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COMMISSION PROPOSALS FOR ACTION IN THE EDUCATION  
FIELD

The Commission has adopted its first proposals in the field of education.\* These proposals, which it will forward to the Council, underline the importance of educational co-operation in the development of the Community. They make clear the Commission's view that the objective should not be the harmonisation of the structure and content of national education systems. Rather the Community should begin by making its own contribution to the solution of those educational problems which arise out of the principles of the Treaties. The Commission also lays stress on the importance of involving the educational world appropriately in the development and implementation of the programme.

The programme is intended to identify priorities and define first actions.

The programme consists of three sections.

The first section deals with mobility. The Treaty of Rome limits itself to the preconditions of the right of establishment and does not deal explicitly with the wider problem: the conditions and opportunities for free movement of all educational levels within the Community - for students, teachers and researchers, and for administrators of education and youth. In order to advance this aim it is proposed to arrange a broadly-based Hearing on the subject of the mutual recognition of academic diplomas both at undergraduate and post-graduate level. This follows the useful experience of a similar Hearing on the question of the mutual recognition of professional qualifications for doctors held last October. It is also proposed to develop pilot schemes to provide opportunity for teachers to obtain some professional experience in another Community country.

The second section is concerned with the education of the children of migrant workers. This is a part of the Community's interest in the social condition of migrant workers. In close collaboration with those responsible for social action it is therefore proposed to improve the possibilities for the children of migrant workers to have an education which simultaneously helps them to acquire qualifications regarded as valid in their country of origin and the possibility of integration into the Community country in which they are living.

\* COM(74) 253

The third section addresses itself to the European dimension of education. This involves intensified efforts at the Community level to improve the teaching and learning of foreign languages, to encourage an extension of the study of Europe at all educational levels, to promote collaboration between institutions of higher education and to consider the extension of the idea of European Schools. In relation to European studies and modern language teaching it is proposed that this first programme should include the creation of a scheme of Community fellowships and studentships.

To provide a forum for the exchange of information and ideas and to assist in the elaboration of the programme of activities, the Commission proposes the creation of a European Committee on Educational Co-operation which will consist of national experts in the field of education.