acier
Per la Comunità europea del carbone e dell'acciaio
Voor de Europese Gemeenschap voor Kolen en Staal
Pela Comunidade Europeia do Carvão e do Aço

Andriessen

ANNEX I

European Schools to which the Statute applies:

European School, Bergen

European School, Brussels I

European School, Brussels II

European School, Brussels III (*)

European School, Culham

European School, Karlsruhe

European School, Luxembourg

European School, Mol

European School, Munich

European School, Varese

(*) The Board of Governors decided to establish this School at their meeting of 27/29 October 1992.

ANNEX II

Languages in which basic instruction is given:

Danish

Dutch

English

French

German

Greek

Italian

Portuguese

Spanish

**Conclusions of the Council
of 21 June 1994
on cultural and artistic aspects of education**

(OJ No C 229, 18.8.1994)

CONCLUSIONS OF THE COUNCIL
of 21 June 1994
on cultural and artistic aspects of education
(94/C 229/01)

The Ministers of Education welcome the initiative of the Presidency in placing before them, as well as before the Ministers of Culture, the topic of cultural and artistic aspects of education. They note with interest the results of the joint Presidency/Commission seminar on this subject in April 1994.

The initiative of the Presidency is opportune, as the recently ratified Treaty on European Union gives impetus to cooperation between Member States both on education and on culture, and in regard to the former lays emphasis on the achievement of quality education.

Such education requires a cultural input: even at a time when job prospects are naturally a prime concern of schoolchildren and students, the function of education as a preparation for wider aspects of life as well as for providing a stepping-stone to employment is self-evident. Introduction to cultural themes and initiation in creative or performing arts can contribute greatly to the harmonious development of the individual within society.

In this connection the Ministers note with interest the 'contemporary educational and cultural concepts' put forward by the Presidency, which are attached to these conclusions.

At Community level particular attention has been given since the adoption of an action programme in the field of education in 1976, now reinforced by provisions of the Treaty, to the European dimension in education.

This includes an input, at school as well as in higher education, into strengthening awareness of the culture and history of the European peoples. Moreover the role of the European Community in regard to the education of children of migrant workers brings a particular challenge in regard to the study of other cultures. It is clear that openness towards the culture of other peoples presupposes a good grounding in the culture of one's own country and region, as well as an awareness of common values.

In the proposed new Community education programme, Socrates, appropriate emphasis can be given to cultural and artistic aspects of education. The importance of collaboration with the Council of Europe and other European bodies interested in cultural aspects of education is emphasized.

The Council notes with interest a current Commission pilot initiative to bring a specific European dimension into post-secondary level schools of art, dance, theatre, audio-visual media, design and music, which because of their status may not have been adequately covered by existing education and training programmes.

The Council invites the Commission to give appropriate emphasis to cultural and artistic aspects of education and to encourage the establishment of innovatory pilot projects and exchanges of experience involving cultural matters within the Socrates programme. It agrees to return to the subject on the basis of a review in three years' time.

ANNEX

Contemporary educational and cultural concepts

put forward by the Presidency

Educational and cultural concepts are closely linked, the note of culture in the educational system implies a search for pleasure through learning, a pedagogical approach founded on the exploitation of the natural curiosity of children and also an effort to improve communication at all levels.

Artistic disciplines are not reserved to particularly gifted individuals but can be considered as a means of expressing a profound need for relations and exchange of ideas between people.

Given the existence of modern techniques for assimilating rapidly a large amount of information, the emphasis in education should be not on quantity but on quality, not on the accumulation of knowledge but on the acquisition of methods. The cultural input into education in this connection should arouse the interest of all children.

The need for such a cultural input is all the greater in an era where television dominates the information and entertainment scene. It has to be backed up by methods of demystifying the mass media and allowing a more critical attitude towards their messages. Through awareness of traditional art forms and familiarization with newer media (photography, sound recordings, cinema, radio, television, video, etc.), young people should be able to acquire an overall cultural awareness which will make them more demanding and discriminating.

At the same time the existence of human cruelty in the world today, including that which can appear in modern societies highly developed from the technical point of view, has an effect on children, and calls for emphasis on types of education which bring out sensitiveness towards social and humanitarian problems. Cultural education makes a key contribution towards achieving respect for minority cultures and recognition of the existence of differences within society.

An education system laying appropriate emphasis on cultural aspects can have a profound effect on society. Cultural education must be addressed to all children, including the less gifted, disadvantaged persons or those with specific needs, because art gives individuals and people in general the opportunity to explore their personality, to express themselves, to communicate and create.

**Conclusions of the Council and the Ministers for Youth
meeting within the Council
on 30 November 1994
on the promotion of voluntary service periods for young people
(OJ No C 348, 9.12.1994)**

CONCLUSIONS OF THE COUNCIL AND THE MINISTERS OF YOUTH MEETING
WITHIN THE COUNCIL

of 30 November 1994

on the promotion of voluntary service periods for young people

(94/C 348/02)

Under the policy of cooperation in matters relating to youth and having regard to the competence of the Member States in regard to voluntary services, the Council and the Ministers of Youth meeting within the Council examined the possibilities for developing transnational voluntary service periods for young people.

The Youth for Europe III programme (now being examined under the co-decision procedure)⁽¹⁾ acknowledges this cooperation policy by including a specific measure (A II 2) which can give new impetus to periods of voluntary service.

The recommendation by the Committee of Ministers of the Council of Europe to the Member States of that organization concerning the promotion of voluntary service⁽²⁾ can also result in a boost for these actions.

The Council and the Ministers have, however, found that the existing laws and regulations in the Member States can, when they are applied in practice, constitute restrictions on voluntary service in another Member State, in particular for periods of medium- and long-duration.

Considering that the voluntary service periods undertaken in Europe by the young:

- take the form of public service activities undertaken by voluntary organizations which promote, *inter alia*, the development of the personality of the volunteers and give them an opportunity to demonstrate their sense of responsibility to society and to the construction of a new Europe;
- are based on the free personal decision of the volunteers concerned,
- are not in place of compulsory national service, where this exists, and are developed and carried out by and under the responsibility of voluntary organizations,
- represent a voluntary unpaid commitment to the community and are considered desirable by that community,

the Council and the Ministers note that a number of measures exist which fall within the jurisdiction of the Member States and which should help to overcome any

⁽¹⁾ (Common position) OJ No C 232, 20. 8. 1994.

⁽²⁾ Council of Europe, R(94) of 4 May 1994.

obstacles to undertaking periods of transnational voluntary service, in particular for periods of more than three months.

Member States should therefore consider, in the context of their own legal systems, the desirability of:

- facilitating, for young volunteers living in one or several Member States taking part in the Youth for Europe III programme, entry to and residence in the Member State concerned for the exclusive purpose of completing a period of voluntary service,
- encouraging volunteers, on the basis of agreements between organizations which may deal with voluntary service in their own Member State and in the partner country, to take up activities of this kind,
- allowing, in accordance with the regulations of the country of origin of the volunteer or of the country in which the period of service is worked, for:
 - adequate social protection for volunteers, regarding insurance for sickness, accident and civil liability (1),

(1) On the suggestion of the Spanish delegation, statement by the Council for the minutes:

'The Council considers that the reference to adequate social protection for volunteers will not be obligatory in Member States whose legislation does not provide such protection, and such Member States will not be obliged to bring in a regulation in the future.

If appropriate, Member States will be able to ensure this protection in accordance with principles of equality of treatment, reciprocity and in case it should be necessary, reimbursement of costs recognized by the legislation of the State of reception.'

- recognition (where such a procedure is required) of organizations which may deal with voluntary service, their rights and their responsibilities,

- granting due importance to voluntary service periods within the framework of the national youth assistance, education and training system, where this system exists,

- facilitating the performing of these activities, among other things by granting, where appropriate, aid compatible with the existing system in the Member State concerned, in view of the public service character of such activities.

The aim of implementing such measures should be to build up the voluntary services in order to meet growing demand, to promote in different areas a commitment to Europe which may take various forms and develop, as far as possible in equal measure, bilateral and multilateral exchange relationships.

The Council and the Ministers ask the Commission, in the context of these conclusions, to report on the development of the situation regarding voluntary service periods for young people and to propose practical measures to promote cooperation between the countries taking part in the Youth for Europe III programme, as well as between the organizations dealing with voluntary service.

**Council Resolution
of 5 December 1994
on the quality and attractiveness of
vocational education and training**

(OJ No C 374, 30.12.1994)

COUNCIL RESOLUTION

of 5 December 1994

on the quality and attractiveness of vocational education and training

(94/C 374/01)

INTRODUCTION ⁽¹⁾

1. Full employment, economic growth and an innovative and competitive economy are key goals of the European Union and of each Member State, to the achievement of which vocational education and training can make an important contribution.
2. Increasing complementarity and cross-fertilization between general education and vocational training are now an established fact.
3. Furthermore, vocational training should not be seen solely in terms of its economic and employment objectives as it also contributes to the development of personal and professional competence; this principle also corresponds to future developments in qualification requirements on the job markets of the Member States of the European Union.

⁽¹⁾ This resolution takes into account the Council's conclusions, resolutions, recommendations and decisions concerning vocational training, in particular:

Council conclusions of 9 March 1987 concerning vocational training for young people in the European Community; OJ No C 73.

Council resolution of 5 June 1989 on continuing vocational training; OJ No C 148.

Council Decision of 28 July 1989 establishing an action programme to promote foreign language competence in the EC (Lingua); OJ No L 239.

Council conclusions of 14 December 1989 on technical and vocational education and initial training; OJ No C 27.

Council Decision of 29 May 1990 establishing an action programme for the development of continuing vocational training in the European Community (Force); OJ No L 156.

Council Decision of 22 July 1991 amending Decision 87/569/EEC concerning an action programme for the vocational training of young people and their preparation for adult and working life (Petra II); OJ No L 214.

Council resolution of 3 December 1992 on transparency of qualifications; OJ No C 49.

Council resolution of 11 June 1993 on vocational education and training in the 1990s; OJ No C 186.

Council recommendation of 30 June 1993 on access to continuing vocational training; OJ No L 181.

4. According to many forecasts, the proportion of jobs for unskilled labour will drop considerably, whereas on the other hand the proportion of jobs requiring high-quality education and training will continue to grow in many areas.
5. Because of rapid structural and technical changes and changes in the organization of work, the qualification profile of workers who have acquired skills through training is also changing in almost all spheres of activity, with the proportion of skilled jobs involving a comprehensive range of tasks and requiring greater practical and theoretical knowledge together with the ability to apply new subject-related technologies continuing to grow. Furthermore, general 'key skills' such as initiative, a willingness to take decisions and assume responsibility, communication skills and teamwork will become ever more important.
6. At the same time, professional knowledge and skills remain of practicable value for a shorter and shorter time, requiring an ability and willingness constantly to update professional skills and further develop general qualifications by means of continuing vocational training throughout a whole career.
7. In addition, the European internal market is leading to an increase in the number of jobs requiring a knowledge of foreign languages and cultures.
8. These challenges can only be met by high-quality vocational training which responds to the needs and aspirations of all young people and adults. This means training courses at different levels. It is also vital that vocational training should attract the most hard-working and capable people.
9. Although the task of creating the conditions for achieving this is a matter for the vocational training policies of the Member States, the European Union

supports and supplements these efforts in the framework of its policy, with strict regard to the responsibilities of the Member States. Such policies are the basis for action at Union level aimed at improving the exchange of information and promoting cooperation between Member States. The Union can therefore provide considerable impetus for new channels and common innovative developments, helping to enhance the quality and attractiveness of vocational training in all the Member States.

10. The efforts to improve the quality and attractiveness of vocational training may also be backed by a dialogue between social partners at European level. Both sides of industry can make a vital contribution at national level.
11. Using the means available in each case, the Member States and the Union are pursuing the goal of providing sufficient high-quality and highly attractive vocational training in all the European regions. Without such a basis it will not be possible in the long run to ensure sustained economic development, social cohesion and social progress in Europe. Technical and vocational training should therefore be constantly improved, particularly in the less developed regions of the Union, in order to give young people more choice in the type of training they opt for and make the careers guidance services more effective.

Having regard to these considerations, THE COUNCIL hereby adopts the following resolution:

PRINCIPLES

1. All young men and women should have access to recognized basic vocational training. In the transition from basic training to working life, men and women should have equal opportunities.

Equal opportunities for all as regards access to and obtaining high-quality vocational training means in addition a multiplicity of structures and establishments offering such training. Action to achieve this should be intensified, particularly in the less developed regions where the lack of such structures seriously affects young people's training and entry into employment as well as economic potential. The use of modern teaching methods, educational media and new technology could also facilitate access to vocational training.

2. High-quality vocational training should prepare young people for skilled employment, and open up job opportunities while meeting their preferences and aptitudes and giving them the desire and ability to undertake continuing vocational training

throughout their careers. Such training should therefore be widely based, provide transferable skills and broaden young people's general education.

In parallel, young people in the Community who so wish should have the opportunity of receiving one or if possible two or more years of basic vocational training in addition to their compulsory full-time education, leading to a vocational qualification recognized by the competent authorities of the Member State where it was obtained.

3. The job market requires a wide spectrum of differentiated vocational training opportunities, available as part of a flexible and open system of basic and continuing education and training, and thus at the same time meeting the needs of young people. On the one hand, training programmes should be available — if necessary with the help of additional support — which enable young people with learning and motivation difficulties, individual or social problems, or young people with disabilities, to take up vocational training and gain a recognized qualification. On the other hand, basic vocational training should remain attractive to highly able and motivated young people and lay the foundations for a successful career. Careers guidance, information and counselling should be available to all young people.

4. The prospect of a fulfilling job is a vital incentive for young people to take up vocational training. The main indication of quality and attractiveness in vocational training is a successful transition from training into working life. Essential factors in this are the continual updating of vocational training programmes, their suitability for the employment market and the guarantee of a high level of quality in each Member State.

Procedures which provide in national regulations and practice for appropriate participation by the two sides of industry in the development, recognition and modernization of vocational training programmes have proved successful in this connection, and can encourage the acceptance of vocational training in industry and amongst young people.

Responsible participation by undertakings in vocational training, in alternating, 'sandwich' or integrated schemes, can be another favoured method of encouraging vocational training programmes to keep up-to-date and relevant to practical needs.

5. In order to provide a constant supply of highly qualified employees with wide practical experience, vocational training should become more attractive to the most able and ambitious young people and thus

lose its image as a second-rate alternative in the eyes of those young people who are now in increasing numbers aspiring to university or further education. This would mean high-quality vocational training with a substantial practical and industrial component.

It is also important to encourage men and women to choose training opportunities which break with traditional labour market patterns and focus on equal opportunities training for men and women.

To achieve this, the aid should first be sought of the undertakings, firms and public administrations which require this continuing supply of skilled workers. They should, by dint of appropriately targeted measures, offer suitable career prospects and attractive opportunities for male and female employees who have successfully completed their training and who are willing to undergo further training at a later stage of development equivalent to those open to higher education graduates.

At the same time, the vocational education and training opportunities for such young people and young adults should be extended. For example existing vocational training programmes could be broadened to cover appropriately targeted higher qualifications recognized as such. The adequate training of instructors may help considerably in this area. Links between basic and continuing vocational training could, moreover, create new recognized channels offering access to attractive employment. In addition, types of skills-based alternating training courses could be developed at an advanced level, combining industrial training and higher education.

6. In addition, the attractiveness of vocational training and its social prestige are largely dependent on recognition of the equal value of general educational and vocational training and society's recognition of skilled occupations. For this reason also, vocational training should be more than just 'making you suitable for employment'. Vocational training should be developed as an equally valid component of the education system and accordingly, like general education, should have the constant objective of promoting general qualifications and personal and social skills in general as well as their professional competence. Vocational training therefore needs to be broadened but its intrinsic nature should remain unchanged.

Equivalence between vocational training and general education also means that there should continue to be opportunities for graduates of vocational training courses to gain access on an equal footing to further training programmes. For example, basic or

continuing vocational qualifications should thus open up opportunities for university study. Recognized channels between vocational training and general education should also be developed.

Recognition by society and the attractiveness of training courses also depend on the support such courses receive. Vocational training should therefore be given an appropriate status in the promotion schemes of the Member States and at Community level.

7. The possibilities for advancement which continuing training offers workers who have acquired skills through training make vocational training highly attractive. Existing, recognized continuing training schemes offering possibilities for advancement should therefore be extended, in particular to enable more workers to obtain jobs traditionally reserved for graduates of other forms of education, especially higher education.

It would be desirable to press for continuing training with accompanying possibilities of advancement to be accepted by industry and for its attractiveness and value for trainees to be increased. The measures required to achieve that aim should be planned with the participation of both sides of industry in accordance with the Member States' laws and practice, should meet clearly accepted quality standards in each Member State and deliver recognized qualifications.

8. In the European internal market, having a skilled job increasingly means being able to communicate and cooperate across borders. The teaching of skills appropriate for European and international work is therefore, increasingly, a further important factor in the quality and attractiveness of vocational training. Learning foreign languages should as far as possible be part of basic and continuing vocational training. Periods of education and vocational training in other Member States, including those for instructors, and the integration of such periods into national vocational training programmes should be intensified.
9. Vocational training policy should play an important part in bringing about the freedom of movement and promoting the mobility of workers in the European internal market. This is also an important element in a policy for increasing the attractiveness of basic and continuing vocational training. It includes not only the imparting of 'European skills' but also the possibility of using national vocational certificates and diplomas across borders in the European job market.

National regulations which make access to professions conditional on the formal recognition or

equivalence of vocational qualifications should therefore be kept to a necessary minimum. Skills and knowledge which may be acquired and also authenticated by certificate outside the educational system should be taken into account as well in access to jobs and professions throughout Community territory. This means establishing transparency in national training diplomas and encouraging cooperation on the part of those involved in the training market.

10. The appropriate way to create transparency is the development and introduction of internationally comprehensible vocational certificates and diplomas for workers wishing to apply for jobs in other Member States. Ways should be devised of describing in several languages the vocational skills acquired in basic or continuing training in such a way that they are clearly recognizable and can be compared with the requirements of the job advertised. Efforts should be intensified to examine whether it is possible to create an individual 'portfolio', following the Council resolutions of 1990 and 1992 on the transparency of qualifications.

It would also be necessary to step up national and Community-wide efforts to improve information and advice for persons wishing to study or work in another Member State and to further encourage

cross-border cooperation between the bodies dealing with this in the Member States.

THE COUNCIL, with a view to promoting these principles, calls upon

the Member States, taking into account the areas of responsibility of the competent authorities, of undertakings and of the two sides of industry respectively, and taking into account national laws and practice:

- to increase their efforts at both national and Community level to improve the quality and attractiveness of vocational training and in particular to endeavour to secure the participation of undertakings in the vocational training of young people,
- to take account of measures to improve the quality and attractiveness of vocational training in the reports they submit in the European context,

the Commission to give lasting support to the efforts of the Member States and the two sides of industry with a view to achieving these goals, in particular by making use of education and training programmes, including those of the European Social Fund, as well as promoting dialogue on these matters within the European Union.

**Council Resolution
of 5 December 1994
on the promotion of education and training statistics
in the European Union**

(OJ No C 374, 30.12.1994)

COUNCIL RESOLUTION

of 5 December 1994

on the promotion of education and training statistics in the European Union

(94/C 374/02)

INTRODUCTION (*)

1. The growing economic and social interdependency of the Member States of the European Union means that political decision-makers at both European and national level rely increasingly on statistics which are comparable on a Union-wide basis.

Experts in the field also have a considerable interest in comparative education and training statistics in the European Union.

2. The development of an open European area for cooperation in education requires the continuing improvement of statistical bases to underpin common action at Union level and to be taken into consideration when taking educational policy decisions at national or regional level.

(*) This resolution relates to:

- the resolution of the Council and the Ministers for Education meeting within the Council of 25 November 1991 (OJ No C 312, 12. 12. 1991) on educational research and statistics in the European Community;
- the decision of the Council of the European Communities on the framework programme for priority actions in the field of statistical information 1993 to 1997 (OJ No L 219, 28. 8. 1993).

3. The development of education and training statistics within the framework of the European Union should continue to take account of the existing and sometimes worldwide collections of data undertaken by Unesco and the OECD in particular, as well as to involve collaboration with these bodies where possible.

Statistical surveys at European level continue, furthermore, to be dependent on the results of collections of data carried out at national or regional level.

4. The European Union's task of encouraging mobility throughout the entire area of education and vocational training means that specific surveys should be made if the bases are to be laid for a balanced distribution between the various disciplines and regions.
5. Respect for the variety of education systems in the Member States requires that when statistical surveys are carried out in the educational sphere in the individual Member States of the European Union a range of methods and differences of emphasis will continue to exist and the idea of systematic harmonization of legal and administrative provisions on educational statistics should be abandoned. On the other hand, it is necessary when carrying out surveys to work towards greater compatibility of statistical criteria and compatibility of data.
6. Within the framework of the Treaty the Commission has the right to collect information so as to fulfil tasks assigned to it; this includes the statistical bases necessary to realize the European Union's contribution to high-quality education and vocational training in the Member States.
7. With the framework programme for priority actions in the field of statistical information 1993 to 1997 the Council adopted a comprehensive statistical programme of work which included projects for the development of education and training statistics.
8. The Community's Socrates and Leonardo programmes, which should be decided on shortly, provide for the promotion of the collection of data on education and training systems and for studies and comparative analyses.

In Council Decision of 29 May 1990 establishing an action programme for the development of continuing vocational training in the European Community (Force), regular exchanges of comparable data on continuing vocational training and the collection of statistics focusing on this particular area were provided for.

9. It is essential to make use of the rapid advances in telecommunications services in full compliance with the findings of the specific European Union programme for research, technological development and demonstration in the area of telematic applications of common interest so as to network the statistical services in the Member States.
10. In order to prepare definitions and procedures and interpret the data obtained, on-going cooperation is

required between the bodies responsible for education and training statistics and the educational research institutions in the European Union.

PRINCIPLES AND PROCEDURES

1. Cooperation in education and training on the basis of the Maastricht Treaty and education policy and educational practice in the Member States increasingly require a common basis of information, which should be provided by improved comparative education and training statistics at the European level. This requires increased efforts in this field, focusing on the quality of the data and their comparability, and the topicality of the statistics and their accessibility. In addition to the recording of the data needed to form a picture of the education and training field, the preparation of codes and indicators appropriate for education and training statistics is necessary.
2. Use should be made of the Member States' existing infrastructures together with the available regular surveys and evaluations by Eurostat, and by the OECD, Unesco and other international organizations.
3. The compilation of statistical data on education and training at European Union level should, in accordance with the principle of subsidiarity, be based on the recording of data organized at different levels, and possibly also on a regional basis, allowing for differences in survey procedures and emphasis, whilst ensuring the comparability of the data.
4. Statistical bases are required in particular to produce systematic, comparative pictures of education and vocational training in the Member States of the European Union. For such purposes agreed definitions of the situations statistically portrayed should be drawn up so as to ensure that the results are directly usable.
5. As well as developing, extending and supplementing data by way of official statistics, opportunities should be available for carrying out periodic sample surveys.
6. To improve statistics and accelerate the conduct of surveys and their evaluation, the networking of existing infrastructures, in particular by means of the latest available technology, should continue to develop.
7. The statistical data on education and training collected and processed in the European Union framework should be published regularly and be made available in a form which is as up-to-date as possible to those with responsibilities or interests in this field at European, national or regional level.

GOALS, TASKS AND PRIORITIES

1. Laying the foundations for the comparative portrayal of initial and continuing education and training in the Member States of the European Union, by means of official statistics and by supporting educational and training statistics research.
2. Further development of European Union education and training statistics in all areas of education and training in the light of requirements at European and Member State level and in the framework of financial possibilities.
3. Further development of common survey instruments such as the joint Unesco, OECD and EU questionnaire on education and vocational training in schools and technical colleges and their targeted enhancement for specific purposes in the European Union.
4. Contributions to the revision of the 'International Standard Classification for Education' (Isced) with the aim of achieving a balanced record of education and training, a closer match between the classification and the specific features of the national higher education systems and the additional consideration of continuing education and training.
5. Continual consideration of which of the jointly developed educational indicators require further development in the OECD framework for the pursuit of education-policy assignments in Member States and at European Union level; development of additional educational indicators specific to the EU, which are required with a view to achieving the objectives of the EU Treaty, e.g. the promotion of mobility and research into regional disparities.
6. Further development of a programme of basic statistical data for the educational sphere in the European Union and targeted enhancement of that basic programme, for example through periodic sample surveys and individual inquiries on priority topics.

Sample surveys comparing countries appear appropriate for information on:

- the transition from education and training to the world of work, vocational integration and mobility and re-entry into training,
- continuing education and training,

— the social and economic situation of students and participants in continuing vocational training.

7. Analysis of the different national structures and classification systems of educational expenditure and their funding, with special attention to direct and indirect transfers.
8. Steps towards speeding up educational statistical surveys and the processing of them within the EU framework.
9. Coordination of the development of networks for statistical surveys and information in the promotional measures and research programmes of the European Union and in the Member States.
10. Encouraging the exchange of experience on the carrying out of statistical surveys and assessments, in particular the exchange of experience on the implementation of longitudinal studies and the promotion of common development work in this field; use of the 'TES' (Training of European Statisticians) programmes for technical training and further training in education and training statistics, and the 'Arion' programme for study visits in this field.

Having regard to the foregoing,

the Council requests:

- the Member States and their statistical offices to pay particular attention to the need for cooperation when developing further comparative education and training statistics in the European Union and beyond,
- the European Commission in close cooperation with the Member States to expedite the development of education and training statistics in the light of the priorities set out above and the five-year Statistical Programme,
- those responsible for the statistical services at Union level (Eurostat) and the Working Party of Education Statistics to expedite the necessary development work to ensure supply of quality data which is comparable and as up-to-date as possible, account being taken of the data bases and instruments already in existence and observing the principle of data collection organized on a decentralized basis.

**Council Decision
of 6 December 1994
establishing an action programme for the implementation
of a European Community vocational training policy
(LEONARDO DA VINCI)**

(OJ No L 340, 29.12.1994)

COUNCIL DECISION

of 6 December 1994

establishing an action programme for the implementation of a European Community vocational training policy

(94/819/EC)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 127 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the Economic and Social Committee ⁽²⁾,

Acting in accordance with the procedure referred to in Article 189c of the Treaty ⁽³⁾,

1. Whereas the Treaty gives the Community the responsibility of implementing a vocational training policy which supports and supplements the action of the Member States;
2. Whereas this policy needs to be implemented while fully respecting the responsibility of the Member States for the content and organization of vocational training, and excludes any harmonization of the laws and regulations of the Member States;

3. Whereas the Council, in its Decision 63/266/EEC, adopted the general principles for implementing a common vocational training policy ⁽⁴⁾; whereas the application of those general principles is the responsibility of the Member States and the competent institutions of the Community within the framework of the Treaty;
4. Whereas the Council, by Decisions 86/365/EEC ⁽⁵⁾ and 89/27/EEC ⁽⁶⁾, adopted the two phases of the Comett programme designed to strengthen cooperation between universities and industry regarding training in the field of technology;
5. Whereas the Council, by Decision 89/657/EEC ⁽⁷⁾, adopted the Eurotechnet action programme to promote innovation in the field of vocational training resulting from technological change in the European Community;
6. Whereas the Council, by Decision 90/267/EEC ⁽⁸⁾, adopted the Force action programme for the development of continuing vocational training in the European Community;
7. Whereas the Council, by Decision 87/659/EEC ⁽⁹⁾, adopted the Petra action programme for the

⁽¹⁾ OJ No C 67, 4. 3. 1994, p. 12 and OJ No C 176, 29. 6. 1994, p. 7.

⁽²⁾ OJ No C 148, 30. 5. 1994, p. 5.

⁽³⁾ Opinion of the European Parliament of 3 May 1994 (OJ No C 205, 25. 7. 1994, p. 76), Council Common Position of 18 July 1994 (OJ No C 244, 31. 8. 1994, p. 17) and Decision of the European Parliament of 26 October 1994 (OJ No C 323, 21. 11. 1994).

⁽⁴⁾ OJ No L 63, 20. 4. 1963, p. 1338.

⁽⁵⁾ OJ No L 222, 8. 8. 1986, p. 17.

⁽⁶⁾ OJ No L 13, 17. 1. 1989, p. 28.

⁽⁷⁾ OJ No L 393, 30. 12. 1989, p. 29.

⁽⁸⁾ OJ No L 156, 21. 6. 1990, p. 1.

⁽⁹⁾ OJ No L 346, 10. 12. 1987, p. 31. Decision as amended by Decision 91/387/EEC (OJ No L 214, 2. 8. 1991, p. 69).

- vocational training of young people and their preparation for adult and working life;
8. Whereas the Council, by Decision 89/489/EEC ⁽¹⁾, adopted the Lingua action programme to promote foreign language competence in the European Community;
 9. Whereas, according to the evaluation reports covering Community action programmes, as contained in the Report from the Commission to the European Parliament, the Council and the Economic and Social Committee, Community cooperation on vocational training brings genuine added value to the actions undertaken in and by Member States;
 10. Whereas the Commission, in its working paper on the guidelines for Community action in the field of education and training, stated that its aim was to rationalize and streamline the action programmes in the vocational training field into a single programme, whilst reinforcing those aspects which appear to be most promising in terms of the European added value and stimulus they can offer;
 11. Whereas the Commission in its Recommendation 87/567/EEC of 24 November 1987 on vocational training for women ⁽²⁾ encouraged Member States to strengthen measures to promote equality of opportunities, and in the Third Medium-Term Action Programme (1991—1995) on equal opportunities for men and women ⁽³⁾ the Commission undertook to pursue exchanges of experience and know-how through the IRIS network and develop this network to better identify the training needs of women, promote innovative training and develop a European methodology on the subject; whereas a specific training effort must be made to open up new areas of work for women and to encourage them to return to work after a career break;
 12. Whereas the Council, in its Resolution of 11 June 1993 on vocational education and training in the 1990s ⁽⁴⁾, noted the need to improve the quality of vocational training in the Member States in order to encourage continuing opportunities for individuals to develop their knowledge and skills and thus contribute to increased economic and social cohesion as well as to the competitiveness of the European economies;
 13. Whereas in its Resolution of 11 June 1993 on vocational education and training in the 1990s the Council stated that the Community could make a significant contribution to cooperation between the Member States by developing a global and coherent approach towards education and training which supports and supplements the policies of the Member States;
 14. Whereas paragraph 15 of the Community Charter of the Fundamental Social Rights of Workers, adopted by the heads of state and government of eleven Member States at the Strasbourg European Council on 9 December 1989, states:

‘15. Every worker of the European Community must be able to have access to vocational training and to benefit therefrom throughout his working life. In the conditions governing access to such training there may be no discrimination on grounds of nationality.

The competent public authorities, undertakings and social partners each within their own sphere of competence, should set up continuing and permanent training systems enabling every person to undergo retraining more especially through leave for training purposes, to improve his skills or to acquire new skills, particularly in the light of technical developments.’;
 15. Whereas the Council in its Recommendation 93/404/EEC of 30 June 1993 on access to continuing vocational training ⁽⁵⁾, recommended that taking into account the resources available and the respective responsibilities of the competent public authorities, undertakings and the two sides of industry, while respecting the diversity of national legal systems and/or practices, Member States gear their vocational training policies to ensuring that every worker of the Community be able to have access to continuing vocational training without any form of discrimination and to benefit therefrom throughout this or her working life;
 16. Whereas the added value of Community action must be consolidated and reinforced in the course of the progressive vocational training of an open area for training and vocational qualifications which is linked with the operation of the Single Market, taking account of the Council Resolution of 3 December 1992 on transparency of qualifications ⁽⁶⁾;
 17. Whereas the Commission's summary report, based on Member States' contributions arising from the Memorandum on vocational training in the 1990s, highlighted the major trends jointly faced by the

⁽¹⁾ OJ No L 239, 16. 8. 1989, p. 24.

⁽²⁾ OJ No L 342, 4. 12. 1987, p. 35.

⁽³⁾ Council Resolution of 21 May 1991 (OJ No C 142, 31. 5. 1991, p. 1).

⁽⁴⁾ OJ No C 186, 8. 7. 1993, p. 3.

⁽⁵⁾ OJ No L 181, 23. 7. 1993, p. 37.

⁽⁶⁾ OJ No C 49, 19. 2. 1993, p. 1.

Member States in the said open area for training and vocational qualifications;

18. Whereas the European Council of 10 and 11 December 1993 concluded that because of the institutional, legislative and contractual peculiarities of each Member State, the Community's action must focus on defining objectives, while leaving Member States free to choose the means appropriate to their situation within a general framework defined in common, and that in order to strengthen the capacity of the European economy to create jobs, Member States should draw on suggestions from the Commission White Paper on a medium-term strategy for growth, competitiveness and employment and give favourable consideration to the White Paper on European Social Policy — A Way Forward for the Union;
19. Whereas, in order to promote a coherent development of vocational training, it is necessary to establish a common framework of objectives for implementing this programme, so as to support and supplement Member States' initiatives in the sphere of vocational training;
20. Whereas different types of measures need to be organized within four main strands: the first concerning support for improving the vocational-training systems and arrangements in the Member States; the second concerning support for improving vocational-training measures, including university/industry cooperation, with regard to undertakings and workers; the third concerning support for developing linguistic competence and the knowledge and dissemination of innovations in the sphere of vocational training; the fourth concerning support measures;
21. Whereas the promotion of foreign language learning in the framework of vocational training is an essential element in the development of a European dimension in vocational training;
22. Whereas the measures involved in the programme are all aimed at transnational cooperation which brings clear added value to the actions undertaken by the Member States or by the players in the training sphere, while respecting the principle of subsidiarity;
23. Whereas the Member States should take steps to coordinate and organize at national level the implementation of this programme, in particular by providing, taking into account experience acquired with the existing networks and structures, the appropriate structures and machinery at national level;

24. Whereas the Commission is required to ensure overall consistency between this programme and the Community action programme in the field of education and other Community measures; whereas encouragement should be given to the implementation of operational complementarity between this programme and the Community Initiative Programmes and to the coordination of activities between this programme and the Fourth Research and Development Framework Programme;
25. Whereas there is a need to ensure continuous monitoring and systematic evaluation of this programme and of the measures in partnership between the Commission and the Member States;
26. this programme should be opened up to the participation of the associated countries of Central and Eastern Europe (CCEE) in accordance with the conditions laid down in the additional protocols to the association agreements on participation in Community programmes to be concluded with those countries; whereas this programme should be opened up to the participation of Cyprus and Malta on the basis of additional appropriations in accordance with the same rules as those applied to the EFTA countries, under procedures to be agreed on with those countries,

HAS DECIDED AS FOLLOWS:

Article 1

Establishment of the programme

1. This Decision establishes an action programme for the implementation of a Community vocational training policy which supports and supplements the action of the Member States, while fully respecting the responsibility of the Member States for the content and organization of vocational training and excluding any harmonization of the laws and regulations of the Member States.
2. The action programme shall be referred to as the 'Leonardo da Vinci programme', and shall be implemented for the period from 1 January 1995 to 31 December 1999.
3. While respecting the particular institutional, legislative and contractual arrangements in each Member State, Community action shall be based on a common framework of objectives for the implementation of this programme, aimed at supporting and supplementing the Member States' initiatives in the field of vocational training.
4. The Community measures provided for in Article 4 and in the Annex shall be implemented on the basis of the common framework of objectives laid down in

paragraph 3 and shall aim to support and supplement action undertaken by and in the Member States.

5. The monitoring procedure laid down in Article 9 is designed to analyse the results obtained and draw from them lessons for the continuation of Community action.

Article 2

Definitions

For the purposes of this Decision, and taking account of the differences in the systems and arrangements in the Member States, the following definitions shall apply:

- (a) 'initial vocational training' means any form of initial vocational training, including technical and vocational training and systems of apprenticeship, which enables young people to gain a vocational qualification recognized by the competent authorities of the Member State in which it is obtained;
- (b) 'continuing vocational training' means any vocational training engaged in by a worker in the Community in the course of his working life;
- (c) 'lifelong learning' means lateral co-operation between the fields of training as well as measures concerning the continuity of training throughout life;
- (d) 'vocational guidance' means, the provision of advice and information on the choice of an occupation and changes of occupation, both in the field of education courses and vocational training and through individual information initiatives;
- (e) 'undertaking' means all undertakings in the public or private sectors, regardless of their size, legal status or the economic sector in which they operate, and all types of economic activity, including the social economy;
- (f) 'worker' means any person, whether employed or not, having links with the labour market, including the self-employed;
- (g) (i) 'social partners at national level' means the organizations of employers and workers in accordance with national legislation and/or practice;
- (ii) 'social partners at Community level' means the organizations of employers and workers participating in the social dialogue at Community level;
- (h) 'training body' means all types of public, semi-public or private establishment which, in accordance with national legislation and/or practice, develop or are engaged in vocational training, further training, updating or retraining activities, regardless of how they are referred to in the Member States;

- (i) 'university' means all types of higher-education establishment which, in accordance with national legislation and/or practice, award higher-level qualifications or diplomas, regardless of how such establishments are referred to in the Member States;
- (j) 'open and distance learning and training' means any type of flexible vocational training involving:
 - the use of traditional or advanced information and communication technologies and services, and
 - advice and individualized tutoring.

Article 3

Common framework of objectives

The aim of the common framework of objectives provided for in Article 1(3) is to contribute to the achievement of the objectives of Article 127 of the Treaty by pursuing the following objectives:

- (a) improving the quality and innovation capacity of Member States' vocational training systems and arrangements;
- (b) developing the European dimension in vocational training and vocational guidance;
- (c) promoting lifelong training so as to encourage ongoing adaptation of skills to meet the needs of workers and undertakings, contribute to reducing unemployment and facilitate personal development;
- (d) giving all young people in the Community who so wish the possibility of one or, if possible, two or more years of initial vocational training after their full-time compulsory education, leading to a vocational qualification recognized by the competent authorities in the Member State in which it is obtained;
- (e) encouraging specific vocational training measures for adults without adequate vocational qualifications, in particular adults without adequate education;
- (f) enhancing the status and attractiveness of vocational education and training and promoting parity of esteem for academic diplomas and vocational qualifications;
- (g) promoting vocational training for young people and preparing young people for adult and working life, taking account of the requirements of society and technological change;

- (h) encouraging specific vocational training measures for disadvantaged young people without adequate training and in particular young people who leave the education system without adequate training;
- (i) promoting equality of access to initial and continuing training for persons disadvantaged by socio-economic, geographical or ethnic factors or by physical or mental disabilities; special attention must be given to persons affected by several risk factors likely to cause their social and economic exclusion;
- (j) supporting vocational training policies in such a way that all workers in the Community have access to continuing vocational training throughout their working life without any discrimination;
- (k) promoting equality of opportunity as regards access for men and women to vocational training and their effective participation therein, in particular so as to open up new areas of work to them and encourage them to return to work after a career break;
- (l) promoting equality of opportunity as regards access for migrant workers and their children and the handicapped to vocational training and their effective participation therein;
- (m)— promoting cooperation on skill requirements and training needs, and
 - encouraging the acquisition and transparency of qualifications and an understanding of the key skills relevant to technological development and the functioning of the internal market, including the free movement of goods, services, persons and capital, the competitiveness of undertakings and the requirements of the labour market;
- (n) promoting vocational training in the light of the results of technological research and development programmes, particularly by means of cooperation between universities and undertakings in the sphere of training in technologies, their application and their transfer;
- (o) promoting the gradual development of an open European vocational training and vocational qualifications area, particularly through the exchange of information and experience on obstacles to application of the free provision of services by training bodies;
- (p) supporting activities aimed at developing linguistic skills as part of vocational training measures;

- (q) promoting the development of vocational guidance facilities with a view to providing every individual with the opportunity to have lifelong high-quality vocational guidance;
- (r) fostering the development of methods of self-training at the workplace and of open and distance learning and training, in particular to facilitate access to continuing vocational training;
- (s) encouraging the development and integration of key skills in vocational training measures, with the aim of promoting the acquisition of flexible qualifications and personal skills necessary to worker mobility and the needs of undertakings.

Article 4

Community measures

1. The Commission shall implement, in consultation with the Member States, the Community measures specified in the Annex.
2. The Commission shall, in consultation with the Member States, take measures to enable an appropriate transition to be made between the action already undertaken under the Comett, Eurotecnet, Force, Petra and Lingua programmes and the Community measures to be implemented within the framework of this programme.
3. Member States shall take the necessary steps to ensure national coordination and organization of the implementation of this programme in particular by providing for the appropriate structures and mechanisms at national level.

Article 5

Funding

1. The Community financial resources deemed necessary for the implementation of this programme amount to ECU 620 million in the context of the financial perspective for 1993—1999.
2. The budgetary authority shall determine the appropriations available for each financial year, taking into account the principles of sound management referred to in Article 2 of the Financial Regulation applicable to the general budget of the European Communities.

Article 6

Committee

1. The Commission shall be assisted by a committee composed of two representatives from each Member State and chaired by the representative of the Commission.

2. As regards the points referred to in paragraph 3 (b), the committee shall be assisted by subcommittees and/or working parties in specific fields (in particular initial vocational training, continuing vocational training, university/industry cooperation).

3. The committee shall deliver opinions on the following points:

- (a) — the general guidelines for the financial support to be supplied by the Community (amounts, duration and recipients),
 - matters relating to the internal breakdown of this programme,
 - procedures for selection, follow-up, evaluation, dissemination and transfer of results;
- (b) — priorities for the Community measures referred to in the Annex, Part A, points I.2 and II.2, and the resultant annual work programme,
 - questions relating to the overall balance of this programme,
 - any other matter relating to the implementation of this programme.

4. As regards the points referred to in paragraph 3 (a), the representative of the Commission shall submit to the committee a draft of the measures to be taken. The committee shall deliver its opinion on the draft within a time limit which the chairman may lay down according to the urgency of the matter.

The opinion shall be delivered by the majority laid down in Article 148 (2) of the Treaty in the case of Decisions which the Council is required to adopt on a proposal from the Commission. The votes of the representatives of the Member States within the committee shall be weighted in the manner set out in that Article. The chairman shall not vote.

The Commission shall adopt measures which apply immediately. However, if these measures are not in accordance with the opinion of the committee, they shall be communicated by the Commission to the Council forthwith.

In that event, the Commission shall defer application of the measures which it has decided for a period of two months.

The Council, acting by a qualified majority, may take a different decision within the time limit referred to in the previous subparagraph.

5. As regards the points referred to in paragraph 3 (b), the representative of the Commission shall submit to the committee a draft of the measures to be taken. The committee shall deliver its opinion on the draft within a time limit which the Chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the committee. It shall inform the committee of the manner in which its opinion has been taken into account.

Article 7

Social partners

Without prejudice to the conduct of the procedure referred to in Article 6 (4) and (5), the Commission may consult the committee on any question concerning the application of this Decision.

Whenever such consultation takes place, a number, equal to that of the representatives of the Member States, of representatives of the social partners, appointed by the Commission on the basis of proposals from the social partners at Community level as defined in Article 2, shall participate in the work of the committee as observers.

They shall have the right to request that their position be recorded in the minutes of committee meetings.

Article 8

Consistency and complementarity

1. The Commission shall ensure overall consistency between this programme and the Community action programme on education and other Community measures.

2. The Commission and the Member States shall foster complementarity between the operation of this programme and the Community initiative programmes.

In the context of their responsibility for implementing Community support frameworks, the Member States shall be free to establish consistency between this programme and the Structural Funds, in accordance with the provisions governing the functioning of the Structural Funds.

The Commission and the Member States shall ensure in particular that Community measures implemented under this programme supplement structural measures in the field of vocational training, by encouraging:

- (a) the carrying-out of transnational vocational training actions;
- (b) the dissemination of comparative information on vocational training systems and arrangements;
- (c) greater consistency with policies which promote employment and which support equal opportunities for access to initial vocational training for

- men and women and
- disadvantaged groups;

(d) greater consistency with policies to develop vocational training as an important component of balanced regional and local development, account being taken of the specific characteristics of the regions concerned.

3. The Commission, in partnership with the Member States, shall encourage the coordination of activities between this programme and the Fourth Research and Development Framework Programme.

4. The Commission, in partnership with the social partners at Community level, shall endeavour to develop coordination between this programme and the social dialogue at Community level.

5. In implementing this programme, the Commission shall be assisted by the European Centre for the Development of Vocational Training (Cedefop) under the conditions laid down in Council Regulation (EEC) No 337/75 of 10 February 1975 establishing a European Centre for the Development of Vocational Training ⁽¹⁾.

6. The Commission shall regularly inform the Advisory Committee on Vocational Training of the progress of this programme.

Article 9

Participation of other countries

1. This programme shall be opened up to the participation of the associated countries of Central and Eastern Europe (CCEE) in accordance with the conditions laid down in the additional protocols to the association agreements on participation in Community programmes to be concluded with those countries.

2. This programme shall be opened up to the participation of Cyprus and Malta on the basis of additional appropriations in accordance with the same rules as those applied to the EFTA countries, in accordance with procedures to be agreed on with those countries.

Article 10

Monitoring, evaluation and reports

1. This programme shall be continuously monitored on a partnership basis involving the Commission and the Member States.

This shall be done by means of the reports referred to in paragraph 3 and of specific activities.

2. The programme shall be evaluated at regular intervals on a partnership basis involving the Commission and the Member States.

The results of Community measures shall be evaluated objectively by outside bodies at regular intervals in accordance with criteria laid down following the procedure referred to in Article 6 (4).

3. No later than 31 December 1996 and 31 December 1999, the Member States shall forward reports to the Commission on the implementation and impact of this programme and the existing vocational training systems and arrangements in the Member States.

4. The Commission shall submit to the European Parliament, the Council, the Economic and Social Committee and the Advisory Committee on Vocational Training:

- no later than 31 December 1997, an interim report on the implementation of this programme,
- no later than 30 June 1998, a communication on the continuation of this programme; where appropriate, that communication shall contain a suitable proposal,
- no later than 30 June 2000, a final report on the implementation of this programme.

Done at Brussels, 6 December 1994.

For the Council

The President

N. BLÜM

⁽¹⁾ OJ No L 39, 13. 2. 1975, p. 1. Regulation as last amended by Regulation (EC) No 1131/94 (OJ No L 127, 19. 5. 1994, p. 1).

ANNEX

COMMUNITY MEASURES

PART A: STRANDS

The Community measures are divided into four strands:

STRAND I: SUPPORT FOR THE IMPROVEMENT OF VOCATIONAL TRAINING SYSTEMS AND ARRANGEMENTS IN THE MEMBER STATES;

STRAND II: SUPPORT FOR THE IMPROVEMENT OF VOCATIONAL TRAINING MEASURES, INCLUDING UNIVERSITY/INDUSTRY COOPERATION, CONCERNING UNDERTAKINGS AND WORKERS;

STRAND III: SUPPORT FOR THE DEVELOPMENT OF LANGUAGE SKILLS, KNOWLEDGE AND THE DISSEMINATION OF INNOVATION IN THE FIELD OF VOCATIONAL TRAINING;

STRAND IV: SUPPORT MEASURES.

STRAND I: SUPPORT FOR THE IMPROVEMENT OF VOCATIONAL TRAINING SYSTEMS AND ARRANGEMENTS IN THE MEMBER STATES

I.1. Measures

I.1.1. *Design and implementation of transnational pilot projects*

Community support will be granted for devising, developing and testing transnational pilot projects.

Priority will be given to transnational pilot projects aimed at providing support for the quality and innovation capacity of Member States' vocational training systems and arrangements at national, regional or local level where the results can be developed and tested through transnational exchange programmes.

Transnational pilot projects will cover cooperation in the following areas:

(a) improving the quality of initial vocational training and the transition of young people to working life, through:

- the adaptation of vocational training content and methods,
- the development and implementation of common training modules (content, tools, equipment),
- the transparency and/or recognition of skills acquired in the Member States' systems,
- the training of training and qualification programme planners and managers and of trainers and coaches including cooperation between competent centres and institutes in the field;

(b) improving the quality of the Member States continuing vocational training arrangements through:

- the adaptation of vocational training content and methods,
- the development and implementation of common training modules (content, tools and equipment),
- the training of training programme planners and managers and of trainers and coaches,
- the training of the persons concerned by training contracts between employers and workers or their representatives;

(c) vocational information and guidance through:

- the implementation of projects in the vocational guidance field, including the introduction of a Community network of national centres or national contact points,
- the training of vocational guidance counsellors and specialists, particularly in the context of the free movement of workers and the further opportunities opening up at Community level.

This measure concerns initial vocational training and the transition of young people to working life;

(d) the promotion of equal opportunities for men and women in vocational training through:

- the implementation of projects in the equal opportunities field, including the networking of Member States initiatives,
- the training of trainers in the field of equal opportunities.

This measure concerns lifelong learning;

(e) improving the quality of vocational training arrangements for persons disadvantaged on the labour market, for example owing to socio-economic, geographical or ethnic factors or by physical or mental disabilities or a lack of qualifications or insufficient qualifications such that they are at risk of social exclusion, through:

- the implementation of projects in this area, including the networking of the Member States' initiatives,
- the training of trainers in this area.

This measure concerns lifelong learning.

1.1.2. *Transnational placement and exchange programmes*

Community support will be granted for the following transnational placement and exchange programmes, with priority being given to those placements and exchanges which carry forward and test the results of projects referred to in 1.1.1:

(a) Transnational placement programmes for young people undergoing initial vocational training

Support for transnational placement programmes for young people undergoing initial vocational training.

Such placements will be for short periods, from three to 12 weeks at most, or for long periods from three to a maximum of nine months, where they form an integral part of the training programme for the young people concerned in the context of national rules and involve the recognition of skills acquired in Member States' systems.

This measure concerns initial vocational training and the transition of young people to working life.

(b) Transnational placement programmes for young workers

Support for transnational placement programmes for young workers or for young people available on the labour market, in accordance with national legislation and/or practice.

Priority will be given to young people who have had initial vocational training or practical vocational experience.

The programmes are aimed at the acquisition of validated vocational experience or a further qualification.

Such placements will normally last three months, and at most 12 months.

This measure concerns initial vocational training and the transition of young people to working life.

(c) Transnational exchange programmes for instructors

Support for transnational programmes of exchanges between undertakings and public vocational training bodies and/or universities, with the focus on the preparation of transnational training programmes.

Exchanges will be of both training programme planners and administrators and instructors and tutors.

Such exchanges will normally last two weeks and at most eight weeks.

This measure concerns lifelong learning.

I.2. Priorities

Priorities in the case of the measures referred to under 1.1 will be fixed in accordance with the procedure laid down in Article 6 (5) of this Decision and should include:

- the adaptation of methods and content to technological developments, changes in work organization and social changes,
- the acquisition of skills facilitating the ability to perform new jobs, e.g. in the fields of the environment, health and community care services,
- the development of creativity, initiative and entrepreneurial spirit,
- the development of a technology culture in the learning process,
- the acquisition of core skills as the basis of lifelong training,
- the improvement of specific methods and content for groups disadvantaged on the labour market, in particular young persons lacking qualifications or adequate qualifications or those at risk of social exclusion owing to socio-economic, geographical or ethnic factors or physical or mental disabilities,
- the adaptation of initial vocational training content and methods to innovative, technological and teaching developments,
- the promotion of initial vocational training in specified key areas (e.g. environmental protection, health, health and safety at work, key qualifications).
- the acquisition of skills to enable providers of services, small and medium-sized enterprises and industry to respond to the needs of the internal market.

STRAND II: SUPPORT FOR THE IMPROVEMENT OF VOCATIONAL TRAINING MEASURES INCLUDING UNIVERSITY/INDUSTRY COOPERATION, CONCERNING UNDERTAKINGS AND WORKERS

II.1. Measures

II.1.1. *Design and implementation of transnational pilot projects*

Community support will be granted for devising, developing and testing transnational pilot projects.

Priority will be given to transnational pilot projects which are aimed at supporting the quality and innovation capacity of vocational training measures at national, regional or local level, where the results can be developed and tested through transnational exchange programmes.

Transnational pilot projects will cover cooperation in the following areas:

- (a) innovation in vocational training, with a view to taking into account technological change and its impact on work and the necessary qualifications and skills by:
- the adaptation of vocational training content and methods,
 - the development and implementation of common training modules (content, tools, equipment),
 - the training of training administrators and of instructors and tutors,
 - the training of the socio-economic sectors involved in vocational training.

This measure concerns lifelong learning;

- (b) investment in continuing vocational training for workers by:
 - the adaptation of vocational training content and methods,
 - the development and implementation of common training modules (content, tools, equipment),
 - the development of methods for anticipating requirements,
 - the development of vocational training evaluation methods,
 - the implementation of vocational guidance projects;
- (c) the transfer of technological innovation in the context of cooperation between undertakings and universities in the field of continuing vocational training, by:
 - the development and implementation of common training modules (content, tools, equipment),
 - support for short-term intensive transnational courses in technology training,
 - support for university/undertaking cooperation and for transnational, sectoral or regional training networks for the identification of requirements and the transfer of the results of research and development programmes.
- d) The promotion of equal opportunities for men and women in vocational training by the implementation of projects related to developing women' career prospects, in particular where women are under-represented, and the promotion of equal opportunities between men and women.

This measure concerns lifelong learning.

II.1.2. *Transnational placement and exchange programmes*

Community support will be granted for the following transnational placement and exchange programmes, with priority being given to those which carry forward and test the results of the projects referred to in II.1.1:

- (a) Transnational programmes of placements in undertakings for people undergoing university training and for graduates

Support for transnational programmes of placements in undertakings in another Member State for people undergoing university training and for graduates prior to their obtaining their first jobs.

Placements will be made in connection with a transnational vocational qualification project supported by cooperation between undertakings and universities in several Member States in the field of the transfer of technological innovations.

Such placements will normally last three months and at most 12 months.

This measure concerns initial vocational training and the transition of young people to working life.

- (b) Transnational programmes of exchanges between undertakings and universities and/or training bodies

Support for transnational programmes of exchanges between undertakings and universities and/or training bodies, particularly for people in charge of training or human resources and tutors, focused on the transfer of new technologies to SMEs or groups of SMEs.

Such exchanges will normally last two weeks, and at most 12 weeks.

This measure concerns continuing vocational training.

- (c) Transnational programmes for exchanges of people in charge of training

Support for transnational programmes of exchanges between undertakings for people in charge of training or human resources, training managers, instructors and tutors (on a part-time or full-time basis), within or available to undertakings, focused on the development plans of SMEs or groups of SMEs involving the use of new technologies or production processes.

Such exchanges will normally last two weeks, and at most eight weeks.

This measure concerns continuing vocational training.

II.2. Priorities

Priorities in the case of the measures referred to in II. 1 shall be fixed in accordance with the procedure laid down in Article 6 (5) of the Decision and should include the following:

- the acquisition of the qualifications and skills required for adaptation to industrial change, changes in production systems and the dissemination of new technologies, in particular in the SMEs and transitional industrial sectors,
- encouragement for the implementation of individual vocational projects, individual career plans and skill assessment,
- the development of management training on transfer of innovative technologies and the training of managers and directors of SMEs,
- the improvement of specific methods and content for developing access to training for unqualified workers or workers without adequate qualifications,
- the development of highly qualified human resources, with particular regard to emerging technologies,
- the promotion of equality of access to initial and continuing training for people at a disadvantage, for example, because of socio-economic, geographical and ethnic factors or physical or mental disabilities, with particular emphasis on people suffering from several disadvantages which may lead to social and economic exclusion,
- the promotion of the transparency of vocational training qualifications, in consultation with the competent national bodies and the social partners.

STRAND III: SUPPORT FOR THE DEVELOPMENT OF LANGUAGE SKILLS, KNOWLEDGE AND THE DISSEMINATION OF INNOVATION IN THE FIELD OF VOCATIONAL TRAINING

III.1. Cooperation with a view to improving language skills

(a) Design and implementation of transnational pilot projects

Community support will be granted for devising, developing and testing transnational pilot projects covering the following areas,

- the development and dissemination of techniques for the assessment of language skill requirements,
- the design of joint curricula and innovative teaching aids, including the recognition of linguistic accomplishments,
- the development of educational materials adapted to the specific needs of each vocational area or economic sector and self-teaching methods for foreign languages,
- the devising of transnational pilot projects aimed at drawing up linguistic audits for undertakings, in particular SMEs and the socio-economic players,
- support for transnational cooperation between the structures referred to in Article 4 (3) of the Decision, designed to underpin the linguistic preparation needed for the implementation of transnational placement and exchange programmes under this programme.

This measure concerns initial vocational training and the transition of young people to working life, continuing vocational training and lifelong learning.

(b) Transnational exchange programmes

Community support will be granted for transnational exchange programmes between undertakings and specialist language training institutions or training bodies, with priority being given to transnational exchange programmes which carry forward and test the results of the projects referred to in (a).

Exchanges will concern instructors and tutors in the field of language skills as part of vocational training measures.

Such exchanges will normally last two weeks and at most eight weeks.

This measure concerns initial vocational training and the transition of young people to working life and continuing vocational training.

III.2. Development of knowledge in the field of vocational training

(a) Surveys and analyses in the field of vocational training

Community support will be granted for work carried out on a transnational basis with a view to analysing:

- skill and qualification needs, by setting up general arrangements for anticipating such needs at the appropriate level,
- the development of vocational qualifications, by clarifying the terminology used in the Member States and by promoting the transparency and understanding of vocational qualifications, in cooperation with the Cedefop),
- improvement of the attractiveness of and parity of esteem for initial vocational training,
- developments in the diversification of initial and continuing vocational training,
- new types of vocational training apprenticeship or sandwich courses involving undertakings and training bodies and/or universities,
- new training methods for SMEs in order to increase access for their workers to appropriate training,
- undertakings' continuing vocational training plans, within the framework of sectoral surveys,
- new forms of training for vocational training planners and managers,
- new methods and tools for evaluating the quality and cost-benefit analysis of vocational training for undertakings and workers,
- the accounting of vocational training expenditure, especially from the point of view of investment in training,
- the development of vocational training contracts between employers and workers or their representatives, including contracts at undertaking level,
- the development of access to training, e.g. through incentives, rights or special financial resources,
- the recognition of the skills acquired in training measures.

This measure concerns initial vocational training and the transition of young people to working life, continuing vocational training and lifelong learning.

- the promotion of the transparency of vocational training qualifications, in consultation with the competent national bodies and the social partners.

(b) Exchange of comparable data in the sphere of vocational training

In close cooperation with Eurostat's Education and Training Statistics Working Party and Member States' statistical offices, the Commission will propose a work programme which will be submitted to the Committee for an opinion, in accordance with Article 6 of the Decision, and will be subject to an annual review.

The work programme will cover:

- the systematic collection of data existing in the Member States,
- the development of comparable concepts on the basis of work done at national level,
- the continuation and consolidation of the Community statistical surveys under way (such as the labour force survey, continuing vocational training survey, etc.),
- the drawing-up of a joint methodological framework which can be used in all Member States.

This measure concerns initial vocational training and the transition of young people to working life, and continuing vocational training.

III.3. Development of the dissemination of innovation in the field of vocational training

(a) Multiplier-effect projects

Community support will be granted for the dissemination and transfer of vocational training methods, products, results and tools arising from transnational pilot projects into the vocational training systems and arrangements, included by means of telematic networks and open and distance learning and training systems.

This measure concerns initial vocational training and the transition of young people to working life, continuing vocational training and lifelong learning.

(b) Transnational exchange programmes

Community support will be granted for transnational exchange programmes for public national or regional decision-makers, social partners at national and Community level and managers and planners of vocational training policies and programmes aimed at promoting a mutual understanding of the operation of vocational training systems, arrangements and measures and the transfer of experience.

This measure will be implemented under the study visit programme administered by the Cedefop on behalf of the Commission.

This measure concerns initial vocational training and the transition of young people to working life and continuing vocational training.

STRAND IV: SUPPORT MEASURES

IV.1. Cooperation network between the Member States

Community support will be granted for:

- (a) the activities of the structures referred to in Article 4 (3) of the Decision;
- (b) initiatives taken by Member States to set up transnational vocational training partnerships in order to present transnational pilot projects;
- (c) initiatives taken by Member States to ensure the openness of this programme, facilitate access to it, strengthen the dissemination and transfer of the methods, products and tools devised and the results obtained from the Community measures.

IV.2. Information, monitoring and assessment measures

Community support will be granted:

- (a) on a partnership basis encompassing the Commission, the Member States and the structures referred to in Article 4 (3) of the Decision, for:
 - an overall information operation,
 - telematic links for participants in the present programme and for an electronic mail system,
 - a data bank giving a description of the projects, products, surveys, analyses and results of this programme,
- (b) the monitoring and assessment of Community measures;
- (c) the technical assistance required for the smooth operation of this programme, in particular for:
 - monitoring and continuous assessment of the programme;
 - the development of transnational expertise,
 - the dissemination and transfer of the methods, products and tools devised and the results obtained,
 - the cooperation between the structures referred to in Article 4 (3) of the Decision.

PART B: THE COMMUNITY'S FINANCIAL CONTRIBUTION

Section I: Percentages and amounts

The Community will contribute to the funding of expenditure connected with the measures provided for under strands I, II, III and IV.

1. The Community's financial contribution to transnational projects may amount to 75% of expenditure, with a ceiling of ECU 100 000 per year and per project for:
 - transnational pilot projects (strands I.1.1, II.1.1 and III.1.(a)), which may last three years at most,
 - multiplier-effect projects (strand III.3.(a)), which may last two years at most.

2. The Community's financial contribution to transnational placement and exchange programmes (I.1.2, II.1.2, III.1(b) and III.3(b)), will not exceed ECU 5 000 per beneficiary for a placement or an exchange.

The Commission shall grant the Member State an overall subsidy for each category of transnational placement and exchange programmes under strand I, established on the basis of a method of calculation defined in the context of the procedure provided for in Article 6 (4) of the Decision and taking into account:

- the population,
- the per capita gross domestic product of each Member State in terms of purchasing power standards,
- geographical distance and transport costs,
- and where possible, the importance of the target population concerned relative to total population.

In any event the application of these criteria cannot result in any Member State being excluded from the funding of the transnational placement and exchange programmes under strand I, as referred to in the previous paragraph.

The overall subsidy will be granted to each Member State on the basis of an operational management plan which will accompany the preselection list setting forth:

- the procedures for administering financial aid,
- the steps to be taken to help placement organizers to identify potential partners and with placements,
- the steps to be taken to ensure the appropriate preparation, organization and monitoring of placements.

Only transnational placement and exchange programmes lasting for the maximum duration specified in points I.1.2, II.1.2, III.1(b) and III.3(b) will qualify for the maximum amount.

3. The Community's financial contribution will vary between 50% and 100% of expenditure for measure III.2 ('Development of knowledge'), and IV.1 ('Cooperation network between Member States') and measure IV.2 ('Information, monitoring and assessment').

Section II: Breakdown

The funds available will be broken down internally subject to the following restrictions:

1. *Type of measures*

- (a) The funds allocated in support of devising developing and testing transnational pilot projects (measures I.1.1, II.1.1, III.1 (a), III.3 (a)) may not be less than 35% of the annual budget for the programme.
- (b) The funds allocated to transnational placement and exchange programmes (measures I.1.2, II.1.2, II.1(b)) will not be less than 30% of the annual budget for the programme.
- (c) The funds allocated to the other measures will not be more than 20% of the annual budget for the programme.

2. Type of areas

- (a) The funds allocated to action in the area of initial vocational training may not be less than 40% of the annual budget for the programme.

Within this allocation, the funds allocated to action concerning university/industry cooperation may not be less than 15% of the annual budget for the programme.

- (b) The funds allocated to action in the area of continuing vocational training may not be less than 32% of the annual budget for the programme.

Within this allocation the funds allocated to action concerning university/industry cooperation may not be less than 10% of the annual budget for the programme.

- (c) The funds allocated to action concerning lifelong learning may not be less than 13% of the annual budget for the programme.

Within this allocation the funds allocated to language measures may not be less than 6% of the annual budget for the programme.

PART C: GENERAL PROVISIONS

Section I: General conditions for the submission of proposals for Community measures

1. Proposals for Community measures will be submitted by:

- (a) the various actors involved in vocational training, in particular the public authorities, undertakings, social partners at national and Community level, training bodies or universities;

- (b) partnerships between various actors.

2. Each proposal for a Community measure will be submitted by the project coordinator.

Proposals for Community measures must comply with the objectives laid down in Article 3 of the Decision and with the priorities for Community measures established in accordance with the procedure laid down in Article 6 (5) of the Decision.

They must specify clearly the objectives and expected outcome and the partners involved in the other Member States.

3. Language preparation must be an integral part of all placements and exchanges where participants do not have an adequate working knowledge of the language of the country in which they will be placed.

Transnational placement and exchange programmes should also include recognition of skills acquired in Member States' systems.

Section II: Selection procedures applicable to proposals for Community measures

1. Part A — Strand I

(a) *Transnational pilot (measure A.I.1.1)*

- (i) In the context of a call for proposals organized under the responsibility of each Member State, proposals for transnational pilot projects will be forwarded by project coordinators to the national structures designated under Article 4(3) of the Decision by their Member State of jurisdiction.

- (ii) Member States will forward a preselection list of projects to the Commission.

They will draw up a report assessing the manner in which the preselected projects support and supplement the vocational training systems and arrangements of the Member State concerned.

- (iii) On the basis of the preselection lists drawn up by the Member States and of the associated reports, the Commission, in partnership with the Member States, will establish a proposed preselection list which it will submit to the committee for an opinion before the final decision, in accordance with the procedure laid down in Article 6 of the Decision.

(b) *Transnational placement and exchange programmes (measure A.I.1.2)*

Consistent with the provisions of point A.I.2, proposals for transnational placement and exchange programmes will be subject to the procedure laid down in point 1 (a).

The Member States will submit to the Commission the operational management plan for transnational placement and exchange programmes provided for in part B, third paragraph, of point 2.

2. Part A — Strand II

(a) *Transnational pilot projects (measure A.II.1.1)*

(i) In the context of a call for proposals organized under the responsibility of the Commission, proposals for transnational pilot projects will be forwarded by project coordinators to the Commission and to the national structures designated under Article 4 (3) of the Decision by their Member State of jurisdiction.

(ii) In the case of eligible projects, the Member States will forward to the Commission a report assessing the manner in which the projects support and supplement vocational training measures concerning undertakings and workers in the Member State concerned.

On this basis, the Commission will, with the help of a group of experts designated by the Member States and appointed by the Commission, proceed with the transnational vetting of projects and will draw up a preselection list.

(iii) The Commission will obtain the opinion of each Member State concerned on this preselection list.

The Commission, in consultation with the Member State concerned, will draw up a proposed decisional list which it will submit to the Committee for an opinion before the final decision, in accordance with the procedure laid down in Article 6 of the Decision.

(b) *Transnational placement and exchange programmes (measure A.II.1.2)*

Proposals for transnational placement and exchange programmes will, in line with the provisions of point A.II.1.2, be subject to the procedure laid down in point 2(a).

3. Part A — Strand III

(a) *Cooperation with a view to improving language skills (measure A.III.1)*

Proposals for transnational pilot projects will be subject to the procedure laid down in point 1 (a), in line with the provisions of point A.III.1.

(b) *Development of knowledge (measure A.III.2)*

Proposals for the development of knowledge will be subject to the procedure laid down in point 1 (a), in line with the provisions of point A.III.2 or, subject to the opinion of the Committee, the procedure laid down in point 2 (a).

(c) *Development of the dissemination of innovation (measure A.III.3)*

Proposals for the development of the dissemination of innovation will be subject to the procedure laid down in point 1 (a), in line with the provisions of point A.III. 3.

**Decision No 818/95/EC
of the European Parliament and of the Council
of 14 March 1995
adopting the third phase of the "Youth for Europe" programme
(OJ No L 87, 20.4.1995)**

DECISION No 818/95/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 14 March 1995

adopting the third phase of the 'Youth for Europe' programme

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF
THE EUROPEAN UNION,

Having regard to the Treaty establishing the European
Community, and in particular Article 126 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the Economic and Social
Committee ⁽²⁾,

Having regard to the opinion of the Committee of the
Regions ⁽³⁾,

Acting in accordance with the procedure referred to in
Article 189b ⁽⁴⁾,

Whereas on 16 June 1988 the Council adopted Decision
88/348/EEC adopting an action programme for the
promotion of youth exchanges in the Community —
'Youth for Europe' programme ⁽⁵⁾ and, on 29 July 1991,
Decision 91/395/EEC adopting the 'Youth for Europe II'
programme, second phase ⁽⁶⁾, for the period running
from 1 January 1992 to 31 December 1994;

Whereas Council Decision 87/569/EEC of 1 December
1987 concerning an action programme for the vocational
training of young people and their preparation for adult

and working life ⁽⁷⁾ (Petra) sets out to encourage the
development of entrepreneurial skills, creativity and
initiative among young people;

Whereas in Council Decision 89/489/EEC of 28 July
1989 establishing an action programme to promote
foreign language competence in the European
Community (Lingua) ⁽⁸⁾ it was stressed that the 'Youth
for Europe' programme would not fully achieve its stated
objectives without accompanying measures to promote
training in foreign languages, and whereas the Lingua
programme provided assistance only for projects
organized by teaching and training establishments;

Whereas the resolution of the Council and of the
Ministers meeting within the Council of 26 June 1991 on
priority actions in the youth field ⁽⁹⁾ affirmed the wish,
on the basis of experience acquired in the framework of
the 'Youth for Europe' programme, to intensify their
cooperation on exchanges and mobility of young people
with the EFTA countries, with the central and eastern
European countries and in the context of the north-south
dialogue;

Whereas the European Parliament has repeatedly actively
supported the development of actions and programmes at
Community level in the youth field, in particular in its
report of 24 May 1991 on 'Community policies and their
impact on youth';

Whereas the conclusions of the Edinburgh European
Council, meeting on 11 and 12 December 1992,
reiterated at the Copenhagen European Council, meeting
on 20 and 21 June 1993, underline the requirement that
activities taken to develop the independence and

⁽¹⁾ OJ No C 160, 11. 6. 1994, p. 8.

⁽²⁾ OJ No C 148, 30. 5. 1994, p. 9.

⁽³⁾ OJ No C 217, 6. 8. 1994, p. 24.

⁽⁴⁾ Opinion of the European Parliament of 19 April 1994 (OJ
No C 128, 9. 5. 1994, p. 78), Council common position of
11 July 1994 (OJ No C 232, 20. 8. 1994, p. 57) and
decision of the European Parliament of 26 October 1994 (OJ
No C 323, 21. 11. 1994, p. 47). Joint text of the
Conciliation Committee of 31 January 1995.

⁽⁵⁾ OJ No L 158, 25. 6. 1988, p. 42.

⁽⁶⁾ OJ No L 217, 6. 8. 1991, p. 25.

⁽⁷⁾ OJ No L 346, 10. 12. 1987, p. 31. Decision as amended by
Decision 91/387/EEC (OJ No L 214, 2. 8. 1991, p. 69).

⁽⁸⁾ OJ No L 239, 16. 8. 1989, p. 24.

⁽⁹⁾ OJ No C 208, 9. 8. 1991, p. 1.

creativity of young people must be maintained and that vigorous and effective measures must be taken to combat exclusion and racism, particularly through the education of young people;

Whereas youth exchanges are an appropriate method for improving understanding and becoming better acquainted with the diverse cultures of the Member States, and therefore help strengthen democracy, tolerance and cohesion in the Community and with a view to creating a climate of solidarity; whereas, in that context, young people's active participation in preparing, implementing and monitoring their own projects can be used to underpin the relations between young people in the Community and their active citizenship;

Whereas, in that respect, it is important to promote the active participation of disadvantaged young people in these activities; whereas it is necessary to promote this by the selection of actions centred on the social and educative role of youth leaders; and whereas the establishment of such a Community action, on the basis of previous experience, gives added value at Community level;

Whereas the Commission communication to the European Parliament and the Council of 2 September 1992 on the Youth Information Action Plan affirmed the importance for the Community of an information drive among young people at European level;

Whereas it is necessary to reinforce the links between the actions undertaken under the 'Youth for Europe' programme and those pursued within the framework of social policy, the fight against racism and xenophobia, and cooperation with non-member countries;

Whereas it is particularly important to give the children of immigrants — without prejudice to the objective of integration — the opportunity to discover the culture of their country of origin;

Whereas Community action in the youth field is taking place in the context of the objectives set out in Article 126 of the Treaty, that is the promotion of youth exchanges and of youth workers, in conjunction with cooperation with non-member countries;

Whereas implementation of the 'Youth for Europe' programme must be based on decentralized structures designated by Member States and take place in close cooperation with the national authorities responsible for youth questions, with a view to ensuring that Community action supports and complements national activities whilst continuing to respect the principle of subsidiarity, as defined in Article 3b of the Treaty;

Whereas the 'Youth for Europe' programme should be open to the participation of the associated countries of central and eastern Europe (CEE) in accordance with

the conditions set out in the Additional Protocols to the Association Agreements on participation in Community programmes to be concluded with those countries; whereas this programme should be open to the participation of Cyprus and Malta on the basis of additional appropriations under the same rules as apply to the EFTA countries, in accordance with procedures to be agreed with those countries;

Whereas this Decision establishes a financial framework which constitutes the principal point of reference for the budget authority during the annual budgetary procedure within the meaning of the Joint Declaration of 6 March 1995;

Whereas an agreement on a '*modus vivendi*' between the European Parliament, the Council and the Commission concerning the implementing measures of the acts adopted pursuant to the procedure referred to in Article 189b of the EC Treaty took place on 20 December 1994,

HAVE DECIDED AS FOLLOWS:

Article 1

Establishment of the 'Youth for Europe' programme (third phase)

1. This Decision establishes the Community action programme 'Youth for Europe (third phase)', as described in the Annex and hereinafter referred to as 'the programme', concerning cooperation policy in the youth field, including youth exchanges within the Community and with non-member countries.

The programme is adopted for the period from 1 January 1995 to 31 December 1999.

2. The framework of this Decision shall concern measures implemented by the Member States for young people in the specific socio-pedagogical context of the youth field and aimed at achieving all or part of the following:

- enabling young people to become aware of the importance of democracy in the organization of society and thus encourage them to play an active part in its institutions,
- encouraging independence, creativity and an entrepreneurial spirit among young people, in particular at the social, civic, cultural and environmental levels,
- allowing young people to express their opinions on the organization of society and encourage the various public authorities involved to take heed thereof,

- making young people aware that it is important to ensure equal opportunities for men and women and to encourage women to lead an active life in all sectors of society,
- promoting an awareness of the dangers relating to exclusion, including racism and xenophobia, through socio-educational measures for and by young people,
- encouraging young people to find out about, become aware of and recognize the intrinsic value of cultural diversity,
- enabling young people to view the European Union as an integral part of their historical, political, cultural and social environment,
- encouraging young people to take an active part in society via non-profit-making associations and organizations.

3. The programme shall not cover projects carried out in the context of education and vocational training structures.

Article 2

Financial provisions

The programme shall run for five years. It shall enter into force on 1 January 1995.

The financial framework for implementation of the entire programme shall be ECU 126 million for the period 1995 to 1999.

The budgetary authority shall determine the appropriations available for each financial year taking into account the principles of sound management referred to in Article 2 of the Financial Regulation applicable to the general budget of the European Communities.

Article 3

Objectives

1. The main objective of the programme is to contribute, in particular through intensified cooperation between the Member States, to the educational process of young people by developing exchange activities within the Community, by other supplementary activities in the field of youth connected with such exchanges, and by exchanges with non-member countries with which the Community has concluded in particular cooperation agreements.

2. Against this backdrop, the programme's specific aims are to:

- (a) promote youth exchanges for young people aged 15 to 25 living in one or several Member States;

- (b) support initiatives and innovative projects of Community interest or of a trans-national nature set up by young people for young people, which allow them to play an active and acknowledged role in society and to develop their personal abilities, creativity, sense of solidarity and independence;

- (c) create favourable conditions for meetings of a high standard; and ensure the high quality of all measures taken under the programme;

- (d) support the training of youth leaders to enable young people to benefit from high-quality common measures related to the general objectives of the programme;

- (e) step up cooperation among Member States and between them and the Commission through exchanges of experience and joint initiatives at Community level, and thus to support Member States in their endeavours to improve the quality of services and measures for young people, in particular through activities aimed at providing young people with information about the objectives of the programme;

- (f) promote exchanges with young people from non-member countries with which the Community has concluded in particular cooperation agreements.

Article 4

Positive action for disadvantaged young people

1. Special attention will be paid to ensuring that disadvantaged young people have access to activities run under the programme and to improving the quality of the projects undertaken for this target group.

For the purposes of this Decision the term 'disadvantaged young people' means young people who experience the most difficulties in being included in the existing action programmes both at Community as well as national, regional and local levels due to cultural, social, economic, physical, mental or geographical reasons.

2. The Commission and the Member States shall ensure that at least one-third of the appropriations made available for Action A set out in the Annex are used for the benefit of disadvantaged young people and that a similar effort is undertaken with regard to Actions B, C, D and E set out in the Annex.

Article 5

Cooperation with Member States

1. The Commission and the Member States shall take the necessary measures to preserve and develop the structures set up at national level for achieving the

objectives of the programme, for evaluating and monitoring the actions set out in the programme and for applying consultation and selection mechanisms.

2. The Commission shall also support the cooperation policy in the youth field aimed at developing activities for young people in the regions where few opportunities have normally existed.

3. Each Member State shall endeavour, as far as possible, to adopt the measures necessary to ensure that young people participating in transnational activities and exchanges under the programme do not lose their entitlements, in particular those linked to social protection.

Article 6

Committee

1. The Commission shall implement the programme in accordance with this Decision.

2. In the performance of this task, the Commission shall be assisted by a committee composed of two representatives appointed by each Member State and chaired by the representative of the Commission. The members of the committee may be assisted by experts or advisers.

3. The committee may consider any matter relating to the implementation of the programme. The Commission may consult the committee on general guidelines and on any other matter not provided for in paragraph 5.

4. The representative of the Commission shall submit to the committee a draft of the measures to be taken. The committee shall deliver its opinion on the draft, within a time limit which the chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the committee. It shall inform the committee of the manner in which its opinion has been taken into account.

5. The representative of the Commission shall submit to the committee:

- the annual plan of work for Actions A.II, B.II, C, D and E,
- the general balance between all the actions,

- the indicative allocation of funds among the Member States,
- the procedures for monitoring and evaluating the programme.

6. The committee shall deliver its opinion on the draft measures referred to in point 5 within a time limit which the chairman may lay down according to the urgency of the matter. The opinion shall be delivered by the majority laid down in Article 148 (2) of the Treaty in the case of decisions which the Council is required to adopt on a proposal from the Commission. The votes of the representatives of the Member States shall be weighted in the manner set out in that Article. The chairman shall not vote.

The Commission shall adopt measures which shall apply immediately. However, if these measures are not in accordance with the opinion of the committee, they shall be communicated by the Commission to the Council forthwith.

In that event, the Commission may defer application of the measures which it has decided for a period of two months.

The Council, acting by a qualified majority, may take a different decision within the time limit referred to in the previous subparagraph.

Article 7

Implementation

1. The Commission shall ensure the implementation of the programme.

2. Decisions on the general balance between the Member States participating in the programme and the different types of actions shall be adopted in accordance with the procedure set out in Article 6.

3. The Commission shall take all the steps necessary to ensure the transparency in all stages of implementation of the programme, taking into account both the wish and the need to ensure an increasing decentralization of the management of the programme, while guaranteeing greater coordination a Community level.

4. The programme shall be open to the participation of the associated countries of central and eastern Europe (CCEE) in accordance with the conditions set out in the Additional Protocols to the Association Agreements on participation in Community programmes to be concluded with those countries. This programme shall be open to the participation of Cyprus and Malta on the basis of additional appropriations under the same rules as apply to the EFTA countries, in accordance with procedures to be agreed on with those countries;

5. Non-decentralized projects and other activities shall be submitted to the Commission with the opinion of the Member State concerned.

Article 8

Links with other Community actions and cooperation with the relevant international organizations

The Commission and the Member States shall ensure that this programme is compatible with and complementary to other actions undertaken for young people by the Member States and the Community.

They shall promote cooperation relating to this programme to allow complementary of action with the relevant international organizations, in particular the Council of Europe.

Article 9

Monitoring and evaluation

On implementation of this Decision, the Commission shall take the necessary measures to ensure the monitoring and continuous evaluation of the programme,

taking account of the general objectives referred to in Article 3 (1), the specific objectives defined in the Annex, the provisions laid down in Article 4 and any information provided by the committee set up under Article 6.

During the third year of the programme the Commission shall present to the European Parliament and to the Council an evaluation report covering the first two years of programme implementation, which will serve to redefine and possibly adjust the guidelines for the programme.

Article 10

This Decision shall enter into force on the date of its publication in the *Official Journal of the European Communities*.

Done at Strasbourg, 14 March 1995.

For the European Parliament

The President

K. HÄNSCH

For the Council

The President

A. LAMASSOURE

ANNEX

The following five main actions, each with its own specific objectives, pursue the general objectives defined in Article 3 (1) of the Decision in order to ensure greater cohesion among the various activities in the youth field:

- Action A: Intra-Community activities directly involving young people,
- Action B: Youth workers,
- Action C: Cooperation between Member States' structures,
- Action D: Exchanges with non-member countries,
- Action E: Information for young people and youth studies.

Whatever projects are submitted the Commission and the Member States shall ensure that they are based on a teaching approach designed to promote an awareness of European citizenship amongst young people.

In implementing the programme, the Commission and Member States shall endeavour to take into account the particular needs of disadvantaged young people who, on account of long-term insecurity as regards *inter alia* employment or training, live in a situation in which the precarious nature of their existence is aggravated and the forms of social exclusion they experience are compounded, to facilitate their access to Actions A to E.

ACTION A: INTRA-COMMUNITY ACTIVITIES DIRECTLY INVOLVING YOUNG PEOPLE

Involvement, initiative and solidarity form the main foundations for the specific objectives of Action A which are based on two major elements:

- Action A.I: Youth exchanges and mobility,
- Action A.II: Spirit of initiative, creativity and solidarity among young people.

Action A.I: Youth exchanges and mobility

1. The Community shall continue to develop its system of direct financial assistance for bilateral exchanges and multilateral exchanges and encounters lasting at least one week and taking place on the basis of joint projects within the Community between groups of young people aged 15 to 25 from two or more Member States, to the exclusion of projects operated in the framework of formal education or vocational training structures.
2. Special attention shall be paid to interlinking these projects with other youth activities provided for in the programme.
3. Assistance for exchanges under this action may not exceed 50 % of the total expenditure involved (travel and programme), except as provided for in point 5.
4. In consultation with the Member States, on the basis of factors such as the number of young people between 15 to 25 among their population, geographical remoteness, the rebalancing of exchange flows taking account of the linguistic situation in the Member States and gross domestic product at market prices, the apportionment of the assistance shall take account of the need to guarantee a balance in the flow of exchanges and equal opportunities for access by young people of every Member State.
5. In accordance with Article 4 (2) of the Decision, at least one-third of the appropriations being made available for this action shall be earmarked for young people who are disadvantaged in cultural, social, economic, physical, mental or geographic terms. In this connection
 - a reserve fund shall be set up for financial assistance for exchanges over and above the 50 % stipulated in paragraph 3, or for financial support, if necessary, for other activities likely to facilitate the participation of disadvantaged young people, including the preparation and monitoring of the exchanges organized for their benefit.

Action A.II: Spirit of initiative, creativity and solidarity among young people

1. *Youth initiatives*

- (a) The Community shall support projects in which young people actively and directly participate in innovative and creative initiatives and initiatives centring on solidarity among young people at local, regional, national or European level, with a Community dimension.
- (b) Such activities may be linked to the exchange and mobility activities pursued under Action A.I because they form the first stage or the outcome thereof.
- (c) Initiatives to promote awareness of the dangers linked to exclusion shall be encouraged and stimulated in a specific manner.
- (d) Furthermore, the Community shall pay close attention to initiatives involving cultural expression as a preferred means of communication between young people at Community level.
- (e) Assistance for youth initiatives may be spread over two consecutive years and cover projects with a Community dimension at local, regional or national level and promotion of the transnational aspect, as well as effective establishment of partnership schemes or cooperation networks promoting the development of either actual mobility or mobility in the form of various means of communication between young people from different groups and different regions.
- (f) Support for youth initiatives shall have the necessary degree of flexibility in order to encourage initiatives of a particularly innovative nature.

2. *Periods of voluntary service*

- (a) The Community shall support transnational projects aimed at allowing young people to undertake periods of voluntary service in another Member State. Such activities shall be aimed at fostering a sense of solidarity among young people, promoting a form of social creativity among young people in the Community and giving them the opportunity to try out new forms of work benefiting the community at large.
- (b) As in the case of the young initiatives supported under Action II, such activities may be linked with the exchange and mobility activities pursued under Action A.I because they constitute the outcome or the origin thereof.
- (c) The Community shall also ensure, during the preliminary phase, that networks of cooperation are developed between Member States and it shall endeavour to foster the development of adequate supporting structures where these do not already exist.

During this preliminary phase priority shall be accorded to study visits, in-service training in existing structures, contact seminars and pilot projects in this field directly involving young people.

- (d) The pilot projects should make it possible to try out different forms of voluntary service at Community level, both in terms of the content/profile of activities and in terms of their duration (short, medium and long-term). These projects should also be assessed from the point of view of their practical application for the future, including funding.

The financial aid allocated to those pilot projects by the Community shall first and foremost take account of expenses involved in travel, pedagogical back-up, preparation and assessment, sickness, accident and civil liability insurance, where appropriate.

- (e) Points (a) to (d) do not relate to activities which are an alternative to compulsory military service.

ACTION B: YOUTH WORKERS

1. In addition to the activities directly involving young people, the Community shall also support activities targeted at socio-educational instructors directly responsible for youth activities or connected therewith, and at those responsible for their training.
2. The terms 'socio-educational instructors' or 'youth workers' mean people working in the youth field as defined in point 1, and working directly with young people outside the framework of formal education and training structures whether on a paid or unpaid basis.

Two categories of activity shall be considered:

- Action B.I: Support for Action A,
- Action B.II: Support for European cooperation on training youth workers.

Action B.I: Support for Action A

1. Activities (particularly brief study visits, partnership exchanges, contact seminars and seminars on the management of intercultural exchanges and language training) aimed at facilitating the search for partners and/or launching exchange or cooperation projects and making youth workers aware of the reality in the Community and the youth work being done in the various Member States.
2. Training of youth workers to assist exchanges and the mobility of young people and other initiatives for young people under this programme, in particular with a view to promoting the involvement of disadvantaged young people in the programme.

Action B.II: Support for European cooperation on training youth workers

1. Activities (in particular study visits, language training seminars, in-service training) allowing those responsible for training youth workers in the Member States to exchange experience and information.
2. Activities (in particular development of training modules common to Member States, materials for training youth workers, studies) aimed at promoting a Community dimension in training and further training for youth workers.

ACTION C: COOPERATION BETWEEN MEMBER STATES' STRUCTURES

1. Assistance will be given for activities (in particular study visits, seminars, in-service training) aimed at promoting cooperation between Member States' structures, both governmental and non-governmental, responsible for and working in the youth field, and the development in this context of the community life of young people.
2. Activities supported under this action will cover people responsible for youth associations as well as public services in charge of youth questions.
3. Special attention must be paid to those responsible for regional and local structures.
4. Funds will be earmarked to support pilot projects aimed at setting up multilateral networks among the Member States' structures.
5. In the context of this action, activities and initiatives of Community interest promoted by non-governmental youth organizations will also be supported.

ACTION D: EXCHANGES WITH NON-MEMBER COUNTRIES

1. The Community will support youth exchange activities involving non-member countries.
2. During the first three years of the programme (preliminary phase) assistance may be granted to:
 - (a) youth exchange activities involving at least two Member States such as those supported under Action A.I, and to pilot exchanges;
 - (b) activities aimed at laying solid and lasting foundations for improving the quality and ensuring diversification of such exchanges. Such activities will cover youth workers, those responsible for youth structures and the information field.
3. During the last two years of the programme (consolidation phase) priority will be given to activities directly involving young people, the forms and arrangements of which must be adapted in the light of the findings from evaluation of the preliminary phase and the overall evaluation of the programme.

ACTION E: INFORMATION FOR YOUNG PEOPLE AND YOUTH RESEARCH

1. In conjunction with the objectives of this programme, especially exchanges and the mobility of young people, the Commission may undertake measures aimed at encouraging and promoting cooperation

activities at European level concerning provision of information for young people and youth research. It will provide objective information on the rights and duties of young people in the context of the objectives of the programme.

2. As regards the provision of information for young people, with the aim of supporting the objectives of the programme, the Community will have to play a decisive role in supporting the activities of the youth information systems set up by the Member States. Particular attention will be given to information as part of the process of communication and dialogue between young people and the Community.

The Community will base its action mainly on four major areas:

- developing the activities of the structures responsible for disseminating information to young people in the Member States, *inter alia* through training measures,
- using existing youth information networks at European level,
- making increasing use of the media to publicise and promote the programme's objectives and results,
- networking, rationalizing and operating data banks where necessary.

A special effort will be made to ensure that the information reaches the target groups, in particular disadvantaged young people.

3. As regards youth research related to the programme's objectives, the Community will focus its efforts on analysis and dissemination of data, promotion of exchanges of know-how among Member States and between Member States and the Commission, and promotion of Community cooperation in this field.

**Decision No 819/95/EC
of the European Parliament and of the Council
of 14 March 1995
establishing the Community action programme "Socrates"
(OJ No L 87, 20.4.1995)**

DECISION No 819/95/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 14 March 1995

establishing the Community action programme 'Socrates'

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF
THE EUROPEAN UNION,

Having regard to the Treaty establishing the European
Community, and in particular Articles 126 and 127
thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the Economic and Social
Committee ⁽²⁾,

Having regard to the opinion of the Committee of the
Regions ⁽³⁾,

Acting in accordance with the procedure referred to in
Article 189b of the Treaty ⁽⁴⁾,

Whereas Article 3p of the Treaty stipulates that
Community action should include a contribution to
education and training of quality; whereas the Treaty
includes a Chapter 3, Title VIII, devoted specifically to
education, vocational training and youth;

Whereas pursuant to Article 126 (1) of the Treaty, the
Community is to contribute to the development of
quality education by encouraging cooperation between
Member States and, if necessary, by supporting and
supplementing their action, while fully respecting the
responsibility of the Member States for the content of
teaching and the organization of education systems and
their cultural and linguistic diversity;

Whereas in accordance with the principle of subsidiarity
referred to in Article 3b of the Treaty, the Community is
to take action only if and in so far as the objectives of the
Socrates action programme cannot be sufficiently
achieved by the Member States and can, therefore, by
reason of the scale or effects of the said programme, be
better achieved by the Community;

Whereas pursuant to Article 127 (1) of the Treaty, the
Community is to implement a vocational training policy
which supports and supplements the action of the

Member States, while fully respecting the responsibility of
the Member States for the content and organization of
vocational training;

Whereas the Council, by its Decision 87/327/EEC ⁽⁵⁾,
adopted the Erasmus programme to promote the mobility
of university students and, by its Decision 89/489/EEC ⁽⁶⁾
adopted the Lingua programme to promote foreign
language competence in the Community;

Whereas the Council, by its Decision 94/819/EC ⁽⁷⁾,
adopted a Decision establishing an action programme for
the implementation of a European Community vocational
training policy (Leonardo da Vinci); whereas a
programme should also be drawn up for education;
whereas the two programmes are complementary;

Whereas a part of the measures provided for in this
Decision concern vocational training and therefore go
beyond general education (including higher education) as
covered by Article 126; whereas reference should also
therefore be made to Article 127 of the Treaty for the
said measures, without thereby implying that the Socrates
programme can be considered as one of the measures for
implementing vocational training policy within the
meaning of Article 127;

Whereas the reports evaluating the Erasmus and Lingua
programmes, the conclusions of which are set out in the
Commission report on the results and achievements of
these programmes, point out that cooperation in the field
of education significantly enhances the value of measures
taken by Member States, and whereas Community action
in this field is therefore of major importance;

Whereas the Commission memorandum on higher
education and the summary report of discussions within
the Member States, together with the European
Parliament resolution on this subject ⁽⁸⁾, place particular
emphasis on the need for a Community strategy to
promote the European dimension in courses followed by
all students, whether in their own country or abroad, and

⁽¹⁾ OJ No C 66, 3. 3. 1994, p. 3, and
OJ No C 164, 16. 6. 1994, p. 8.

⁽²⁾ OJ No C 195, 18. 7. 1994, p. 29.

⁽³⁾ OJ No C 217, 6. 8. 1994, p. 18.

⁽⁴⁾ Opinion of the European Parliament of 22 April 1994 (OJ
No C 128, 9. 5. 1994, p. 479), Council common position of
18 July 1994 (OJ No C 244, 31. 8. 1994, p. 51) and
decision of the European Parliament of 26 October 1994 (OJ
No C 323, 21. 11. 1994, p. 50). Joint text of the
Conciliation Committee of 31 January 1995.

⁽⁵⁾ OJ No L 166, 25. 6. 1987, p. 20. Decision as amended by
Decision 89/663/EEC (OJ No L 395, 30. 12. 1989, p. 23).

⁽⁶⁾ OJ No L 239, 16. 8. 1989, p. 24.

⁽⁷⁾ OJ No L 340, 29. 12. 1984, p. 8.

⁽⁸⁾ OJ No C 255, 20. 9. 1993, p. 161.

on the catalytic role of the Community in this connection; whereas the Commission's aim, in line with the European Parliament's wish, is that around 10 % of all students in the Community will be following a university course organized by universities in more than one Member State;

Whereas the Council and the Ministers for Education have agreed guidelines for the introduction of the European dimension into educational studies, particularly through the resolution on the European dimension in education ⁽¹⁾; whereas, according to that resolution, the European dimension in education, based on the cultural heritage of the Member States, should contribute to strengthening in pupils and students a sense of European identity, preparing them to take part in the economic and social development of the Union, making them aware of the advantages and challenges which the Union represents, improving their knowledge of the Union and its Member States and bringing home to them the significance of the cooperation of the Member States with other countries of Europe and the world;

Whereas certain languages, without being official languages of the European Union, are recognized at national level and are used to a significant extent as teaching languages in universities; whereas teaching in these languages should offer possibilities for access to parts of the programme concerning higher education;

Whereas the Commission's Green Paper on the European Dimension of Education in Schools as well as the comments received from the Member States on the same subject, aim to introduce the European dimension in primary and secondary teaching;

Whereas the European Parliament has adopted a resolution on the European dimension in education at university level, with the emphasis on mobility of students and teaching staff ⁽²⁾, and a resolution on education and training policy in the run-up to 1993 ⁽³⁾;

Whereas the Commission memorandum on open and distance learning and the European Parliament's various resolutions on the subject pointed out that this form of education offers considerable new opportunities for enriching education and for economies of scale, with an increased impact especially on the promotion of a European dimension in studies at all levels; whereas the conclusions of the Council and Ministers for Education on the development of open and distance learning in the European Community ⁽⁴⁾ and on criteria for actions in open and distance learning ⁽⁵⁾ clarified the role of and criteria for Community action in this field;

⁽¹⁾ OJ No C 177, 6. 7. 1988, p. 5.

⁽²⁾ OJ No C 48, 25. 2. 1991, p. 216.

⁽³⁾ OJ No C 150, 15. 6. 1992, p. 366.

⁽⁴⁾ OJ No C 151, 16. 6. 1992, p. 3.

⁽⁵⁾ OJ No C 336, 19. 12. 1992, p. 6.

Whereas the European Council, meeting in Brussels on 10 and 11 December 1993, adopted, in the light of the White Paper presented by the Commission, an action plan of growth, competitiveness and employment, inviting the Member States in particular to pay specific attention to the improvement of education and training systems;

Whereas it is necessary to reinforce those aspects which are most promising as regards cooperation on education; whereas it is appropriate, in this matter, to encourage transnational projects linking partners from different Member States who are involved in the transfer of innovation through exchanges, while fully respecting the diversity of the educational systems and the responsibility of the Member States;

Whereas, in order to increase the efficiency of Community action so that it may perform a multiplier function, it must also be ensured that the assisted structures are open to people other than those directly assisted, which means that they must be so arranged that non-assisted students may also derive maximum benefit from Community value added;

Whereas the success of mobility depends largely on the social facilities provided by the Member States and the reception host establishments;

Whereas it is necessary in the Socrates programme to ensure equal opportunities for boys and girls, men and women;

Whereas it is necessary to ensure that children and adolescents with disabilities are able to participate as fully as possible in the Socrates programme;

Whereas the Community and the Member States should promote access, particularly for the less-privileged, to the initiatives organized as part of the Socrates programme, thus actively combating social exclusion;

Whereas the European Parliament, adopted, from the standpoint of 1993, a resolution on cultural diversity and the problems of school education for children of immigrants in the European Community ⁽⁶⁾;

Whereas it is necessary to promote an intercultural dimension in education for pupils in the European Union so as to prepare them to live in a society which is increasingly characterized by cultural and linguistic plurality; whereas measures need to be taken to improve

⁽⁶⁾ OJ No C 42, 15. 2. 1993, p. 187.

the quality of education for the children of migrant workers, gypsies, occupational travellers and travellers, and to combat racism and xenophobia;

Whereas the Eurydice network should be developed and diversified in order to be able to respond to the Community's qualitative and quantitative requirements as regards information in the field of education;

Whereas the European dimension of education extends beyond the frontiers of the European Union and whereas cooperation should be developed with the associated European countries, in particular the central and eastern European countries, Cyprus and Malta;

Whereas the Commission and the Member States should ensure cooperation with the Council of Europe and with other international organizations such as OECD and Unesco;

Whereas the Agreement on the European Economic Area ⁽¹⁾ provides for broader cooperation in the field of education, training and youth between the European Community and its Member States on the one hand and the EFTA-EEA States on the other hand and whereas Article 4 of Protocol 31 states that the EFTA-EEA States are, as from 1 January 1995, to participate in all programmes of the Community in the field of education, training and youth then in force or adopted;

Whereas this Decision establishes a financial framework which constitutes the principal point of reference for the budget authority during the annual budgetary procedure within the meaning of the Joint Declaration of 6 March 1995;

Whereas an agreement on a 'modus vivendi' between the European Parliament, the Council and the Commission concerning the implementing measures for acts adopted in accordance with the procedure laid down in Article 189b of the EC Treaty was reached on 20 December 1994,

HAVE DECIDED AS FOLLOWS:

Article 1

Establishment of the Community action programme 'Socrates'

1. This Decision establishes the action programme 'Socrates', hereinafter referred to as 'this programme', for the period 1 January 1995 to 31 December 1999. It shall enter into force on 1 January 1995.

⁽¹⁾ OJ No L 1, 3. 1. 1994, p. 3.

This programme is intended to contribute to the development of quality education and training and the creation of an open European area for cooperation in education.

2. This programme shall comprise the following three areas of action which are set out in the Annex:

Chapter I: Higher education (Erasmus)

Chapter II: School education (Comenius)

Chapter III: Horizontal activities in the areas of:

- language skills in the Community (Lingua),
- open and distance education,
- promotion of the exchange of information and experience (including Eurydice and Arion).

Article 2

Definitions

1. For the purposes of this programme,

- the term 'university' covers all types of higher education institutions which offer qualifications or diplomas at that level, whatever such establishments may be called in the Member States,
- the term 'school' covers all types of institutions whether providing general, vocational or technical education and exceptionally, non-school institutions providing apprenticeship training for the purpose of promoting measures in the framework of language training, particularly exchanges of pupils,
- the term 'teacher'/teaching staff' covers persons who through their duties are involved directly in the educational process in the Member States, in accordance with the organization of their educational system,
- the term 'student' is used for persons registered in universities, whatever their field of study, in order to follow higher education studies leading to a degree or diploma (or equivalent), up to and including the level of doctorate,
- the term 'pupil' covers persons enrolled in that capacity at a school,
- the term 'open and distance education' is used to describe all forms of flexible education, whether or not involving the use of technologies and advanced facilities in information and communication.

2. Each Member State shall specify the types of universities, schools and other educational institutions covered by this programme.

Article 3

Objectives

This programme shall encourage cooperation between Member States in the field of education; it shall support and supplement their action while fully respecting their responsibility for the content of teaching and the organization of educational systems, and their cultural and linguistic diversity.

In accordance with that aim, and to help to improve the quality of education, the specific objectives of the programme shall be:

- (a) to develop the European dimension in education at all levels so as to strengthen the spirit of European citizenship, drawing on the cultural heritage of each Member State;
- (b) to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, and in particular those which are least widely used and least taught, leading to greater understanding and solidarity between the peoples of the European Union, and to promote the intercultural dimension of education;
- (c) to promote wide-ranging and intensive cooperation between institutions in the Member States at all levels of education, enhancing their intellectual and teaching potential;
- (d) to encourage the mobility of teachers, so as to promote a European dimension in studies and to contribute to the qualitative improvement of their skills;
- (e) to encourage mobility for students, enabling them to complete part of their studies in another Member State, so as to contribute to the consolidation of the European dimension in education;
- (f) to encourage contacts among pupils in the European Union, and to promote the European dimension in their education;
- (g) to encourage the academic recognition of diplomas, periods of study and other qualifications, with the aim of facilitating the development of an open European area for cooperation in education;
- (h) to encourage open and distance education in the context of the activities of this programme;
- (i) to foster exchanges of information and experience so that the diversity and specificity of the educational systems in the Member States become a source of enrichment and of mutual stimulation.

Article 4

Committee

1. The Commission shall be assisted by a committee composed of two members designated by each Member

State and chaired by the Commission representative, hereinafter referred to as 'the committee'. The members of the committee may be assisted by experts or advisers.

2. (a) The committee shall be assisted by two subcommittees in the areas of higher education and school education. They shall be composed of two representatives per Member State according to the subject under discussion.

The committee shall ensure coordination between the subcommittees. Specific questions may be referred to the subcommittees for final decision.

- (b) The committee may also establish working groups for certain specific issues, and in particular for language learning.

3. The Commission representative shall submit to the committee a draft of the measures concerning:

- (a) priorities and general guidelines for the Community measures described in the Annex and the relevant annual work programme, as well as the internal breakdown of the programme;
- (b) the financial support to be provided by the Community (amounts, duration, distribution and beneficiaries);
- (c) the procedures for monitoring, evaluation, dissemination and transfer of results;
- (d) the criteria for selecting the various types of project described in the Annex, including partnership projects;

4. The committee shall deliver its opinion on the draft measures referred to in paragraph 3 within a time limit which the chairman may lay down according to the urgency of the matter. The opinion shall be delivered by the majority laid down in Article 148 (2) of the Treaty in the case of decisions which the Council is required to adopt on a proposal from the Commission. The votes of the representatives of the Member States within the committee shall be weighted in the manner set out in that Article. The chairman shall not vote.

The Commission shall adopt measures which shall apply immediately. However, if these measures are not in accordance with the opinion of the committee, they shall be communicated by the Commission to the Council forthwith.

In that event, the Commission shall defer application of the measures which it has decided upon for a period of two months from the date of such communication.

The Council, acting by a qualified majority, may take a different decision within the time limit referred to in the previous subparagraph.

5. In addition, the Commission may consult the committee on any other matter concerning the implementation of this programme, in particular those cases provided for in Article 5.

The representative of the Commission shall submit to the committee a draft of the measures to be taken. The committee shall deliver its opinion on this draft, within a time limit which the chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the committee. It shall inform the committee of the manner in which its opinion has been taken into account.

6. The committee shall draw up its rules of procedure.

7. The committee shall establish regular and structured cooperation with the committee established in the context of the action programme for the implementation of the European Community vocational training programme (Leonardo da Vinci).

8. To ensure the consistency of this programme with other measures referred to in Article 6, the Commission shall keep the committee regularly informed about Community initiatives taken in the field of education and vocational training.

Article 5

Implementation and selection procedure

1. The Commission shall ensure the implementation of the programme in accordance with the arrangements set out in the Annex. It shall consult the social partners and the competent associations in the field of education at European level and shall inform the committee of their opinions. It shall also ensure that the European parliament is fully informed on the operation of the programme.

2. It shall take measures to ensure appropriate transition between those actions already developed in the framework of the Erasmus and Lingua programmes and other current actions and those to be implemented under this programme.

3. The Member States shall take the necessary steps to coordinate and organize the implementation of this programme at national level, in particular, by providing for the appropriate structures and mechanisms at national level.

4. The methods for proposing and selecting the projects referred to in the Annex are as follows:

(a) Requests for financial assistance for projects under Chapter I, Action 1 of the Annex shall be sent to the Commission. The Commission shall inform the structures designated by the Member States of these requests. Before taking a final decision, the Commission shall submit the proposal based on the results of the selection to the committee referred to in Article 4 for its opinion.

The national agencies provided for in Chapter I, Action 2 shall award the mobility grants provided for in Action 2 to students participating in the projects accepted in the context of Action 1.

(b) Requests for financial assistance for projects mentioned in actions considered to be decentralized in Chapters II and III (Chapter II, Action I and Action 3.2; Chapter III, Action 1.2 (b), (c), (e) and Action 3.3) shall be submitted to the structures designated by the Member States. These structures shall select and give Community financial assistance to the selected projects in accordance with the general guidelines established in accordance with Article 4.

(c) Requests for financial assistance for projects in actions considered to be centralized in Chapter II (Action 2 and Action 3.1) shall be submitted by the project coordinators to the structures designated by the Member States. Those structures shall forward the approved requests to the Commission for a final decision, to be taken after receiving the opinion of the committee.

(d) Requests for financial assistance for projects in actions considered to be centralized in Chapter III, (Action 1.2 (a) and (d), Action 2 and Action 3 except point 3) shall be submitted by the project coordinators to the Commission and the structures designated by the Member States. Those structures shall inform the Commission of their opinion. Decisions on financial assistance for projects shall be taken by the Commission after consulting the Member States concerned and receiving the opinion of the committee.

Article 6

Consistency

1. The Commission, in partnership with the Member States, shall ensure overall consistency between this programme and other Community actions, and in particular the Leonardo da Vinci programme.

2. The Commission, in conjunction with the Member States, shall encourage the coordination of activities

between this programme and the fourth research and development framework programme ⁽¹⁾.

Article 7

Budget

1. The financial framework for implementation of this programme for the period referred to in Article 1 shall be ECU 850 million.

2. The annual appropriations necessary to cover the Community contribution to the measures provided for in this programme shall be established in the annual budgetary procedure in accordance with the current financial perspective.

3. The programme shall be open to the participation of associated countries of central and eastern Europe (CCEE) in accordance with the conditions agreed to in the Additional Protocols to the Association Agreements, to be concluded with those countries, concerning participation in Community programmes. This programme shall be open to the participation of Cyprus and Malta on the basis of additional appropriations in accordance with the same rules as apply to the EFTA countries following procedures to be agreed with the countries in question.

Article 8

Monitoring and evaluation

1. The Commission, in partnership with the Member States, shall ensure regular monitoring and evaluation of this programme with the objective, if necessary, of readjusting the programme in the light of needs arising during its implementation.

The results of Community measures shall be evaluated by external bodies at regular intervals on the basis of the objectives referred to in Article 3, and the findings of those evaluations shall be submitted to the committee, and also to the European Parliament and the Council.

2. The Commission shall submit to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions, before 30 September 1988, an interim report on the launch phase, and before 30 September 2000, a final report on the implementation of this programme.

Done at Strasbourg, 14 March 1995.

For the European Parliament

The President

K. HÄNSCH

For the Council

The President

A. LAMASSOURE

⁽¹⁾ OJ No L 126, 18. 5. 1994, p. 1.

ANNEX

The purpose of the Socrates programme is to support the transnational actions planned in the different chapters of the programme.

CHAPTER I

HIGHER EDUCATION (ERASMUS)

This chapter contains the two following actions aimed at:

- Action 1: promoting the European dimension in universities,
- Action 2: encouragement of student mobility and the financing of Erasmus grants.

The resources to be committed under Erasmus shall not be less than 55 % of the overall budget available for the Socrates programme.

Projects referred to in this chapter are selected in accordance with the procedure laid down in Article 5 of this Decision.

Action 1

The promotion of the European dimension in universities

Drawing on experience gained from the Erasmus and Lingua programmes, the Community will encourage transnational cooperation between universities, especially through the development of inter-university cooperation programmes (ICPs), with the aim of gradually reinforcing the European dimension in higher education.

A. Inter-university cooperation

The Community may grant financial assistance for measures for the following activities:

- under ICPs:
 - (a) student mobility providing students of a university with an opportunity to undertake a period of study in another Member State, accompanied by practical experience where appropriate, such periods being fully recognized as an integral part of their diploma or academic qualification;
 - (b) promotion of the ECTS system (European credit transfer system) without calling into question the existence of any other similar systems;
 - (c) joint development of initial or advanced curricula geared to facilitating academic recognition and contributing, through exchanges of experience, to the process of innovation and improvement of the quality of education at Community level;
 - (d) mobility of teaching staff for the purpose of providing instruction forming an integral part of the curriculum in another Member State;
 - (e) intensive short-term education courses including summer courses aimed at students coming from several Member States, and particularly in fields of study which do not lend themselves to long stays abroad;
- outside ISPs:
 - (f) study visits to pave the way for cooperation may be carried out by:
 - teachers,
 - administrative staff of universities,as well as by, if appropriate:
 - students associated with the preparation of cooperation projects.

B. Other activities to promote the European dimension in universities

1. The Community will encourage universities to develop transnational activities designed to bring a European dimension to all areas of study for the benefit of each and every student. The following activities could receive Community support:

- (a) the incorporation into curricula of material contributing to the understanding of the cultural, artistic, political, economic and social characteristics of the other Member States as well as elements relating to European integration, especially through the creation of multi or inter-disciplinary modules;
 - (b) learning of the languages of the European Union as an integral part of studies, with the emphasis on least widely used and least taught languages, as well as the use of new educational technologies;
 - (c) introduction of material as described in paragraph (a), by means of distance education.
2. Financial assistance may also be granted to groups of universities for the purpose of developing jointly one or more of the activities referred to in point 1, in cooperation as appropriate with regional or local communities and interested parties from the economic and social spheres.

C. Institutional contracts

Universities participating in several inter-university cooperation programmes or other activities referred to in B, may conclude an 'institutional contract' with the Commission covering all the activities eligible for Community assistance. Community financial assistance will cover a maximum period of three years initially, subject to regular reviews of the results at least once a year.

D. University cooperation projects on subjects of mutual interest

1. The Community will lend its support to projects enabling universities, possibly linked within networks, to cooperate on subjects of mutual interest. This cooperation should enable them to exchange their experiences and spread their best practice, as well as discuss the qualitative and innovatory aspects of higher education, improvements in teaching methods and the comparability of curricula and foster the development of joint programmes and specialized courses, particularly for subjects under-represented in inter-university cooperation programmes.
2. One of the participating universities could act as a coordinator for activities linked to each project.

Action 2

Encouragement of student mobility and financing of Erasmus grants

1. The following conditions must be fulfilled in order to ensure that periods of study spent abroad are of maximum benefit to students:
 - (a) studies abroad will be carried out on a full-time basis and for a significant period of time (a minimum of three months or one term, and a maximum of one academic year);
 - (b) studies undertaken in other Member States will be fully recognized by the university of origin;
 - (c) students must have a satisfactory knowledge of the language in which courses are given by the host university;
 - (d) host universities will not charge tuition fees to students participating in mobility schemes. They will take steps to facilitate the reception of students and will endeavour in particular to resolve students' practical problems, including accommodation problems;
 - (e) students in the first year of their studies will not be eligible for mobility grants.

The Community will continue to develop a system of direct financial aid to students who complete a period of study in another Member State, as well as activities connected with their preparation (language courses, in particular for the least used and least taught languages of the European Union, information on social and cultural aspects of the host Member State, intensive courses, etc.).

2. The Community funds contributing to students' mobility grants will be shared out between the Member States according to the following formula:
 - (a) subject to budget availability, a minimum sum of ECU 200 000 will be allocated to each Member State;

- (b) the remainder will be allocated to the different Member States depending on:
- (i) the total number of students at university;
 - (ii) the total number of young people between 18 and 25 in the various Member States;
 - (iii) the difference in the cost of living between the Member State of origin and the host Member State;
 - (iv) the average cost of travel between the Member State of origin and the host Member State.

Furthermore the Commission will take any measures necessary to encourage balanced participation between various disciplines and regions, to take account of the flows of students and deal with specific problems such as the financing of some grants which, because of the structure of the programme of study, cannot be managed by the competent authorities referred to in point 3. The funds allocated for these measures may not exceed 5 % of the annual budget for students' grants.

3. The Community funds shared out according to the formula mentioned in point 2 and intended for students grants will be administered by the national authorities established by all the Member States. These authorities will ensure coordination with the national systems of student grant/loans or other financial resources intended to encourage mobility of students. The NGAAs may, in cooperation with the Commission, take action to promote an equitable participation of universities or faculties at the national or regional level, by means of dissemination of information and awareness-raising actions.
4. The Community grants are intended to defray part of the additional costs incurred by mobility, that is, cost of travel, any preparatory language training which might be required and a higher cost of living in the host country. These grants may not exceed ECU 5 000 per student for a maximum of 12 months abroad.
5. Priority will be given to students who follow courses in activities supported under the terms of Action 1. In exceptional cases grants may be allocated to other students attending courses for which special provisions are made outside inter-university cooperation programmes (free movers) as long as they satisfy the eligibility criteria referred to in point 1 of this action.
6. In allocating grants, the principle of equality of opportunity between men and women must be taken into consideration. The specific needs of disabled students should be taken into consideration when the amount of grant is determined.
7. As the Community's contribution covers only part of the cost of students' mobility, Member States are invited to help provide the necessary funds. In this connection grants or loans available to students in the Member State of origin will continue to be paid during the period of study in a host Member State.

CHAPTER II

SCHOOL EDUCATION: (COMENIUS)

1. This chapter contains the three following actions intended to encourage:
 - Action 1: Partnerships between schools,
 - Action 2: Education of the children of migrant workers, as well as the children of occupational travellers, travellers and gypsies; intercultural education,
 - Action 3: Updating and improving of skills of educational staff;

These activities are based on the experience gained through the Lingua programme as well as the texts adopted by the Council and the Ministers of Education, meeting within the Council, on Community cooperation in education, including pilot projects undertaken in the areas of primary and secondary education, schooling for the children of migrant workers as well as the children of occupational travellers, travellers and gypsies and the exchange of teachers.

The resources to be committed in the framework of school education shall not be less than 10 % of the overall budget available for the Socrates programme.

2. The Community funds aimed at promoting Actions 1 and 3.2 will be shared between the Member States according to the following formula:
 - (a) subject to budget availability, a minimum of ECU 200 000 will be allocated to each Member State;
 - (b) the remainder will be allocated to the various Member States depending on:
 - (i) the total number of pupils attending school;
 - (ii) the number of schools;
 - (iii) the number of teachers;
 - (iv) the gross domestic product by inhabitant;
 - (v) the average cost of travel between the country of origin and the host country.
3. Projects referred to in this chapter are selected in accordance with the procedure laid down in Article 5 of this Decision.
4. The Commission, in cooperation with Member States, will take any measures necessary to encourage balanced participation by schools at Community, national and regional level. The funds allocated for these measures may not exceed 5 % of the annual budget for financing the activities described in this chapter.
5. The Community financial aid provided for in this chapter is intended to defray part of the costs deemed necessary for implementing the projects.
6. Community funds are awarded according to the principle of equality of opportunities, particularly between men and women. The specific needs of disabled persons who participate in the activities developed in the framework of this chapter should be taken into consideration when the amount of grant is agreed.

Action 1

Partnerships between schools

1. The Community will encourage the creation of multilateral partnerships between schools which are built around a European education project (EEP).

A multilateral partnership is a group of at least three schools, from three Member States; one of the schools, or an associated educational body, will act as the coordinator. The partnership might be bilateral if the aim is mainly to promote knowledge of languages of the European Union, particularly those which are least widely used and least taught.

An EEP aims to develop one or more subjects of European interest through a set of educational activities and measures integrated into the regular activities of the schools.

These activities and measures may include the following:

- the participation of pupils in projects of, if possible, a multidisciplinary nature,
 - learning and improvement of the languages of the European Union,
 - the mobility of pupils, particularly for those participating in partnerships where the aim is to improve knowledge of languages. Nursery pupils are excluded from this type of project,
 - exchange of teaching materials and exchange of information and experience on innovative teaching methods,
 - the use of information and communication technologies, including the opportunities offered through distance education, in particular so that achievements and experiences of partnerships may be widely disseminated, benefiting schools not directly participating in the projects.
2. Financial aid may be allocated for financing new EEPs for a limited period. It will be granted for a maximum period of three years initially, subject to periodic review of the projects carried out.

In granting Community aid, priority will be given to projects having the following subjects of European interest:

- the European dimension in general, as well as other themes concerned with cultural heritage, protection of the environment, artistic education, and the promotion of science and technology,
- elements promoting equality of opportunity in education and training between boys and girls,
- elements aiming to improve the level of achievement of all pupils,
- elements aiming to meet the needs of children with specific educational needs and capacities.

If several projects satisfy the same conditions for selection, preference will be given to projects including schools which have not yet taken part in Community activities.

3. Financial aid may be allocated for visits to prepare partnerships, for a maximum period of one week, and for exchanges of staff between schools to support partnerships and to develop European education projects, up to a maximum period of four weeks.

Action 2

Education of the children of migrant workers, as well as children of occupational travellers, travellers and gypsies; intercultural education

Financial assistance may be allocated to transnational projects aiming to:

- promote as full a participation as possible in school activities and equal opportunities for children of migrant workers, occupational travellers, travellers and gypsies,
- improve their schooling and the quality of the education they receive,
- meet their specific educational needs and capacities,
- promote intercultural education for all schoolchildren.

These projects may include in particular:

- the exchange of information and experience especially on all aspects referred to in the first paragraph,
- the design of specialized course and teaching material,
- the introduction of intercultural teaching practices.

Action 3

Updating and improving the skills of education staff

1. Financial aid may be allocated to transnational projects submitted by institutions and organizations engaged in updating and improving the skills of teachers/teaching staff responsible for the teaching and/or guidance of pupils.

These projects are intended to promote:

- (a) the exchange of information and experience concerned with adding a European dimension to the updating or improvement of particular skills of educational staff;
- (b) the updating and improvement of the skills of educational staff more particularly engaged in activities aimed at raising levels of school achievement and at ensuring as full a participation as possible in school activities of children with specific educational needs and capacities;
- (c) the development of partnerships in the fields referred to in this action, including those using information and communication technologies, as well as distance education.

2. Transnational projects for updating the skills of educational staff may also provide for a limited number of periods to be spent in another Member State so that staff may attend seminars organized jointly by the institutions or organizations concerned.

CHAPTER III

HORIZONTAL MEASURES

1. The activities described in this chapter apply at all levels of education. They supplement the actions presented in Chapters I and II and are intended to promote:
 - Action 1: Language skills in the Community (Lingua),
 - Action 2: Open and distance learning,
 - Action 3: Exchange of information and experience, including Eurydice and Arion and other measures, including adult education.

The resources to be committed in the framework of horizontal actions will not be less than 25 % of the overall budget available for the Socrates programme.

2. (a) Community funds set aside to promote the activities provided for in Chapter III, Action 1.2 (b), (c) and (e) and Action 3.3 will be shared between the Member States according to the following formula:
 - (i) subject to budget availability, a minimum of ECU 200 000 will be allocated to each Member State;
 - (ii) the remainder will be allocated to the various Member States depending on:
 - (a) the total number of teachers,
 - (b) the total number of pupils;
 - (c) the gross domestic product by inhabitant;
 - (d) the average cost of travel between the Member State of origin and the host Member State.
3. Projects referred to in this chapter are selected in accordance with the procedure laid down in Article 5 of this Decision.
4. The Commission will take any measures necessary to encourage balanced participation by educational institutions in the Member States. The funds for these measures may not exceed 5 % of the annual budget for financing the activities set out in this chapter.
5. The Community financial aid provided for in this chapter is intended to defray part of the cost deemed necessary for implementing the projects.
6. Community aid will be awarded according to the principle of equality of opportunities, particularly between men and women. The specific needs of disabled persons who participate in activities developed in the framework of this chapter should be taken into consideration when the amount of grant is agreed.

Action 1

Promotion of language skills in the Community (Lingua)

1. The promotion of language skills is a key factor in establishing an open European area for cooperation in education and for strengthening understanding and solidarity between the peoples of the European Union without sacrificing any of their linguistic and cultural diversity.

In the context of the Socrates programmes, foreign language teaching refers to the teaching as foreign languages of all the official languages of the Union, together with Irish, (one of the languages in which the Treaties establishing the European Communities are drafted), and Letzeburgesch (a language spoken throughout the territory of Luxembourg).

The Lingua action concerns questions of language learning overall.

2. Apart from the incentive measures set out in Chapter I, Action 1 and in Chapter II, Action 1, Community financial assistance may also be allocated to transnational projects aiming to undertake the following activities:

- (a) the development of European cooperation programmes (joint design and creation of innovatory training schemes and teaching materials), submitted by institutions or organizations responsible for initial and continuing training of language teachers and aiming to update, reinforce and expand the language and teaching skills of present or future language teachers;
- (b) immersion courses or other similar activities abroad for language teachers, for teaching staff retraining as language teachers, for qualified teachers intending soon to return to employment as language teachers and for teaching staff of other disciplines required to teach in a foreign language. The duration of these courses will be between two and four weeks;
- (c) assistantships abroad for future language teachers to enhance their knowledge of the languages which they will be teaching. These will last no less than three months and no more than one year and must be spent in a Member State where one of the official languages is the language which the assistant will in future be teaching;
- (d) development and exchange of curricula, production of new teaching materials and improvement of methods and tools for the recognition of linguistic experience. These projects are intended for the various interested sectors and concern mainly language preparation for students and pupils, whether in school or in training centres, to help them take part in mobility schemes;
- (e) limited financial aid will be provided for educational exchanges for pupils undergoing general, vocational or technical education. These exchanges are based on projects of educational institutions and their aim is to improve communication skills in foreign languages and to help to make those taking part more motivated to acquire foreign language skills.

3. As far as point 2(a) to (d) are concerned, priority will be given to projects and activities:

- relating to the teaching of languages of the European Union which are least widely used and least taught,
- including the use of new educational technologies, and/or distance education,
- which are aimed at helping those who are less advantaged and who need special support in learning foreign languages.

As far as point 2(e) is concerned, priority will be given to projects in vocational or technical education which:

- develop innovation in the field of educational exchanges for foreign language learning,
- emphasize the European dimension in education,
- support the teaching of the least widely used and least taught languages of the European Union.

Action 2

Promotion of open and distance learning

The development of open and distance education, whether or not through the use of information and communication technologies, is a key factor enabling citizens of the European Union to take advantage of an open European area for cooperation in education.

The aim of the action is, by using teaching innovations, to make a contribution to the quality of education and to increase access to all levels of education, in particular for those who, because of their geographical or personal situation, have no other options open to them.

Besides those actions falling under open and distance learning referred to in Chapters I and II, Community financial assistance may also be allocated to transnational projects aiming to undertake the following activities:

- (a) facilitating cooperation between organizations and institutions in the field, based on the exchange of information and experience;

- (b) responding to the need to enhance the skills of teachers, trainers and managers in the techniques of open and distance learning;
- (c) improving the quality of distance education products and their user-friendliness;
- (d) encouraging the recognition of qualifications obtained in the context of open and distance learning.

Action 3

Promotion of exchange of information and experience

The measures outlined below are based on the experience acquired by the exchange of information among Member States, including the meetings of senior officials in the framework of the Council as well as the Eurydice network, the Naric network, the Arion programme and Action 4 of the Erasmus programme.

1. Questions of common educational policy interest

In questions of common educational policy interest laid down by the Council, the Commission will carry out, in cooperation with the Member States, an exchange of information and experience on educational policy. To this end appropriate incentive measures could be taken to encourage common treatment of these themes. The following specific measures could be taken:

- studies and comparative analyses,
- organization of colloquia,
- exchange of experts.

The following should be dealt with as priority themes:

- problems encountered by children and young people leaving the educational system without adequate preparation,
- methods for evaluating teaching quality and the possible establishment of pilot projects in this field.

2. Exchanges of information (Eurydice)

Actions supported in this field will ensure the availability of information aimed at various target groups, and in the first place at those responsible for national education policy, on educational systems and policy, reforms, innovations and the results of research in education.

These actions will be implemented by the Eurydice European Unit and the national units set up respectively by the Commission and the Member States.

The following activities of the European and national units will be eligible for financial assistance:

- (a) pooling of data and the production and continuous updating of basic information on the structures and organization of education systems in the Member States;
- (b) comparative studies on priority themes and the analysis of trends in education by agreement between the Commission and the Member States as well as pooling reference frameworks facilitating better comparison of information;
- (c) dissemination of such information through existing appropriate information and distribution channels and appropriate relays at national, regional and Community level;
- (d) creation of Community databases on education, the development of close links between existing databases in the Member States and the improvement of access to these databases;
- (e) use of new information technologies to ensure that exchanges are interactive and that there is more efficient sharing of resources. Activities attracting aid will take account of Community developments in the field of trans-European networks, especially telematic links between government departments.

When the activities referred to in points (a) to (e) are being implemented, close links will be developed with comparable activities of the European Centre for the development of vocational training (Cedefop) in the field of information on vocational training, with the Statistical Office of the Community (Eurostat) in the field of statistics, with the Community Naric network (National Academic Recognition Information Centres) and with any other information network in the field of education at national, European and international level.

3. Arion

Financial assistance may be granted for the organization of multilateral study visits for decision-makers able to induce a multiplier effect, and designated by the Member States. These study visits are intended to facilitate exchanges of information and experience on subjects of mutual interest to the Member States.

In the context of this action, decision-makers means in particular persons in the educational field whose duties include management, assessment, training, guidance and coordination of European projects and people in responsible positions in the Ministries.

4. Naric

Financial assistance may be granted for the further development of the present Community network of National Academic Recognition Information Centres (Narics).

5. Other measures

A. Promotion of the European dimension in adult education

The European dimension is to be reinforced in all areas of adult education (general, cultural and social), by means of transnational cooperation and exchange of experience between adult education organizations and institutions.

Community financial aid may be allocated to the abovementioned organizations and institutions, for the following transnational activities:

- projects for developing and strengthening the European dimension of adult education, particularly with a view to disseminating knowledge about cultures and traditions in the Member States and the languages of the European Union, and for developing adult education courses which contribute to the understanding of political, economic and administrative affairs in the European Union;
- projects promoting the exchange of experience and making best practice more widely available in the field of adult education.

B. Complementary measures

The Commission will lend its support to the following complementary measures intended to further the programme's objectives:

- projects developed at European level by associations of teaching staff, students, and parents of pupils,
- the organization of awareness-raising activities to promote cooperation in the field of education and training, including support for the organization of the 'Europe in the School' competition in cooperation with the Council of Europe,
- activities concerned with monitoring and evaluation of the actions described in this Annex,
- information activities relating to the various actions of the programme developed by the agencies designated by the Member States.

JOINT STATEMENT BY THE EUROPEAN PARLIAMENT, THE COUNCIL
AND THE COMMISSION

concerning Decision 819/95/EC of the European Parliament and of the Council
of 14 March 1995 establishing the Community action programme 'Socrates' (*)

Two years after the launching of the programme, the European Parliament and the Council will assess the results achieved by the programme. To that end, the Commission will submit to them a report accompanied by any proposals which it considers appropriate, including any concerning the funding set by the legislator within the meaning of the Joint Declaration of 6 March 1995. The European Parliament and the Council will act on those proposals at the earliest opportunity.

(*) OJ No L 132, 20.4.1995.

**Council Resolution
of 31 March 1995
on improving and diversifying language learning
and teaching within the education systems
of the European Union**

(OJ No C 207, 12.8.1995)

COUNCIL RESOLUTION

of 31 March 1995

on improving and diversifying language learning and teaching within the education systems of the European Union

(95/C 207/01)

Introduction

Since their resolution of 1976 comprising an action programme in the field of education, the Council and the Ministers for Education meeting within the Council have dealt with the promotion of the teaching of the languages of the Union on many occasions.

The new powers given to the Community under Article 126 of the Treaty establishing the European Community as amended by the Treaty on European Union, in particular with regard to school education, include a reference to 'the teaching and dissemination of the languages of the Member States'.

Bearing in mind the considerable achievements of the ERASMUS and LINGUA programmes and the resources available under the SOCRATES and LEONARDO Community action programmes, and the achievements of earlier schemes implemented by the relevant international organizations, in particular the Council of Europe, this resolution aims to provide a basis for reflection on how the educational systems themselves can continue the construction of a Europe without internal frontiers, and strengthen understanding between the peoples of the Union. The promotion of linguistic diversity thus becomes one of the major issues in education. While reaffirming the principle of equal status for each of the languages of the Union, thought should therefore be given to the tools appropriate for improving and diversifying the teaching and practice of such languages, thereby enabling every citizen to have access to the cultural wealth rooted in the linguistic diversity of the Union.

Moreover, Community action in support of Member States in this field, in accordance with the principle of subsidiarity, must take into account the different national structures and situations.

In the light of the above, the Council emphasizes the need to:

- promote, by appropriate measures, qualitative improvement in knowledge of the languages of the European Union within the Union's education systems, with the aim of developing communication skills within the Union and ensuring that all Member States' languages and cultures are disseminated as widely as possible,
- take steps to encourage diversification in the languages taught in the Member States, giving pupils during their school career and students in higher education the opportunity to become competent in several languages of the European Union.

Such measures should concern general and vocational education at all levels including higher education, while respecting the autonomy of higher education establishments.

They could be designed to:

I. Improve the learning and teaching of the languages of the European Union

A. LANGUAGE LEARNING:

1. In order to enhance communication skills particular attention should be paid to methods which develop reading comprehension and writing as well as listening comprehension and speaking.

It is therefore desirable to encourage contacts with native speakers of the language being studied:

- (a) through the opportunities for virtual mobility offered by the new technologies

The virtual mobility of pupils, in the absence of physical mobility or complementing it, can be carried out by way of individual links between teaching establishments and exchanges of language teachers and assistants.

Moreover, multimedia resource centres already in existence or those which could be created in Member States for language teaching and learning and open and distance learning, could be networked. Through such a mechanism the quality of teaching products could be improved, innovative courses and materials for each Member State or common to several States could be designed and good practice for all levels of teaching, including the teaching of modern languages to young children, could be passed on,

- (b) through physical mobility

The opportunity should be offered to as many pupils as possible to go on at least one language visit to a country of the Union of which they are learning the language during their school career.

Special attention should be paid to enabling pupils from disadvantaged social and cultural backgrounds, from rural areas and outlying regions to benefit from language visits.

Future action by Member States and the Community should draw on the extensive experience gained under the LINGUA Community Action Programme, in particular the joint educational projects. The following measures could improve the quality of language visits:

- ensuring that pupils receive adequate background preparation for their language visits, that the visits comprise an assessment element and that they last at least two weeks in secondary education,
- encouraging schools to incorporate language visits into an educational project involving the wider school community, so that pupils who remain behind can also benefit from the scheme, during the phase of preparation, as well as when pupils return from their visits and when pupils are on a visit to the school,
- using every opportunity within individual education systems to bring together pupils and teachers from Member States, for example during residential classes away from the school base (winter sports, seaside and countryside activities, etc.),
- stepping up language preparation for students taking part in exchange or mobility programmes.

2. *Promoting innovative methods in schools and universities*

With the aim of improving language skills and in view of the inevitable timetable constraints on language classes, a range of innovative methods to make language

teaching and learning more effective could be introduced, in particular:

- periods of intensive teaching and learning,
- the opportunity for teaching staff on mobility schemes or on sabbatical leave and visiting teaching staff whose mother tongue is one of the languages of the European Union to be able to teach in that language,
- the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching.

3. *Teaching for young children*

In view of the fact that learning is most effective if begun in childhood at the most flexible and receptive stage of intellectual development, and seeking to encourage schoolchildren to learn foreign languages, it would be desirable to establish or develop early teaching of modern languages in primary schools. The Community could provide support for disseminating experiences and exchanging good practice in this innovation field.

4. *Promotion of the learning of foreign languages in technical and vocational teaching*

A growing number of enterprises, including small and medium-sized enterprises, need colleagues who can master several of the languages of the Union.

It is therefore particularly important that pupils in technical and vocational education have the opportunity to acquire the language skills necessary to find work and to progress through their career.

The relevant measures in this field could include in particular:

- an increase and diversification of pupil and teacher exchanges,
- the establishment or perfection of language learning methods which are adapted to technical and vocational teaching, taking into account the links between general education and the specific needs of each professional field,
- support for language teachers and for the relevant staff in firms and educational centres,
- improvement in transparency and comparability in the field of linguistic qualifications.

5. *Promotion of the learning of foreign languages in adult education*

It should be possible to acquire foreign languages knowledge after the end of formal education. Appropriate opportunities should be available to as many adults as possible. Career prospects, particularly through professional mobility, are thereby enhanced. Acquiring language skills should be a means of introduction to the different cultures and traditions of the peoples of the Member States of the Union. Thus mutual understanding and mobility of persons can be intensified. The Community can play a supporting role in this connection.

B. LANGUAGE TEACHING: MEASURES CONCERNING TEACHERS

1. *Training for language teachers*

Taking into account what has been achieved in this area under the LINGUA programme, language training periods in Member States should be developed and

strengthened both for future language teachers (initial training) and for teachers already in post (in-service training).

It would be desirable to improve the quality of the training provided, in particular by:

- ensuring that there is proper background preparation for training periods and that they last at least two weeks,
- laying emphasis on the improvement of spoken skills, the study of language learning strategy and teaching methods and refreshing knowledge of the culture of the country whose language they are or will be teaching,
- encouraging the exchange with Member States of higher education students working as language assistants in schools, endeavouring to give priority to prospective language teachers or those called upon to teach their subject in a language other than their own.

2. *Language training for non-language teachers*

To encourage the teaching of foreign languages beyond the strict confines of the language class, in particular in the bilingual classes referred to in A(2) and in technical and vocational education, it would be desirable that teachers of subjects others than languages should benefit from appropriate language training, including in higher education. Member States, in accordance with their own rules and objectives, should determine the type and different levels of language competence with their teachers may need.

Similarly, primary school teachers who are required to teach their pupils foreign languages should be provided with training in languages and teaching methods. For these teachers, study periods spent in the country whose language they will teach should be geared to their specific needs. The emphasis should be particularly on the spoken language, listening comprehension, methodology and the use of new technologies.

C. ASSESSMENT OF PUPILS' AND STUDENTS' SKILLS

Teaching of the languages of the European Union, to achieve greater practical effectiveness, could be accompanied by a programme of exchanges of experience devised, where appropriate, to develop methodologies based on common indicators for evaluating pupils' and students' skills at the various levels of teaching. Such a project, which should be carried out in close contact with the Council of Europe, as well as other international organizations such as the OECD, would provide each Member State with objective tools for analysis concerning the quality of their foreign language teaching, and the adaptation of teaching to different needs, and would point to ways of strengthening them.

II. Diversifying the learning and teaching of the languages of the European Union

- In view of the developments that have taken place and the progress that has been made over the last 10 years in the teaching of languages in all the Member States of the Union, pupils should as a general rule have the opportunity of learning two languages of the Union other than their mother tongue(s) for a minimum of two consecutive years during compulsory schooling and if possible for a longer period; the aim of such teaching, going beyond introductory tuition, is the acquisition of clearly defined skills; it is for each Member State to specify those language skills and to determine the different levels of competence required and the appropriate forms of certifying achievement,
- the provision of teaching for languages which are less widely used or less frequently taught should be increased and diversified as far as possible, at all levels of teaching and throughout all types of curricula,

- in view of the difficulties in the way of such diversification, it will be necessary to use all the opportunities offered by open and distance teaching and the new technologies; schemes to develop and disseminate these teaching and learning tools should receive special attention at Community level.

The Community should continue to encourage Member States to exchange experiences and good practice regarding the design of educational and teaching aids for the study of the languages of the Union in schools and in higher education. In order to ensure that teachers are provided with equivalent teaching resources for all these languages, it could in particular back schemes for adapting educational and teaching materials from the more commonly taught languages to those less frequently taught,

- multilateral partnerships between schools or higher education establishments can be used to make pupils, students and teachers aware of the advantages of acquiring a range of language skills. Periods for increasing awareness of one of the partners' languages could be organized, particularly for less frequently taught languages,
- academic teaching normally provides few occasions for real-life communication; to consolidate efforts to diversify language teaching and learning, teaching establishments should be encouraged to draw on resources in the outside community for language practice, such as families, school-business partnerships, adult and vocational education organizations and leisure-time activities.

The Commission is INVITED to:

- support Member States' actions which are aimed at the abovementioned objectives, bearing in mind the achievements of previous programmes, as well as the specific objectives and the resources available under the SOCRATES programme,
- submit a brief report every three years on the progress of schemes undertaken in support of the modern language teaching policy at the level of the Member States and the European Union.

**Council Resolution
of 31 March 1995
on cooperation in the field of youth information
and studies concerning youth**

(OJ No C 207, 12.8.1995)

COUNCIL RESOLUTION

of 31 March 1995

on cooperation in the field of youth information and studies concerning youth

(95/C 207/02)

1. The Council underlines the importance of youth information and information on young people as factors encouraging mobility and European citizenship, as well as the need to set up concerted action in this field.

It notes that information services for young people, based on common principles, such as those defined in particular in recommendation No R(90)7 of the Committee of Ministers of the Council of Europe (Information and Counselling for Young People in Europe), exist in most of the Member States.

It welcomes the cooperation efforts made in the youth information field since 1988, which culminated on 26 June 1991 in the adoption by the Council and the Ministers for Youth meeting within the Council of the resolution on priority actions in the youth field, and enabled youth information and studies concerning youth to appear among the five actions listed in the framework of the 'Youth for Europe III' programme.

2. The Council agrees to step up cooperation in the following fields:

- the training of information workers, socio-educational youth workers and educators (professionals and volunteers) working in the youth information sector,
- the linking of youth information structures in the Member States,
- regular studies on young people in the countries of the European Union.

(a) *Training*: The Council notes, on the one hand, that young people need to be more familiar with the countries and institutions of the European Union in order fully to exercise their European citizenship and their right to mobility and, on the other hand, that in receiving, informing and advising young people, information service staff play a vital role in the transmission of information.

It therefore emphasizes the need to encourage such staff to take account of the European dimension in the course of their work.

With this aim in mind, it calls for the youth workers responsible for providing young people with information to receive training enabling them to:

- become better acquainted with the Member States and their practices in the field of youth information,
- acquire a knowledge of Community programmes, in liaison with all the agencies responsible for administering programmes on the national level and with the appropriate services at Community level.

(b) *Network links*: the Council notes the current trends in connection with the development of multi-media products and considers that the services producing, editing and circulating information are especially concerned by these new technologies.

Having regard to previous experience of cooperation between the Member States' information structures, the Council stresses the importance of stepping up the networking of these structures and of taking existing information structures into account. To this end, it notes that current technologies offer increased opportunities for cooperation. It acknowledges the importance of giving young people easier direct or indirect access to this type of network.

It calls for action to promote cooperation via the networks in the collecting of data on mobility and exchanges (e.g. studies, employment, accommodation, leisure activities, transport, etc.). The aim is to allow the rapid exchange of targeted information, accessible in the languages of the Member States, the augmenting and updating of databases, and a better supply of high-quality information for young people.

(c) *Regular studies*: The Council understands the importance of regular studies, surveys and statistics based on scientific methods to obtain a better understanding of young people's expectations and needs and the factors that affect their lives. Such studies, surveys and statistics should focus on a number of targeted areas taking into account the European dimension, including mobility.

3. The development of these three areas of cooperation at European level will have to take into account the organization of the structures that exist in the Member States for youth information and for the provision of information about young people.

The Council:

- regards these three areas as having priority when it comes to implementing the policy of cooperation in the youth information field, as embodied in the 'Youth for Europe III' programme, for example, in such a way as to promote, in particular, a dialogue between young people and the Community,
 - emphasizes the importance of close cooperation with the Council of Europe in this field,
 - invites the Commission to take account of the follow-up to initiatives in the three fields in the framework of the evaluation report provided for in Article 9 of the Decision establishing the 'Youth for Europe III' programme.
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**Council conclusions
of 12 June 1995
on linguistic diversity and multilingualism
in the European Union**

(7839/95 PRESSE 174)

COUNCIL CONCLUSIONS
ON LINGUISTIC DIVERSITY AND MULTILINGUALISM
IN THE EUROPEAN UNION

1. The Council affirms the importance for the Union of its linguistic diversity, which is an essential aspect of the European dimension and identity and of the common cultural heritage.
2. It underlines the implications, be they democratic, cultural, social or economic, of such diversity. Linguistic diversity is also a source of employment and occupation and a factor of integration. It is an asset for the Union's influence in the outside world, since most European Union languages are used in a large number of non-member States.
3. The Council considers that the development of the information society offers new opportunities and presents new challenges for multilingualism and linguistic diversity.
4. Linguistic diversity is a component of the national and regional diversity of the cultures of the Member States referred to in Article 128 of the Treaty, and the Community must take it into account in its action under other provisions of the Treaty, including Articles 126 and 127, which cover education, vocational training and youth.
5. The Council emphasizes that linguistic diversity must be preserved and multilingualism promoted in the Union, with equal respect for the languages of the Union and with due regard to the principle of subsidiarity.

6. From the citizen's point of view, support for an integrated Europe will require an assurance that the languages of the Union will be taken into consideration and will require equal access to information, in conformity with Member States' internal law and with Community law.
7. In this context, the Council welcomes the Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union and the adoption of the SOCRATES, LEONÁRDO and YOUTH FOR EUROPE programmes.
8. It also takes note of the Commission's intension of submitting a communication on the language aspects of the information society, drawn up in response to the request by the Corfu European Council, which it will examine without delay.
9. The Council stresses the importance of taking the language dimension into account in the Union's external relations, particularly in the framework of Union programmes involving third countries.
10. The Council invites the Commission to take linguistic diversity and multilingualism into account in preparing Community actions or policies, and in implementing them.

11. The Council asks the Commission to make an inventory of the Community's policies and activities which take linguistic diversity and multilingualism into account, and to assess those policies and activities. It invites the Commission to report back within a year.
12. The Council asks the Commission to set up a working party of representatives of the Member States, appointed by the Member States, with responsibility for monitoring, without prejudice to the activities of the existing Committees and in liaison with them, whether linguistic diversity is being taken into account and multilingualism promoted in the Union's policies and activities, with due respect for Member States' national policies.
13. The Council would also reiterate the importance it attaches to the equality of the official languages and working languages of the Union's institutions, namely, Danish, Dutch, English, Finnish, French, German, Greek, Italian, Portuguese, Spanish and Swedish, in accordance with Regulation No 1/58, as amended, determining the languages to be used by the institutions of the Union.

The following sentence should be added to paragraph 13 :

"The Council recalls the particular status of Irish under Article S of the Treaty on European Union and the Treaty of Accession of Denmark, Ireland and the United Kingdom."

**Council conclusions
of 24 July 1995
on the importance and implications
of the quality of vocational training**

(OJ No C 207, 12.8.1995)

COUNCIL CONCLUSIONS

of 24 July 1995

on the importance and implications of the quality of vocational training

(95/C 207/03)

THE COUNCIL OF THE EUROPEAN UNION,

1. RECALLS the Council resolution of 11 June 1993 on vocational education and training in the 1990s⁽¹⁾ which states that the quality of vocational training in the Member States should be strengthened in order to encourage continuing opportunities for individuals to develop their knowledge and skills and thus contribute to increased economic and social cohesion as well as to competitiveness of the European economies.
2. RECALLS the Council resolution of 5 December 1994 on the quality and attractiveness of vocational education and training⁽²⁾, which affirmed that there is a need for high-quality vocational training in order to respond to the needs and aspirations of all young people and adults.
3. STRESSES that Article 127 of the Treaty establishing the European Community confers on it responsibility for implementing a vocational training policy which supports and supplements the action of the Member States.
4. RECALLS that the main objective of the action programme for the implementation of a European Community vocational training policy Leonardo da Vinci established by Council Decision 94/819/EC⁽³⁾

is to support and supplement the action of the Member States in order to improve the quality of vocational training systems and arrangements in accordance with the common framework of objectives of Community policy provided for in Article 127 of the Treaty establishing the European Community.

5. RECALLS that the promotion of investment in vocational training is the first of the five areas in which the conclusions of the Essen European Council recommend that measures be taken to improve the employment situation.
6. NOTES that all Member States share a number of concerns relating to the quality of vocational training, namely:
 - (a) making effective use of public and/or private financial resources to meet the vocational training needs of public and private undertakings, in particular small and medium-sized undertakings, and the needs of individuals;
 - (b) creating an appropriate framework for the vocational training on offer;
 - (c) evaluating the vocational training on offer and its results in order to ensure that, as far as possible, it satisfies demand on the part of public and private undertakings, in particular small and medium-sized undertakings, and individuals.

(1) OJ No C 186, 8. 7. 1993, p. 3.

(2) OJ No C 374, 30. 12. 1994, p. 1.

(3) OJ No L 340, 29. 12. 1994, p. 8.

Interest in the quality of vocational training is indeed growing in all countries of the European Union through the diversity of organization of vocational training systems.

7. UNDERLINES the consensus which is emerging on the way in which to approach the quality criteria for vocational training.

The quest for quality demands constant attention to ensure that a set of measures is consistent. The act of teaching is not an isolated act; the quality of vocational training is the result of a series of actions, starting with analysis of a need, development of content and organization of training and ending with the assessment of results. These actions require the involvement of many people.

8. NOTES that taking account of quality in the area of vocational training has led those involved, depending on the way in which vocational training systems are organized in the various Member States, to take various initiatives, such as the following:

- (a) undertakings seek to organize the relationship with providers of vocational training according to the pattern of the customer/supplier relationship;
- (b) vocational training bodies have begun to define quality criteria and/or charters on the basis of commitments entered into *vis-à-vis* their customers; some are tending towards certification by a third party;
- (c) the public authorities and/or the two sides of industry and/or other partners, depending on national practice, have introduced quality criteria when laying down rules and objectives, defining strategies and setting action and management frameworks for vocational training.

9. INVITES the Member States, the two sides of industry and the competent bodies, in accordance with national practice, to develop exchange of information and experience on the quality of vocational training, while fully respecting national practice and Member States' responsibility for the content and organization of vocational training, by supporting measures to:

- (a) promote access to information on the vocational training on offer suited to the needs of the consumer;
- (b) improve requests for vocational training, whether they derive from the public authorities or from undertakings, for example by formulating objectives;
- (c) encourage those providing vocational training to improve the quality of their services through further vocational training of their staff and by research and development initiatives to propagate innovations in the area of quality;
- (d) promote methods and tools for evaluating vocational training.

This effort to increase the quality of vocational training should thus help to reduce the proportion of young people and adults without appropriate vocational training.

10. INVITES the Commission, on the basis of the above points, to promote experiments in this area and their transfer and propagation in the European Union, particularly through the various existing Community initiatives and programmes.

**Council Resolution
of 5 October 1995
on cooperation with third countries in the youth field**

(OJ No C 296, 10.11.1995)

COUNCIL RESOLUTION

of 5 October 1995

on cooperation with third countries in the youth field

(95/C 296/04)

1. The Council recalls that in the resolution of the Council and Ministers of 26 June 1991 on priority actions in the youth field, the wish to intensify cooperation on exchanges and mobility of young people with the EFTA countries, the Central and Eastern European countries and in the context of the North-South dialogue was affirmed.

It notes that the conclusions of the European Council of 9 and 10 December 1994 at Essen call for the opening to the associated Central and East European countries of Community programmes — including 'Youth for Europe III', as well as for the strengthening of Europe-Mediterranean cooperation.

It emphasizes that Decision No 818/95/EC establishing the 'Youth for Europe III' programme⁽¹⁾, adopted by the European Parliament and the Council on 14 March 1995, gives impetus to exchanges with third countries.

It recalls the conclusions of the European Council of 26 and 27 June 1995 at Cannes concerning the struggle against racism and xenophobia.

It notes that the report of the Council of 12 June 1995 to the European Council at Cannes on the position that the European Union should adopt at the Euro-Mediterranean Conference in Barcelona, recognizes the importance of cooperation in the area of youth in order to foster exchanges amongst the civilian population and further dialogue between the European Union and its Mediterranean partners.

It welcomes the achievements in the area of exchanges with third countries in the framework of the priority actions for young people, as well as the work already carried out by the Council of Europe.

2. In relation to the areas indicated below, the Council recalls:

— the conclusions of the Council and Ministers meeting within the Council of 30 November 1994⁽²⁾ on the promotion of periods of voluntary service in the field of youth,

— the resolution of 31 March 1995 on cooperation in the area of youth information and studies concerning youth.

The Council, in conformity with the proposal set out at the European Council at Cannes, agrees to step up cooperation in the areas indicated below with third countries with which the Community has made association or cooperation agreements.

In the development of this cooperation, the principle of subsidiarity as defined in Article 3B of the Treaty establishing the European Community should be taken into account.

Areas

- Cooperation between governmental and non-governmental youth structures,
- Training of youth leaders,
- Information for young people,
- Youth exchanges,
- Voluntary service in the field of youth.

(a) *Cooperation between governmental and non-governmental youth structures*

The Council notes the uneven development of democratic youth structures in third countries and between these and Member States; this sometimes hampers the establishment of effective cooperation.

The Council deems it desirable to support the development of cooperation between these structures, fostering exchanges of information and experience on youth programmes developed at Community, national, regional or local level through study visits, internships and other activities.

(b) *Training of youth leaders*

The Council is aware of the fundamental role that socio-educational instructors including those in charge of youth associations play in intercultural learning amongst young people, in the development of values appropriate to a democratic society and in the respect and promotion of cultural diversity.

⁽¹⁾ OJ No L 87, 20. 4. 1995.

⁽²⁾ OJ No C 348, 9. 12. 1994.

It underlines the importance of encouraging such youth instructors and persons in charge of youth organizations to take the social and cultural situation of third countries into account in their work with young people, supporting in this way the efforts of the Member States to prevent intolerance, racism and xenophobia and to foster solidarity.

It also draws attention to the need to support the development of training activities for youth leaders and persons in charge of youth organizations in third countries, taking into consideration the experience acquired in this area by the Member States and the Council of Europe.

(c) *Information for young people*

The Council emphasizes the importance of facilitating access by young people to clear, effective and full information in all areas that affect their everyday life, as it is essential to their active participation in society.

It indicates the need to encourage the development of youth information and counselling structures which promote the exchange of experience as well as the link-up to information networks that are already functioning in the Member States and third countries.

(d) *Youth exchanges*

The Council underlines the importance of exchanges between youth groups and associations in the Member States and third countries as they are appropriate tools for understanding different situations and cultures, developing mutual respect and solidarity, and preventing intolerant, racist and xenophobic conduct.

It considers that in the framework of Action D of Youth for Europe III, there is room for the exploitation of opportunities particularly for making a qualitative improvement in the exchanges.

(e) *Voluntary service in the field of youth*

The Council emphasizes the importance of promoting values of solidarity among young

people as stated in Action II of the 'Youth for Europe III' programme.

In the spirit of the conclusions of 30 November 1994 on the promotion of periods of voluntary service in the field of youth, it recognizes the efforts made by the Member States and encourages the participation by young people in voluntary service activities to be developed in third countries, including developing countries, with which the Community has concluded association or cooperation agreements.

3. The Council:

- considers that priority should be given to the above areas in the implementation of youth cooperation activities with third countries,
- stresses the need to cooperate closely in this area with the Council of Europe and other international organizations,
- encourages the exchange, with the assistance of the Commission, of experience and good practice, resulting from existing cooperation with particular third countries and regions in the field of youth,
- invites the Commission to inform it of the follow up and evaluation of the activities developed during the preliminary phase of the implementation of Action D in the 'Youth for Europe' programme,
- invites the Commission to strengthen the connection between the activities developed in the framework of the 'Youth for Europe' programme and those that may develop in the framework of other Community programmes that envisage cooperation with third countries, and in so doing to take account of the existence in the Community of structures which could be called on to make their financial contribution to such activities,
- instructs the Permanent Representatives Committee to follow up actions which take place in the context of the present resolution — in so far as these actions are not covered by the 'Youth for Europe' programme and without prejudice to other legislative initiatives from the Commission — and, if necessary, to prepare appropriate guidelines for their further development.

**Decision No 2493/95/EC
of the European Parliament and of the Council
of 23 October 1995
establishing 1996 as the "European year of lifelong learning"**

(OJ No L 256, 26.10.1995)

DECISION No 2493/95/EC OF THE EUROPEAN PARLIAMENT AND OF
THE COUNCIL

of 23 October 1995

establishing 1996 as the 'European year of lifelong learning'

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF
THE EUROPEAN UNION,

Having regard to the Treaty establishing the European
Community, and in particular Articles 126 and 127
thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the Economic and Social
Committee ⁽²⁾,

Having regard to the opinion of the Committee of the
Regions ⁽³⁾,

Acting in accordance with the procedure laid down in
Article 189b of the Treaty ⁽⁴⁾,

Whereas the European Council of Brussels (10 and 11
December 1993) took note of the proposals of the
Commission in the White Paper on Growth, competitive-
ness and employment; whereas education and training
can make a contribution in respect of economic and
social change and the fight against unemployment;
whereas the establishment of a 'European year of educa-
tion and training' proposed in the White Paper could be a
signal for clarification of the essential requirements and
the long-term objectives in the fields of education and
training in the Community;

Whereas 1996 will be the year in which the Leonardo Da
Vinci action programme adopted by Decision
94/819/EC ⁽⁵⁾ and the Socrates action programme,
adopted by Decision No 819/95/EC ⁽⁶⁾, which constitute
the second generation of Community education and train-
ing programmes, come into their own;

Whereas the Structural Funds and in particular the Euro-
pean Social Fund, and the Community initiatives which

⁽¹⁾ OJ No C 287, 15. 10. 1994, p. 18 and OJ No C 134, 1. 6.
1995, p. 6.

⁽²⁾ Opinion delivered on 23 November 1994 (OJ No C 397, 31.
12. 1994, p. 15).

⁽³⁾ Opinion delivered on 16 November 1994 (not yet published
in the Official Journal).

⁽⁴⁾ Opinion of the European Parliament of 16 March 1995 (OJ
No C 89, 10. 4. 1995, p. 123), common position of the Coun-
cil of 20 April 1995 (OJ No C 130, 29. 5. 1995, p. 13) and
decision of the European Parliament of 15 June 1995 (OJ No
C 166, 3. 7. 1995).

⁽⁵⁾ OJ No L 340, 29. 12. 1994, p. 8.

⁽⁶⁾ OJ No L 87, 20. 4. 1995, p. 10.

drive therefrom, particularly the Adapt ⁽⁷⁾ and Employ-
ment ⁽⁸⁾ initiative, will enhance quality education and train-
ing;

Whereas the continuing adaptation of education and train-
ing systems to these new requirements is a strategically
important task for Europe, since the competitiveness of
the European economy and the stability of society in
Europe are built up through knowledge, know-how and
common basic views; whereas the attractiveness and pres-
tige of vocational training are heavily dependent on the
attachment of equal value to the channels of general
education and vocational training as well as the social
recognition of qualified professions;

Whereas the role of lifelong learning is becoming funda-
mental in order to secure personal fulfilment, imparting
to the individuals concerned such values as solidarity and
tolerance and furthering participation in democratic deci-
sion-making processes; whereas it is equally important to
enhance long-term employment prospects; whereas the
White Paper on Growth, competitiveness and employ-
ment stresses that education and training will undoubt-
edly make a contribution to the renewal of growth, the
recovery of competitiveness and the restoration of a high
level of employment;

Whereas, according to the aforementioned White Paper, a
large number of jobs likely to be created by the year
2 000 will correspond to new careers linked with the
technological revolutions in the audiovisual sector and the
information society, requiring continuing training and
adjustment in initial training concepts;

Whereas it should be borne in mind that certain types of
education and training resulting for example from centres
for open learning, adult education establishments and
distance learning centres are gaining in importance;
whereas it must be ensured in this connection that such
types of education and training, which are necessary, are
accessible to everyone;

Whereas the development of lifelong learning should aim
in particular to make the best use of available talent, to
combat social exclusion, to widen the choice of occupa-
tion for girls and women, and to contribute to the reduc-
tion of regional disparities;

Whereas, furthermore, continuing training which offers
employment prospects can contribute to the solution of
certain social conflicts;

⁽⁷⁾ OJ No C 180, 1. 7. 1994, p. 30.

⁽⁸⁾ OJ No C 180, 1. 7. 1994, p. 36.

Whereas there should be exchanges of experience and information on what the Member States have achieved in their own countries, on the many regional and local initiatives undertaken, on the programmes and initiatives of the European Union and on the work of the Council of Europe and other international organizations involved in education and training;

Whereas distance and self-instruction systems, global networks (especially computer networks), interactive communication between teachers and learners during the learning process and information infrastructure may have an important role to play in lifelong learning; whereas international networks are particularly suitable for language training; whereas sound basic training facilitates their integration into the lifelong learning process;

Whereas the organisation of a European year of lifelong learning is a contribution to the action plan decided on by the European Council to fight against unemployment; whereas, in view of the link with this initiative, the aims of the European year will best be attained at Community level; whereas the European year will support, in accordance with the principle of subsidiarity, the policy and practice of the Member States in this field;

Whereas an agreement on a *modus vivendi* between the European Parliament, the Council and the Commission concerning the implementing measures for acts adopted in accordance with the procedure laid down in Article 189b of the Treaty was adopted on 20 December 1994;

Whereas this Decision lays down, for the entire duration of the programme, a financial framework constituting the principal point of reference, within the meaning of point 1 of the declaration by the European Parliament, the Council and the Commission of 6 March 1995⁽¹⁾, for the budgetary authority during the annual budgetary procedure,

HAVE DECIDED AS FOLLOWS:

Article 1

1. 1996 shall be proclaimed 'European year of lifelong learning.'
2. During the European year, information, awareness-raising and promotional actions will be undertaken concerning opportunities for lifelong learning. The aim is the promotion of personal development and sense of initiative of individuals, their integration into working life

⁽¹⁾ OJ No C ... (not yet published in the Official Journal).

and society, their participation in the democratic decision-making process and their ability to adjust to economic, technological and social change. Preparation of the actions will take place in 1995.

Article 2

The following shall be the themes for the European Year:

1. the importance of a high quality general education, open to all without discrimination of any kind, including the ability to learn by oneself, as a preparation for lifelong learning;
2. the promotion of vocational training leading to qualifications for all young people, as a precondition for a smooth transition to working life and as a basis for further personal development, for re-adaptation in the job market and for achieving equality of opportunities between men and women;
3. the promotion of continuing education and training, in harmony with school education and initial vocational training and in relation to new requirements in the world of work and society, whilst ensuring the quality and transparency of such education and training;
4. motivation of individuals for lifelong learning and developing such learning for the benefit of groups of people who have hitherto hardly or not at all benefited from it but who particularly need it, such as girls and women;
5. further cooperation on education and training between institutions in these areas and the economic world, in particular small and medium enterprises;
6. the raising of awareness of the social partners of the importance of the creation of, and participation in, new opportunities for lifelong learning in the context of European competitiveness and a highly employment-intensive economic growth;
7. the raising of awareness of parents of the importance of education and training of children and young people in the perspective of lifelong learning and the role that they can play in this respect;
8. the development of the European dimension of initial and continuing education and training, the promotion of mutual understanding and mobility in Europe, as well as a European area for cooperation in education; the raising of awareness among European citizens of the activities of the European Union, particularly with regard to the academic and vocational recognition of diplomas and qualifications in accordance with the systems of the Member States and the promotion of linguistic abilities.

Article 3

1. The actions referred to in Article 1 (2) shall include general or theme-based events, the preparation and dissemination of communication products, and studies and surveys. They are set out in the Annex. Priority in the selection of the actions mentioned in Section B of the Annex will go to those which offer a practical demonstration of the advantages of education and training, those highlighting education and training actions as part of a lifelong learning approach, those promoting amongst the social partners, with due respect for national laws and, where appropriate, by means of collective training, those which show the contribution made by international cooperation, and those which disseminate the results of Community interventions.

2. Optimal use could be made of other existing initiatives in the field of education and training which could contribute to fulfilling the objectives of the European year.

Article 4

The Commission shall be responsible for the implementation of this Decision.

The Commission shall be assisted by an ad hoc committee of an advisory nature composed of two representatives from each Member State and chaired by the representative of the Commission.

The representative of the Commission shall submit to the committee a draft of the measures to be taken in accordance with Sections A, B and C of the Annex. The committee shall deliver its opinion on the draft within a time limit which the chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the committee. It shall inform the committee of the manner in which its opinion has been taken into account.

Article 5

1. Each Member State shall designate an appropriate body or bodies, to be responsible for the selection, coordi-

nation and implementation nationally of the actions provided for in this Decision.

2. Applications for financial support for the actions provided for in accordance with Section B of the Annex shall be submitted to the Commission by the Member States concerned.

3. Decisions on actions in Sections A and B of the Annex shall be taken by the Commission in accordance with the procedure set out in Article 4. The Commission shall ensure a balanced distribution among Member States and among the different sectors of education and training.

Article 6

1. The financial framework for the implementation of this programme for the period referred to in Article 1 is hereby set at ECU 8 million.

2. The annual appropriations shall be authorized by the budgetary authority within the limits of the financial perspective.

Article 7

The Commission, in partnership with the Member States, shall ensure consistency and complementarity between the actions provided for in this Decision and other Community actions, in particular the Leonardo da Vinci and Socrates programmes.

Article 8

The Commission shall submit, by 31 December 1997 at the latest, a report to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions on the implementation, results and overall assessment of the actions provided for in this Decision.

Article 9

This Decision shall be published in the *Official Journal of the European Communities*. It shall take effect on the day of its publication.

Done at Strasbourg, 23 October 1995.

*For the European
Parliament*

The President
K. HÄNSCH

*For the Council
The President*

J. SAAVEDRA ACEVEDO

ANNEX

Nature of the actions referred to in Article 1 (2)

A. Actions concerning the themes of the European year wholly financed out of the Community budget

1. (a) Organization of meetings on a European level.
(b) Organization of meetings in each of the Member States in order to stress the contribution made by European cooperation;
2. Community-wide information and promotional campaigns involving :
 - (a) the designing of a logo and a slogan for the European year (1);
 - (b) the preparation of communication products on projects relating to themes of the European year and having Community interest, with a view to stimulating public interest and actions at national and regional level;
 - (c) cooperation with the media;
 - (d) the organization of European competitions highlighting achievements and experiences on the themes of the European year.
3. Other actions
Surveys and studies, having especially the aim of better defining the expectations of the different publics with regard to the themes of the European year and the way in which the Union could fulfil them; evaluation studies concerning the impact of the European year.

B. Actions concerning the themes of the European year co-financed out of the Community budget

The actions proposed for the European year by the national authorities could qualify for co-financing out of the Community budget, of up to a maximum of 50 % of the cost depending on the circumstances. These actions could relate, *inter alia*, to :

- (a) national or regional events around the themes of the European year;
- (b) information actions and actions disseminating examples of good practice;
- (c) the organization of prizes or competitions at national or regional level.

C. Actions receiving no financial aid from the Community budget

Voluntary actions to be conducted by public or private operators, including authorization to use the logo and priority themes of the European year in publicity campaigns and other events.

(1) It is understood that preference will be given to proposals submitted by persons associated with educational training institutions.

**Council Decision
of 23 October 1995
concerning the conclusion of an Agreement between
the European Community and the United States of America
establishing a cooperation programme in higher education
and vocational education and training**

(OJ No L 279, 2.11.1995)

COUNCIL DECISION

of 23 October 1995

concerning the conclusion of an Agreement between the European Community and the United States of America establishing a cooperation programme in higher education and vocational education and training

(95/487/EC)

THE COUNCIL OF THE EUROPEAN UNION,

HAS DECIDED AS FOLLOWS:

Having regard to the Treaty establishing the European Community, and in particular Articles 126 and 127, in conjunction with Article 228 (2) first sentence and (3) first subparagraph thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the European Parliament⁽¹⁾,

Whereas by its Decision of 21 November 1994 the Council authorized the Commission to negotiate agreements for cooperation in higher education and vocational training between the European Community, Canada and the United States of America;

Whereas the Community and the United States of America expect to obtain mutual benefit from such cooperation, which must, on the Community's side, be complementary to the bilateral programmes between the Member States and the United States of America and provide a European added value;

Whereas the Agreement between the European Community and the United States of America establishing a cooperation programme in higher education and vocational education and training should be approved,

⁽¹⁾ OJ No C 287, 30. 10. 1995.

Article 1

The Agreement between the European Community and the United States of America establishing a cooperation programme in higher education and vocational education and training is hereby approved on behalf of the Community.

The text of the Agreement is attached to this Decision.

Article 2

The financial reference amount to fulfil the Community's financial obligations mentioned in Article 7 of the Agreement shall be ECU 6,5 million for the five-year period provided for in Article 11 (2) thereof.

The annual appropriations shall be authorized by the budget authority within the limit of the financial perspective.

The scholarships provided in accordance with Article 4 (3) of the Agreement shall be independent of the national Fulbright scholarships granted by the United States/Member States bilateral commissions.

Article 3

The delegation of the European Community to the Joint Committee referred to in Article 5 of the Agreement shall consist of a representative from the Commission assisted by a representative from each Member State.

Article 4

The President of the Council is hereby authorized to designate the person or persons empowered to sign the Agreement on behalf of the Council of the European Union and to carry out the notifications provided for in Article 11 of the Agreement.

Done at Luxembourg, 23 October 1995.

For the Council

The President

J. SAAVEDRA ACEVEDO

AGREEMENT

between the European Community and the United States of America establishing a cooperation programme in higher education and vocational education and training

THE EUROPEAN COMMUNITY,

of the one part, and

THE UNITED STATES OF AMERICA,

of the other part,

hereinafter collectively referred to as the Parties,

NOTING that the Transatlantic Declaration adopted by the European Community and its Member States and the Government of the United States of America in November 1990 makes specific reference to strengthening mutual cooperation in various fields which directly affect the present and future wellbeing of their citizens, such as exchanges and joint projects in education and culture, including academic and youth exchanges;

ACKNOWLEDGING the crucial contribution of education and training to the development of human resources capable of participating in the global knowledge-based economy;

RECOGNIZING that the Parties have a common interest in cooperation in higher education between them;

EXPECTING to obtain mutual benefit from cooperative activities in higher education and vocational education and training;

CONSIDERING the positive experience which has been gained on both sides during the exploratory of cooperation in higher education and vocational education and training;

DESIRING to establish a formal basis for the conduct of cooperative activities in higher education and vocational education and training,

HAVE AGREED AS FOLLOWS:

Article 1

Purpose

This Agreement establishes a cooperation programme in higher education and vocational education and training (hereinafter referred to as 'the programme') between the European Community and the United States of America.

Article 2

Objectives

The objectives of the programme shall be to:

1. promote mutual understanding between the peoples of the European Community and the United States of America including broader knowledge of their languages, cultures and institutions;
2. improve the quality of human resource development in both the European Community and the United States of America;
3. stimulate student-centred cooperation in higher and vocational education and training between the diffe-

rent regions in the European Community and in the United States of America;

4. improve the quality of transatlantic student mobility including the promotion of mutual understanding, recognition and thus portability of academic credits;
5. encourage the exchange of expertise in new developments in higher education and vocational education and training;
6. promote partnerships among higher education and vocational education and training institutions, professional associations, public authorities, business and other associations as appropriate in both the European Community and the United States of America;
7. introduce a European Community and a United States dimension to transatlantic cooperation in higher education and vocational education and training;
8. complement bilateral programmes between the Member States of the European Community and the United States of America as well as other European Community and United States programmes and initiatives in higher education and vocational education and training.

Article 3

Principles

Cooperation under this Agreement shall be guided by the following principles :

1. full respect for the responsibilities of the Member States of the European Community and the states of the United States of America and the autonomy of the higher education institutions ;
2. mutual benefit from activities undertaken through this Agreement ;
3. effective provision of seed-funding for a diverse range of innovative projects which build new structures and links and are sustainable over the longer term with minimal or no on-going support from the Parties ;
4. representation of the full geographic, cultural and social diversity of the European Community and the United States of America ;
5. selection of projects on a competitive basis, taking account of the foregoing principles.

Article 4

Scope

Activities under this Agreement, which are detailed in the Annex, an integral part of this Agreement, may include the following :

1. joint projects carried out by consortia of institutions in the European Community together with consortia of institutions in the United States of America. These consortia may consist of higher education and vocational education and training institutions and other appropriate organizations. These consortia will be responsive to the need for structural cooperation between staff and teachers as well as a broadening and enhancement of student exchanges between the Parties ;
2. exchanges of information and expertise in the area of vocational education and training and higher education to enhance the dialogue between the European Community and the United States of America ;
3. provision of scholarships under the Fulbright Programme to European Community and United States citizens for the study of, and research and lecturing on, European Community affairs and European Community/United States relations ;
4. complementary measures including technical support.

Article 5

Joint Committee

1. A Joint Committee is hereby established. It shall comprise an equal number of representatives of each Party.
2. The functions of the Joint Committee shall be to :
 - (a) review the cooperative activities envisaged under this Agreement ;

- (b) provide a report annually to the Parties on the level, status and effectiveness of cooperative activities undertaken under this Agreement.

3. The Joint Committee shall endeavour to meet once per year, with such annual meetings being held alternately in the European Community and the United States of America. Other meetings may be held as mutually determined.

4. Decisions of the Joint Committee shall be reached by consensus. Minutes, comprising a record of the decisions and principal points, shall be taken at each meeting. These Minutes shall be agreed by those persons selected from each side to jointly chair the meeting, and shall, together with the annual report, be made available to appropriate Minister-level officials of each Party.

Article 6

Monitoring and evaluation

Activities under the programme shall be monitored and evaluated as appropriate. This shall permit, as necessary, the reorientation of activities in the light of any needs or opportunities becoming apparent in the course of its operation.

Article 7

Funding

1. Cooperative activities shall be subject to the availability of funds and to the applicable laws and regulations, policies and programmes of the European Community and the United States of America. Financing will be to the extent possible on the basis of an overall matching of funds between the Parties. The Parties shall attempt to offer programme activities of comparable benefit and scope.

2. Costs incurred by or on behalf of the Joint Committee shall be met by the Party to whom the members are responsible. Costs, other than those of travel and subsistence, which are directly associated with meetings of the Joint Committee, shall be met by the host Party.

Article 8

Entry of personnel

Each Party shall use its best efforts to facilitate entry to and exit from its territory of personnel, students, material and equipment of the other Party engaged in or used in cooperative activities under this Agreement.

Article 9

Other agreements

This Agreement shall not replace or otherwise affect other activities undertaken in the fields covered between any Member State of the European Community and the United States of America.

Article 10

Territorial application of this Agreement

This Agreement shall apply, on the one hand, to the territories in which the Treaty establishing the European Community is applied and under the conditions laid down in that Treaty and, on the other hand, to the territory of the United States of America.

Article 11

Entry into force and termination

1. This Agreement shall enter into force on the first day of the month following the date on which the Parties shall have notified each other in writing that their legal requirements for the entry into force of this Agreement have been fulfilled.

2. This Agreement shall remain in force for five years and may be extended by mutual agreement. Amendments or extension shall be in writing and shall enter into force on the first day of the month following the date on which the Parties shall have notified each other in writing that their requirements for the entry into force of this agreement providing for the amendment or extension in question have been fulfilled.

3. This Agreement may be terminated at any time by either Party by twelve months' written notice. The expiration or termination of this Agreement shall not affect the validity or duration of any arrangements made under it.

Article 12

This Agreement is drawn up in duplicate in the Danish, Dutch, English, Finnish, French, German, Greek, Italian, Portuguese, Spanish and Swedish languages, each of these texts being equally authentic.

In witness whereof the undersigned, being duly authorized, have signed the present Agreement.

Done at ...

*For the European
Community*

*For the Government of the
United States of America*

ANNEX

Action 1

Joint European Community/United States Consortia projects

1. The Parties will provide support to higher education institutions and vocational education and training establishments which form joint EC/US consortia for the purpose of undertaking joint projects in the area of higher education and vocational education and training. The European Community will provide support for the use of the European Community consortia partners, the United States of America will provide support for United States consortia partners.
2. Each joint consortium must have an absolute minimum of three active partners on each side ; these must include at least two partner higher education or training institutions on each side in different Member States of the European Community and different States of the United States of America. The third and subsequent partners may be other education and training institutions or other relevant organizations (e.g. businesses, NGOs, chambers of commerce, research institutes) in the same or other Member States or States of the United States of America. In exceptional circumstances, in the case of the United States of America, two of the institutional partners may be autonomous campuses of a large State university with a third institutional partner from another State of the United States of America. Each joint consortium must involve, with only rare exceptions, transatlantic student mobility, with a goal of parity in the flows in each direction. The Parties agree to help support the costs of this study abroad with modest mobility stipends.
3. The structural cooperative activities of a consortium will be supported by seed-funding for a period not normally to exceed three years.
4. Appropriate authorities on each side will mutually agree upon the eligible subject areas for joint EC/US consortia.
5. Activities eligible for support may include :
 - development of organizational frameworks for student mobility, including work placements, which provide adequate language preparation and full academic recognition,
 - structured exchanges of students, teachers, trainers and administrators in higher education institutions and vocational education and training establishments,
 - joint development of innovative curricula including the development of teaching materials, methods and modules,
 - short intensive programmes of at least three weeks duration,
 - teaching assignments forming an integral part of the curriculum in a partner institution,
 - other innovative projects, including the use of new technologies and distance learning, which aim to improve the quality of transatlantic cooperation in higher education and vocational education and training and meet at least one of the objectives specified in Article 2 of this Agreement.
6. Each Party may provide financial support to students, academic or administrative staff of higher education and vocational education and training establishments in its territory for the purpose of transatlantic cooperation.
7. Administration of the joint projects shall be implemented by the competent officials of each Party. These tasks will comprise :
 - deciding the rules and procedures for the presentation of proposals including the preparation of a common set of guidelines for applicants,
 - establishing the timetable for publication of calls for proposals, submission and selection of proposals.

- providing information on the programme and its implementation,
- appointing academic advisors and experts,
- recommending to the appropriate authorities of each Party which projects to finance,
- financial management,
- programme monitoring.

Action 2

Complementary activities

The Parties may undertake the following complementary activities :

1. exchanges of information about vocational education and training and higher education including, where appropriate, conferences on issues of common interest ;
2. provision of Fulbright scholarships for the study of, and research and lecturing on, European Community affairs and EC/US relations ;
3. measures to facilitate the dissemination of information on the programme, including making the results and achievements of joint consortia projects available for the use of a wider audience ;
4. provision of technical assistance to support the programme.

**Resolution of the Council and
of the Representatives of the Member States' Governments
meeting within the Council
of 23 October 1995
on the response of educational systems
to the problems of racism and xenophobia**

(OJ No C 312, 23.11.1995)

RESOLUTION OF THE COUNCIL AND OF THE REPRESENTATIVES OF MEMBER STATES' GOVERNMENTS MEETING WITHIN THE COUNCIL

of 23 October 1995

on the response of educational systems to the problems of racism and xenophobia

(95/C 312/01)

THE COUNCIL AND REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES MEETING WITHIN THE COUNCIL:

close cooperation with the Council of Europe, the feasibility of a European Monitoring Centre on Racism and Xenophobia;

1. Having regard to the conclusions on racism and xenophobia adopted by the European Councils in Corfu on 24 and 25 June 1994, Essen on 9 and 10 December 1994 and Cannes on 26 and 27 June 1995;
2. Having regard to the conclusions of the Council of 12 June 1995 on the recommendations in the final report of 5 May 1995 submitted by the Consultative Commission on Racism and Xenophobia set up on the instructions of the Corfu European Council, in particular Section III A thereof, relating to the report of the Subcommittee on Education and Training;
3. Whereas the continued existence of racist and xenophobic attitudes has a disruptive effect on social cohesion, the strengthening of which is one of the objectives of the European Union;
4. Whereas the European Parliament and the Council have repeatedly acknowledged the crucial role which must be played by education in the prevention and eradication of racist and xenophobic prejudices and attitudes;
5. Whereas the Council and the representatives of Member States' Governments meeting within the Council stressed in their resolution of 29 May 1990, the importance of youth and educational policies in combatting racism and xenophobia;
6. Whereas the Cannes European Council noted the significance of the work carried out by the various Council bodies and the Consultative Commission and asked it to extend its work in order to study, in
7. Whereas the Council, in its conclusions of 30 May 1995, stated that the measures proposed by the Consultative Commission on Racism and Xenophobia should be examined at greater length in various sectoral Councils, including the Education Council;
8. Whereas, in accordance with these conclusions, the Council, at its meeting on 12 June 1995, agreed to instruct the relevant bodies and fora to study the implementation of the Consultative Commission's proposals and suggestions and invited those bodies to take due account of the proposals which they considered particularly relevant;
9. Whereas the Council, at its meeting on 5 December 1994, held an initial discussion on the education-related aspects of a comprehensive European Union strategy against racism and xenophobia;
10. Whereas the Socrates programme bases all its measures on respect for the principle of equal opportunities and refers in Chapter II, Action 2, to Community support for transnational projects for the education of the children of migrant workers, and the children of those in itinerant professions, travellers and gypsies, and intercultural education;
11. Whereas the United Nations has declared 1995 International Year of Tolerance and whereas the Council of Europe, on the basis of the Vienna Declaration of 9 October 1993, and as a follow-up to the resolution of the Conference of European Ministers for Education in Madrid on 23 and 24 March 1994 on education for democracy, human rights and tolerance, agreed to conduct during 1995,

as part of its plan of action, a European campaign against racism, xenophobia, anti-semitism and intolerance,

HAVE ADOPTED THIS RESOLUTION:

I. General considerations

Education and training have a role of great importance involving efforts at local, national and European levels for combatting racism and xenophobia.

A fundamental task of educational systems is to promote respect for all people, whatever their cultural origin or religious beliefs. Moreover, they can make a unique contribution to improving knowledge of European cultural diversity.

Development of the teaching notably of history and the human sciences can intensify awareness of European cultural diversity and eliminate stereotypes.

In accordance with the European Convention on human rights and international legislation, in particular with Article 2 of the Convention on the Rights of the Child, all children, regardless of their parents' situation, have a right to a basic education.

II. The role of the educational systems in contributing to the struggle against racist and xenophobic attitudes

The political, cultural and linguistic pluralism characteristic of the European Union has helped to emphasize respect for and the value of diversity. Thus, both in educational circles and in political and social milieus, pluralism is increasingly regarded as an enriching factor and a distinguishing mark of the People's Europe.

On the other hand, one measure of the quality of educational systems in a pluralist society is their ability to facilitate the social integration of their pupils or students. Consequently, an important aim of a quality educational system should be to encourage equality of opportunity.

To that end, European educational systems should continue as well as enhance their efforts at promoting education in values which encourage attitudes of solidarity and tolerance, as well as respect for democracy and human rights.

Educational systems are able to make a valuable contribution to the promotion of respect, tolerance and solidarity towards individuals or collectivities of

different ethnic or cultural origin or religious beliefs by measures such as the following:

- use of teaching materials (manuals, texts, audio-visual resources, etc.) reflecting the cultural diversity of European society,
- specific integration initiatives aimed at pupils and students who, given their social situation, may be susceptible to racist and/or xenophobic influences. In particular, specific programmes should be implemented in areas where the incidence of social exclusion is most pronounced,
- reinforcing areas of education which can help provide a better understanding of the nature of a multicultural society, in particular, history, human sciences and language teaching,
- promoting the formation of partnerships between educational establishments and between pupils with the aim of encouraging activities which will check the growth of racist and xenophobic attitudes.

The teacher plays a crucial role in forming pupils' attitudes from an early age. The new challenges posed by teaching of children with very different social and cultural backgrounds makes a significant professional demand on teachers. Within this context, the education and development of present and future teachers is an important area for cooperation between Member States.

Exchanges of experience, in order to take advantage of cultural diversity between different educational institutions, contribute to the improvement of cooperation in education.

The administration of schools plays a very important role in promoting acceptance of and respect for other cultures. However, schools alone cannot resolve the problems concerned. Cooperation between schools and their environment is therefore desirable. Educational establishments, particularly schools, can promote partnerships with representatives of parents, teachers and children, enhancing the quality of the education in various school activities and enabling schools to be a meeting-point for families of diverse origin.

In conclusion, THE COUNCIL AND REPRESENTATIVES OF THE MEMBER STATES' GOVERNMENTS:

INVITE the Member States:

1. to foster the provision of education and training of quality, enabling all children to fulfil their potential and play a role in the community;

2. to enhance the flexibility of educational systems so that they can respond to complex situations and thus promote plurality in curricula;
3. to promote educational and curricular innovations which contribute to the development of concepts such as peace, democracy, respect and equality between cultures, tolerance, cooperation, etc. and encourage the preparation of educational materials designed to foster attitudes and values favourable to understanding and tolerance;
4. to encourage initiatives promoting cooperation between schools and their local communities;

NOTE that in a communication, to be prepared by the Commission concerning action already completed under existing Community programmes, as well as the possibilities for future action relevant to the struggle against racism and xenophobia, there will be a section devoted to education and training;

INVITE the Commission, in cooperation with the Member States:

1. to exploit fully and ensure coherence among all Community programmes which promote education and training aspects of the struggle against racism and xenophobia, in particular those which assist initiatives among the local community;
2. to exploit in particular the parts of the Socrates programme involved with the problems concerned, including schools partnerships, exchanges of experience on intercultural matters and teacher training;
3. to assist in the exchange of experience by collecting and disseminating information about the contribution of European educational systems in combatting racism and xenophobia and the integration of people of different ethnic, cultural and religious backgrounds;
4. to ensure that in the field of education appropriate cooperation in combatting racism and xenophobia is achieved between the Community and international organizations, especially the Council of Europe.

**Council Decision
of 27 November 1995
concerning the conclusion of an Agreement
between the European Community and Canada
establishing a cooperation programme in
higher education and training**

(OJ No L 300, 13.12.1995)

COUNCIL DECISION

of 27 November 1995

concerning the conclusion of an Agreement between the European Community and Canada establishing a cooperation programme in higher education and training

(95/523/EC)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Articles 126 and 127 in conjunction with Article 228 (2) first sentence and (3) first subparagraph thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the European Parliament, (1),

Whereas by its Decision of 21 November 1994 the Council authorized the Commission to negotiate agreements for cooperation in higher education and vocational training between the European Community, Canada and the United States of America ;

Whereas the Community and Canada expect to obtain mutual benefit from such operation, which must, on the Community's side, be complementary to bilateral programmes between the Member States and Canada and provide a European added value ;

Whereas the Agreement between the European Community and Canada establishing a cooperation programme in higher education and training should be approved,

HAS DECIDED AS FOLLOWS :

Article 1

The Agreement between the European Community and Canada establishing a cooperation programme in higher

education and training is hereby approved on behalf of the Community.

The text of the Agreement is attached to this Decision.

Article 2

The financial reference amount to fulfil the Community's financial obligations mentioned in Article 7 of the Agreement shall be ECU 3,24 million for the five-year period provided for in Article 11 (2) thereof.

The annual appropriations shall be authorized by the budget authority within the limit of the financial perspective.

Article 3

The delegation of the European Community to the Joint Committee referred to in Article 5 of the Agreement shall consist of a representative from the Commission assisted by a representative from each Member State.

Article 4

The President of the Council is hereby authorized to designate the person or persons empowered to sign the Agreement on behalf of the Council of the European Union and to carry out the notifications provided for in Article 11 of the Agreement.

Done at Brussels, 27 November 1995.

For the Council

The President

J. BORRELL FONTELLES

(1) OJ No C-287, 30. 10. 1995.

AGREEMENT

between the European Community and Canada establishing a cooperation programme
in higher education and training

THE EUROPEAN COMMUNITY,

of the one part, and

THE GOVERNMENT OF CANADA,

of the other part,

hereinafter collectively referred to as 'the Parties',

NOTING that the Transatlantic Declaration adopted by the European Community and its Member States and the Government of Canada on 22 November 1990 makes specific reference to strengthening mutual cooperation in various fields which directly affect the present and future wellbeing of their citizens, such as exchanges and joint projects in education and culture, including academic and youth exchanges;

ACKNOWLEDGING the crucial contribution of education and training to the development of human resources capable of participating in the global knowledge-based economy;

RECOGNIZING that the Parties have a common interest in cooperation in higher education and training, as part of the wider cooperation that exists between the European Community and Canada;

EXPECTING to obtain mutual benefit from cooperative activities in higher education and training;

DESIRING to establish a formal basis for the conduct of cooperative activities in higher education and training,

HAVE AGREED AS FOLLOWS:

Article 1

Purpose

This Agreement establishes a cooperation programme in higher education and training between the European Community and Canada.

Article 2

Objectives

The objectives of the cooperation programme shall be to:

1. promote closer understanding between the peoples of the European Community and Canada including broader knowledge of their languages, cultures and institutions;
2. improve the quality of human resource development in both the European Community and Canada;
3. stimulate an innovative range of student-centred higher education and training cooperative activities between the different regions in the European Community and in Canada;

4. improve the quality of transatlantic student mobility including promoting transparency, mutual recognition and thus portability of academic credits;
5. encourage the exchange of expertise in new developments in higher education and training, including the use of new technologies and distance education, for the mutual enrichment of practice in the European Community and Canada;
6. form or enhance partnerships among higher education and training institutions, professional associations, public authorities, business and other associations as appropriate in both the European Community and Canada;
7. introduce a European Community and a Canadian added value dimension to transatlantic cooperation in higher education and training;
8. complement bilateral programmes between the Member States of the European Community and Canada as well as other programmes and initiatives in higher education and training;
9. seek, as appropriate, complementarity with activities undertaken between the European Community and Canada in the area of scientific and technical cooperation.

Article 3

Principles

Cooperation under this Agreement shall be conducted on the basis of the following principles :

1. full respect for the responsibilities of the Member States of the European Community and the Provinces of Canada and the autonomy of the higher education institutions ;
2. an overall balance of benefits ;
3. effective use of cooperation programme funds ;
4. emphasis on a diverse range of innovative projects, building new structures and links, sustainable over the longer term and without on-going cooperation programme support ;
5. broad participation across the different Member States of the European Community and the Provinces and Territories of Canada ;
6. recognition of the full cultural, social and economic diversity of the European Community and Canada ;
7. selection of projects on a competitive and transparent basis, taking account of the foregoing principles.

Article 4

Scope

1. The cooperation programme may include the following :
 - (a) joint projects carried out by multilateral EC/Canada consortia, including, where appropriate, preparatory actions. These consortia may be composed of higher education institutions, training establishments and other organizations providing links with the workplace. Each consortium will be encouraged to include other relevant actors as affiliated members ;
 - (b) exchanges of experience in the area of higher education and training to enhance the dialogue between the European Community and Canada ;
 - (c) complementary measures including technical support.
2. Specific activities which may be undertaken are detailed in the Annex which is an integral part of this Agreement.

Article 5

Joint Committee

1. A Joint Committee is hereby established. It shall comprise representatives of each Party.

2. The functions of the Joint Committee shall be to provide a report annually to the Parties on the level, status and effectiveness of cooperative activities undertaken under this Agreement.

3. The Joint Committee shall endeavour to meet once per year, with such annual meetings being held alternately in the European Community and Canada. Other meetings may be held as mutually determined.

4. Minutes shall be agreed by those persons selected from each side to jointly chair the meeting, and shall, together with the annual report, be made available to the joint Cooperation Committee established under the 1976 Framework Agreement for Commercial and Economic Cooperation between the European Communities and Canada and appropriate Ministers of each Party.

Article 6

Monitoring and evaluation

The cooperation programme shall be monitored and evaluated as appropriate. This shall permit, as necessary, the reorientation of the cooperation programme in the light of any needs or opportunities becoming apparent in the course of its operation.

Article 7

Funding

1. Cooperative activities shall be subject to the availability of funds and to the applicable laws and regulations, policies and programmes of the European Community and Canada. Financing will be on the basis of an overall matching of funds between the Parties.

2. Each Party shall provide funds for the direct benefit of : for Canada ; its own citizens and permanent residents as defined in the Immigration Act ; for the European Community ; citizens of one of the European Community Member States or persons recognized by a Member State as having official status as permanent residents.

3. Costs incurred by or on behalf of the Joint Committee shall be met by the Party to whom the members are responsible. Costs, others than those of travel and subsistence, which are directly associated with meetings of the Joint Committee, shall be met by the host Party.

Article 8

Entry of personnel

Each Party shall take all reasonable steps and use its best efforts to facilitate entry to and exit from its territory of personnel, students, material and equipment of the other Party engaged in or used in cooperative activities under this Agreement.

Article 9

Other agreements

1. This Agreement is without prejudice to cooperation which may be taken pursuant to other agreements between the Parties.
2. This Agreement is without prejudice to existing or future bilateral agreements between individual Member States of the European Community and Canada in the fields covered herein.

Article 10

Territorial application of this Agreement

This Agreement shall apply, on the one hand, to the territories in which the Treaty establishing the European Community is applied and under the conditions laid down in that Treaty and, on the other hand, to the territory of Canada.

Article 11

Entry into force and termination

1. This Agreement shall enter into force on the first day of the month following the date on which the Parties shall have notified each other in writing that their legal requirements for the entry into force of this Agreement have been fulfilled.

2. This Agreement shall be in force for an initial period of five years.

3. This Agreement may be amended or extended by agreement of the Parties. Amendments or extensions shall be in writing and shall enter into force on the first day of the month following the date on which the Parties shall have notified each other in writing that their legal requirements for the entry into force of the Agreement providing for the amendment or extension in question have been fulfilled.

4. This Agreement may be terminated at any time by either Party upon 12 months' written notice. The expiration or termination of this Agreement shall not affect the validity or duration of any arrangements made under it or the obligations established pursuant to the Annex to this Agreement.

Article 12

Authentic texts

This Agreement is drawn up in duplicate in the Danish, Dutch, English, Finnish, French, German, Greek, Italian, Portuguese, Spanish and Swedish languages, each of these texts being equally authentic.

IN WITNESS WHEREOF the undersigned have signed this Agreement.

Done at Brussels, 27 November 1995.

*For the European
Community*

*For the Government
of Canada*

ANNEX

ACTION 1

Joint EC/Canada consortia projects

1. The Parties will provide support to higher education institutions and training establishments which form joint EC/Canada consortia for the purpose of undertaking joint projects in the area of higher education and training. The European Community will provide support for the use of the European Community consortia partners, Canada will provide support for Canadian consortia partners.
2. Each joint consortium must involve at least six active partners with an absolute minimum requirement of two partner higher education or training institutions on each side which are in different Member States of the European Community and in different Provinces of Canada.
3. Joint consortia project grants may be awarded for innovative activities with objectives which can be accomplished within a time-scale of up to a maximum of three years.
4. The eligible subject areas of joint EC/Canada consortia cooperation shall be agreed by the Joint Committee as established by Article 5.
5. Activities eligible for support may include :
 - development of organizational frameworks for student mobility, including work placements, which provide adequate language preparation and full academic recognition,
 - joint development of innovative curricula including the development of teaching materials, methods and modules,
 - short intensive programmes of a minimum of three weeks,
 - teaching assignments forming an integral part of the curriculum in a partner institution,
 - other innovative projects, including the use of new technologies and distance learning, which aim to improve the quality of transatlantic cooperation in higher education and training and meet one or more of the objectives specified in Article 2 of this Agreement.
6. Financial support for joint consortia activities may be provided from the cooperation programme for up to a maximum of three years. The main purpose of support is to strengthen European Community-Canada cooperation in higher education and training by providing seed-funding for specific cooperation projects to be jointly carried out.
7. Each Party may provide grants to students, academic or administrative staff of higher education and training establishments in its territory for the purpose of transatlantic cooperation.
8. Administration of the joint projects shall be implemented by the competent officials of each Party. These tasks shall comprise :
 - deciding the procedures for the presentation of proposals including the preparation of a common set of guidelines for applicants ;
 - establishing the timetable for publication of calls for proposals, submission and selection of proposals ;
 - providing information on the cooperation programme and its implementation ;
 - appointing academic advisors and experts ;
 - recommending projects to finance to the appropriate authorities of each Party ;
 - financial management ;
 - programme monitoring.

ACTION 2

Complementary activities

The Parties may undertake the following complementary measures :

1. conferences on issues of interest to the European Community and Canada in higher education and/or training ;
2. measures to facilitate the dissemination of information on the cooperation programme, including making the results and achievements of joint consortia projects available for the use of a wider audience ;
4. provision of technical support to underpin activities.

**Council conclusions
of 6 May 1996
on the White Paper "Teaching and learning:
towards the learning society"**

(OJ No C 195, 6.7.1996)

COUNCIL CONCLUSIONS

of 6 May 1996

on the White Paper 'Teaching and learning: towards the learning society'

(96/C 195/01)

I. INTRODUCTION

1. The Council meeting on 6 May 1996 discussed the White Paper 'Teaching and learning: towards the learning society' presented by the European Commission on the initiative of Commissioners Edith Cresson and Pádraig Flynn with the agreement of Commissioner Martin Bangemann.

The considerations below are the Education Council's contribution to the debate taking place on issues which are central to education and training in the Member States and the European Union; the debate, which began in Venice (2 and 3 February 1996) on the occasion of the inauguration of the European year of lifelong learning, will continue throughout 1996 and beyond.

The considerations which follow are not therefore intended as the last word on the subject but as an intermediate stage both in internal national debate and in a process of analysis and discussion which will involve the European institutions and the other technical bodies and will continue under the Irish and Netherlands Presidencies.

2. The Education Ministers wish first to thank the Commission for this further contribution to the analysis of the major issues facing the development of the Member States' education and training systems, an analysis which the White Paper on growth, competitiveness and employment, drawn up on the initiative of Jacques Delors, and various Commission documents on vocational training, higher education and distance learning have already developed significantly.

In this connection, the conclusions of the Madrid European Council meeting in December 1995 and those of the previous two European Council meetings in Essen and Cannes should also be mentioned, conclusions which drew attention to the serious economic and employment

situation in the countries of the European Union, the measures to be adopted to improve prospects for development and growth and the importance of promoting national and Community investment in research, development and education.

1996, proclaimed by a decision of the European Parliament and the Council as European Year of Lifelong Learning, clearly provides an important opportunity for an examination of the issues, requirements and medium and long-term objectives of education and training in the Community, to be taken forward in the various fora of European cooperation and in individual Member States.

With this in mind it is necessary to use to the full the opportunity provided by the presentation of this White Paper, a policy document analyzing problems of education and training which is also relevant for the period of its presentation at a stage when Articles 126 and 127 of the Treaty establishing the European Community have begun to bear fruit and which coincides with the launch of the new Socrates and Leonardo programmes for Community cooperation.

A further important aspect is the White Paper's unified approach to education and training problems. Policy debate cannot be divorced from a method of analysis which looks simultaneously at the problems of individuals' education and those of economic growth and the development of the labour market as they are linked to vocational training.

Lastly, the advantages should again be emphasized of holding a Community-level discussion which is consistent with the debate going on in individual countries and in line with innovation and reform in national policies and which, at the same time, focuses on certain problematic aspects which those policies take into account. In this connection, it is necessary to highlight the central role of teachers in the processes of innovation and of enhancing the quality of education and training systems.

3. The White Paper describes the society of the future as a learning society, to which education and training systems need to make a suitable response, including through Europe-oriented strategies, with due regard for Member States' prerogatives.

In the society of the future, education and training would not just be required to find solutions to the problems of integrating young people into working life; they will have an increasingly central role to play in every aspect of personal development, in social integration and in the awareness of shared values, in handing on the cultural heritage and in developing individual self-reliance.

The White Paper identifies three major factors of upheaval for present-day European society:

- the spread of information technology and its radical transformation of the content and organization of work and the production process,
- the globalization of the economy,
- the accelerated growth and dissemination of scientific knowledge and the technologies derived from it.

A preliminary point that needs to be made relates to the general framework for the analysis of the problems facing our changing society.

The White Paper can give the impression that the main though not the exclusive stress is laid on the economic dimension of human activity. The title 'Towards a learning society' also risks being ambiguous if interpreted simplistically to mean that there is a linear relationship between learning, economic development and employment growth.

The Council takes the view that the framework for analyzing education and training problems in Europe now and in the future should place suitable emphasis on the cultural and educational aspects as well as the strictly economic aspects of development. Economic activity is also part of civil life and must not ignore the ethical aspects of social development. The philosophical and value-related dimension should have a significant place as a corrective to what may seem an Enlightenment view of social change, in which excessive hopes are placed in knowledge as an end in itself.

A broader interpretation of the problems and challenges facing present-day society allows for the influence of factors other than information technology and the globalization of the economy in expected developments, e.g. significant demographic changes, the confrontation of cultures, environmental issues, threats to the ways we live together in democracy and the serious problem of social marginalization, which is largely the result of the divide in terms of knowledge and the use of capacities to master it.

4. The White Paper identifies a twofold response to these challenges: the acquisition of a broad knowledge base and the development of employment skills (employability).

It notes the danger of a rift developing in European society between those able to understand, those who can only 'consume' and those who are pushed out of mainstream society and rely upon welfare support; in other words between those who know and those who do not know.

The White Paper highlights the need to develop the European dimension in education and training. This is set to be the fundamental level at which certain instances and means of cooperation between the Member States will be carried out:

- with regard to procedures, by establishing appropriate fora for discussing the issues,
- with regard to funding, by respecting the individual Member States' choices and accepting that the Community can provide no further funding for the moment but recommending that education remain a priority,
- with regard to responsibilities, by adhering strictly to the Maastricht principles on Member States' responsibility for the content of teaching and the organization of their education and training systems and restating the principle of subsidiarity.

To implement these ideas the White Paper identifies five general objectives and a number of support measures:

- to encourage the acquisition of new knowledge (a number of support measures are proposed: launching

a European system for recognizing key skills, a personal skills card and a European skills accreditation system; facilitating student mobility; supporting the development of multimedia educational software),

- to bring schools and the business sector closer together (opening up education to the world of work; involving businesses in training; developing cooperation between schools and businesses),
- to combat exclusion (supporting 'second-chance' school schemes by concentrating resources and capacity in deprived areas; promoting European voluntary service initiatives),
- proficiency in three Community languages (providing support for language learning at pre-school level and during vocational training through the use of systems for assessing and guaranteeing language teaching quality),
- to treat tangible and intangible investment on an equal footing (by changes in the fiscal and accounting treatment of expenditure on training).

II. CONCLUSIONS

The Education Council considers the objectives laid down in the White Paper as indications of a possible course for the development of education and training in the Member States and at European Union level; it would like the proposed measures to be the subject of an in-depth discussion under the Irish and Netherlands Presidencies, which would also cover any proposals that might be brought forward by the Commission.

The Council considers it necessary to make the preliminary point that any action which may be decided on upon completion of the debate on the White Paper must observe:

- the principles laid down in Articles 126 and 127 of the Treaty establishing the European Community,
- the principle of subsidiarity enunciated therein,
- the need to comply with the financial perspective set for education.

The objectives defined in the White Paper and the measures it proposes raise problems which cannot be ignored:

A. Recognition of key skills

With this end in mind, the need for transparency in the certification of training routes, in order also to ensure Community-wide mobility, is one that is strongly felt, not least because transparency in certification is an important tool for promoting the quality of training. At present, given the diversity of education and training systems, recognition of non-formal routes appears difficult to achieve. This is therefore a matter which deserves further detailed examination, bearing in mind, as well, the experiments which are under way in some countries.

At this stage and on the basis of the Council Resolutions of 3 December 1992 and 5 December 1994, it would be possible and desirable to compare trials under way in the Member States on certifying training routes and to support Member States' schemes for creating new certification models. Many Member States see the need to avoid the risk of excessive bureaucracy, which would adversely affect the flexibility and mobility of the market.

B. Bringing schools and the world of work closer together

The problems of unemployment, especially youth unemployment, in the Member States make this a central theme of training and social policies. Numerous different experiments designed to facilitate the transition process are under way, both in the Member States and at European level, within Community programmes, most recently in the Leonardo programme. The very variety of these experiments makes them a valuable resource for associating the work done in schools and training establishments with the business sector. A single reference model would be reductive even if it were implemented in accordance with the ways in which education and training systems are organized.

It should also be emphasized that the objective must not be seen simply as mechanically adjusting training courses to cater exclusively for the world of work, but as ensuring that every individual has the capacity to adjust to change.

As stated in the OECD, there should be a strengthening of the partnership between all sectors

of society capable of improving the relationship between school and the world of work.

It is also necessary to establish greater cooperation between the bodies responsible for analyzing new occupational requirements.

As the Delors White Paper made clear, we must move towards a 'training society' in which education and training serve not just as a key to the world of work but are also a means of maximizing the potential of each individual.

C. Combating exclusion

Paradoxically, the development of scientific research and the dissemination of technology risk widening the gap between those who have knowledge and control its use and those who may not possess the new literacy.

The real challenge for education systems is to create the conditions under which everyone can be offered appropriate education and training opportunities with lifelong learning in view.

Accordingly, greater efforts must be made to improve the quality of education and initial training systems, in order to avoid individuals experiencing disadvantage and failure. To deal with the latter two situations, each Member State will adopt the measures it considers necessary and will encourage a broader exchange of experience.

Many Member States do not consider that the problems of educational failure can be solved by a single institutional measure. In order to provide further chances for those who have left the education system early without any qualifications, each Member State will endeavour to introduce and develop such arrangements as it considers necessary to offer those people various opportunities and will encourage exchanges of experience to fuel further consideration of the subject.

D. Knowledge of languages

Community cooperation has always considered this objective as fundamental for promoting individual mobility and intercultural education. Against this background, it is essential to make full use of current Community programmes. Some Member States take the view that the attention they pay to the languages

of the European Union, which are considered important and given priority under the 1995 Resolution to promote multilingualism, cannot of course, in the context of their national policies, rule out that paid to other languages.

In order to achieve the aim of proficiency in three languages of the European Union, the Commission proposes in particular a quality label for initiatives encouraging language learning. Such an idea meets with objections from the Member States. The Commission takes the view that this point warrants particular attention during the debate under way.

E. Treating tangible and intangible investment on an equal footing

This proposal to consolidate the levels of funding for all those involved in education and training is not a simple one; it has implications for the use of public resources. It raises accounting and fiscal problems with regard to expenditure on education and training. Examination of the state of the art on this issue in Member States is desirable.

In conclusion, the Council is at one in considering that the White Paper offers a background on which, over the coming months, to base examination of the key aspects of approaches to education and training in the next few years.

A strategy for further Community cooperation cannot in any event disregard two essential aspects of the development of education and training systems:

- the role, the responsibilities and the professional skills of teachers, to whom political decision-makers should devote the greatest attention,
- the quality of the education and training systems, which finds its true measure in the needs of society as a whole as reflected in the expectations and demands made of such systems by pupils, parents and the community in general.

In terms of continuing education also, as Ministers have repeatedly stated on other occasions, a sound basic training is essential for individuals' full personal development and their ability fully to develop their occupational skills.

The debate is set to continue, given the complexity of the problems of education and training in a rapidly changing society and in view of the growing responsibilities devolving on public authorities, and on the social partners, for designing integrated training systems and for offering continuing education, which will concern individuals throughout their lives.

The analysis which will be conducted can therefore be expected to open up areas for Community cooperation. A contribution along these lines will be offered by the reports that the Commission will be making in the light of the findings of the forthcoming specialized conferences.

Discussion will also be useful because the problems dealt with in the White Paper have been or are being examined in other international fora, such as the OECD, the Council of Europe and Unesco, also very much aware of the global dimension of education and training issues, their connection with the labour market and employment and their cultural or purely educational implications.

The Commission's White Paper fits into a framework of analysis and proposal which deals with the most important topics on the international agenda: mobility

and the free movement of human resources, promotion of multilingualism and intercultural education, processes of transition, development of the role of the social partners in training systems, introduction of new information technologies into teaching and provision of equal opportunities having due regard for the quality of training systems.

The analysis carried out at Community level should perhaps be given political significance marking Member States' cooperation in their search for reasons for pursuing, through means which include education and training measures, the European Union's overall objectives in its three roles, as an integrated economic area, as a community of citizens and as a protagonist in international relations.

The Community institutions, each within its role, must contribute to defining areas for common action which strictly adhere to the provisions of the Treaty. Member States' doubts and reservations about certain of the White Paper's proposals (skills recognition, a European apprenticeship scheme, quality certification of schools, and 'second-chance' institutions) have to be seen as relating to complex issues; before drawing up coherent and specific action programmes involving the deployment of financial resources, it would be useful to consider those issues further and carry out a closer comparison of the experiments conducted in the Member States.

**Council conclusions
of 6 May 1996
on the synergies between academic recognition
and professional recognition of qualifications in the Community**

(OJ No C 195, 6.7.1996)

COUNCIL CONCLUSIONS

of 6 May 1996

on the synergies between academic recognition and professional recognition of qualifications in the Community

(96/C 195/02)

In its communication of 13 December 1994 on the recognition of qualifications for academic and professional purposes, the Commission explained in detail the scope of Community competence in the field of recognition of diplomas and other educational qualifications. Because of the different legal bases and the specific objectives to be achieved, two complementary aspects of 'recognition' need to be taken into consideration:

- recognition of diplomas for professional purposes, which has been implemented at Community level by the adoption of Council Directives introducing systems for the recognition of the diplomas required to practise regulated professions within the European Union,
- recognition of qualifications (and periods of study) for academic ends, in particular for the purpose of studying in another Member State, which falls under the competence of the Member States and more specifically of higher education establishments, as a result of the autonomy under which they operate.

Community action in the second area involves, in accordance with the second indent of Article 126 (2) of the Treaty establishing the European Community, encouraging the academic recognition of diplomas and periods of study in order to foster student mobility at Community level.

The implementation of the Erasmus programme, now part of the new Socrates programme, has contributed significantly to the encouragement of academic recognition, especially as regards periods of study undertaken in another Member State within the context of interuniversity cooperation programmes. In addition, the introduction, on a voluntary basis of the ECTS (the European credit transfer system) and other types of credits should make for transparency in studies at higher-education level leading to improved academic recognition in the context of the mobility activities encouraged by the Socrates programme.

Despite the different mechanisms characterizing Community action in the two areas of recognition, the realization of the fundamental principles of freedom of

movement and freedom of establishment within the European Union creates an expectation among Community nationals of being able to obtain the necessary information on the recognition of their qualifications in every Member State, whether for academic or for professional purposes.

The support for student mobility manifested on many occasions by the European Parliament and Council and the adoption of Community programmes such as Socrates and Leonardo da Vinci must give higher education, vocational training establishments and the competent authorities the incentive to accept and take into account periods of study undertaken and diplomas obtained in other Member States with confidence in the quality of vocational training and university standards in these Member States and by unreserved commitment to implementing the Community Directives on professional recognition of diplomas. Synergies should therefore be established, while respecting the universities' autonomy, so that there can be true coherence between the two areas of recognition for the benefit of citizens of Europe who wish to take advantage of mobility in their studies or in their professional lives.

These difficulties are much greater in the context of the 'non-regulated' professions not covered by Community Directives.

Moreover, the introduction in universities in certain Member States of curricula designed to take account of the requirements of the socio-economic system, does not always lead to the anticipated results on the employment market, because of particular rules and attitudes aimed at protecting traditional diplomas and professions.

THE COUNCIL

WELCOMES the outcome of the debate organized by the Commission in cooperation with the Member States, as well as the opinions of the European Parliament, the Economic and Social Committee and the other European and national organizations which have offered their

views on the issue of recognition. It considers that this discussion is an ongoing process which has only just begun, and which requires the establishment of a permanent dialogue with all interested parties. It therefore asks the Commission to ensure that the report on the outcome of the debate is given wide distribution and to encourage further reflection on the subject;

EMPHASIZES that the dialogue between the competent authorities in the two areas of recognition must be integrated with the normal activities of existing national structures;

INVITES the Member States and the Commission to encourage improved coordination between the national structures concerned with disseminating information in the two areas of recognition, such as the Naric, the Euro-Info-centres etc., and to reinforce databases such as Ortelius, so as to promote greater transparency of higher-education systems;

INVITES higher-education establishments, professional organizations and other competent authorities to continue discussions so as to ensure that sufficient provision is made in curricula for the needs of the professions at European level;

INVITES the Commission:

— to encourage representatives of the economic and professional world, the social partners and students

to participate in all appropriate 'thematic networks' set up under Socrates,

— to examine more specifically among the suggestions put forward in the course of the debate, in cooperation with the Member States,

— possibilities for the introduction on a voluntary basis of a European administrative annex to the diploma. This annex would consist of a description of the studies pursued by the holder of the diploma, the aim being to facilitate transparency and recognition of the studies in States other than that in which they were dispensed; it would take into account the experience that other organizations such as the Council of Europe and Unesco have had in this area,

— the desirability of identifying and giving wider publicity to procedures at national or Community level which might facilitate amicable settlement of disputes concerning recognition of qualifications, in response to individual requests sent directly or preferably through the Naric network or through the network of coordinators of the various Directives,

— to submit a report, by the end of 1998, to the European Parliament and the Council on progress achieved in this area and on the situation regarding the various initiatives taken at Community and national level.

**Council Resolution
of 6 May 1996
relating to educational multimedia software
in the fields of education and training**

(OJ No C 195, 6.7.1996)

COUNCIL RESOLUTION

of 6 May 1996

relating to educational multimedia software in the fields of education and training

(96/C 195/03)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community,

Having regard to the draft Resolution submitted by the Commission with the contribution of the Italian Presidency,

Having regard to action to support the development of high-quality education through cooperation between the Member States, while respecting their responsibilities in this area,

Having regard to Decision No 819/95/EC of the European Parliament and of the Council of 14 March 1995 establishing the Community action programme 'Socrates' (*),

Having regard to Council Decision 94/819/EC of 6 December 1994 establishing an action programme for the implementation of a European Community vocational training policy (Leonardo da Vinci) (**),

Having regard to Decision No 818/95/EC of the European Parliament and of the Council of 14 March 1995 adopting the third phase of the 'Youth for Europe' programme (†),

Whereas Decision No 1110/94/EC of the European Parliament and of the Council of 26 April 1994 concerning the fourth framework programme of the European Community activities in the field of research and technological development and demonstration (1994 to 1998) (*), also makes provision for research in the area of the application of information and communication technologies in responding to common social needs;

Whereas Commission communication COM(96) 12 final concerning the draft Decision of the European Parliament and of the Council regarding the second amendment to Decision 1110/94/EC makes provision for an increase in the global amount of the Community's financial contribution to the fourth framework programme, and the allocation of financial resources to activities relating to educational multimedia software;

Having regard to Council Decision 94/802/EC of 23 November 1994 adopting a specific programme for research and technological development, including demonstration, in the field of information technologies (1994 to 1998) (*),

Having regard to Council Decision 94/801/EC of 23 November 1994 adopting a specific programme for research and technological development, including demonstration, in the field of telematics applications of common interest (1994 to 1998) (*),

Having regard to Council Decision 94/915/EC of 15 December 1994 adopting a specific programme of research and technological development, including demonstration, in the field of target socio-economic research (1994 to 1998) (*),

Having regard to the Commission proposal of 30 June 1995 for a Council Decision adopting a multiannual Community programme to stimulate the development of a European multimedia content industry and to encourage the use of multimedia content in the emerging information society (Info 2000) (*),

Having regard to Council Decision 95/563/EC of 10 July 1995 on the implementation of a programme encouraging the development and distribution of European audiovisual works (Media II — development and distribution) (1996 to 2000) (*), and Council Decision 95/564/EC of 22 December 1995 on the implementation of a training programme for professionals in the European audiovisual industry (Media II — training) (**),

Having regard to the Council Resolution of 4 April 1995 on 'culture and the multimedia', which recognized the urgency of taking action to support the establishment and development of a market in cultural multimedia whilst respecting Europe's linguistic and cultural diversity (††),

(* OJ No L 87, 20. 4. 1995, p. 10.

(†) OJ No L 340, 29. 12. 1994, p. 8.

(†) OJ No L 87, 20. 4. 1995, p. 1.

(†) OJ No L 126, 18. 5. 1994, p. 1.

(* OJ No L 334, 22. 12. 1994, p. 24.

(*) OJ No L 334, 22. 12. 1994, p. 1.

(†) OJ No L 361, 31. 12. 1994, p. 77.

(†) OJ No C 250, 26. 9. 1995, p. 4.

(†) OJ No L 321, 30. 12. 1995, p. 25.

(** OJ No L 321, 30. 12. 1995, p. 33.

(††) OJ No C 247, 23. 9. 1995, p. 1.

Having regard to the Commission's White Paper 'Growth, competitiveness, employment: the challenges and ways forward into the 21st century', which stresses the importance of education and training as catalysts in a changing society,

Having regard to the communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions 'Towards the information society in Europe: a plan of action',

Taking note of the outcome of the G7 meeting in Brussels on 25 and 26 February 1995 on the information society and particularly the recommendations on pilot projects in the area of transcultural education and training,

Having regard to the potential offered by the use of educational multimedia for third countries in the interest of international cooperation, and in particular the countries of central and eastern Europe, the countries of the Mediterranean basin, and developing countries,

Taking note of the two reports of June and December 1995 from the advisory group on competitiveness forwarded to the President of the Commission and to the Heads of State and Government on the improvement of European competitiveness,

Taking note, as contribution to the discussion, of the report of the task force 'multimedia educational software', which took stock of the situation as regards such software in Europe and proposed a plan of action in this area,

Having regard to the Commission White Paper 'Teaching and learning: towards the learning society' which recommended *inter alia* measures to encourage the development of multimedia instruments conducive to the acquisition of new knowledge,

Having regard to the Communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions on a methodology for the use of Community resources in implementing information society applications and on the need for effective coordination between research and educational programmes,

Having regard to the advantages of coordinated action for the use of educational multimedia software in services in schools and training establishments in order to:

- improve the quality and effectiveness of education and training systems, *inter alia* by introducing new patterns of teaching,

- strengthen social cohesion ensuring equal opportunities of access to users, particularly to those of the less-favoured regions and the small and medium-sized enterprises, allowing them to play an active role in the information society,

- give teachers, students and apprentices access to the information society by making them aware of the use of these new tools and of the training about it,

- encourage a solid partnership between educational establishments and the suppliers of hardware, software and services with a view to creating a big market in multimedia applications and services truly adapted to teaching needs,

Whereas the use of software and multimedia educational services requires the active participation of local authorities, schools and training establishments, teachers, trainers, and the business sector so that the best teaching methods can be tested and used;

Having regard to the contribution of multimedia telematics networks in linking up education and training establishments, teachers, pupils, and the outside world in order to provide access to information and to exchange and compare ideas and teaching experience,

Taking note of the results obtained within Community programmes, and of the richness and diversity of actions in progress, and of experience acquired by the Member States in the development and exchange of methods relating to the use of information and communication technology for educational and training systems,

CALLS UPON THE MEMBER STATES:

Within the framework and the limits of their respective political, legal, budgeting, educational and training systems, to:

- develop or follow up their actions in the fields of research, experimentation, evaluation and use of the new information and communication technologies in education and training systems as part of an enhanced approach to pedagogical needs and methods which take full account of the teacher's role, give the pupils and students a more active and participative role, customize learning, encourage a

cross-curricular slant, and secure cooperation between teachers in defining teaching projects and in responding to specific needs,

- intensify the initial and in-service training of teachers and trainers in using multimedia software and on-line services and their use as tools to better prepare their teaching activities. Special attention should be paid to the analysis and understanding of the role of teachers and trainers, to providing teachers with the results of research on the introduction of multimedia into teaching, awareness actions showing the potential benefits of multimedia and the conditions of its correct use, to support and promotion of teachers' initiatives, and to cooperation between educational and training institutions and the business sector on experiments in new teaching practices,
 - encourage research activity on products and learning processes, including distance learning, the creation and design of multimedia educational software; particularly in partnerships between the educational world, editors and multimedia companies, in order to comply with pedagogical and educational guidelines of the Member States, with reference to the European dimension of education, for:
 - the development of methods for the design of multimedia teaching material taking into account the variety of languages and cultures in collaboration with teachers or trainers,
 - methods to support the development and adaptation of educational multimedia software, involving teachers and trainers in the design of these products,
 - reflection on the appropriate conditions of use, on financing schemes and on new ways to share resources,
 - ways of opening up access to multimedia libraries and to educational software for schools and training establishments,
 - the definition of quality criteria for educational software where they deem appropriate and the study of measures in order to encourage synergy with multimedia intended for the home market and a satisfactory level of consumer information,
- promote actions to develop and if necessary set up infrastructures in order gradually to allow, to the greatest possible number of users in educational and training systems, access to appropriate hardware, software and on-line multimedia services of good quality, as well as to the appropriate training and backup. This could be achieved by installing this equipment at the places concerned, e.g. schools, vocational training centres, universities, public libraries, resource centres, socio-educational centres for young people and families, associations, etc. Special attention should be paid to developing where appropriate multimedia support centres within the Member States, and to communication between teachers and education partners, and to training in its broadest sense,
 - take steps to:
 - experiment, in the context of working out and encouraging flexible patterns of school or university organization, their integration with the information and communication technologies, in order to increase their effectiveness and dissemination,
 - ensure equal opportunities in access to the benefits of multimedia technologies for personal and professional development, and favour their use in rural areas or those suffering from industrial decline,
 - experiment with the use of these new tools to fight against social exclusion and scholastic failure,
 - encourage the evaluation and dissemination of best teaching practices based on experiments and on the use of multimedia educational software and services, spread the information on products and services and consider locally the establishment or consolidation of demonstration and promotion fora on this basis,
 - seek out the most efficient management methods for coordinated actions between cultural, educational and training programmes and research programmes, taking account of the opportunities offered by the appropriate Community instruments.

CALLS UPON THE COMMISSION TO:

- undertake, with the collaboration of the Member States, a comparative study and follow up of the most advanced pilot experiments on the use of multimedia educational products and services in

Europe and in the world, and disseminate the results of this analysis to the Member States,

- take account of the fields of education and training in the context of its overall initiatives on the information society,
- use all the potential offered by multimedia software and services in implementing relevant Commission-driven actions in the areas of education, training, languages and culture, including international cooperation,
- identify and encourage support activities which could be developed at European level, including information on products and services and on the locally performed evaluation of these, as well as on the procedure used, the dissemination of information inside and outside the Community about European products and services in the field of multimedia educational software, the establishment of links between producers, users and managers of education and training systems in order to promote quality in products and services and their use,
- encourage, in the framework of community programmes, pilot projects using among other things

national networks in order to link educational and training institutions in different Member States which are interested in using new multimedia technologies to promote virtual mobility, exchange of information and experience, plurilingual practices and different themes of interest,

- establish a coordinated approach for its own actions in the field of multimedia educational software under the different Community programmes and instruments concerned and initiatives to develop trans-European telecommunications networks, around converging objectives, while respecting the decisions and the procedures applicable, and paying special attention to external visibility,
- encourage dissemination and exploitation at European level of best teaching practices based on the use of multimedia software and services, making as much use as possible of existing structures, at all levels,
- submit no later than 31 December 1997 a report on progress achieved, obstacles encountered and additional action needed for the implementation of these actions looking ahead to the year 2000.

**Council Resolution
of 15 July 1996
on the transparency of vocational training certificates**

(OJ No C 224, 1.8.1996)

COUNCIL RESOLUTION

of 15 July 1996

on the transparency of vocational training certificates

(96/C 224/04)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community,

Having regard to Directive 92/51/EEC of 18 June 1992 on a second general system for the recognition of professional education and training to supplement Directive 89/48/EEC (*),

Having regard to Decision 85/368/EEC of 16 July 1985 on the comparability of vocational training qualifications between the Member States of the European Community (**),

1. Whereas, pursuant to Article 3 (c) of the Treaty, the abolition, as between Member States, of obstacles to the free movement of persons is one of the objectives of the Community;
2. Whereas the provisions adopted hitherto by the Council on the recognition of education and vocational training, and also of professional experience, govern only admission to those professions that are regulated in a Member State;
3. Whereas it is desirable to improve the transparency of vocational training certificates;
4. Whereas, moreover, there is a need to promote the mobility of European citizens through procedures facilitating the use of the qualifications that will be acquired;
5. Whereas in some Member States vocational education and training are an integral part of the general education system, while in others they come under two different systems;
6. Whereas initiatives such as the 'Portfolio of Competence' in any case require certificates that are transparent and provide employers with basic information concerning the characteristics and content of the training routes followed and the practical experience gained;
7. Whereas the Council resolution of 18 December 1990 on the comparability of vocational training qualifications (*) invites the Commission to submit proposals that will allow effective freedom of movement for workers within the Community;
8. Whereas the Community Charter of the Fundamental Social Rights of Workers, adopted by the Heads of State or Government of 11 Member States of the Community at the meeting of the European Council in Strasbourg on 9 December 1989 makes provision, in point 3 of Title I, for the elimination of obstacles arising from the non-recognition of diplomas or equivalent occupational qualifications;
9. Whereas the Council resolution of 3 December 1992 on transparency of qualifications (*) sets the objective of improving mutual understanding of the diverse qualifications systems and of the qualifications themselves, enabling individuals who so wish to present their occupational qualifications, education and work experience clearly and effectively to potential employers in the European Union and helping employers to have easy access to clear descriptions of qualifications and relevant professional experience, in order to establish the relevance of the skills of job applicants from other Member States to jobs on offer;
10. Whereas the Council resolution of 11 June 1993 on vocational education and training in the 1990s (**) sets the objective of improving the quality of training and achieving transparency within the Community as regards the occupational qualifications of individuals and relevant work experience;
11. Whereas the Council resolution of 5 December 1994 on the quality and attractiveness of vocational education and training (*) states that ways should be devised of describing in several languages the vocational skills acquired in basic or continuing training in such a way that they are clearly recognizable and can be compared with the requirements of the job advertised;

(*) OJ No L 209, 24. 7. 1992, p. 25. Directive as last amended by Commission Directive 95/43/EC (OJ No L 184, 3. 8. 1995, p. 21).

(**) OJ No L 199, 31. 7. 1985, p. 56.

(*) OJ No C 109, 24. 4. 1991, p. 1.

(*) OJ No C 49, 19. 2. 1993, p. 1.

(*) OJ No C 186, 8. 7. 1993, p. 3.

(*) OJ No C 374, 30. 12. 1994, p. 1.

12. Whereas the Commission's White Paper on education and training 'Teaching and learning: Towards the learning society' gives renewed encouragement to measures designed to support the mobility of young people and adults and the recognition of new skills and to find the best ways of acquiring, assessing and certifying them,

I. EMPHASIZES THE IMPORTANCE OF:

1. (a) enabling the holders of vocational training qualifications to have certificates which make their achievements transparent;
- (b) enabling employers and/or other persons and bodies concerned to have access to the information required, so that they can understand the meaning of vocational training certificates and their relevance to the needs of the undertaking;
2. (a) respecting the diversity of the systems of education, training and qualification which exist in the Member States, and of the bodies in each Member State which are responsible for issuing vocational training certificates;
- (b) encouraging the clarity and transparency of vocational training certificates in order to enhance their usefulness to both employers and workers in all Member States;

II. THEREFORE CALLS ON THE MEMBER STATES, WHILE RESPECTING NATIONAL PRACTICE AND THE RESPONSIBILITY OF THEIR RELEVANT AUTHORITIES:

1. to promote increased transparency of vocational training certificates, taking account of elements that could include the following:

- (a) indication of the body issuing the certificate and its status in law;
- (b) indication of the identity of the holder of the certificate;
- (c) indication of the purpose, duration and content of the vocational training courses followed and a description, as precise as possible, of the vocational qualifications obtained;
- (d) indication of the final results of the vocational training courses followed;
- (e) information on the validity of the certificates as regards access to certain occupations and/or access to further training courses;

2. to promote the measures necessary for issuing vocational training certificates in other Community languages;

III. CALLS ON THE COMMISSION:

1. to support Member States' initiatives to encourage, where appropriate, new, transparent models of certificate, on the basis of this resolution, in the context of Community initiatives and programmes, in particular the Leonardo da Vinci and Socrates programmes;
2. to submit reports to the European Parliament and the Council on the progress made in the area covered by this resolution and to submit the first such report five years after adoption of this resolution.

**Resolution of the Council and the Representatives of the Governments
of the Member States, meeting within the Council,
of 23 July 1996
concerning the European Year against Racism (1997)**

(OJ No C 237, 15.8.1996)

RESOLUTION

of the Council and the representatives of the governments of the Member States, meeting within the Council

of 23 July 1996

concerning the European Year against Racism (1997)

(96/C 237/01)

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES, MEETING WITHIN THE COUNCIL,

Having regard to the Treaty establishing the European Community,

Having regard to the Joint Declaration by the European Parliament, the Council and the Representatives of the Member States, meeting within the Council, and the Commission of 11 June 1986⁽¹⁾, against racism and xenophobia, and all the Resolutions subsequently approved in this area, and in particular the Resolutions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 29 May 1990 on the fight against racism and xenophobia⁽²⁾, of 5 October 1995 on the fight against racism and xenophobia in the fields of employment and social affairs⁽³⁾, and of 23 October 1995 on the response of educational systems to the problems of racism and xenophobia⁽⁴⁾,

Having regard to the conclusions on racism and xenophobia adopted by the European Council at its meetings in Dublin (25 and 26 June 1990), Maastricht (9 and 10 December 1991), Edinburgh (11 and 12 December 1992), Copenhagen (21 and 22 June 1993), Corfu (24 and 25 June 1994), Essen (9 and 10 December 1994), Cannes (26 and 27 June 1995) and Madrid (15 and 16 December 1995),

(1) Whereas, in the preamble to the Single European Act, the Member States stressed the need to 'work together to promote democracy on the basis of fundamental rights recognized in the constitutions

⁽¹⁾ OJ No C 158, 25. 6. 1986, p. 1.

⁽²⁾ OJ No C 157, 27. 6. 1990, p. 1.

⁽³⁾ OJ No C 296, 10. 11. 1995, p. 13.

⁽⁴⁾ OJ No C 312, 23. 11. 1995, p. 1.

and laws of the Member States, in the Convention for the Protection of Human Rights and Fundamental Freedoms and the European Social Charter, notably freedom, equality and social justice';

- (2) Whereas Article F (2) of the Treaty on European Union provides that the Union 'shall respect fundamental rights, as guaranteed by the European Convention for the Protection of Human Rights and Fundamental Freedoms signed in Rome on 4 November 1950 and as they result from the constitutional traditions common to the Member States, as general principles of Community law';
- (3) Whereas the promotion throughout the Community of a high level of employment and of social protection, and the raising of the standard of living and quality of life in Member States are objectives of the Community;
- (4) Whereas the promotion of economic and social progress through the strengthening of economic and social cohesion is an objective of the European Union;
- (5) Whereas the continued existence of racism and xenophobic attitudes prejudices economic and social cohesion in the European Union;
- (6) Whereas racist and xenophobic attitudes can constitute an obstacle to the effective exercise of the rights of free movement;
- (7) Whereas the increase in economic difficulties excludes many in the European Union from any economic, social and political participation and represents fertile ground for racist and xenophobic attitudes;
- (8) Whereas racism, xenophobia, anti-semitism and intolerance must be tackled mainly at local, regional

- and national level; whereas the Member States have made and are making great efforts in this area;
- (9) Whereas there is nevertheless a fundamentally European dimension to the problem; whereas exchanges of information and experience as well as cooperation and consultation on measures taken against racism and xenophobia between the Commission, the Member States and representatives of bodies engaged in combating racism are important for the development of solidarity within the Community;
- (10) Whereas the measures to be taken at European level should be consistent with other Community measures;
- (11) Whereas a Joint Declaration by the European Parliament, the Council and the Commission of 5 April 1977 provided that 'fundamental rights, as derived in particular from the constitutions of the Member States and the European Convention for the Protection of Human Rights and Fundamental Freedoms' would be respected by the institutions⁽¹⁾;
- (12) Whereas in June 1994 the Corfu European Council agreed to step up its efforts to develop a global strategy at Union level aimed at combating racism and xenophobia;
- (13) Whereas in its report of 23 July 1990 the European Parliament's Committee of Inquiry into Racism and Xenophobia recommended that a European Year of Racial Harmony be designated;
- (14) Whereas the Resolutions of the European Parliament against racism and xenophobia, particularly those of 21 April 1993, 3 December 1993, 27 October 1994, 27 April 1995 and 26 October 1995 condemned racism and xenophobia in strong terms⁽²⁾;
- (15) Whereas on 19 January 1995, in its Resolution in response to the Commission's White Paper on European Social Policy, the European Parliament urged the Commission to put forward proposals to safeguard people's equal employment opportunities, irrespective of their age, race, sex, disability or beliefs⁽³⁾;
- (16) Whereas on 25 November 1992 the Economic and Social Committee, in its Resolution on racism, xenophobia and religious intolerance, urged Member States to take urgent and effective action and called on the European Council to provide guidelines for proposing the adoption of practical measures to combat racism and xenophobia;
- (17) Whereas in their Resolutions of 5 and 23 October 1995 the Council and the Representatives of the Governments of the Member States meeting within the Council, took note of the Commission's intention of presenting its future action concerning the fight against racism and xenophobia;
- (18) Whereas the Barcelona Declaration, adopted at the Barcelona Euro-Mediterranean Conference on 27 and 28 November 1995, underlined the importance of waging a determined campaign against, xenophobia and intolerance;
- (19) Whereas the United Nations proclaimed 1995 'International Year of Tolerance' and the Council of Europe has carried out, on the basis of the Vienna Declaration of 9 October 1993, a European Youth Campaign against Racism, Xenophobia, Anti-semitism and Intolerance as part of its activities in this area;
- (20) Whereas it is important to develop appropriate cooperation between the European Union and the Council of Europe so as to ensure consistency between actions undertaken at Community level and those undertaken by the Council of Europe, in order to avoid duplication and to create the conditions which will permit Community action to benefit fully from the results obtained by the Council of Europe, in particular in the context of the European Youth Campaign against Racism, Xenophobia, Anti-semitism and Intolerance 'All different, all equal', and in the framework of the European Commission against racism and intolerance as was stressed in the quadripartite meeting between the European Union and the Council of Europe held in Madrid on 6 November 1995;
- (21) Whereas on 21 October 1995, at the summit of the social partners in Florence, a Joint Declaration on the prevention of racial discrimination and xenophobia and the promotion of equal treatment in the work place was adopted;
- (22) Whereas the Commission has sent a communication to the European Parliament and the Council setting out its action against racism;

(1) OJ No C 103, 27. 4. 1977, p. 1.

(2) OJ No C 152, 31. 5. 1993, p. 127; OJ No C 342, 20. 12. 1993, p. 19; OJ No C 323, 21. 11. 1994, p. 154; OJ No C 126, 22. 6. 1995, p. 75; OJ No C 308, 20. 11. 1995, p. 143.

(3) OJ No C 43, 20. 2. 1995, p. 63, point 24.

(23) Whereas the Commission submitted to the Council a proposal for a Council Decision proclaiming 1997 'European Year against racism' ⁽¹⁾;

(24) Whereas the success of the European Year against Racism (1997) presupposes careful preparation using the experience gained in the Member States;

(25) Whereas this Resolution does not constitute a basic Regulation within the meaning of the Joint Declaration by the European Parliament, the Council and the Commission of 30 June 1982 ⁽²⁾ on various measures to improve the budgetary procedure for the budgetary implementation of the measures provided for in this Resolution; whereas any Community appropriations allocated by the budgetary authority to European Year against Racism (1997) will be allocated in accordance with the Community budgetary rules in force;

1. AGREE that the European Year against Racism (1997) will have the following objectives:

(a) to highlight the threat posed by racism, xenophobia and anti-semitism to respect for fundamental rights and to the economic and social cohesion of the Community;

(b) to encourage reflection and discussion on the measures required in order to combat racism, xenophobia and anti-semitism in Europe;

(c) to promote the exchange of experience on good practice and effective strategies devised at local, national and European level to combat racism, xenophobia and anti-semitism;

(d) to disseminate information on such good practice and effective strategies among persons working to combat racism, xenophobia and anti-semitism to increase the effectiveness of their action in this area;

(e) to make known the benefits of integration policies, implemented at national level, in particular in the fields of employment, education, training and accommodation;

(f) to turn to good account whenever possible the experience of persons actually affected or likely to

⁽¹⁾ OJ No C 89, 26. 3. 1996, p. 7.

⁽²⁾ OJ No C 194, 28. 7. 1982, p. 1.

be affected by racism, xenophobia and anti-semitism, and promote their participation in society.

2. CALL ON the Member States and the Commission to implement, at Community level, the following measures, which are designed to meet the objectives of the European Year by supporting and complementing the measures implemented at national, regional and local level, including:

(a) the organizing of conferences to open and close the European Year;

(b) the organizing of a series of seminars on specific aspects of the fight against racism, xenophobia and anti-semitism;

(c) the preparation and translation of reports setting out the results of these seminars and their circulation to those concerned;

(d) the promotion of information campaigns, notably on the positive contribution to society of immigrants and their descendants;

(e) the exchange of information and experience between competent bodies to promote the identification and transfer of good practice;

(f) the publication of information at national and Community level on the European Year and the events organized during it;

(g) the design and promotion of a common logo and slogan for the European Year and their use in publicity for all the events connected with the Year.

Details of these measures are set out in the Annex.

3. NOTE the Commission's intention of securing the assistance of an ad hoc working party, composed of representatives of the Member States, for implementing the measures provided for at Community level in this Resolution.

4. CALL on the Commission to ensure that the measures undertaken are consistent with other Community measures and with the activities undertaken by the Council of Europe and that they complement them

by involving the various organizations active in the fight against racism, xenophobia, anti-semitism and intolerance in the European Year.

5. CALL on the Member States to set up a national coordinating committee or an equivalent administrative body that is representative of all the bodies active in the fight against racism, xenophobia, anti-semitism and intolerance and, where appropriate, of local and

regional authorities concerning themselves with the European Year.

6. CALL on the Commission to inform the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions of the progress of the work and to submit to them a final report on the implementation of this Resolution not later than 31 December 1998.

ANNEX

I. Measures at Community level

1. Organization of seminars at European level to increase transnational cooperation, including opening and closing events of the European Year against racism.
2. Information measures concerning the European Year, including:
 - (a) design and promotion of a common logo and slogan for the European Year;
 - (b) preparation and distribution of written and audiovisual material in order to stimulate public interest;
 - (c) the disseminating of information about the European Year in the media.
3. Exchange of information and experience between competent bodies to promote the identification and transfer of good practice.
4. Surveys and studies, for the purpose of raising awareness on the themes of the European Year; evaluation study concerning the impact of the European Year.
5. Awarding of prizes to the media at European level to reward tolerance and comprehension.

II. Measures at national level

1. Projects and events at regional or national level revolving around the themes of the European Year.
 2. Information and publicity campaign, including cooperation with the media.
 3. Organization of competitions highlighting achievements in the fight against racism, xenophobia and anti-semitism.
 4. Use of the common logo and slogan of the European Year in awareness-raising campaigns and for events.
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**Council Decision
of 21 November 1996
amending Decision 93/246/EEC adopting the second phase
of the trans-European cooperation scheme
for higher education (Tempus II) (1994 to 1998)**

(OJ No L 306, 28.11.1996)

COUNCIL DECISION

of 21 November 1996

amending Decision 93/246/EEC adopting the second phase of the trans-European cooperation scheme for higher education (Tempus II) (1994 to 1998)

(96/663/EC)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 235 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the European Parliament ⁽²⁾,

Having regard to the opinion of the Economic and Social Committee ⁽³⁾,

Having regard to the opinion of the Committee of the Regions ⁽⁴⁾,

(1) Whereas on 18 December 1989 the Council adopted Regulation (EEC) No 3906/89 on economic aid to the Republic of Hungary and the Polish People's Republic ⁽⁵⁾, which provides for aid to support the process of economic and social reform in central and eastern European countries in areas including training;

(2) Whereas on 19 July 1993 the Council adopted Regulation (Euratom, EEC) No 2053/93 concerning the provision of technical assistance to economic reform and recovery in the independent States of the former Soviet Union and Mongolia ⁽⁶⁾;

(3) Whereas on 29 April 1993 the Council adopted Decision 93/246/EEC adopting the second phase of the trans-European cooperation scheme for higher education (Tempus II) ⁽⁷⁾ for a period of four years from 1 July 1994;

(4) Whereas the countries of Central and Eastern Europe and of the former Soviet Union, which are beneficiaries of the Phare and Tacis programmes, consider training and, in particular, higher education, to be one of the key areas for the process of economic and social reform;

(5) Whereas the European Community has concluded Association Agreements with six countries of Central Europe ⁽⁸⁾ and has signed such agreements with four others ⁽⁹⁾;

(6) Whereas other Association Agreements may be signed in the future with other countries of Central Europe;

(7) Whereas the Essen European Council (December 1994) established a 'pre-accession' strategy for these associated countries, involving, notably, access to Community programmes, especially in the area of education and training;

(8) Whereas Tempus can still make an effective contribution to the structural development of higher education required to improve occupational skills

⁽¹⁾ OJ No C 207, 18. 7. 1996, p. 8.

⁽²⁾ Opinion delivered on 15 November 1996 (not yet published in the Official Journal).

⁽³⁾ OJ No C 295, 7. 10. 1996, p. 34.

⁽⁴⁾ Opinion delivered on 19 September 1996 (not yet published in the Official Journal).

⁽⁵⁾ OJ No L 375, 23. 12. 1989, p. 11. Regulation last amended by Council Regulation (EEC) No 463/96. (OJ No L 65, 15. 3. 1996, p. 3).

⁽⁶⁾ OJ No L 187, 29. 7. 1993, p. 1.

⁽⁷⁾ OJ No L 112, 6. 5. 1993, p. 34.

⁽⁸⁾ Poland, Hungary, the Czech Republic, the Slovak Republic, Romania and Bulgaria.

⁽⁹⁾ Estonia, Latvia, Lithuania and Slovenia.

adapted to economic reform, with a view to their incorporation into the internal market of the Community; whereas there is no other instrument for achieving this objective;

- (9) Whereas the associated countries of Central Europe are required to define a particular strategy and their specific needs in connection with Tempus, with particular regard to the new possibility of participation in the Socrates and Leonardo programmes;
- (10) Whereas the Socrates programme pursuant to (Article 7 (3)) and the Leonardo programme pursuant to (Article 9 (1)) are open to participation by the associated countries of Central and Eastern Europe (CCEE), in accordance with the conditions laid down in the Additional Protocols of the Association Agreements regarding access to Community programmes to be concluded with these countries;
- (11) Whereas the European Community has signed Partnership Agreements with Belarus, Kazakhstan, Kyrgyzstan, Moldova, the Russian Federation and Ukraine and whereas it is currently negotiating agreements with other independent States of the former Soviet Union;
- (12) Whereas the recent establishment of Tempus in the countries which are recipients of Tacis assistance, whose needs are greater and whose area is more extensive, fully warrants the continuation of the existing measures;
- (13) Whereas a funding plan has been drawn up for the Phare and Tacis programmes up to 31 December 1999;
- (14) Whereas Article 11 of Decision 93/246/EEC stipulates that the Commission will evaluate the implementation of the Tempus programme and will submit, before 30 April 1996, a proposal for the continuation or adaptation of the programme for the period beginning 1 July 1998;
- (15) Whereas the results of this evaluation confirmed the decision to adopt and further diversify the forms of assistance in line with national needs and the priorities of the systems of higher education;
- (16) Whereas this evaluation has shown the ability of Tempus to make an effective contribution in the partner countries to the diversification of educational opportunities and to cooperation between universities, thereby creating the right conditions for the development of scientific, cultural and economic cooperation;
- (17) Whereas the results of the evaluation, as set out above, are confirmed by the assessment of the programme by the competent authorities of the countries of Central and Eastern Europe and of the

Republics of the former Soviet Union, and by the opinions expressed by the users of the programme and the facilities responsible for its organization in the partner countries and in the European Union, and by the qualified experts and representatives reflecting the views of the university community in Europe;

- (18) Whereas there exist in the Community and in third countries regional and/or national, public and/or private facilities which can be called upon to assist in the effective provision of financial support in the area of training at higher-education level;
- (19) Whereas the Treaty does not provide, for the adoption of this Decision, powers other than those of Article 235; whereas the conditions for invoking that Article have been satisfied,

HAS DECIDED AS FOLLOWS:

Sole Article

Decision 93/246/EEC is hereby amended as follows:

1. Article 1 shall be replaced by the following:

Article 1

Duration of Tempus II

The second phase of the trans-European cooperation scheme for university studies (hereinafter referred to as "Tempus II") is hereby adopted for a period of six years as of 1 July 1994.'

2. The Annex shall be replaced by the text appearing in the Annex to this Decision.
3. The last two paragraphs of Article 11 shall be replaced by the following:

'The Commission shall submit an interim report, including the results of the evaluation, before 30 April 1998. If appropriate, this report shall be accompanied by a proposal for the continuation or adaptation of Tempus for the period beginning 1 July 2000 for the partner countries which do not yet have the possibility of taking part in the higher education activities of the Community programmes of education and training (Socrates — Leonardo).

The Commission shall present a final report by 30 June 2004 at the latest.'

Done at Brussels, 21 November 1996.

For the Council

The President

N. BHREATHNACH

ANNEX

ANNEX

Joint European projects

1. The European Community will provide support for joint European projects of a maximum duration of three years.

Joint European projects will comprise at least one university from a partner country, one university from a Member State and one partner institution (university or enterprise) from another Member State.

2. Joint European project grants may be awarded for activities according to the specific needs of the institutions concerned and according to the priorities laid down, including:
 - (i) joint education and training measures, notably for the establishment of new curricula, the development and overhaul of existing curricula, the development of universities' capacities to provide continuing education and retraining, the provision of short intensive courses, and the development of systems of distance learning;
 - (ii) measures for the reform and development of the higher education system and its capacities, notably by means of the restructuring of the management of higher education institutions and systems, the upgrading of existing facilities by the acquisition of the equipment needed to implement a joint European project and, where appropriate, the provision of technical and financial assistance to the competent authorities;
 - (iii) the promotion of cooperation between universities and the socio-economic players, including industry, through joint projects;
 - (iv) the development of the mobility of teachers, university administrative staff and students within the framework of joint European projects:
 - (a) grants will be awarded to teaching/administrative staff from universities or to instructors from enterprises, in the Member States, to carry out teaching/training assignments for periods lasting from one week to one year in partner countries and *vice versa* (1);
 - (b) grants will be awarded to teaching/administrative staff of universities in the partner countries to undertake retraining and updating training in the European Community (1);
 - (c) grants will be awarded to students, up to and including at doctorate level, and will be available both to students from the partner countries carrying out periods of study in the European Community and to students from the Community spending study periods in the partner countries. These grants will normally be awarded for a period of between three months and one year (1);
 - (d) for students participating in joint European projects, whose specific aim is to foster mobility, priority will be given to students participating in projects in which the period of study abroad will be granted full recognition by the student's home university (1);
 - (e) support will be provided for industrial or practical placements, of between one month and one year, to teachers, instructors, students and graduates of the partner countries between the end of these studies and their first employment, so that they can undertake a period of practical training in enterprises in the Community and *vice versa* (1).
 - (v) activities to ensure the success of a joint European project involving two or more partner countries.

Structural and/or complementary measures

Grants will be awarded for a number of structural and/or complementary measures (including technical assistance, seminars, studies, publications, information activities). These measures are designed to support the objectives of the programme, notably to contribute to the development and restructuring of the higher education systems in the partner countries.

In connection with these structural measures, grants will be awarded, in order to, among other things:

- develop and strengthen the capacities for strategic planning and institutional development of institutes of higher education at university or faculty level,
- support the multiplication of cooperation measures designed to achieve the objectives of Tempus and to ensure its duration,
- draw up a national strategy in a particular partner country for the development of a specific aspect of higher education.

(1) No individual mobility grants will be awarded where these activities are available under the Community programmes of education and training (Socrates, Leonardo).

Individual grants

In addition to joint European projects and structural and/or complementary measures, the European Community will also support the provision of individual grants to teachers, instructors, university administrators, senior Ministry officials, education planners and other training experts from partner countries or the Community for visits designed to promote the quality, development and restructuring of higher education and training in the partner countries.

These visits will cover the following areas in particular:

- the development of courses and teaching material,
- the development of staff, notably by periods of retraining and industrial placements,
- teaching assignments,
- activities for supporting the development of higher education.

Support activities

1. The necessary technical assistance will be provided to the Commission to underpin the activities carried out in accordance with the Decision and to ensure the necessary monitoring of the implementation of the programme.
 2. Support will be provided for appropriate external evaluation of Tempus II.'
-

**Council Conclusions
of 20 December 1996
on school effectiveness:
Principles and strategies to promote success at school
(OJ No C 7, 10.1.1997)**

COUNCIL CONCLUSIONS

of 20 December 1996

on school effectiveness: Principles and strategies to promote success at school

(97/C 7/01)

I. INTRODUCTION

1. Young people are one of the European Union's major assets. They must be assisted in every way to reach their full potential as individuals and as full and active participants in society. They are the agents of change, and will assume responsibility for the political, economic, social and democratic development of Europe in the future.
2. The education and training of young people, therefore, is a factor of the utmost importance, since it helps to enable them to fully develop their personalities and potential and participate fully and play a full part in the development of European societies. As a result, failure at school has very real personal and social consequences for the individual and society, and its impact extends far beyond the boundaries of education and training.
3. Ministers for Education in the European Union have for some time recognized the existence of the common problem of failure at school. In 1987, under the Belgian Presidency, the Council and Ministers for Education meeting within the Council expressed their common concern 'at the failure of a significant number of young people at school'. Two years later in 1989, in a resolution under the French Presidency on combating school failure, Member States resolved to 'make every effort to combat failure at school intensively'. Account should also be taken of the extensive work done in this field by other international organizations in particular the OECD.
4. The EU Eurydice Unit Report entitled 'Measures to combat failure at school: A challenge for the construction of Europe', drawn up at the request of Ministers for Education during the Portuguese Presidency, has made a valuable contribution to

work in this area by defining the problem, quantifying it in social and economic terms and highlighting appropriate preventative and remedial strategies. Moreover, the problem of young people leaving the education system without adequate qualifications and the question of the effectiveness of school systems have been considered priority issues under Action 3.1 of the Socrates programme in 1995 and 1996. Future work in this area should take account of existing research and, where necessary, further research could be undertaken.

5. The concept of failure at school takes different forms in each Member State, and is therefore difficult to define. However, it is generally accepted that failure at school involves some or all of the following phenomena: not fulfilling potential, not making individual progress, leaving school early and leaving school with no or inadequate certificates of qualification. In some instances schools are not as effective as they might be and as a result they can contribute to lack of success at school. All of these factors result in 'under-achievement at school' which is the term used in the conclusions.

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to these considerations as well as to:

- the provisions of Articles 126 and 127 of the Treaty,
- the principle of subsidiarity enunciated in Article 3b of the Treaty, and,
- the need to comply with the financial perspectives set for the European Community,

HEREBY ADOPTS THE FOLLOWING CONCLUSIONS:

II. PRINCIPLES IN PROMOTING SUCCESS AT SCHOOL

Education and training institutions are challenged to provide quality education for all so as to seek to ensure that everyone can have the opportunity to pursue further studies, have a full and rich working life, become an active citizen and develop fully as a person. To achieve this, strategies promoting success at school could be based on the results of appropriate research and on the following key principles:

- measures in favour of those most needing support,
- interventions or the creating of conditions in the context of a continuum which begins at pre-school level and continues through to adulthood,
- objectives and learning methodologies by which the diversity of interests, needs and abilities of pupils are met,
- making sure, through various measures, including assessing progress and setting objectives for improving attainment, that all young people should benefit to the maximum extent possible from education,
- appropriate arrangements for the early identification of difficulties in literacy and numeracy together with suitable teaching strategies to address these needs within school,
- appropriate arrangements to ensure that transition from one level of schooling to the next, as well as from school to further education, training and the world of work is facilitated,
- a community-based response where appropriate, where school, community and other relevant agencies are mutually responsive to all children and especially those from families needing support and where their work is complementary,
- a participatory model which enables pupils and parents to understand and enhance the learning process, and,
- ensuring that resources are used in a strategic, focused and cost-effective manner, so that all pupils receive the support they need.

III. A FRAMEWORK OF AREAS FOR FURTHER DEVELOPMENT

Having regard to the foregoing principles, and while fully respecting the diversity of education systems and the responsibility of the Member States for their content and organization, further development in some, or all, of the following areas, could make a significant contribution to promoting success at school:

- A. Pre-schooling/Early schooling
- B. In-school responses which would include:
 - a 'whole school' approach,
 - 'whole school' self-appraisal and inspection/evaluation/guidance,
 - further development of curricula and teaching/learning methodologies,
 - home/school/community links, including links with the world of work,
 - resourcing,
 - staff development and teacher education.
- C. Returning to learning

D. Certification and accreditation of learning

A framework of possibilities for further development in each of these areas is set out in the Annex to these conclusions.

The Council recognizes that the task of promoting success at school in the Member States, within their own constitutional, organizational and policy framework, is of central importance and requires ongoing attention. Accordingly, it calls on succeeding Presidencies, at their discretion, to accord priority to giving the issues raised in paragraphs A to D of the Annex to these conclusions more detailed consideration and, where appropriate, to present further draft conclusions or other draft texts to the Council.

Finally, the Council considers that methods and mechanisms for promoting success at school are evolving over time and that these conclusions in no way preclude the examination of other issues in this area which may arise in the future.

ANNEX

The Council recognizes that further development in some, or all, of the areas identified in Part III of these conclusions forms a part of a strategy to promote success at school. A framework of possibilities for further development in each such area is set out hereunder:

A. Pre-Schooling/Early schooling

The positive influence of pre-school education on later educational development of all children is well established by research findings. Pre-school education for all children especially for children needing support is, therefore, of crucial importance to success at school. Such education must of course strike a careful balance between socialization and learning objectives. A further emerging aspect is the benefit of the direct participation of parents in the organization and functioning of pre-school institutions. This participation should progress in a way which develops parents' self-esteem, meets their personal development needs and empowers them to participate in school life and encourage, assist and motivate them to help in their children's education. These initiatives should be integrated with existing local community initiatives and continued support for children at risk moving from pre-school to school.

B. In-school responses

Social factors, as well as factors within schools, may predispose pupils to low educational achievement but there are many possibilities for schools and education systems to modify and alleviate the effects of educational disadvantage. Some of these are:

1. A 'whole school' approach

The following factors appear to have a crucial influence on school effectiveness:

- the quality of instructional leadership of the principal or head teacher, complemented by the efforts of all school staff, and,
- the setting of ambitious learner-centred targets for all pupils complemented by suitable programmes and learning approaches which cater for and challenge the full spectrum of the interests and abilities of pupils.

Central to the success of the 'whole school' approach is the school plan, objectives or mission statement which is devised collaboratively by the principal or head teacher, with his colleagues, parents, pupils and school management. Some key elements within the school plan, objectives or mission statement, are:

- strategies for motivating pupils and for building up their confidence and self-esteem,
- pupil assessment including monitoring of literacy and numeracy skills,
- curricular implementation and teaching/learning methodologies,
- early identification and action to remedy learning difficulties as well as the monitoring of school attendance with appropriate action where necessary,
- strategies in relation to the use of new technologies,
- strategies for improving parental and community involvement in schools,

- appropriate cooperative links to ensure successful transition of pupils from one level of education to the next and to further education and training and to the world of work as appropriate, and,
- extra curricular activities.

2. *'Whole school' self-appraisal and inspection/evaluation/guidance*

The collaborative engagement of staff and, where appropriate, pupils, in a process of self-appraisal and continuous monitoring and review of school effectiveness means that teachers can appraise their own professional input to school improvement, in addition to any inspection/evaluation/guidance by educational authorities.

Increasingly, education systems are attempting a wider approach to monitoring and reviewing the work and organization of schools by adopting a more holistic approach to school evaluation, guidance or inspection as appropriate.

These developments help to improve the quality of education and should be promoted and encouraged. In this context, there is scope for collaboration and cooperation in the development of value added measurement mechanisms which are sensitive to varying school and pupil circumstances.

3. *Further development of curricula and teaching/learning methodologies*

A learner-centred approach to education and training implies that programmes in all institutions are relevant, both in terms of content and methodology, to students' social and cultural contexts. Further developments in the following areas should be promoted and encouraged so as to seek to maximize the success rate of pupils:

- provision of opportunities within the curricular framework to suit the full spectrum of interest, needs and abilities of pupils,
- using a range of methods of teaching and learning,
- strengthening technical, vocational and communications orientation,
- encourage multi-skilling and acquisition of key qualifications including improving the teaching and learning of languages,
- providing, where necessary, for diversified forms of assessment which take account of the needs of all students, and,
- strengthening the basic skills of literacy, numeracy and communications.

4. *Home/school/community links*

A supportive home and community environment, especially for children needing support and for those from foreign backgrounds is an important factor in promoting success at school, achieving high retention rates and improving participation in higher education. Efforts to develop schemes for links between home, school and the wider community, therefore, form a key element in any strategy to promote success at school. They should, accordingly, be promoted and encouraged. Some of the principal elements of such schemes are:

- encouraging teachers and other staff to promote closer links with parents and local communities, including the world of work,
- action with parents in response to their identified needs and including their appropriate involvement in the work of the school,

- particular attention to the difficulties of transition between the different levels of school,
- encouraging third-level colleges to develop links with schools in order to promote greater participation at third level by students from groups that have traditionally been under-represented,
- fostering links between educational and training institutions and the world of work.

5. *Resourcing*

In order to provide pupils with the support they require, it is important that resources are targeted at schools in a strategic and cost-effective manner. This is particularly the case for schools in which a significant number of pupils need support whether for family or other reasons.

6. *Staff development and teacher education*

It is important to continue to develop well-planned and resourced in-career development programmes for principal or head teachers, specialists, middle management and for full school staffs as part of a process of whole school development. Such programmes could deal, *inter alia*, with team development, self-evaluation and quality and effectiveness review, communication, partnership and group work skills and the ability to adapt to curricular change, and different methods of teaching.

Where initial education and training for teachers does not include structured induction experience it should be complemented by such experience as well as by appropriate access to suitable in-career development opportunities throughout their professional careers.

C. *Returning to learning*

Despite an intensive concentration on preventive strategies to combat leaving school with no or inadequate certificates of qualification, it is clear that there will continue to be a number of young people who have left school with inadequate knowledge and skills. This group needs access and special encouragement to take up further education and training opportunities. What is important is not the institutional arrangements and structures which provide such services, but rather that they are provided and that they operate, where possible, within national certification and qualifications frameworks. There is need for increased attention to this area in order to help to alleviate unemployment.

D. *Certification and accreditation of learning*

The importance of this matter is emphasized in the Council conclusions on a strategy for lifelong learning. There is an increasing realization of the need to provide a ladder of opportunity which can offer equitable alternative routes and re-entry points for those who either did not successfully complete mainstream education or who are now in the workplace and need to enhance their knowledge and skills. Increased part-time and distance learning options together with course modularization and the need for certification and accreditation of prior learning and experiential work-based learning are some of the issues which challenge certification and accreditation systems to provide a new flexibility and variety in line with emerging needs.

**Council Conclusions
of 20 December 1996
on a strategy for lifelong learning**

(OJ No C 7, 10.1.1997)

COUNCIL CONCLUSIONS

of 20 December 1996

on a strategy for lifelong learning

(97/C 7/02)

1. INTRODUCTION

1. In today's information society, the world is entering a period of widespread change. The pace and scope of change means that steps to update and renew knowledge and skills are more important than ever before.
2. In this context, existing attitudes to and structures for education and training are being challenged by many factors: the need to promote greater personal responsibility for acquiring new knowledge and skills; the need to promote individuals' personal development; the development of the information society; the evolution of knowledge and skills, especially the new qualifications needed for the future; the need to meet the diversity of demand for initial and continuing education and training; changes in the world of work and in society generally, including new types of jobs, reorganization of working time and new patterns of work-related learning; increased labour market flexibility and the integration of individuals into society and their active participation in the process of democratic decision-making and the principle of sustainable development.
3. Lifelong learning is essential to meet these challenges and it requires cooperation and involvement by all of the relevant interests, in order to enhance competitiveness, combat unemployment, bring about the full and active participation of all people in society and improve innovation in every sector in economic and social life.
4. Lifelong learning is an evolving concept and today it includes both the formal and the non-formal learning environments. New participants and partners are involved and so roles and responsibilities must be redefined and positive attitudes to lifelong learning should be created both in individuals and in society generally. Moreover, the promotion of lifelong learning, also, requires an appropriate contribution by the social partners.
5. The White Paper on Growth, competitiveness and employment stressed that education and training will undoubtedly make a contribution to the renewal of growth, the recovery of competitiveness and the restoring of a high level of employment. This is confirmed in the conclusions of the European Councils in Essen and Cannes, in 1994 and 1995 respectively. The European Council in Florence, in 1996, underlined the need for education and training systems in the European Union to adapt profoundly. Moreover, it stressed that 'the social partners should be encouraged to take initiatives in order to enhance the integration of young people, of the long-term unemployed and of unemployed women into the labour market, to promote lifelong training and to develop flexible work organization and working time'.
6. The White Paper on Education and training, 'Teaching and learning — towards the learning society' states that the society of the future will be a learning society and 'education and training will increasingly become the main vehicles for self-awareness, belonging, advancement and self-fulfilment'. This was further emphasized by the Council in its conclusions on the White Paper of 6 May 1996 (1).
7. The European Year of Lifelong Learning has made a valuable contribution to raising awareness and promoting the concept of lifelong learning for all. The Council of Europe, Unesco and the OECD have, individually, advanced activity and thinking in this field. In addition, many Member States have put in place policy frameworks which recognize the importance of lifelong learning. It is appropriate therefore, that the Council of the European Union should make its own distinct contribution to the active realization of a strategy for lifelong learning. This should take account of the European Union initiatives already undertaken and ongoing in this field as well as drawing on the rich diversity of experience, work and thinking in Member States.

(1) OJ No C 195, 6. 7. 1996, p. 1.

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to these considerations as well as to:

- the provisions of Articles 126 and 127 of the Treaty,
- the principle of subsidiarity enunciated in Article 3b of the Treaty, and
- the need to comply with the financial perspectives set for the European Community,

HEREBY ADOPTS THE FOLLOWING CONCLUSIONS:

II. PRINCIPLES UNDERPINNING A STRATEGY FOR LIFELONG LEARNING

The principles underpinning a strategy for lifelong learning are derived from the fundamental aim of education and training to serve individual, cultural, social and economic well-being and to enhance the quality of life for all citizens. In this respect, the development of a strategy for lifelong learning should be informed by the following principles:

- lifelong learning initiatives should strike an appropriate balance between personal, cultural, civic and social dimensions, and economic and employment concerns. In addition, they should also include democratic principles and human rights values,
- each stage of education and training should contribute appropriately to the continuum of lifelong learning,
- lifelong learning should be based on a wide range of learning opportunities, allowing all individuals to progress in their education according to their social, cultural and economic interests and needs,
- initial education and training are fundamental to lifelong learning and should include, in addition to the core basic skills of literacy and numeracy, a broad base of knowledge, skills, attitudes and experience that will encourage and support learning throughout life,
- lifelong learning should aim to promote individual abilities, enhance employability, make the best use of available human resources talent as well as contribute to the promotion of gender

equality, the elimination of social exclusion and the promotion of active participation in democratic society,

- lifelong learning requires the development of flexible and innovative approaches to education and training, including family involvement, in order to promote a sense of inquiry, initiative and motivation of individuals in the learning process,
- lifelong learning demands that individuals, as learners, develop an increasing responsibility for their own education, training and personal development and in this regard appropriate guidance or counselling should be available to adult learners,
- the continuum of lifelong learning should have as a central objective at all stages the promotion of equality of opportunity,
- collectively, individuals, institutions, enterprises, regional authorities, central governments, the social partners where appropriate, and society in general should, within their own areas of responsibility create conditions for and engender a positive attitude to lifelong learning in all its aspects and minimize obstacles to participation in education and training and other learning activities.

III. A FRAMEWORK OF AREAS FOR FURTHER DEVELOPMENT

The successful conversion of the concept of lifelong learning into a living reality for citizens in Europe would represent a new landmark in the development of education and training in the European Union. The way forward involves a clear understanding of lifelong learning, a willingness to set new goals, as well as fostering the motivation to engage in lifelong learning processes. The following inter-related areas for development are among those which could be considered:

- Challenges for the school system,
- Economic and social considerations,
- Local community development through education and training,
- Continuing education and training,
- Pathways and links between general and vocational education,
- Access, certification and accreditation,
- Teachers and adult educators,

— The role of new technologies.

A framework of possibilities for further development in each of these areas is set out in more detail in the Annex to these conclusions.

The Council takes the view that the further development of lifelong learning strategies in the Member States, within their own constitutional, organizational and policy framework, is of central importance and requires ongoing attention. Accordingly, it calls on succeeding presidencies, at their discretion, to accord priority to giving the issues raised in paragraphs A to H of the Annex to

these conclusions more detailed consideration and where appropriate to present further draft conclusions or other draft texts to the Council.

The Council also calls on the Commission to encourage, within the Socrates and Leonardo Da Vinci programmes, the exchange of information and experience on different approaches to lifelong learning throughout the Member States.

Finally, the Council considers that lifelong learning is an evolving concept and that these conclusions in no way preclude the examination of other issues and areas for development which may arise in the future.

ANNEX

The Council takes the view that development under the areas identified in Part III of these conclusions forms a necessary part of the development of lifelong learning. Some possibilities for further development under each area are set out hereunder:

A. Challenges for the school system

The first educational environment which the child experiences is its own family. The significance of this experience, whether in a positive or negative sense, educationally, is well documented. Therefore, positive early intervention strategies are very important as is pre-school education for all children, especially for children at risk.

It is essential that initial education gives a broad base of knowledge, skills, attitudes and experiences that will support further learning throughout life. Each level of schooling should incorporate a lifelong learning orientation into its content and processes. Also, closer links are needed between the school and the local community, including the world of work.

A number of key areas for development may include the following:

- pre-schooling, particularly for children at risk together with home/school/community partnerships and parental/community education,
- early identification of pupils with learning difficulties coupled with appropriate remedial measures,
- increased efforts to combat functional illiteracy and innumeracy and to improve communication skills, including the improvement and diversification of the learning and teaching of languages,
- initiatives to promote success at school,
- sustained support for improvement and reform — curricular and pedagogic, as well as managerial and administrative — together with appropriate in-career development for all concerned,
- provision of quality guidance and counselling services and information, including appropriate and well-devised information programmes targeted at those most in need of them,
- promoting the use in schools of multimedia tools, as resources permit, and the promotion of their use to improve pedagogical practices therein,
- promotion of more partnerships between schools and the wider community, including the world of work.

B. Economic and social considerations

In an era of economic change, the problem of unemployment is one of the most serious issues facing European society. Employability is determined by a variety of factors, one of which is the level of educational qualifications. Some of those who leave school with inadequate qualifications fail to secure

employment and face the prospect of permanent exclusion from active participation in society. Education and training measures have an important role to play in preventing unemployment and meeting the effects of structural change. Accordingly, the unemployed and those threatened by unemployment should become a particular focus for lifelong learning initiatives in conjunction with measures to promote success at school.

For those in employment the concept of the enterprise as a learning environment and the implications of this for work organization and time management could be further developed on the one hand while the participation of the social partners, where appropriate, in the implementation of lifelong learning should be reinforced on the other.

The nature and quality of initial education and training provided for young people needs to be of the highest quality and should be supported by partnership between public and private sectors on a range of issues including the transition from education and training to the world of work.

To seek to cope with the challenges posed by economic and labour market factors, a range of measures is called for, some of them building on and sustaining existing initiatives supported by the European Union. They may include:

- developing specific measures for the long-term unemployed and for young people seeking their first job,
- providing for a more ordered transition within schools and from school to initial vocational education and training opportunities, especially for school leavers with no or inadequate qualifications,
- providing initial training programmes of high quality focused on knowledge, skills and competences required in contemporary life, designed in attractive formats aimed at building confidence and positive attitudes among participants and taking into account the need for more broad based knowledge and skills in the labour market,
- encouraging active partnerships between education and training institutions and working life in order to create new bridges and routes between education, training and employment,
- expanding the provision of new learning opportunities in areas such as literacy, numeracy, personal development, gender studies and customized training programmes aimed at addressing the skill requirements of new employment opportunities,
- developing the role of the workplace as a learning environment in order to facilitate the continuing development of the knowledge, skills and competences of the workforce.

C. Local community development through education and training

Lifelong learning should take a broad holistic approach to the development of the individual and the local community. Education and training can contribute to local community development by involving local communities in actively promoting lifelong learning opportunities and nurturing a culture of lifelong learning for members of those communities.

Empowering local communities to assume more responsibility for their education and learning should enable them to become learning communities. This is important for the continuing social, cultural and economic development of the individual and the local community. It is also important to enable local communities to cope more effectively with the rapid changes occurring in society. Finally it is important in promoting active participation in the political and democratic process by all citizens.

A number of key areas for development may include the following:

- exchanging information and experience on the practice and approaches to local community development through education and training in different Member States,
- the concept of the school as a local community resource and of the local community as a significant educational resource should be fully discussed and explored,
- the potential for learning within the informal setting of the family and the extended family merits examination,
- the construction of pathways from non-formal local community education and training to formal education and training is important.

D. Continuing education and training

Continuing training requirements are increasing and diversifying for both businesses and individuals.

The critical role of employers, worker associations and unions in the development of continuing education and training programmes has to be recognized and provided for. In no other area of education and training is the requirement of a partnership between all the elements in working life, and between working life and education and training, so paramount. The establishment of such linkages is likely to have significant implications both for the organization of work and also for the organization of education and training delivery, and certification and accreditation.

Renewing the vocational skills and professional qualifications of adults should become an important aspect of the mission of universities and other higher education institutions within their capacities. It is very important in terms of the technological capacity and competitiveness of the European Union and it should be an integral part of the concept of lifelong learning.

A number of key areas for development may include the following:

- improving the developing collaboration between education and training providers, the social partners, where appropriate, and government in the identification of upgrading and in-service priorities and in agreeing a strategy whereby these priorities can be met,
- developing human resources strategies in the workplace which better identify the training needs of the workforce so that they can adapt to new workplace situations. Such strategies should include measures to support workers who are retraining/upgrading their skills both on and off-the-job,
- encouraging investment in education and training,
- further developing the role of higher education institutions in lifelong learning, taking into account the diverse needs for continuing education and training among adults and in working life,
- providing courses in higher education to meet the needs of adult learners in terms of area, content, duration and methodology and taking account of the abilities of those concerned,
- creating new forms of pathways between work and education, and
- developing general adult education provisions in order to enhance personal development, participation in society and the possibility of employment.

E. Pathways and links between general and vocational education

In recent years, new bridgeheads of contact and liaison have been established between many schools and firms. Maximum support should be given to such trends and appropriate liaison fostered between the educational and industrial/economic sectors.

The profound changes in modern employment have made early specialization less relevant and diminished the gap between general and vocational education and training. A closer relationship is being formed between them. Efforts to ensure equality between them have increased significantly; however, further work is needed to promote this and ensure parity of esteem for vocational education and training.

A number of key areas for development may include the following:

- fostering a closer relationship between general education and vocational education and training in order to meet the demands of a fast-changing working life,
- ensuring that the teaching and learning process for all subjects be promoted by the active engagement of students within a style of pedagogy which is inspiring and which initiates the student into the values and traditions of the subject area in question, and
- providing greater opportunities for meaningful work experience for students, and exploring possibilities for its certification and accreditation.

F. Access, certification and accreditation

Lifelong learning requires structures within education and training which are more flexible, more fluid and more learner centred than has been the case previously. This includes not only the establishment of more accessible training and academic routes at all levels of these systems and throughout life but also the creation of acceptable mechanisms for assessing and validating this learning in order to guarantee standards and ensure quality.

Effective certification instruments, integrated within a clear philosophical and practical framework for lifelong learning, could contribute to the elimination of educational inequality and could also contribute to recognizing educational achievement irrespective of the learning context.

Key principles such as access, flexibility, progression, mobility, quality, transparency and recognition could be considered in the development of such certification instruments.

A number of key areas for development may include the following:

- developing more flexible instruments for certification and accreditation,
- paying particular attention to finding ways of accrediting prior experience, achievement and learning, and disseminating good practice,
- improving access to higher education,
- encouraging higher education institutions to respond specifically to the needs of adult students through the development of appropriate courses in the widest possible range of disciplines, and by providing appropriate guidance services,
- paying particular attention to disseminating as widely as possible attractive information on the opportunities for lifelong learning and developing further the potential of public libraries and broadcasting services in this regard and in lifelong learning generally, and
- providing accredited programmes outside of traditional institutional settings, with the aid of new technologies and distance education and training approaches.

G. Teachers and adult educators

The quality of the teaching force and its adaptability and motivation to change remain central to lifelong learning. It is essential for teachers that their initial education is complemented by a well-targeted induction programme, where necessary, and supported by regular access to effective in-career development.

The distinctive nature of adult education requires that educators and trainers working in this field adopt a different philosophical and methodological approach. A well supported and effective adult education sector is essential if its role in the spectrum of lifelong learning is to be fully realized.

A number of key areas for development may include the following:

- ensuring the availability of high quality training and retraining of teachers and adult educators,
- supporting a policy of good quality initial, induction and in-service education for teachers and adult educators,
- recognizing the distinctiveness of the role of the adult educator and specifying the core knowledge attitudes and skills required, and
- providing for professional movement between the education sectors, supported by in-service provision.

H. The role of new technologies

The availability of new technologies has increased the options available to those delivering and undertaking education and training programmes; as a result, new technologies are now an important part of such programmes. The harnessing of the potential of new technologies in order to support, assist and stimulate the lifelong learning process presents a direct challenge to educational planners and practitioners. Part of this challenge is to ensure that new technologies do not give rise to further inequalities as between individuals or regions leading to a greater sense of exclusion.

A number of key areas for development may include the following:

- equipping education and training institutions with the range of new technologies, as resources permit, which can provide new and effective options for teaching and learning and developing the necessary methodologies for their pedagogical application,
 - developing better initial and in-service teacher training in the use and application of multi-media tools,
 - exploring how distance education can be best utilized and promoting its development, and
 - disseminating data and exchanging experience on best practice in the use of educational technology.
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**Declaration of the Council and of the Ministers for Education
meeting within the Council
of 20 December 1996
on protection of children and countering paedophilia**

(OJ No C 7, 10.1.1997)

DECLARATION OF THE COUNCIL AND OF THE MINISTERS FOR EDUCATION
MEETING WITHIN THE COUNCIL

of 20 December 1996

on protection of children and countering paedophilia

(97/C 7/03)

All children have the right to a secure and caring childhood which facilitates the nurturing of their full potential. However, recent tragic events involving the physical, emotional and sexual abuse of children are in sharp contrast with this right.

The Council and the Ministers for Education affirm that education systems should continue to endeavour at all times to provide a safe and caring environment, in which young people are protected and can grow into well-balanced individuals who can play an active part in the development of society.

The Council and the Ministers for Education are aware that no society escapes the evil of paedophilia and the effects it leaves on victims, their families and the societies in which they live. At this time, the Ministers for Education extend their deepest sympathies to all who have suffered, both physically and emotionally, as a result of these crimes.

To protect children effectively and counter paedophilia, the Council and the Ministers for Education consider that measures must be taken in a range of areas, at national, European and international level. For this reason, the Council and the Ministers for Education welcome the action already taken by Justice and Home Affairs Ministers, and Telecommunications Ministers.

Education systems, particularly teachers and schools, have an important role to play in protecting children generally and in helping to counter paedophilia. Exchanges of information on the practices and approaches in the Member States, facilitated by a Commission survey, will be beneficial in assisting the relevant authorities in keeping under review the responses which education systems make in order to protect children and to prevent their physical, emotional and sexual abuse.

**Council Conclusions
of 17 February 1997
on local community development through education and training**

(OJ No C 70, 6.3.1997)

COUNCIL CONCLUSIONS

of 17 February 1997

on local community development through education and training

(97/C 70/02)

I. INTRODUCTION

1. Local community development through education and training involves people and institutions at local level in actively promoting lifelong learning opportunities, and nurturing a culture of lifelong learning for members of the local community. It enables people and institutions at local level to further develop their responsibility for identifying their needs, embracing personal, social, cultural and economic requirements.
2. There is a rich diversity of practice and a variety of approaches to local community development through education and training in the Member States. Therefore, the precise definition of the term 'local community development through education and training' will vary in accordance with local circumstances and the constitutional and legal framework of the respective Member State. Moreover, local community development through education and training does not necessarily imply changes in existing legal, constitutional and organizational arrangements for the delivery of education and training services.
3. However, local community development through education and training generally involves people at local level making an effort to maximize their development potential by participating in the planning and implementation of their own programmes of learning within the local community. These programmes are principally for adults and are undertaken outside the provision of formal education and training. Also, the delivery of such programmes could include interaction between education and training institutions and local communities.
4. Local community development through education and training is important for the continuing social, cultural and economic development of the individual and the local community. It is

important to enable local communities to cope more effectively with the rapid changes occurring in society and also in promoting active participation in the political and democratic progress by all citizens.

5. The European Commission's White Paper 'Growth, Competitiveness and Employment' recognized a well-educated and active population as 'a must, if Europe is to carry weight in the global political, economic and cultural interplay and if European democracy is to be preserved and developed.'
6. The Paper goes on to assert that if popular participation in democratic development is to be strengthened, not only is a comprehensive system of adult and vocational education and training a requisite, but it must be in a form which in addition to vocational substance also includes general and cultural topics.
7. Involvement throughout life with a wide range of artistic and cultural activities holds a tremendous promise for the enrichment of people's lives and for the fostering of artistic appreciation and creativity. Accordingly, community-based education and training and lifelong learning in general should strike an appropriate balance between social, cultural, economic and artistic considerations.

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to these considerations and to the Council conclusions on a strategy for lifelong learning as well as:

- the provisions of Articles 126 and 127 of the Treaty,
- the principle of subsidiarity enunciated in Article 3b of the Treaty, and,
- the need to comply with the financial perspectives for the European Community,

HEREBY ADOPTS THE FOLLOWING
CONCLUSIONS:

II. PRINCIPLES

The following principles should inform approaches to the promotion of local community development through education and training:

1. empowering individuals and groups, through a process of information and education, to attain new levels of personal and social awareness;
2. empowering people at local level to become involved in the identification of their needs and in developing within legal and budgetary frameworks learning and other programmes appropriate to those needs in a progressive and participative way, taking account of the potential of new information and communications technologies;

3. fostering social inclusion by involving people actively in the political, economic cultural and social dimensions of their society;

4. promoting equality of rights and opportunities for all people in local communities.

III. AREAS OF ACTION

The Council, recognizing the significant potential benefit to be gained from an exchange of experience and information among Member States calls on the Commission to initiate, within existing legal and budgetary frameworks, a study of practice and approaches to local community development through education and training in the different Member States with a view to disseminating examples of good practice and identifying ways in which education and training, both formal and non-formal, can contribute to the enrichment of life and development of skills for people at local level.

**Council Conclusions
of 22 September 1997
on the communication concerning the White Paper
"Teaching and learning: towards the learning society"**

(OJ No C 303, 4.10.1997)

COUNCIL CONCLUSIONS

of 22 September 1997

on the communication concerning the White Paper 'Teaching and learning towards the learning society'

(97/C 303/04)

In the Council conclusions of 6 May 1996 concerning the White Paper 'Teaching and learning towards the learning society', ministers, thanking the Commission for this new contribution to the debate in the area of education and vocational training, expressed the wish that the actions proposed in the White Paper should be examined by all bodies involved with a view to opening new perspectives for education and training in Europe and invited the Commission to present under Dutch Presidency a review of the debates on the different levels.

In accordance with these conclusions, the Commission presented to the Council a communication concerning a review of the reactions to the White Paper.

The Council takes note with interest of the communication and expresses its satisfaction with the quality and richness of the numerous opinions, comments and reactions expressed by the different bodies involved.

The Council takes note with interest that the Commission has undertaken a series of experiments concerning the different objectives on which it will report to the Council before the end of 1998.

The Council notes that the debates have led the Commission to sharpen and to adjust certain guidelines initially provided for in the implementation of the objectives of the White Paper.

The Council underlines the major contribution of the debates on the White Paper which enabled substance to be given to the concept of a knowledge union. In order to achieve a knowledge union, a major effort is needed in the area of education and training.

In this perspective, the Council takes note of the Commission's intention to start forthwith a reflection process on the future of European cooperation in the fields of education, vocational training and youth. The Council considers that this opportunity must be taken to build on the experience of the Community action in these fields and to define the guiding principles of a new generation of Community actions.

**Council Conclusions
of 22 September 1997
on education, information and communication technology
and teacher-training for the future**

(OJ No C 303, 4.10.1997)

COUNCIL CONCLUSIONS

of 22 September 1997

on education, information and communication technology and teacher-training for the future

(97/C 303/03)

THE COUNCIL OF THE EUROPEAN UNION,

— how can ICT contribute to high quality education?

Having regard to the Council resolution of 6 May 1996 relating to educational software and multimedia in the fields of education and training, taking note that this resolution pays ample attention to information and communication technology (ICT) and teacher-training and that it stresses in particular the importance of the use of new pedagogic and working methods, as well as the training of teachers concerning the advantages of using ICT and the importance of active participation of teachers in the production of educational software,

Having regard to the fact that education will continue to pursue its pedagogical aims and fulfil its role relating to the social, cultural and personal development of the individual and recognizing that ICT can be of significant importance in assisting in fulfilling this role,

Having regard to the report of the Commission task force on educational software and multimedia (working document of the Commission services — July 1996), taking note that this report considers the lack of teacher-training related to ICT to be an important obstacle to the widespread use of educational software in educational institutions,

Having regard to the broadly shared view that, as education adapts to new demands from society, the teacher/trainer will be the most important factor, taking note that the same goes for the opportunities of ICT for the improvement of education, taking note that it can be expected that the classroom teacher will continue to play a central role in inculcating quality in education, teachers' training should not have as the sole aim the mastering of new technologies, but should also transmit knowledge about the influence of these technologies on the learning process of the child, stressing that the availability of high quality educational multimedia software and services (in technical and pedagogical terms) as well as the traditional means such as books will be of importance for the further development of quality education,

Having regard to the Commission action plan 'Learning in the information society', taking note that the Commission anticipates in this action plan two activities in the context of teacher-training: the use of Community programmes for projects concerning teacher-training and the establishment of a teacher-training network,

Taking note that the uncertainty about the precise characteristics of the information society or knowledge society makes it difficult to develop general formulas for the learning environment of the future and for the training of teachers/trainers of the future, taking note that a broadly supported analysis is however that the learning process will be more learning-oriented and less teaching-oriented (therefore providing possibilities for differentiation and individualization) and that the role of the teacher/trainer and the profession of the teacher/trainer will change considerably in the future and that the teacher/trainer will have to meet considerable new demands,

Having regard to analyses concerning the effect of ICT on the development of society, indicating ICT as a factor that can cause significant change in present day society, taking note that this can be referred to as the development towards the information society or in a broader sense: the knowledge society,

Having regard to the fact that the educational systems within the European Union are going through a process of change reacting to and benefiting from the emergence of the information society; taking note that for this reason two questions can be considered as important on the level of the Member States as well as on European level:

Recognizing the efforts that the Member States have made and are continuing to make in the initial and continuing training of teachers/trainers in the field of ICT and in ensuring that educational institutions are equipped to prepare pupils/students for the information society,

— how can education play a role in the further development of the information society or the knowledge society and how can it prepare all citizens for such a society?

Having regard to the existing and continuing cooperation of the Commission, *inter alia*, with the European associations in the field of teacher-training,

Stressing that it is very important that Member States and the European Union as a whole devote further considerable attention and effort to training and qualifying teachers/trainers related to ICT and that it is important that the training and qualifying provide the opportunity for teachers/trainers to do successful work in:

- preparing pupils/students for the emerging information society or knowledge society and
- using ICT where appropriate to assist in improving the quality and delivery of education,

Stressing that this does not only concern the initial training of teachers/trainers, but also the very important in-service and further training of teachers/trainers already working in the educational system,

Taking note that a new approach to educational practice cannot be discovered by teacher-training institutes alone and that the substantive modernization of education will come from the educational system as a whole (which is embedded in the societal developments), stressing that development of an appropriate new educational practice should be a matter for all relevant partners involved in the educational process (teachers, pupils, learners, teacher trainers, educational institutions, policy-makers, researchers, local communities, parents, educational multimedia and software developers), stressing that it is important that governments provide a framework for modernization and change and that it is also important that measures to help and support teachers as they move further into the information society both address the significant elements of continuity while preparing for increased emphasis focused on individualized learning, without neglecting the personal and social development of pupils,

Stressing that the uncertainty about the precise characteristics of the learning environment of the future indicates the importance of a strategy with an open approach to future developments, for instance by promoting 'emergent practice' projects (which shows some possibilities of the future),

Having regard to the fact that studies show educational disparities between the sexes in a variety of ways in Member States, considerable gender differences in student participation in mathematics and science as well as in the field of ICT can affect pathways to further education and training as well as career opportunities, taking note that where appropriate an adequate gender impact in all measures is desirable to provide more equal opportunities,

Having regard to the fact that there is a European dimension to the relationship between ICT and education; all Member States are confronted with similar questions in this field, stressing that there can be relevant advantages in the exchange of information and the learning from experiences, be they positive or negative, in the field of ICT and education,

Having regard to the fact that there is a European dimension to the aspect of the market for educational multimedia software and services, there are opportunities to encourage the development of European educational software, in which the linguistic and cultural diversity of Europe should be adequately expressed, taking note that it is important that teachers/trainers and educational institutions, acting where appropriate in partnership with the commercial sector, can play an appropriate role in the development of educational multimedia software,

Stressing the importance of joint efforts of Member States and the Commission in the networking of schools at the European level, *inter alia*, in order to contribute to the implementation of the action plan 'Learning in the information society',

Taking note that with regard to ICT and education the following assumptions are widely shared:

- the development of ICT is triggering considerable changes in society, although the process of change can be gradual,
- the day-to-day world of families, professionals, pupils and students is being increasingly influenced by ICT,
- ICT is used in education to assist as an additional tool in improving quality in education and to prepare pupils and students for the information society. ICT however is a means, not an end in itself,
- in this respect, a significant and sustained effort is needed in the training of teachers/trainers, both initial and continued and in the training of the managers of educational institutions,

CALLS ON THE MEMBER STATES:

Within the framework and limits of their respective political, legal, budgeting educational and training systems,

- to add a European dimension to their development of strategies and their activities in the field of ICT and education, in particular in the field of the training of teachers/trainers, both initial and continued,

- to stimulate and to promote access to educational multimedia software and services of high quality. In this respect a significant effort is needed to explore the possibilities of protecting educational institutions as well as pupils from undesirable material which is available on the Internet,
- to stimulate the participation of teacher-training institutes, or other relevant institutes or bodies in the field of education and ICT, in networks at European level, intending to cooperate, to exchange information and to learn from each other in the field of the existing and innovative use of ICT in education,
- to stimulate public and private partnerships, where appropriate, in the field of ICT and education, in particular in the field of multimedia software and service developers,

CALLS ON THE COMMISSION,

Drawing on existing Community programmes concerning education and training and on other relevant Community schemes and initiatives and building on experience acquired in existing projects and networks promoted pursuant to these programmes,

- to stimulate the networking at European level of initial and continued teacher-training institutes in the Member States, which pay particular attention to ICT in education. This networking should provide the framework for cooperation, a structured process for the exchange of information and for learning from experience. This networking could also be used for the setting up of pilot projects in the field of ICT and initial and continued teacher-training as well as for assisting in providing easy access to high quality educational and research resources to the broad educational community that uses ICT,
- to stimulate where appropriate at the European level, cooperation between Member States, institutions and educational publishers in the production of educational multimedia software, in which the linguistic and cultural diversity of Europe can be adequately expressed; to provide therefore the relevant facts and figures of the existing and emerging European market for educational multimedia software and services,
- to report to the Council on the results of the above mentioned activities not later than 31 December 1998, in order to facilitate an overall evaluation of the result of these activities by the Council.

**Council Conclusions
of 22 September 1997
on safety at school**

(OJ No C 303, 4.10.1997)

COUNCIL CONCLUSIONS

of 22 September 1997

on safety at school

(97/C 303/02)

THE COUNCIL OF THE EUROPEAN UNION,

1. Having regard to the provisions of Article 126 of the Treaty establishing the European Community which assigns to the Community the role of contributing to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action.

Having regard to the fact that safety at school can be viewed as impinging on, as well as being a condition for, quality in education, because sufficient quality in education cannot be expected without an open and safe climate in the school, in which pupils/students and teachers can learn and teach without fear of being intimidated, bullied or abused.

2. Taking note that the Member States are increasingly concerned with problems relating to safety at school and that within the Member States a need for action can be discerned, both at Member State and European level.

Taking note that the Member States have already introduced many actions and projects in order to make schools safer which provided experience on what works and what does not work in various circumstances concerning the fostering of safety at school.

Having regard to the Council conclusions of 23 October 1995 on social participation in education and to the Council conclusions of 21 November 1996 on school effectiveness in which social participation in education and home/school/community links are stressed as being important for a successful school, and noting that it is important to involve parents, pupils/students, teachers, headteachers and local agencies and their organizations at European and Member State level in activities in this field.

3. Having regard to the fact that the growing attention paid to safety at school reflects developments in society and that safety at school encompasses aspects of the relationships among pupils/students and between pupils/students and teachers within school,

as well as relationships between the school and its social environment. Taking note that fostering safety at school may include strategies to prevent and to combat intimidation, bullying and abuse (for pupils/students as well as teachers).

Having regard to the fact that, *inter alia*, gender studies on social relations at school as well as gender-related pilot projects could offer valuable contributions to the search for the causes of violence, to the prevention of violence and to strategies for creating a safe climate at school.

4. Taking note that there is a rich diversity of practices and a variety of approaches to the fostering of safety at schools in the Member States but that Member States are however faced with the same kind of problems concerning safety at schools. Taking note that first steps at European level have been taken to explore these problems in the Member States.

5. Having regard to the fact that, while safety at school is clearly within the competence of the Member States, the European dimension could provide added-value in this area. Stressing that there can be relevant advantages in the exchange of information and learning from experience in the field of safety at school and that, to be as fruitful as possible, the exchange of information and learning from experience should be organized in a structured way,

ADOPTS THE FOLLOWING CONCLUSIONS:

1. An *ad hoc* expert group at European level could be supportive in the development of a framework in which the activities mentioned below can take place. These activities may also comprise the fostering of research in the field of safety at school as well as the organizing of European conferences on safety at school. The expert group could comprise representatives of the Commission, national representatives to be designated on the basis of proposals forwarded by

Member States as well as representatives of European organizations of teachers and parents. Other relevant European organizations could be consulted by the expert group where appropriate.

2. Ensuring that there is, at European level, a specific exchange of information and experience, could contribute to fostering safety at school. This exchange would, with the involvement of the expert group, aim at collecting, sorting out and disseminating information about qualitative and quantitative data, practices, policies and research results on safety at school in the European Union. This could be realized, for example, by using information technology networks between institutions in the Member States involved in the fostering of safety at school.
3. The launching of transnational pilot projects at European level could make a valuable contribution to the further development of actions aimed at fostering safety at school. These pilot projects should *inter alia* aim at testing promising approaches concerning the fostering of safety at school. Such pilot projects should be organized 'bottom up'. Initiatives should be taken by Member States and schools. The expert group will be closely involved in the implementation of the pilot projects. In this way a variety of approaches and experiences can be guaranteed. Specific attention should be paid to preventive and curative aspects of safety at school as well as to the development of explanations of violence at schools and to the school in its environment. Measurement and evaluation of added-value of different approaches should be implied in the setting up of pilot projects,

CALLS ON THE MEMBER STATES:

4. To continue and where necessary improve their activities in fostering safety at school,

To stimulate participation in cooperation at European level in the field of safety at school by participating in the specific exchange of information and experience and in the setting-up of pilot projects and the setting-up of a group of experts, as well as taking part in European conferences on safety at school.

CALLS ON THE COMMISSION IN COOPERATION WITH THE MEMBER STATES AND ON THE BASIS OF THE EXISTING BUDGETARY FRAMEWORK AND THE EXISTING COMMUNITY INSTRUMENTS,

5. To set up an expert group on safety at school. This group will exist till the end of 1999,

To support the specific exchange of information and experience concerning safety at school,

To support transnational pilot projects and conferences in the field of safety at school,

To report to the Council on the results of these activities not later than 30 June 1999, in order to facilitate an overall evaluation of the results of these activities by the Council.

Done at Brussels, 22 september 1997.

For the Council

The President

F. BODEN

**Declaration by the Council
and the Representatives of the Governments of the Member States,
meeting within the Council,
of 24 November 1997
on the fight against racism, xenophobia and anti-semitism in the youth field**

(OJ No C 368, 5.12.1997)

Declaration by the Council and the Representatives of the Governments of the Member States,
meeting within the Council

of 24 November 1997

on the fight against racism, xenophobia and anti-semitism in the youth field

(97/C 368/01)

The process of European construction is based on the principles of tolerance and respect for other people. The phenomena of racism, xenophobia and anti-semitism pose a significant threat to this process. The Council and the Representatives of the Government of the Member States acknowledge that these phenomena have to be combated by long-term national policies to fight first and foremost intolerance in all spheres of society.

Recognition of the value of Europe's cultural diversity is essential for the active participation of young people in a caring European society.

On the occasion of the European Year against Racism, the Council and the Representatives of the Governments of the Member States stress the importance of socio-educational measures taken within informal education in the context of existing programmes to promote those principles and to encourage their recognition by young people, and by youth groups and organizations, including sports organizations. These measures can also help to raise awareness among young people of the dangers of exclusion, including racism and xenophobia.

The Council and the Representatives of the Governments of the Member States welcome the initiatives taken in 1997 by Member States and by the Commission to enable young people and those working with young people to make the best use of existing possibilities to fight against racism, xenophobia and anti-semitism, including, among others, the possibilities offered by the Youth for Europe programme.

The Council and the Representatives of the Governments of the Member States welcome the creation of a European Monitoring Centre on Racism and Xenophobia.

The Council and the Representatives of the Governments of the Member States share the desire expressed by the European Parliament in its Resolutions on racism and xenophobia constantly to renew efforts to combat intolerance. They consider it essential to build on the achievements of the European Year and to take steps to ensure an appropriate follow-up after 1997.

The Council and the Representatives of the Governments of the Member States therefore call on the Member States and the Commission to adopt the necessary measures, in the framework of actions and programmes aimed at young people, to promote pilot projects and projects establishing specialized networks to fight intolerance. They call on the Member States to ensure that the training of youth workers and others working with young people enables them to deal with questions of good ethnic relations and to combat racism.

In this context, drawing on the experience of the European Youth Campaign against Racism launched by the Council of Europe, the Council and the Representatives of the Governments of the Member States also invite the Member States and the Commission to take measures to encourage and support specific activities aimed at raising awareness among young people of the value of tolerance and the dangers of racism and xenophobia on 21 March each year.

Finally, the Council and the Representatives of the Governments of the Member States call on the Commission to present a report, before the end of 1998, on the impact of and prospects for Community measures in the field of informal education of young people to promote tolerance.

**Council Conclusions
of 16 December 1997
on the evaluation of quality in school education**

(OJ No C 1, 3.1.1998)

COUNCIL CONCLUSIONS

of 16 December 1997

on the evaluation of quality in school education

(98/C 1/03)

THE COUNCIL OF THE EUROPEAN UNION,

integration of schools into their environment as a criterion of quality;

Having regard to Article 126 of the Treaty establishing the European Community,

(1) Whereas the Socrates programme, Action III.3.1 of which, in particular, invites the Commission to promote the exchange of information and experience on questions of common interest;

(7) Whereas evaluation is also an important element for assuring and, where appropriate, improving quality;

(2) Whereas evaluating quality in school education is one of the priority themes of the said Action;

(8) Whereas the test of the quality of an education system is its schools and whereas it is measured by the progress schools enable young people to make;

(3) Whereas the Commission has, since March 1996, launched various studies and operational activities to examine the question of evaluation from different perspectives with the aim of creating a picture of the wide variety and wealth of approaches and evaluation methodologies used at different levels;

(9) Whereas developments in contemporary society necessitate more than ever a major effort on the part of the State in favour of education; whereas the effectiveness of this effort should be evaluated;

(4) Whereas, during the 1997/98 academic year, the Commission will conduct a pilot project directly involving approximately one hundred schools in States participating in the Socrates programme; whereas an Advisory Working Party bringing together Member States' appointed experts on evaluation in the States taking part in the programme will assist the Commission in implementing the said project;

(10) Whereas it is therefore important to report on the quality achieved as a result, also, of the resources invested in education;

(11) Whereas, in addition to the activities launched by the Union, the OECD's work on quality, in particular through the activities of the Centre for Educational Research and Innovation (CERI) and its International Indicators of Educational Systems (INES) programme as well as the international studies of pupil achievement by the International Association for the Evaluation of Educational Achievement (IEA), should also be taken into account,

HAS ADOPTED THESE CONCLUSIONS:

(5) Whereas senior education officials met twice in 1995 to discuss the quality of education in schools; whereas both meetings considered the question of evaluation from complementary perspectives, thus stressing the richness and diversity of the approaches adopted in the Member States;

I. General considerations

(6) Whereas the meeting convened by the French Presidency in June 1995 considered the evaluation of pupil achievement and whereas the meeting convened by the Spanish Presidency in November 1995 looked at external evaluation and self-appraisal in schools, with particular emphasis on the

Self-appraisal as a tool for schools' development and improvement of quality is based on the idea that a vast range of interconnected factors determine the quality of a school. Although the choice of evaluation criteria depends on the legal, political and budgetary framework, which comes within the exclusive competence of the Member States, the professionalism of teachers, the content of the pupils' learning process, relations within the school, the integration of the school into its local environment, the way in which a school is run and the characteristics of a school as an environment are, to no less a degree, all factors determining the quality of a school.

A school's focus is its pupils and its aim to impart the values, knowledge and skills which they will use during their subsequent education and during their lives as European citizens. Evaluating the extent to which this has been achieved is a major element in determining a school's quality and the quality of the education it provides.

As each school — in cooperation with the country's relevant authorities — is responsible for the quality of its education, it should also be possible to provide it with tools and procedures that give it a better grasp of the conditions that help its pupils to succeed at school.

These tools should make it possible for a school, according to its needs, or, where appropriate, under existing school programmes, to record the progress which it enables a young person to make as a person, as a pupil and as a citizen of tomorrow.

II. In conclusion, the Council invites:

A. Member States,

in the framework and within the limits of their political, legal, budgetary, education and training systems, to step up their action by increasing their cooperation in the evaluation of quality in school education — in particular in the evaluation of pupil achievement — with a view to achieving the following objectives:

- promoting the networking of those involved in the evaluation process at different levels,
- analysing and disseminating the results of international comparative studies on evaluating pupil achievement,
- promoting the development of evaluation tools so that pupils' learning and achievements may be better analysed by schools,
- disseminating examples of good practice,

- evaluating the benefits schools and teachers gain from taking part in the forms of cooperation on offer;

B. the Commission,

in the framework of existing Community education and training programmes and other relevant Community programmes and initiatives and by taking advantage of the experience gained in connection with existing projects and networks supported under these programmes, to:

- strengthen European cooperation and the exchange of information and good practice in evaluating quality in school education,
- put to good use and exploit at European level national experience and the results of the studies undertaken at European and international level,
- make the best possible use of the results of the pilot project and ensure, in cooperation with the Member States, that they are disseminated and, where appropriate, followed up,
- promote cooperation between Member States with a view to ensuring the emergence of better European expertise in evaluating the quality of school education, and in particular of pupil achievement,
- encourage, in connection with existing Community programmes (notably Socrates), the process of making teachers more aware of and, where appropriate, preparing them for, the development and use of evaluation tools and methods,
- take account of the importance of the subject of evaluating the quality of school education when considering future cooperation in the field of education.

**Council Resolution
of 16 December 1997
on the early teaching of European Union languages**

(OJ No C 1, 3.1.1998)

COUNCIL RESOLUTION

of 16 December 1997

on the early teaching of European Union languages

(98/C 1/02)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 126 (2) first indent,

- (1) Whereas the European Union is distinguished first and foremost by its cultural diversity; whereas its construction has always been founded on respect for such diversity, which finds expression in, among other things, its great linguistic wealth;
- (2) Whereas the promotion of linguistic diversity thus becomes one of the objectives of education;
- (3) Whereas various European measures undertaken since 1976 reveal a desire to make the protection of linguistic and cultural heritage one of the cornerstones of European construction;
- (4) Whereas several Member States have carried out pilot schemes at national level which need to be assessed in order to derive maximum benefit from early language teaching;
- (5) Whereas other Member States begin teaching a foreign language at the end of primary schooling and whereas this has also proved to be satisfactory in terms of results;
- (6) Whereas the Lingua programme was adopted in 1989 and partially integrated and reinforced in 1995 in the context of the horizontal measures contained in the Socrates programme; whereas the aim of the Lingua programme is to promote a quantitative and qualitative improvement in knowledge of the languages of the Union, with particular emphasis on the less widely spoken and taught languages, and whereas this has contributed to greater understanding and solidarity between the peoples of the Union;

- (7) Whereas the Member States, in the conclusions of the Council and the Ministers for Education, meeting within the Council on 4 June 1984, agreed to promote all appropriate measures to enable the maximum number of pupils to acquire, before the end of compulsory schooling, a working knowledge of two languages in addition to the mother tongue;
- (8) Whereas the resolution adopted by the Council on 31 March 1995 emphasized the need to develop and improve the language skills of the Union's citizens by stating that school pupils should, as a rule, have the opportunity to learn two languages of the Union in addition to their mother tongue(s); whereas the Council states in this resolution that it would be desirable to establish or develop the early teaching of modern languages in primary schools;
- (9) Whereas the White Paper 'Teaching and learning: towards the learning society' presented by the Commission in 1995 starts from the premise that 'proficiency in several Community languages has become a precondition if citizens of the European Union are to benefit from the occupational and personal opportunities open to them in the border-free Single Market' and advocates proficiency in three Union languages;
- (10) Whereas an improvement in the language and cross-cultural skills of the citizens is a necessary condition for the development of European citizenship.

I. GENERAL CONSIDERATIONS

While reaffirming the principle of equal status for each of the languages of the Union, thought should therefore be given to the tools required to fulfil the dual aim of maintaining cultural and linguistic diversity and promoting European multilingualism. Learning at an early age may be a significant factor in language learning and may thus contribute towards achieving these objectives. It may, in the medium term, enable each citizen to have access to the cultural wealth rooted in the linguistic diversity of the Union.

The early learning of one or more languages in addition to one's mother tongue(s) and increasing awareness of languages, particularly through a recreational approach, at the most flexible and receptive stage of intellectual development may pave the way for learning foreign languages in later life and may thus contribute to achieving the objective of learning two Union languages in addition to one's mother tongue(s). Integrating learning and increased awareness of this kind into compulsory schooling would also enable all pupils to have access to it. Furthermore, learning languages at an early age may foster greater understanding, mutual respect among young people through the knowledge which they could gain of one another and openness to Europe's cultural wealth.

II. CALLS UPON THE MEMBER STATES:

within the framework and limits of their respective political, legal, budgetary, educational and training systems, to:

- encourage, wherever possible, the early teaching of languages and diversification in the languages taught at an early age, while taking into account the availability of resources and building on existing schemes,
- encourage European cooperation between schools which provide early teaching of at least one Union language in addition in the mother tongue(s), and foster pupils' virtual mobility and, if possible, their physical mobility,
- promote the continuous provision of teaching in several languages,
- increase awareness among all those involved, particularly parents, of the benefits of teaching languages at an early age,
- encourage measures to develop and distribute the most suitable teaching materials and multimedia resources for teaching Union languages at an early age,

- encourage measures to prepare teachers working in the field of early language learning to meet new needs;

III. INVITES THE COMMISSION TO:

support measures taken by Member States to achieve the objectives referred to in point II, and encourage, within the framework of existing Community programmes, the early learning of Union languages by:

- providing support for measures aimed at strengthening European cooperation and sharing or exchanging experience and examples of good practice in this field,
- endorsing transnational cooperation in the development of teaching methods and materials (including multimedia products) and means of evaluation in the field of early language learning,
- supporting the distribution of suitable, high-quality teaching materials via European networks,
- supporting measures aimed, on the one hand, at increasing teacher mobility and, on the other hand, at updating and improving the skills required to teach languages at an early age,
- fostering cooperation between teacher training institutions, for example by encouraging the creation of European credit transfer systems,
- encouraging contacts between pupils, particularly by means of virtual mobility,
- bearing in mind early language teaching when considering future cooperation in the field of education.

**Declaration by the Council and the Representatives of the Governments
of the Member States, meeting within the Council,
of 16 December 1997
on respecting diversity and combating racism and xenophobia**

(OJ No C 1, 3.1.1998)

Declaration by the Council and the representatives of the Governments of the Member States,
meeting within the Council

of 16 December 1997

on respecting diversity and combating racism and xenophobia

(98/C 1/01)

Europe, characterized by solidarity and a rich cultural mix, is founded on respect for diversity and on tolerance.

All Member States, with the support of the partners in civil, social, political and cultural life, are continuously striving to build and maintain a Europe based on democratic principles and on the diversity of its cultures and languages, a Europe where social justice is promoted and the rights of minorities are protected.

In today's Europe there are, however, still racist and xenophobic attitudes which contribute to the disruption of social cohesion in the Member States despite all the efforts being made to counter such phenomena.

These attitudes have their basis in cultural and socio-economic factors, but are exacerbated by a lack of recognition of diversity and of understanding of others.

Europe has to fight all forms of racism and xenophobia and take action in order to achieve the ideal of a Union founded on respect for other people and on tolerance. In this task, education must contribute to improving the ability to live together and cooperate with one's fellow human beings.

The Council and the representatives of the Governments of the Member States, meeting within the Council:

- WELCOME the European Commission's initiative in proclaiming 1997 'European Year against Racism'. They note that this initiative has prompted numerous

measures at every level of society, which have all helped to increase awareness of the wealth that lies in cultural diversity,

- STRESS that efforts deployed within the Member States must be intensified so that Europe's citizens, from earliest childhood, acquire greater understanding of and greater respect for other people. They consider that education in respect and tolerance forms an important part of the education of every young European,
- STRESS the importance of the role of education, which endeavours at all ages and at all levels of education to increase understanding and mutual respect among young people by helping them to come into contact with other cultures with an open mind and to approach diversity in a positive manner. School, which along with the family is the first place in which young people learn social skills, must be supported in its efforts to impart democratic values.

The Council and the representatives of the Governments of the Member States, meeting within the Council, confirm the Resolution of 23 October 1995 and consider that it is of paramount importance to make the safeguarding of the values inherent in cultural diversity a fully integrated part of all education. Consequently they wish to join in the initiatives against racism taken by the United Nations by proclaiming 21 March each year a 'Festival of cultural differences' in educational establishments.

**Common Position (EC) No 6/98
adopted by the Council
on 16 December 1997
with a view to adopting Decision 98/.../EC
of the European Parliament and of the Council
establishing the Community action programme "European
Voluntary Service for Young People"**

(OJ No C 43, 9.2.1998)

COMMON POSITION (EC) No 6/98

adopted by the Council on 16 December 1997

with a view to adopting Decision 98/.../EC of the European Parliament and of the Council of ... establishing the Community action programme 'European voluntary service for young people'

(98/C 43/03)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 126 thereof,

Having regard to the proposal from the Commission ⁽¹⁾,

Having regard to the opinion of the Economic and Social Committee ⁽²⁾,

Having regard to the opinion of the Committee of the Regions ⁽³⁾,

Acting in accordance with the procedure laid down in Article 189b of the Treaty ⁽⁴⁾,

(1) Whereas the Essen European Council (9 and 10 December 1994), the Cannes European Council (26 and 27 June 1995), the Madrid European Council (15 and 16 December 1995) and the Dublin European Council (13 and 14 December 1996) stressed the need to undertake new measures to promote the social and occupational integration of young people in Europe;

(2) Whereas the conclusions of the Florence European Council (21 and 22 June 1996) stressed the importance of helping young people to become integrated into active life and, in this respect, noted with interest the idea of European voluntary service;

(3) Whereas the Amsterdam European Council (16 and 17 June 1997) expressed its attachment to voluntary service activities;

(4) Whereas the Council requested the Commission to propose practical measures to promote transnational cooperation in the field of voluntary service;

⁽¹⁾ OJ C 320, 21.10.1997, p. 7.

⁽²⁾ OJ C 158, 26.5.1997, p. 12.

⁽³⁾ OJ C 244, 11.8.1997, p. 47.

⁽⁴⁾ Opinion of the European Parliament of 12 June 1997 (OJ C 200, 30.6.1997, p. 183), Council common position of 16 December 1997 and Decision of the European Parliament of ... (not yet published in the Official Journal).

(5) Whereas, in its Resolution of 5 October 1995 on cooperation with third countries in the youth field ⁽⁵⁾, the Council stressed the need to step up cooperation, particularly with regard to voluntary service, with third countries with which the Community has concluded association or cooperation agreements;

(6) Whereas the European Council of 25 and 26 June 1984 asked Member States to take the necessary measures to encourage young people to take part in projects organised by the Community outside its frontiers, and recommended Member States to acknowledge as one of the objectives of their social policies the incorporation of social protection for development volunteers or the correction of shortcomings in this field;

(7) Whereas the Parliament has also expressed its support, on many occasions, for the development of voluntary service at Community level, in particular in its resolution of 22 September 1995 on the establishment of European civilian service ⁽⁶⁾;

(8) Whereas, insofar as it fosters informal education, the policy of cooperation in the youth field is complementary to the education policy enshrined in the Treaty, and whereas that policy is in need of development;

(9) Whereas voluntary service activities also exist in a variety of forms in several Member States and a number of non-governmental organisations are working in this field;

(10) Whereas only limited experience has been acquired thereby and whereas transnational voluntary service activities should be developed in qualitative and quantitative terms;

⁽⁵⁾ OJ C 296, 10.11.1995, p. 11.

⁽⁶⁾ OJ L 269, 16.10.1995, p. 232.

- (11) Whereas it is necessary to create new opportunities for the transfer and application of experience and good practice and to promote new partnerships; established between European voluntary service and, in particular, local employment initiatives;
- (12) Whereas an independent ex-ante evaluation of a multiannual programme of voluntary service has been carried out in accordance with the principles put in place by the Commission for the second phase of its SEM 2000 ('sound and efficient management') programme;
- (13) Whereas this Decision establishes a Community framework designed to contribute to the development of transnational voluntary service activities;
- (14) Whereas participation by young people in voluntary service activities constitutes a form of informal education, the quality of which will to a large extent be based on appropriate preparation activities including those of a linguistic and cultural nature, contributes to their future development and to broadening their horizons, promotes the development of their social skills, active citizenship and their balanced integration into society from an economic, social and cultural point of view and makes it possible to promote awareness of genuine European citizenship;
- (15) Whereas the establishment of European voluntary service should be carried out in conjunction with other Community schemes to benefit young people developed in particular under the 'Youth for Europe' programme⁽¹⁾, and it is therefore important to make sure that they are complementary;
- (16) Whereas it is necessary to reinforce the links between the measures carried out under this programme, combating the various forms of exclusion, including racism and xenophobia, cooperation with third countries and the projects pursued within the framework of social policy, particularly action assisted by the European Social Fund on training and access to employment (both mainstream and the 'Employment-Youthstart' Community Initiative);
- (17) Whereas, in order to facilitate the transition to working life, complementary links need to be
- (18) Whereas voluntary service may help to meet new societal needs and also to identify new sources of activities and professions;
- (19) Whereas participation in the voluntary service activities covered by this Decision should be purely voluntary; whereas such activities should be non-profit-making and the host project should constitute a vehicle for informal educational activity on the part of young volunteers and whereas that activity can therefore in no case be equated with employment;
- (20) Whereas young volunteers taking part in this programme should have adequate means of subsistence;
- (21) Whereas European voluntary service activities are not a substitute for military service, for the alternative service formulae provided in particular for conscientious objectors or for the compulsory civilian service existing in several Member States, and should not restrict or be a substitute for potential or existing paid employment;
- (22) Whereas all young people legally resident in a Member State should be eligible to apply to take part in European voluntary service, without discrimination;
- (23) Whereas the grant of residence permits and any visas required falls within the competence of the authorities in the Member States, and whereas the concept of legal resident is defined by national law;
- (24) Whereas implementation of this programme should be based on decentralised structures designated by Member States in close cooperation with the national authorities responsible for youth questions, with a view to guaranteeing that Community action supports and complements national activities whilst respecting the principle of subsidiarity, as defined in Article 3b of the Treaty;
- (25) Whereas European voluntary service activities are of direct concern to local and regional authorities having regard to their potential role in providing direct support for projects but also in developing local information and in following-up young people at the end of their service;

⁽¹⁾ Decision No 818/95/EC of the European Parliament and of the Council of 14 March 1995 adopting the third phase of the 'Youth for Europe' programme (OJ L 87, 20.4.1995, p. 1).

- (26) Whereas the social partners should play an important role in the development of European voluntary service, not only to avoid any activity that is a substitute for potential or existing paid employment, but also as part of following up the experience acquired so as to assist with the active integration of young people into society;
- (27) Whereas the voluntary sector should also play an important role in enabling all young people, particularly those with the greatest difficulties, to participate in these programmes;
- (28) Whereas there should be ongoing monitoring to take account in particular of the opinions of the social partners and the voluntary sector;
- (29) Whereas the Commission and the Member States are to ensure that they foster cooperation with non-governmental organisations active in the youth and social fields, as well as in the areas of the environment, culture and combating the various forms of exclusion;
- (30) Whereas the Agreement on the European Economic Area provides for greater cooperation in the field of education, training and youth between the European Community and its Member States, on the one hand, and the States of the European Free Trade Area (EFTA) participating in the European Economic Area, on the other; whereas Article 4 of Protocol 31 provides that the EFTA States participating in the European Economic Area shall, from 1 January 1995, participate in all Community programmes in the field of education, training and youth then in force or adopted;
- (31) Whereas the 'European voluntary service for young people' programme is open to the participation of the associated countries of Central and Eastern Europe (CCEE), in accordance with the conditions set out in the Europe Agreements or in the Additional Protocols, already concluded or to be concluded, on the participation of those countries in Community programmes; whereas this programme is open to the participation of Cyprus and Malta on the basis of additional appropriations under the same rules as apply to the EFTA States participating in the European Economic Area, in accordance with procedures to be agreed with those countries, without prejudice to the procedures to be completed for Malta's participation;
- (32) Whereas the promotion of active citizenship and the acquisition of informal education experience, on the one hand, and the contribution of young people to cooperation between the Community and third countries, on the other, are important objectives of the 'European voluntary service for young people' programme;
- (33) Whereas a number of association and cooperation agreements provide for exchanges of young people;
- (34) Whereas this Decision lays down, for the entire duration of the programme, a financial framework constituting the principal point of reference, within the meaning of point 1 of the Joint Declaration by the European Parliament, the Council and the Commission of 6 March 1995⁽¹⁾, for the budgetary authority during the annual budgetary procedure;
- (35) Whereas the Community's financial perspective is valid until 1999 and will have to be revised for the period beyond that date;
- (36) Whereas, in the light of the conclusion of the third phase of the 'Youth for Europe' programme on 31 December 1999, the Commission will present to the European Parliament and to the Council, before 31 December 1997, a report setting out its ideas on the 'priorities of the policy of cooperation in the youth field looking forward to the year 2000';
- (37) Whereas an agreement was reached on 20 December 1994 on a *modus vivendi* between the European Parliament, the Council and the Commission concerning the implementing measures for acts adopted pursuant to the procedure referred to in Article 189b of the Treaty⁽²⁾,

HAVE DECIDED AS FOLLOWS:

Article 1

Establishment of the programme

1. This Decision establishes the Community action programme 'European voluntary service for young people', hereinafter referred to as the 'programme', concerning European voluntary service activities within the Community and in third countries for young people legally resident in a Member State.

⁽¹⁾ OJ C 102, 4.4.1996, p. 4.

⁽²⁾ OJ C 102, 4.4.1996, p. 1.

The programme is adopted for the period from 1 January 1998 to 31 December 1999.

2. This programme comes within the context of the general objectives of a cooperation policy in the youth field as set out in the programme 'Youth for Europe' (Article 1(2)). It is intended, while respecting equal opportunities for men and women, to encourage mobility and solidarity among young people as part of active citizenship, to promote, and give them the chance of acquiring, informal educational experience in a variety of sectors of activity, which may be one of the foundations of their future development, and to promote, through their participation in transnational activities of benefit to the community, an active contribution on their part to the ideals of democracy, tolerance and solidarity in the context of European integration and to cooperation between the European Community and third countries.

Article 2

Framework, objectives and resources

1. This programme, based on intensified cooperation between the Member States, offers young people aged in principle between 18 and 25 an attested informal educational experience, at transnational level, involving both the acquisition of skills and abilities and the demonstration of responsible citizenship in order to help them to become actively integrated into society. Young people participating in the activities of this programme are hereinafter also referred to as 'young volunteers'.

2. In accordance with the general objectives set out in Article 1, the specific objectives of this programme shall be as follows:

- (a) to encourage a spirit of initiative, creativity and solidarity among young people so as to enable them to become actively integrated into society and to contribute to the attainment of the objectives of the programme;
- (b) to step up participation by young people legally resident in a Member State in long-term or short-term transnational activities of benefit to the community, within the Community or in third countries, in particular those with which the Community has concluded cooperation agreements. Those activities must not restrict or be a substitute for potential or existing paid employment;
- (c) to promote recognition of the value of informal educational experience acquired in a European context;

(d) to facilitate access to the programme for all young people.

3. For this purpose, and in accordance with the general objectives set out in Article 1 and the specific objectives described in paragraph 2 of this Article, the main features of this programme, which are set out in detail in the Annex, shall be as follows:

- (a) to support long-term or short-term transnational activities of benefit to the community, within the Community and in third countries;
- (b) to support activities intended to foster partnerships based on European voluntary service and innovative network activities;
- (c) to support measures and projects intended to further the follow-up of young volunteers, to build on the experience acquired by the latter in the context of European voluntary service and thus to promote their active integration into society;
- (d) to develop and support appropriate preparation, particularly linguistic and intercultural, and the integration of young volunteers, 'mentors' and European project leaders so that young volunteers can benefit from high-quality projects connected with the objectives of the programme;
- (e) to support the quality of all the programme's activities and the development of their European dimension and to contribute to cooperation in the youth field by supporting, wherever possible, Member States' endeavours to improve services and measures related to European voluntary service, particularly through measures to provide young people with information on the objectives of the programme and through studies and continuing evaluation through which, where appropriate, the detailed implementing rules and the approaches of the programme may be brought into line with any needs which might emerge.

Article 3

Financial provisions

1. The financial framework for the implementation of this programme for the period 1998-99 is hereby set at ECU 35 million, in keeping with the current financial perspective.

2. The annual appropriations shall be authorised by the budgetary authority within the limits of the financial perspective.

Article 4

Access to the programme — positive action

1. Special attention shall be paid to ensuring that all young people can have access, without discrimination, to the programme's activities.
2. The Commission and the Member States shall ensure that special efforts are made for young people who experience the most difficulties in being included in existing action programmes at both Community and national, regional and local levels, owing to cultural, social, physical, economic or geographical reasons. To this end, they shall take into consideration the problems encountered by this target group.

Article 5

Participation by associated countries

This programme shall be open to the participation of the associated countries of Central and Eastern Europe (CCEE) in accordance with the Europe Agreements or the Additional Protocols, which have been, or are to be, concluded on the participation of those countries in Community programmes. This programme shall be open to the participation of Cyprus and Malta on the basis of additional appropriations under the same rules as apply to the EFTA countries participating in the European Economic Area, in accordance with the procedures to be agreed with those countries, without prejudice to the procedures to be completed for Malta's participation.

Article 6

Implementation, links with other measures and international cooperation

1. The Commission shall ensure the implementation of this programme.
2. The Commission and the Member States shall ensure that there is consistency and complementarity between measures to be implemented under this programme and other relevant Community programmes and initiatives, in particular 'Youth for Europe' and programmes offering the possibility of financing volunteer projects aimed at young volunteers from third countries, as well as measures undertaken by the Member States in this field.
3. The Commission and the Member States shall foster cooperation relating to this programme so as to allow complementarity of action with that of the competent international organisations, in particular the Council of Europe.

Article 7

Cooperation with Member States

1. The Commission and the Member States shall take such measures as they deem appropriate to develop the structures set up at Community and national level for achieving the objectives of the programme, for making the programme more accessible to young people and other partners at local level, for evaluating and monitoring the measures provided for in the programme and for applying consultation and selection mechanisms. In that context, the Commission and the Member States shall take steps to foster the provision of appropriate information and volunteers' awareness of their rights and obligations at European, national and local level, and shall endeavour to make an active contribution to ensuring complementarity between transnational activities and national voluntary activities.

2. Each Member State shall endeavour, as far as possible, to adopt measures as it deems necessary and desirable to ensure the proper functioning of the programme, in particular as far as the mobility of young volunteers is concerned.

Article 8

Attestation

A document, drawn up by the Commission in accordance with the procedure laid down in Article 9(2) and (3), shall attest to the participation of young volunteers in European voluntary service and to the experience and skills that they have acquired during the relevant period.

Article 9

Committee

1. In the implementation of this programme, the Commission shall be assisted by a committee composed of two representatives of each Member State and chaired by the representative of the Commission.
2. The representative of the Commission shall submit to the committee a draft of the measures to be taken in respect of:
 - the committee's rules of procedure,
 - the implementing provisions,
 - the annual plan of work for the implementation of the measures in the programme,
 - the general balance between the various sections of the programme,

- the criteria for determining the indicative allocation of funds among the Member States,
- the document attesting to participation in European voluntary service,
- the procedures for monitoring and evaluating the programme.

The committee shall deliver its opinion on the draft within a time limit which the chairman may lay down according to the urgency of the matter. The opinion shall be delivered by the majority laid down in Article 148(2) of the Treaty in the case of decisions which the Council is required to adopt on a proposal from the Commission. The votes of the representatives of the Member States within the committee shall be weighted in the manner set out in that Article. The chairman shall not vote.

The Commission shall adopt measures which apply immediately. However, if these measures are not in accordance with the opinion of the committee, they shall be communicated by the Commission to the Council forthwith. In that event:

- the Commission may defer application of the measures which it has decided for a period of two months from the date of such communication,
- the Council, acting by a qualified majority, may take a different decision within the time-limit referred to in the previous indent.

3. The Commission may consult the Committee on any other matters relating to the implementation of this programme.

In that case, the representative of the Commission shall submit to the Committee a draft of the measures to be taken. The Committee shall deliver its opinion on the draft within a time limit which the Chairman may lay down according to the urgency of the matter, if necessary by taking a vote.

The opinion shall be recorded in the minutes; in addition, each Member State shall have the right to ask to have its position recorded in the minutes.

The Commission shall take the utmost account of the opinion delivered by the Committee. It shall inform the Committee of the manner in which its opinion has been taken into account.

Article 10

Monitoring and evaluation

1. On implementation of this Decision, the Commission shall take the necessary measures to ensure that the programme is monitored and continuously evaluated, taking account of the general and specific objectives referred to in Articles 1 and 2, the specific objectives defined in the Annex, the provisions laid down in Article 4 and any input provided by the Committee set up under Article 9.

2. The Commission shall submit in sufficient time to the European Parliament and to the Council a report taking account in particular of the results of Community youth-related measures and accompanied, if necessary, by appropriate proposals, particularly with a view to a consistent approach to youth-related measures looking forward to the year 2000.

Article 11

This Decision shall enter into force on the date of its publication in the *Official Journal of the European Communities*.

Done at ...

<i>For the European Parliament</i>	<i>For the Council</i>
<i>The President</i>	<i>The President</i>

ANNEX

In order to encourage mobility among young people as part of active citizenship, their practical participation in the creation of European solidarity and their active integration into society and to promote, and give young people the chance of acquiring, an informal educational experience in a variety of sectors of activity, which may be one of the foundations of their future development, the Community intends to support European voluntary service activities within the Community and in third countries, measures to follow up those activities and European cooperation measures designed to develop the quality and the European dimension of those activities.

The implementation of this programme should correspond to the needs of the target group.

By way of information, 'young volunteer' under this programme means any person aged between 18 and 25, legally resident in a Member State of the European Community. Such a young person commits himself/herself voluntarily to the fulfilment of an experience of active citizenship and informal education with a view to acquiring social, intercultural and personal abilities and skills, thus laying the foundations for his/her future development while contributing to the well-being of the community. To this end, the young volunteer participates, in a Member State other than the one in which he/she resides or in a third country, in a non-profit-making, unpaid activity of importance to the community and of a limited duration (12 months maximum) in the context of a project recognised by the Member States concerned and the Community. Full board and lodging and supervision by a tutor are provided. The voluntary service project ensures that the person concerned is covered by health insurance as well as other appropriate insurance schemes. The young volunteer receives an allowance/pocket money.

The basic principles on which the Community action is founded are as follows:

- active participation of young volunteers in both the preparation and the implementation of projects,
- local partnerships between the various public and private partners involved in the active integration of young people into society,
- transnational partnerships between host projects and projects sending out young volunteers,
- approval by the Commission subject to a positive opinion from the relevant authorities of the Member States of all host projects,
- guarantees from the point of view of the preparation, the supervision and — as far as possible — the mobility of young volunteers,
- the inclusion, within host projects, of tutors having an important role to play in the supervision of young volunteers and in the recognition of the added value of achievements, and in the preparation of measures following up the experience,
- recognition of the value of an informal educational experience acquired in a European context,
- follow-up for young volunteers and turning their achievements to account.

To this end, the Community is organising this programme, which has four sections. The four sections are interlinked and sufficiently flexible to meet the needs of the young people concerned in the most appropriate way. The activities carried out under this programme will be complementary to those conducted in the youth field, notably under the 'Youth for Europe' programme.

SECTION 1 — INTRA-COMMUNITY

1. The Community will support long-term (in principle six months to one year) and short-term (in principle three weeks to three months) transnational projects which will enable young people — normally aged between 18 and 25, although exceptionally, in certain duly justified cases, applications from young people outside those age limits may be taken into consideration — legally resident in a Member State to play, individually or in groups, an active part in activities which help to meet the needs of society in a wide range of fields (social, socio-cultural, environmental, cultural, etc.) and which

are likely to have a direct impact on the well-being of the populations of the host communities. The aim of these projects will be to provide young people from the Union with an informal educational experience and to bring them into contact with other cultures and languages and to experience new ideas and projects in an intercultural civil society context.

2. The assistance awarded under this section should not exceed 50 % of the total expenditure incurred linked to European voluntary service activity, subject to point 3.
3. In accordance with Article 4(2) of the Decision, efforts must be made to help young people facing cultural, social, economic, physical, mental or geographical difficulties. These efforts must be proportional to the difficulties that participation in existing action programmes raises for this target group. In this context, financial assistance greater than the 50 % provided for in point 2 may be awarded, or support given, where appropriate, for other activities likely to facilitate participation by this target group, including preparation and follow-up activities. Procedures for awarding assistance in excess of 50 % will be defined by the Committee provided for in Article 9 of the Decision.
4. Assistance will be awarded for:

Long-term activities

5. Long-term activities will emphasise qualifying experience, acquired as part of European voluntary service projects, and the follow-up to young volunteers' activities.
6. A document, drawn up by the Commission in accordance with Articles 8 and 9 of the Decision, will attest to the participation of young volunteers in European voluntary service and the experience and skills that they have acquired during this period.

Preparation and supervision

7. Measures intended (particularly at the linguistic and intercultural levels) to reinforce the European dimension of activities, to prepare young long-term volunteers prior to departure and to promote their integration during these activities and at the end of European voluntary service.

Short-term activities

8. The Community will support short-term transnational projects intended to make young people specifically aware of the potential of measures inspired by the principle of active citizenship and the impact that such activities may have on their lives, and to familiarise all the partners with the concept of active citizenship.
9. These projects will principally involve groups. Support for individual participation in a host project may be envisaged depending on the duration of the project, its nature or the profile of the young volunteer.

SECTION 2 — THIRD COUNTRIES

1. The Community will support long-term (in principle six months to one year) and short-term (in principle three weeks to three months) transnational projects which will enable young people — normally aged between 18 and 25, although exceptionally, in certain duly justified cases, applications from young people outside those age limits may be taken into consideration — legally resident in a Member State to play, individually or in groups, an active part in third countries in activities which meet the needs of society in a wide range of fields (social, socio-cultural, environmental, cultural, etc.) and which are likely to have a direct impact on the well-being of the populations of the host communities. The aim of these projects will be to provide young people with informal educational experience and to bring them into contact with other cultures and languages and to experience new ideas and projects in an intercultural civil society context.

2. The appropriations awarded under this Section will in principle cover the costs connected with the activities of young people residing in Member States.
3. Assistance will be awarded for:

Long-term activities

4. Long-term activities will emphasize qualifying experience, acquired as part of European voluntary service projects, and the follow-up to young volunteers' activities.
5. A document, drawn up by the Commission in accordance with Articles 8 and 9 of the Decision, will attest to the participation of young volunteers in European voluntary service and the experience and skills that they have acquired during this period.

Preparation and supervision

6. Measures making it possible to lay or consolidate the foundations needed for the development of transnational European voluntary service projects in third countries, more specifically long-term activities.
7. Measures intended (particularly at the linguistic and intercultural levels) to reinforce the European dimension of activities, to prepare young long-term volunteers prior to departure and to promote their integration during those activities and at the end of European voluntary service.

Short-term activities

8. The Community will support short-term transnational projects intended to make young people genuinely aware of the impact that such activities may have on their lives and to familiarise all the partners with the concept of active citizenship.
9. These projects will principally involve groups. Support for individual participation in a host project may be envisaged depending on the duration of the project, its nature and the profile of the young volunteer.

SECTION 3 — FOLLOW-UP, SPIRIT OF INITIATIVE AND CREATIVITY

1. The Community will support the development of follow-up projects by young volunteers, intended to help them turn to account and exploit the experience acquired during their voluntary service and to promote their active integration into society.
2. Assistance may be awarded for initiatives taken by young people at the end of their European voluntary service by helping them to launch and promote social, cultural, socio-cultural and economic activities and/or to participate in complementary educational activities. The aim of such assistance will be to enable young volunteers to develop their spirit of initiative and creativity and to foster the development of various forms of European cooperation. Priority in the allocation of assistance will be given to those young people in greatest need.
3. Special attention will be paid to the promotion of (public or private) partnerships and to cooperation with (public or private) initiatives in particular at local level in order to support, help and sponsor young people's strategies for active integration into society.

SECTION 4 — COMPLEMENTARY MEASURES

4.1. Mentors and European project leaders

1. *Award of assistance*

In addition to voluntary service activities proper, assistance will also be awarded for measures intended to underpin the quality of the work of mentors and European project leaders. These measures will concern activities supported at intra-Community level as well as in third countries. They are intended, on the one hand, to ensure that the content of the informal educational experience is of a high quality and, on the other hand, to help to develop certification methods.

2. *Mentors*

The term 'mentors' means people involved as tutors for young volunteers during European voluntary service activities within host projects and those who act as contact points for young volunteers and projects within relay structures situated at the national, regional or local level.

3. *Activities supported*

Activities supported will be those intended to:

- prepare and support mentors from the point of view of their tasks of tutoring and supervising young volunteers during transnational voluntary service activities, with special attention being paid to projects involving young people with little or no experience of transnational activities,
- develop the ability of European project leaders effectively to carry out their administrative tasks in a European context (organisation, financial aid and administrative management and follow-up of European projects, legal aspects, etc.).

4.2. Partnerships

Establishment of partnerships

1. The Community will support activities to promote partnerships at local/regional/national level — between public- and private-sector partners — geared towards European voluntary service and offering the prospect of transnational and European partnerships.
2. Assistance will be awarded for activities to facilitate and promote the establishment of transnational partnerships between local/regional/national partnerships wishing to work together within the framework of this programme either within the Community or with third countries.
3. Special attention will be paid to projects/initiatives undertaken at the local level by persons or entities which have little or no experience of or opportunity for contacts at European level.

Innovative network activities

4. Assistance will be awarded for innovative measures launched by networks, particularly in the social, socio-cultural, environmental and cultural fields and in connection with the fight against the various forms of exclusion.
5. This assistance may cover innovative activities which create networks between initiatives within the Community, in which third countries may participate where appropriate.
6. Support for these activities is intended to encourage, on the one hand, the development by these networks of innovative practical European voluntary service activities and, on the other hand, the integration within these networks of a European voluntary service dimension.

4.3. Information, research and evaluation

1. Support for activities to launch awareness, information and advisory systems at local, regional, national and Community level to promote and support the objectives of the programme.
 2. In the particular area of research and evaluation connected with the objectives of the programme, the Community will concentrate its efforts on the analysis and dissemination of data, the content and pedagogical value of the informal education and the promotion of Community cooperation in this field. The Commission will, in cooperation with the Member States, monitor and evaluate this programme in an ongoing way in order, when necessary, to bring the detailed rules of its implementation into line with any needs which may arise.
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STATEMENT OF THE COUNCIL'S REASONS

I. INTRODUCTION

1. On 27 December 1996 the Commission submitted to the European Parliament and to the Council a proposal for a Decision, based on Article 126 of the EC Treaty, establishing the Community programme 'European voluntary service for young people'.
2. The Economic and Social Committee and the Committee of the Regions delivered their opinions on 19 March 1997 and 13 November 1996 respectively.
3. The European Parliament delivered its opinion on 12 June 1997.
4. On 16 December 1997 the Council adopted its common position in accordance with Article 189b of the EC Treaty.

II. AIM OF THE PROPOSAL

The proposal concerns the implementation, at Community level, of a specific action programme geared towards the integration of young people into active life through transnational activities that are of benefit to the community.

1. General comments

In its common position the Council has approved the essence of the Commission proposal while making some amendments which it thought desirable.

2. Specific comments

2.1. *Amendments made by the Council to the Commission proposal*

2.1.1. Duration of the programme and financial allocation

The Council's main concern in connection with the duration of the programme and its financial allocation was to create conditions which were conducive to firm and consistent action in the future under the youth cooperation policy.

The Council thought it necessary to ensure that ultimately there was perfect compatibility between the activities currently undertaken under the 'Youth for Europe' programme and the activities of the European voluntary service for young people. In this context reference was made to the possibility of establishing a single programme for young people.

Since the 'Youth for Europe' programme will expire on 31 December 1999, the Council thought that a two-year duration for the 'European voluntary service for young people' programme (1 January 1998 — 31 December 1999) would make it possible subsequently to integrate these different activities into a coherent and effective whole.

The Council was of the opinion that a financial framework of ECU 35 million would be sufficient to reconcile its wish to see this programme attain its objectives with the Council's duty to contribute to a fair distribution of available resources.

2.1.2. Mobility of young volunteers

The Council acknowledged the need for each Member States to endeavour to adopt the measures it considered necessary and desirable to ensure the proper

functioning of the programme, in particular concerning the mobility of young volunteers. However, it thought that the wording proposed by the Commission in recital 13 and Article 7(2) of its amended proposal concerned areas which came within Member States' jurisdiction. The Council therefore considered that these parts of the text should be deleted.

2.1.3. Annex to the Decision

In the interests of greater clarity, the Council made some changes to the Annex to the Decision. A definition of a 'young volunteer' was included, for information, in the introduction and the number of sections was reduced to 4, although the essence of the Commission's text was retained. Section 3 of the proposal (Innovative networks) was incorporated in section 5 (Complementary measures) which thus becomes the new section 4. The title of the new section 3 (former section 4) was amended to emphasise follow-up projects by young people who have participated in voluntary service. A number of other minor changes were also made to the text to improve readability.

2.2. *European Parliament amendments*

2.2.1. Parliament amendments adopted by the Commission

The Commission adopted in full, in part or in essence 19 to the 40 Parliament amendments. Those amendments are Nos 2, 3, 6, 8, 9, 11, 12, 13, 14, 16, 17, 19, 21, 26, 27, 28, 37, 39 and 40.

2.2.2. Parliament amendments adopted by the Council

The Council accepted in full, in part or in essence 16 of the amendments proposed by the Parliament and adopted by the Commission. Those amendments are Nos 3, 8, 9, 11, 12, 13, 14, 16, 17, 19, 21, 27, 28, 37, 39 and 40.

2.2.3. Parliament amendments not adopted by the Council

Apart from the amendments not adopted by the Commission, the Council did not accept the following amendments:

— *Amendment 2*

Reference to a specific budget line

The Council thought that the tenth recital of the amendment proposal should be deleted and that the addition proposed by Parliament was therefore no longer relevant,

— *Amendment 6*

Mobility of young volunteers

The Council considered that the areas referred to in recital 13 of the Commission's original proposal and, *a fortiori*, in the Parliament's amendment 6 were the responsibility of Member States. The Council therefore thought that the recital should be deleted and the amendment rejected,

— *Amendment 26*

Budgetary compatibility

The Council thought that the proposed specific reference to budgetary compatibility was not necessary.

III. CONCLUSIONS

The Council considers that its common position constitutes a balanced text which makes it possible to set up a European voluntary service while respecting the prerogatives of Member States in the specific areas for which they are responsible.

**Decision No 576/98/CE
of the European Parliament and of the Council
of 23 February 1998
establishing the Community action programme
SOCRATES**

(OJ No L 77, 14.3.1998)

DECISION No 576/98/EC OF THE EUROPEAN PARLIAMENT AND OF
THE COUNCIL

of 23 February 1998

amending Decision No 819/95/EC establishing the Community action
programme Socrates

THE EUROPEAN PARLIAMENT AND THE COUNCIL
OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European
Community, and in particular Articles 126 and 127
thereof,

Having regard to the proposal from the Commission⁽¹⁾,

Having regard to the opinion of the Economic and Social
Committee⁽²⁾,

Having regard to the opinion of the Committee of the
Regions⁽³⁾,

Acting in accordance with the procedure laid down in
Article 189b of the Treaty⁽⁴⁾, in the light of the joint text
approved on 14 January 1998,

- (1) Whereas Decision No 819/95/EC of the European
Parliament and of the Council of 14 March 1995⁽⁵⁾
establishes the Community action programme
Socrates;
- (2) Whereas Article 7 of that Decision provides for a
financial framework for the implementation of the
programme during the period 1 January 1995 to 31
December 1999;
- (3) Whereas the Joint Statement⁽⁶⁾ by the European
Parliament, the Council and the Commission
concerning the Decision No 819/95/EC provides
that, two years after the launching of the
programme, the European Parliament and the

Council will assess the results achieved by the
programme, and that to this end the Commission
will submit to them a report accompanied by any
proposals which it considers appropriate, including
any concerning the funding set by the legislator
within the meaning of the Joint Declaration of 6
March 1995⁽⁷⁾, and that the European Parliament
and the Council will act on those proposals at the
earliest opportunity;

- (4) Whereas the European Parliament called for an
increase in the allocation for the programme in its
Resolution on the Commission White Paper on
Education and Training — 'Teaching and learning
— towards the learning society' and its Resolution
on the Commission Green Paper on 'Education —
training — research — the obstacles to transna-
tional mobility'; whereas, in its resolution on the
guidelines for the 1998 budgetary procedure, it
included encouragement for youth and education
programmes among its priorities;
- (5) Whereas the report submitted by the Commission
pursuant to the abovementioned Joint Statement
has set out the outstanding results achieved by the
programme during the first two years following its
adoption;
- (6) Whereas the programme has been particularly well
received in the educational community and
whereas there is a need to maintain its forward
momentum towards achieving its objectives;
- (7) Whereas the demand for support is already many
times higher than the available resources and is
continuing to rise;

⁽¹⁾ OJ C 113, 11. 4. 1997, p. 14, and
OJ C 262, 28. 8. 1997, p. 3.

⁽²⁾ Opinion delivered on 28 May 1997 (OJ 287, 22. 9. 1997, p.
23).

⁽³⁾ Opinion delivered on 18 September 1997 (OJ C 379, 15. 12.
1997, p. 17).

⁽⁴⁾ Opinion of the European Parliament of 12 June 1997 (OJ
200, 30. 6. 1997, p. 136), Council Common position of 22
September 1997 (OJ C 315, 16. 10. 1997, p. 1) and Decision
of the European Parliament of 23 October 1997 (not yet
published in the Official Journal). Decision of the European
Parliament of 29 January 1998 and Decision of the Council
of 12 February 1998.

⁽⁵⁾ OJ L 87, 20. 4. 1995, p. 10.

⁽⁶⁾ OJ L 132, 16. 6. 1995, p. 18.

⁽⁷⁾ Declaration by the European Parliament, the Council and the
Commission of 6 March 1995 on the incorporation of finan-
cial provisions into legislative acts (OJ C 102, 4. 4. 1996, p.
4).

- (8) Whereas the impact of the programme would be affected both if the percentage of projects supported were to be reduced and if the annual average amount of support granted to projects fell below a critical threshold, which would mainly disadvantage those from less favoured backgrounds; whereas there is therefore a need to ensure that a critical mass of funding is maintained;
- (9) Whereas there is a need to provide continuity of support for projects during the developmental phase, while nonetheless reserving sufficient funds to support new projects and activities, thereby safeguarding the programme's potential for contributing to innovation;
- (10) Whereas, without prejudice to the procedures to be completed for the participation of Malta, it is envisaged that the associated countries of Central and Eastern Europe and Cyprus should be able to participate in the programme from 1998 onwards; whereas their financial contribution could call for an appropriate contribution by the Community in order to ensure reciprocal mobility in line with the Community's political objective;
- (11) Whereas there is a need to adjust the financial framework for the programme in order to maintain the programme's capacity to fulfil the objectives set out in the Decision establishing the programme;

- (12) Whereas additional funding is incorporated within the overall allocation for heading 3 of the financial perspective and within the limits of the appropriations available during the two financial years concerned,

HAVE DECIDED AS FOLLOWS:

Article 1

Article 7(1) of Decision No 819/95/EC shall be replaced by the following:

'1. The financial framework for implementation of this programme for the period referred to in Article 1 shall be ECU 920 million.'

Article 2

This Decision shall enter into force on the day of its publication in the *Official Journal of the European Communities*.

Done at Brussels, 23 February 1998.

<i>For the European Parliament</i>	<i>For the Council</i>
<i>The President</i>	<i>The President</i>
J. M. GIL-ROBLES	R. COOK

ANNEX I

Articles 3, 126 and 127 of the EC Treaty

Article 3

For the purposes set out in Article 2, the activities of the Community shall include, as provided for in this Treaty and in accordance with the timetable set out therein:

.....

- (p) a contribution to education and training of quality and to the flowering of the cultures of the Member States,

.....

Article 126

1. The Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity.

2. Community action shall be aimed at:

— developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States;

— encouraging mobility of students and teachers, *inter alia* by encouraging the academic recognition of diplomas and periods of study;

— promoting cooperation between educational establishments;

— developing exchanges of information and experience on issues common to the education systems of the Member States;

* Chapter 3 (Articles 126 and 127) as introduced by Article G(36) TEU. Former Articles 126 and 127 null and void.

— encouraging the development of youth exchanges and of exchanges of socio-educational instructors;

— encouraging the development of distance education.

3. The Community and the Member States shall foster cooperation with third countries and the competent international organizations in the field of education, in particular the Council of Europe.

4. In order to contribute to the achievement of the objectives referred to in this Article, the Council:

— acting in accordance with the procedure referred to in Article 189b . after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonization of the laws and regulations of the Member States;

— acting by a qualified majority on a proposal from the Commission, shall adopt recommendations.

Article 127

1. ; The Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organization of vocational training.

2. Community action shall aim to:

— facilitate adaptation to industrial changes, in particular through vocational training and retraining;

— improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market;

— facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people;

— stimulate cooperation on training between educational or training establishments and firms;

— develop exchanges of information and experience on issues common to the training systems of the Member States.

3. The Community and the Member States shall foster cooperation with third countries and the competent international organizations in the sphere of vocational training.

4. The Council, acting in accordance with the procedure referred to in Article 189c and after consulting the Economic and Social Committee, shall adopt measures to contribute to the achievement of the objectives referred to in this Article, excluding any harmonization of the laws and regulations of the Member States.

ANNEXE II

**Council Resolution
of 15 December 1997
on the 1998 Employment Guidelines**

(OJ No C 30, 28.1.1998)

COUNCIL RESOLUTION

of 26 November 1996

on the reduction of smoking in the European Community

(96/C 374/04)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community,

Acknowledging that, at its meetings in Milan in June 1985 and in Luxembourg in December 1985, the European Council underlined the advantages of launching a European programme of action against cancer;

Noting that the Council and the representatives of the Governments of the Member States, meeting within the Council, adopted on 7 July 1986 by their resolution (*) a programme of action of the European Communities against cancer, which set as one of the objectives a contribution to an improvement in the health and quality of life of citizens within the Community by reducing the number of cases of cancer and under this heading gave priority to measures against smoking;

Noting that the Council and the representatives of the Governments of the Member States, meeting within the Council, reinforced this objective on 17 May 1990 through Decision 90/238/Euratom, ECSC, EEC (**) adopting a 1990 to 1994 action plan in the context of the 'Europe against Cancer' programme;

Noting that the European Parliament and the Council, by Decision 646/96/EC (†), adopting an action plan to combat cancer within the framework for action in the field of public health (1996 to 2000), on 29 March 1996,

(*) OJ No C 184, 23. 7. 1986, p. 19.

(**) OJ No L 137, 30. 5. 1990, p. 31.

(†) OJ No L 95, 16. 4. 1996, p. 9.

stressed that the risk factors inherent in lifestyles, especially smoking, need to be reduced;

Recalling that smoking is a risk factor in certain diseases, in particular cancer and cardiovascular diseases, and contributes to the deaths of 500 000 people in the Community each year;

Considering that the population in general, and young people in particular, should be protected against smoking;

Recalling that a key objective of any smoking reduction strategy must be to discourage young people from taking up the habit, in view of the addictive nature of smoking, and its long-term effects;

Stressing that exposure to the smoke of tobacco products is damaging to the health of all persons exposed;

Taking into account that a number of Member States have sought to discourage smoking by a variety of measures, including the increasing of retail prices, in particular through the imposition of a high level of excise tax;

Noting that the Council and the Ministers for Education, meeting within the Council, in their resolution (*) of 23 November 1988 concerning health education in schools identified smoking as a risk to health;

Noting that the Council and the Ministers for Health, meeting within the Council, in their conclusions of 13 November 1992, agreed that schools are important

(*) OJ No C 3, 5. 1. 1989, p. 1.

for providing information and education on the prevention of ill-health;

Considering that the initiatives set out in this resolution will have an even more beneficial effect on public health when combined with health education programmes during the years of compulsory education and with information and public awareness campaigns;

Considering that the protection of public health should form a constituent part of the Community's other policies;

Noting that the Council, in its resolution of 20 December 1995⁽¹⁾, called on the Commission to ensure that health requirements are integrated into other Community policies;

CONSIDERS that it is necessary to evaluate the impact on tobacco consumption of, on the one hand, measures to promote smoking and other promotional activities and, on the other hand, interventions and measures intended to reduce smoking;

NOTES the 'Recommendations on Tobacco' of the High Level Cancer Experts Committee adopted at the Consensus Conference on Tobacco held in Helsinki in October 1996;

RECALLS that tobacco advertising and its influence on the incidence of smoking, particularly among young people, is the subject of a proposal from the Commission which is receiving separate consideration;

RECOGNIZES that, by cooperating and coordinating among themselves their policies and programmes to prevent illness and death associated with smoking and addiction to smoking in liaison with the Commission, the Member States can contribute to the reduction of smoking-induced diseases across the Community;

NOTES that the Member States have developed strategies to reduce the prevalence of smoking and that, while the choice of measures varies between Member States, examples include the following:

- allowing the sale of tobacco products only to adults,
- restricting access of young people to tobacco products by controls on their sale through automatic vending machines and by prohibiting the distribution of free samples of cigarettes or the sale of single cigarettes,

⁽¹⁾ OJ No C 350, 30. 12. 1995, p. 2.

— encouraging measures to extend smoke-free areas in the workplace and providing for greater protection for workers from involuntary exposure to tobacco smoke,

— introducing restrictions on smoking in indoor premises open to the public such as restaurants, cinemas, offices, schools and colleges and on public transport facilities, with a particular emphasis on the protection of children, young persons, pregnant women and persons with respiratory diseases,

— increasing tobacco taxation levels with a view to maintaining the prices of tobacco products at a high level,

— strengthening health education measures to improve understanding of the risks of smoking as well as to discourage smoking, in particular measures focused on young people and on other groups of particular importance, such as pregnant women,

— introducing restrictions and controls on direct and indirect advertising, and on sponsorship and sales promotion of tobacco products;

NOTES that the Member States have introduced effective controls on labelling, including warning texts, and on the tar yield of cigarettes, applicable under Community directives;

URGES the Member States to continue to promote strategies and measures aimed at reducing the prevalence of smoking and regularly exchange information on these strategies and measures,

CALLS UPON THE COMMISSION:

— to take particular account in Community policies of the detrimental effect of smoking on the health and quality of life of citizens of the Community,

— to carry out surveys on best practices conducted in the Member States towards reducing the prevalence of smoking, and the evaluation of their impact,

— to examine, in the light of its assessment of measures taken by Member States, the possible further measures which might be taken by the Community to support actions taken by Member States directed towards the reduction of smoking,

— to support the efforts of Member States to reduce smoking and to present reports on a regular basis on the progress achieved by the Community in promoting coordination by Member States of their policies and programmes and on the potential for further initiatives.

**Council Resolution
of 15 December 1997
on the 1998 Employment Guidelines**

(OJ No C 30, 28.1.1998)

COUNCIL RESOLUTION

of 15 December 1997

on the 1998 Employment Guidelines

(98/C 30/01)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community,

Whereas pursuant to Article 2 of that Treaty the Community has as its task the promotion, in particular, of a high level of employment;

In accordance with the conclusions of the Amsterdam European Council and the Resolution on Growth and Employment which referred to the procedure as envisaged in the new title on employment in the Amsterdam Treaty and stated that the Council should seek to make those provisions immediately effective;

On the basis of the conclusions of the extraordinary European Council meeting on Employment of 20 and 21 November 1997;

Having regard to the draft from the Commission and the Commission communication 'Proposal for guidelines for Member States' employment policies 1998' of 1 October 1997,

Having regard to the resolution embodying the contribution of the European Parliament to the extraordinary European Council meeting on Employment,

Having regard to the opinion of the Economic and Social Committee on the Commission communication,

Having regard to the contribution of the Committee of the Regions to the extraordinary European Council meeting on Employment,

Having regard to the opinion of the Employment and Labour Market Committee,

Having regard to the social partners' contribution to the extraordinary European Council meeting on Employment,

Having regard to the contribution of the Member States to the preparation of the extraordinary European Council meeting on Employment,

Whereas the issue of employment is central to the concerns of Europe's citizens and every effort must be made to combat unemployment, the unacceptable level of which poses a threat to the cohesion of our societies;

Whereas the Luxembourg European Council marks a new departure in the thinking and action on which the Union's Member States have been embarked since the Essen European Council meeting;

Whereas the Luxembourg European Council agreed on an overall strategy involving three aspects:

1. the continuation and development of a coordinated macro-economic policy, underpinned by an efficient internal market,
2. the harnessing of all Community policies in support of employment in accordance with the principles of the Treaty,
3. the coordination of Member States' employment policies, based on common lines of approach for both objectives and means, with a resolve to converge towards jointly set, verifiable, regularly updated targets which should be incorporated in the national action plans for employment drawn up by the Member States;

Whereas this coordination of Member States' employment policies should be implemented through the adoption by the Council, having received the opinion of the Employment and Labour Market Committee acting in close cooperation with the Economic Policy Committee, of employment guidelines, which are compatible with the broad economic policy guidelines and which set specific targets, the achievement of which is regularly monitored under a common procedure for assessing results;

Whereas the implementation of the guidelines may vary according to their nature, their impact on Member States and the parties to whom they are addressed; whereas

they must respect the principle of subsidiarity and Member States' responsibilities with regard to employment;

Whereas these guidelines centre on four main lines of action: improving employability, developing entrepreneurship, encouraging adaptability of businesses and their employees to enable the labour market to react to economic changes and strengthening the policies for equal opportunities;

Whereas the implementation of this strategy calls for the combined efforts of all concerned: Member States, regions, social partners and Community institutions, and whereas the European Parliament and the European Investment Bank have demonstrated their commitment in this regard;

Whereas the differing situations of the Member States in relation to the problems addressed by the guidelines will result in differing solutions and emphases in line with individual situations;

Whereas the objective of these measures is to arrive at a significant increase in the employment rate in Europe on a lasting basis;

Whereas preventive measures are of particular importance in reversing the trend of youth unemployment and long-term unemployment through early identification of individual needs and tailor-made responses systematically giving precedence to active employability measures rather than passive support measures;

Whereas common indicators, based on comparable statistics, are important for the effective monitoring and assessment of employment policies and for the identification of good practices,

HEREBY ADOPTS THIS RESOLUTION:

1. The 1998 Employment Guidelines appended hereto are adopted.
2. The guidelines will have to be incorporated into national employment action plans drawn up in a multiannual perspective so that they are given practical effect in the form of national objectives which are quantified wherever possible and appropriate, followed by their transposition into national regulatory, administrative and other measures. The differing situations of the Member States in relation to the problems addressed by the guidelines will result in differing solutions and emphases, in line with individual situations.

3. National employment action plans will set deadlines for achieving the desired result in the light, *inter alia*, of the administrative and financial resources which can be drawn on.
4. Each Member State will, every year, send the Council and the Commission its national employment action plan, in which it frames its policy with regard to each of the guidelines, together with a report on the manner of its implementation.
5. Member States are invited to submit in 1998 their first national employment action plan based on these guidelines to the Council and the Commission for examination in sufficient time before the Cardiff European Council.
6. The Council undertakes to:
 - (a) carry out in the second half of 1998, on the basis of the information provided by the Member States, and after receiving the report of the Employment and Labour Market Committee, an examination of the manner in which the Member States have transposed the guidelines in their national policy;
 - (b) and, in parallel, prepared jointly with the Commission, taking account of that examination, a report on the employment situation in the Community and on the main measures taken by the Member States to implement their employment policy in the light of these guidelines, which report will be submitted to the Vienna European Council.
7. The Council notes that the Commission undertakes to prepare and submit in due course the reports requested by the European Council.
8. The Council notes that the Commission undertakes to communicate by 15 October 1998 draft guidelines for Member States' employment policies in 1999.
9. The Council affirms that the social partners at all levels will be involved in all stages of this approach and will make an important contribution to the implementation of these guidelines and the promotion of a high level of employment. That contribution will be regularly assessed.
10. The Council will organise regular contacts with the social partners to allow for proper preparation of their six-monthly meetings with a troika of Heads of State or Government and the Commission.

ANNEX

THE 1998 EMPLOYMENT GUIDELINES

I. Improving employability

— *Tackling youth unemployment and preventing long-term unemployment*

In order to influence the trend in youth and long-term unemployment the Member States will develop preventive and employability-oriented strategies, building on the early identification of individual needs; within a period to be determined by each Member State which may not exceed five years and which may be longer in Member States with particularly high unemployment, Member States will ensure that:

- every unemployed young person is offered a new start before reaching six months of unemployment, in the form of training, retraining, work practice, a job or other employability measure;
- unemployed adults are also offered a fresh start before reaching 12 months of unemployment by one of the aforementioned means or, more generally, by accompanying individual vocational guidance.

These preventive and employability measures should be combined with measures to promote the re-employment of the long-term unemployed,

— *Transition from passive measures to active measures*

Benefit and training systems, where that proves necessary, must be reviewed and adapted to ensure that they actively support employability and provide real incentives for the unemployed to seek and take up work or training opportunities. Each Member State:

- will endeavour to increase significantly the number of persons benefiting from active measures to improve their employability. In order to increase the numbers of unemployed who are offered training or any similar measure, it will in particular fix a target, in the light of its starting situation, of gradually achieving the average of the three most successful Member States, and at least 20 %.

— *Encouraging a partnership approach*

The actions of the Member States alone will not suffice to achieve the desired results in promoting employability. Consequently:

- the social partners are urged, at their various levels of responsibility and action, to conclude as soon as possible agreements with a view to increasing the possibilities for training, work experience, traineeships or other measures likely to promote employability,
- the Member States and the social partners will endeavour to develop possibilities for lifelong training.

— *Easing the transition from school to work*

Employment prospects are poor for young people who leave the school system without having acquired the aptitudes required for entering the job market. Member States will therefore:

- improve the quality of their school systems in order to reduce substantially the number of young people who drop out of the school system early,

- make sure they equip young people with greater ability to adapt to technological and economic changes and with skills relevant to the labour market, where appropriate by implementing or developing apprenticeship training.

II. Developing entrepreneurship

- *Making it easier to start up and run businesses* by providing a clear, stable and predictable set of rules and by improving the conditions for the development of risk capital markets. The new facilities offered by the European Investment Bank combined with the Member States' efforts will enable new businesses to be set up more easily. The Member States should also reduce and simplify the administrative and tax burdens on small and medium-sized enterprises. To that end the Member States will:
 - give particular attention to reducing significantly the overhead costs and administrative burdens for businesses, and especially small and medium-sized enterprises, in particular when hiring additional workers,
 - encourage the development of self-employment by examining, with the aim of reducing, any obstacles which may exist, especially those within tax and social security regimes, to self-employment and the setting up of small businesses.
- *Exploiting the opportunities for job creation*

If the European Union wants to deal successfully with the employment challenge, all possible sources of jobs and new technologies and innovations must be exploited effectively. To that end the Member States will:

- investigate measures to exploit fully the possibilities offered by job creation at local level, in the social economy and in new activities linked to needs not yet satisfied by the market, and examine, with the aim of reducing, any obstacles in the way of such measures.
- *Making the taxation system more employment friendly* and reversing the long-term trend towards higher taxes and charges on labour (which have increased from 35 % in 1980 to more than 42 % in 1995). Each Member State will:
 - set a target, if necessary and taking account of its present level, for gradually reducing the overall tax burden and, where appropriate, a target for gradually reducing the fiscal pressure on labour and non-wage labour costs, in particular on relatively unskilled and low-paid labour, without jeopardising the recovery of public finances or the financial equilibrium of social security schemes. It will examine, if appropriate, the desirability of introducing a tax on energy or on pollutant emissions or any other tax measure,
 - examine, without obligation, the advisability of reducing the rate of VAT on labour-intensive services not exposed to cross-border competition.

III. Encouraging adaptability in businesses and their employees

- *Modernising work organisation*

In order to promote the modernisation of work organisation and forms of work:

- the social partners are invited to negotiate, at the appropriate levels, in particular at sectoral and enterprise levels, agreements to modernise the organisation of work, including flexible working arrangements, with the aim of making undertakings productive and competitive and

achieving the required balance between flexibility and security. Such agreements may, for example, cover the expression of working time as an annual figure, the reduction of working hours, the reduction of overtime, the development of part-time, lifelong training and career breaks,

- for its part, each Member State will examine the possibility of incorporating in its law more adaptable types of contract, taking into account the fact that forms of employment are increasingly diverse. Those working under contracts of this kind should at the same time enjoy adequate security and higher occupational status, compatible with the needs of business.

— *Support adaptability in enterprises*

In order to renew skill levels within enterprises Member States will:

- re-examine the obstacles, in particular tax obstacles, to investment in human resources and possibly provide for tax or other incentives for the development of in-house training; they will also examine any new regulations to make sure they will contribute to reducing barriers to employment and helping the labour market adapt to structural change in the economy.

IV. Strengthening the policies for equal opportunities

— *Tackling gender gaps*

Member States should translate their desire to promote equality of opportunity into increased employment rates for women. They should also pay attention to the imbalance in the representation of women or men in certain economic sectors and occupations. Member States will:

- attempt to reduce the gap in unemployment rates between women and men by actively supporting the increased employment of women and will act to reverse the under-representation of women in certain economic sectors and occupations and their over-representation in others.

— *Reconciling work and family life*

Policies on career breaks, parental leave and part-time work are of particular importance to women and men. Implementation of the various directives and social-partner agreements in this area should be accelerated and monitored regularly. There must be an adequate provision of good quality care for children and other dependants in order to support women's and men's entry and continued participation in the labour market. The Member States will:

- strive to raise levels of access to care services where some needs are not met.

— *Facilitating return to work*

The Member States will:

- give specific attention to women, and men, considering a return to the paid workforce after an absence and, to that end, they will examine the means of gradually eliminating the obstacles in the way of such return.

— *Promoting the integration of people with disabilities into working life*

The Member States will:

- give special attention to the problems people with disabilities may encounter in participating in working life.

Council of the European Union

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