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REPORT

drawn up on behalf of the Committee on Youth,
Culture, Education, Information and Sport

on a Community programme in the field of education

Rapporteur: Mrs GAIOTTI DI BIASE

On 15 January 1981 the enlarged Bureau authorised the Committee on Youth, Culture, Education, Information and Sport to draw up an own-initiative report on a Community programme in the field of education.

At its meeting of 23 and 24 February 1981 the committee appointed Mrs GAIOTTI DE BIASE rapporteur.

At its sitting of 9 March 1981 the European Parliament referred the motion for a resolution by Mr PEDINI and others on the future of educational cooperation in the Community (Doc. 1-958/80) to the committee. At its meeting of 13 and 14 April the committee decided to deal with this resolution in the context of the own-initiative report.

At its meeting of 18 and 19 May 1981 the committee decided also to deal in its report with the motion for a resolution tabled by Mrs GAIOTTI DE BIASE and Mr BARBI on the Advisory Committee for Education, (Doc. 1-567/80), which had been referred to it as the committee responsible by Parliament at its sitting of 17 November 1980.

The committee considered the present motion for a resolution at its meetings of 18 and 19 May 1981, 20 and 21 October 1981, 10 and 11 November 1981 and 1 and 2 December 1981. At the latter meeting, the committee adopted the report by 14 in favour, 1 against and no abstentions.

Present: Mr Pedini, chairman; Mr Hahn, vice-chairman; Mrs Gaiotti de Biase, rapporteur; Miss Brookes, Mrs Buchan, Mr Cottrell, Mrs Duport (deputizing for Mr Fajardie), Mr Marck, Mrs Pruvot, Mr Schall, Mr Schwencke, Mr Seligman (deputizing for Mr Hutton), Mr Verroken (deputizing for Mr Del Duca), Mrs Viehoff, Mr Wedekind.

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The Committee on Youth, Culture, Education, Information and Sport hereby submits to the European Parliament the following motion for a resolution together with explanatory statement

MOTION FOR A RESOLUTION

on a Community programme in the field of education.

The European Parliament,

- having regard to the provisions of the Treaties establishing the European Communities,
- having regard to the declaration of the Summit Conference of Heads of State or Government of 1 and 2 December 1969 at The Hague and of 9 and 10 December 1974 at Paris,
- having regard to the TINDEMANS report on European union,
- having regard to the resolutions of the Council of Ministers for Education of 21 January 1974¹, 9 February 1976² and 13 December 1976³ and to the Directive of 6 June 1977⁴,
- having regard to its previous resolutions of 20 June 1980 on the forthcoming meeting of the Council of Ministers for Education (Doc.1-250/80) of 16 November 1978 on education policy questions in the European Community (Doc.410/78)⁵ and of 16 November 1979 on the meeting of the Council of Education Ministers (Doc.1-473/79/rev.)⁶;
- having regard to the communications from the Commission to the Council on the teaching of languages in the Community (COM(78)222 final), on a European Community scholarship scheme for students (COM(78)469 final), on admission to institutions of higher education of students from other Member States (COM(78)468 final) and on the academic recognition of diplomas (COM(81)186 final),
- having regard to the report from the Commission to the European Parliament on the financial provisions for the action programme in the field of education (COM(81)170 final),
- having regard to the conclusions of the Ministers for Education meeting within the Council on 22 June 1981,
- 'having regard to the resolution adopted on 12 March 1981 on the European Parliament's guidelines for the financial and budgetary policy of the European Communities in 1982 (Doc. 1-936/80)⁷ which included educational and cultural policy as one of its priorities',
- having regard to the motions for resolutions tabled by Mr PEDINI and others on the future of educational cooperation in the Community (Doc. 1-958/80), and by Mrs GAIOTTI DE BIASE and Mr BARBI on the Advisory Committee for Education (Doc. 1-567/80),

¹ OJ No. C 13, 13.12.74

² OJ No. C 38, 19.2.76

³ OJ No. C 308, 30.12.76

⁴ OJ No. L 199, 6.8.77

⁵ OJ No. C 296, 11.12.78, p. 49

⁶ OJ No. C 309, 10.12.79

⁷ OJ No. C 77, 6.4.81

- whereas the free movement of labour specifically guaranteed by the Treaty is meaningless if the citizens of the Community are unable, as a result of fundamental differences between their respective educational systems and the failure to recognize educational qualifications, to make positive use of their educational training in the other countries of the Community,
- whereas activity by the Community in certain areas of education policy is relevant to a wide range of policy areas covered by the Treaty,
- whereas in response to the alarming increase in youth unemployment, the introduction of new technologies and the challenge of innovation, the Community must find overall political solutions, in which a decisive role must be played by new strategies in both general and vocational training, with special emphasis on continuing education,
- whereas the balanced regional development of the Community depends not only on increased investment, but also on the autonomous development of new entrepreneurial and civilian technical resources, which must be stimulated not least by an adequate educational policy,
- whereas the crisis affecting European youth, the change in attitudes towards work, the mistrust of institutions and of political commitment and the difficulty in coping responsibly with changing sex roles are also the product of educational systems which have proved unable to facilitate the transition to adult life, to develop individual potential and to give positive assistance during the process of change taking place today,
- whereas the complex European democracy can only survive and create improved conditions for individual participation and the democratic control of institutions, if its citizens possess an advanced level of basic culture, a widespread understanding of how political, economic and legal decisions are taken and an ability to understand information;
- whereas, at a time when it is embarking on a second stage of enlargement, increasing its diversity and coming face to face with increasingly urgent social and economic problems, the Community's own cohesion may depend on the possibility of genuine cultural cooperation and the recognition of its historical roots and common objectives through education,
- whereas the Community's ability to develop within its own territory educational models based both on cooperation and on respect for the autonomy of individual States, is an essential test of its capacity to establish cultural cooperation links with third countries and developing countries to which the Community is linked by special agreements,

- whereas the Community's commitment to the defence of human rights cannot neglect the right to study, which entails special consideration for both the equality of opportunity of the less favoured social groups and the general conditions and methods for safeguarding this right,
- whereas ideas, research findings and proposals have already been exchanged on a large scale in a broader framework than that of the Community - notably by UNESCO, the OECD, CERI and the Council of Europe - and these have shown that educational systems in all countries are suffering the effects of the crisis in education;
- having regard to the report of the Committee on Youth, Culture, Education, Information and Sport (Doc. 1-845/81),

THE MAIN FEATURES OF EDUCATIONAL COOPERATION

1. Considers systematic cooperation on education policy by the Member States to be essential in the interests of the people of the Community and in regard to the construction of European union - both as a prerequisite for the free movement of labour and as an integrated and interdependent aspect of the common policies (social, regional, industrial, energy, agricultural policy, etc) - in order to promote mutual comprehension, the exchange of ideas and dynamism in European society;
2. Calls on the Commission and the Council to initiate and promote Community action in those areas of education policy where cooperation can usefully help to assist Member States in tackling social problems common to them all and where concerted action can genuinely promote the aims of the Community as laid down in the Treaties;
3. Affirms that the need for such cooperation must not be thought contradictory to the assertion that national governments should have direct competence in matters of education, a belief strengthened by the fact that:
 - Europe's diversity of cultures and traditions is a source of wealth for the Community;
 - the pluralism, flexibility and geo-cultural adaptation of educational systems ensure that education is more effective and diversity is respected;
4. Considers, however, that the main threats to the autonomy and diversity of national cultures at present come rather from the conformity inevitably imposed by the international economy, and from the standardization of technology and consumption patterns, when these are not accompanied by agreed parallel strategies designed to foster cultural development and such as will avoid standardization and economic dependence;

5. Recommends that, in the absence of systematic cooperation, efforts should be made to prevent the alterations inevitably made by individual Member States to their educational systems from increasing the differences between them, making school curricula even less comparable and thereby undermining still further the possibilities for the free movement of labour;
6. Considers, therefore, that the Treaties provide both a legal basis and an adequate political framework for the strengthening of educational cooperation, as has already been formally recognized by the resolutions of the Council of Ministers of 9.2.76 and 13.12.76;
7. Stresses that a policy of educational cooperation must be pursued by means of common action at Community level, based on proposals from the Commission, and measures taken at national level by the Member States who 'will take account, in developing their national policies, of the conclusions and measures suggested in the Education Committee's report' (resolution of 13 December 1976);
8. Considers that common measures by the Community constitute a valid instrument provided that: (a) they are designed 'to assist in the evaluation and development of national policies' (resolution of 13 December 1976, paragraph III.1), in other words that they promote cooperation, coordination and closer equivalence between the educational systems of the Member States rather than remaining isolated independent actions; (b) budget appropriations make provision for a significant number of common measures of this kind;
9. Believes that the Community should in addition to its own work examine the many studies and initiatives already undertaken by the large international organizations, with a view to taking positive action in clearly defined areas in order to promote common decisions and development at Member States national policy level;
10. Draws attention to the total inadequacy and irrelevance of the Council's 1976 budget decisions for present-day needs and notes that the decisions taken through the resolutions of February 1976 and December 1976 have only been implemented belatedly and on a limited scale;
11. Notes that, despite Parliament's requests, the Council of Ministers has not yet reported to it on the progress made in implementing the resolutions of February 1976 and December 1976; it has also failed to report on 'the experience of Member States in strengthening the coordinated planning of education and other sectoral policies in relation to the less-favoured regions of the Community', and on various other issues raised in these resolutions which were to be dealt with at both Community and national level during the period ending 31 December 1980 (resolution of 13 December 1976, paragraph III);

12. Stresses its dissatisfaction at the deplorable infrequency with which meetings of the Council of Ministers for Education are held and the failure to convene enlarged Councils on employment, regional policy, etc.;
13. Views as positive the June 1981 meeting of the Council of Ministers but considers that, as far as new initiatives are concerned, priority should be given to the realization of those measures already planned and consistent choices should be made in respect of the Community budget in the general context of increased budgetary resources;
14. Approves the decision of the new Commission to group the responsibilities for social policy under a single portfolio including both professional training and education;
15. Hopes that this will ensure better coordination between the various authorities previously responsible for education policy so as to avoid dispersion of resources and divergence of policies;
16. Welcomes the creation of an integrated European system for the development of information on education policy ('Euridice') and stresses that this should be brought into full effect as soon as possible;

MEASURES FOR A COMMUNITY PROGRAMME IN THE FIELD OF EDUCATION

17. Calls on the Ministers for Education to pursue the recognition of diplomas of all types and all grades through a regular comparison of the levels of education to which they correspond and a greater comparability and equivalence between the contents of the various curricula;
18. Suggests, however, that it would be appropriate to formulate a new strategy for the recognition of skills, based on continuing education and the qualifications obtained through periods of alternation between work and study, and not only on diplomas of a purely academic nature;
19. Recalls the commitment given in the resolution of February 1976 on the creation of a European school record-card and urges that studies on this question be speeded up;
20. Considers that special attention should be paid to plurinational educational experiments, such as the European schools system or the international baccalaureat, as instruments for the closer approximation of educational systems and intends to submit specific proposals on this;

21. Reaffirms its belief in the validity of the priorities defined in the 1976 resolutions and in the Educational Programme and intends to take specific action on the progress and future development of the series of measures relating to these priorities, considering that:
- the programme for transition from school to working life and the related pilot projects are the most significant Community experiment yet conducted and must form the basis for further common developments in the field of education;
 - language education is essential to enable the people of Europe to effectively exercise their right to freedom of movement and to improve mutual understanding;
 - education about the Community and Europe must be provided in schools, both as a nucleus of common content in the various schools' curricula and as a vital body of knowledge enabling European citizens to freely exercise their political rights of control and critical participation;
 - the development of schemes for exchanges, scholarships, free access and common university programmes are minimum requirements for cultural cooperation of any kind;
 - the Council Directive of 25.7.77 (77/486/EEC) on the education of the children of migrant workers will come fully into force in 1981 as planned, which means that it is essential for Member States to provide for the legislative measures, regulations and administrative action required by that directive and which requires the full implementation of the ~~Viehoff~~ ^{Viesshoff} Report (Doc. 1-329/81)¹;
 - the need to give women full equality of opportunity was reaffirmed recently by Parliament's vote on the resolution on women's rights (Doc. 1-829/80-I);
 - educational programmes for the disabled were given full support by Parliament's vote on the Clwyd report (Doc. 1-868/80);
22. Considers that the introduction of new technologies, both in terms of their effect on employment and the socio-cultural transformations they will bring about, necessitates political cooperation in the field of education;
23. Stresses the important role that the Commission must play in improving the understanding of new informatic technologies, by promoting their proper use in the field of education in such a way as to further special training for the physically and mentally handicapped, offer job prospects to the least-favoured classes and orientate education towards a critical use of the automatic transmission of data;
24. Considers that a comprehensive system of continuing education, alternation of work and study and flexible training ought to be planned at Community level in the context of measures which fall within the scope of social harmonization policies, such as paid educational leave, the organization of work and the adaptation of working times;

¹ OJ No. C 260, 12.10.1981

25. Considers the right to study to be an aspect of the 'balanced and harmonious development' of the 'living and working conditions' of European citizens and proposes that the Commission draw up a report (a) on the present situation as regards provisions governing compulsory education and their enforcement; (b) on the nature and characteristics of the facilities and financial support accorded students in post-compulsory education; (c) on the size, legal procedures and main trends of the national education budgets;
26. Considers it essential, in the interests of an effective education policy, for a high degree of cooperation to be established between school authorities, teachers, parents and others involved in child rearing;
27. Instructs its President to forward this resolution to the Council and Commission of the European Communities and to the governments of the Member States.

B
EXPLANATORY STATEMENT

1. Objectives and nature of the report

The own-initiative report on the Community education programme, which the Committee on Youth, Culture, Education, Information and Sport has decided to draw up, and the resolution by Mr Pedini, Mr Hahn and Mr Kavanagh are both related to the decisions by the Council of Ministers concerning the 1981 budget which were confirmed, or inadequately modified, in Parliament's vote on the budget.

The object of this report and the accompanying resolution will therefore be to carry out an overall assessment of, and to reopen the discussion, on the general strategic position contained in the February 1976 resolution, of which the December 1976 resolution was intended to constitute the initial application. This assessment will take as its starting point the inadequate and disappointing way in which the strategy has been implemented, the difficulties encountered and the inaction of the Council of Ministers. The directly elected Parliament has delivered opinions on certain sections of the education programme (equality of opportunity for girls, the handicapped, alternating work and training). The Committee on Youth, Culture, Education, Information and Sport has drawn up a number of reports (the schooling of the children of migrants, the European schools). The European Parliament has not commented in detail on important sections which are the direct responsibility of the Committee on Youth (language teaching, European topics in schools, exchanges and joint programmes in universities, etc.) nor has it yet had occasion to express even an initial opinion on the pilot projects relating to the transition to working life or on those which fall within the competence of other committees (consumer education in schools, education for technological innovation, etc.).

The report proposes that a separate report on each of these subjects should be drawn up by the Committee on Youth, Culture, Education, Information and Sport, on the basis of the Commission communications. This report, on the other hand, should contain a fundamental reassessment of the basic principles of a Community education programme, that is, the 'why' and the 'how', and should also comment on the measures which should be given priority, but in relation simply to their links with the basic strategy and without going into their technical aspects.

2. The 1976 resolutions and their significance

The beginnings of a Community education policy in the late sixties to mid-seventies were set against the background of two fundamental processes - the international debate on education and the attempt to revive the concept of European Union.

Even before the period under consideration the ten points of the Council Decision of 2 April 1963, which made clear the need for vocational training, showed an awareness of the link between such training, and basic education. In this connection, and in the many contributions by the OECD at that time, the link between education and the economy was firmly established.

The 1970s brought a world crisis in education and with it an international debate reflected in a large number of reports (the COMBS report, the Faure-UNESCO report, etc.) which themselves form the basis for the discussion within the Community (document by the Spinelli working party, Janne report, Dahrendorf report). Both the international and the Community reports are inspired by the philosophy expressed at the Williamsbourg Conference: 'The situation in the education sector is one which is common to us all as far as problems, theoretical studies, proposals, requirements are concerned; the world crisis in education is affecting all types of systems and we must face it together'.

However, the impetus towards specific Community measures also comes from the institutional debate and the resumption of discussions on European Union the Hague declaration of December 1969, Paris declaration of October 1972, Commission's report of 1975 on European union, Tindemans report etc.

At its sitting of 22 September 1975, meanwhile, the European Parliament (OJ N° C 239, 20.10.1975) stressed the importance of Community activity in the field of education. The Economic and Social Committee, for its part, stated on 23 April 1975 that education was fundamental to the development of the Community (OJ N° C 255, 7.11.1975).

Following on the resolution of June 1974, the 1976 resolutions and in particular that of February 1976 represent the formal culmination of this debate. Although they came at a time when the initial impetus had slackened and they seem in some respects to fall short of the objectives set out in the reports referred to above, they nevertheless represent an extremely important and essential milestone in the gradual construction of the Community.

The salient points of this resolution are:

- (a) The Council explicitly and solemnly affirms its determination to establish European cooperation in the education sector as a contribution towards the development of the Community.
- (b) The action programme consists of six sections (see resolution). Following an initial section on 'better facilities for the education and training of nationals and the children of nationals of the Communities and of non-member countries' explicit reference is made in the second section to the 'promotion of closer relations between education systems in Europe', the various aspects of which include, in addition to regular meetings between education authorities, exchanges, information and the recognition of periods of study, the setting up of European educational institutes and curricula and a European school-record card. The fourth section covers cooperation between higher education institutions, the fifth foreign language teaching and the sixth the implementation of the principle of equality of opportunity. The resolution also

identifies (a) the sectors in which joint action could be undertaken (para. 21) - nursery education, compulsory secondary education and (b) the following priorities (para. 22): the measures to be taken to ease the transition of young people to working life and the possibility, in the context of continuing education, of providing further training for young workers and the young unemployed.

- (c) This programme is to be implemented through: (1) the setting up of an Education Committee to coordinate and monitor the implementation of the programme and to prepare the discussions on future developments in the education sector; (2) regular meetings of the Council of Education Ministers to monitor the implementation of the action programme, establish guidelines and compare respective policies.

A further step towards determining the objectives and nature of education cooperation was taken with the resolution of 13 December 1976, in title II of which 'the Member States undertake jointly to take account, in developing their national policies, of the conclusions and suggested measures contained in the Education Committee's report', which are set out in seven points. At Community level, in addition to the proposal for a series of pilot projects, provision is made for 'the preparation of a report analyzing the experience of Member States in strengthening the coordinated planning of education and other sectoral policies in relation to the less-favoured regions of the Community'; the report would also cover opportunities for young people to resume their studies after the period of compulsory schooling, in the context of continuing education. The Education Committee was instructed to draw up reports on the measures taken at Community level and within the Member States.

As indicated, the purpose of this report will be to assess not so much the implementation of individual Community measures based on the resolutions (which could be dealt with more effectively in separate reports) but rather the overall consistency, continuity and effectiveness of cooperation between the Member States. The Education Ministers' failure to hold regular consultations, the Commission's failure to draw up official reports on the development of experience gained in the Member States and the Education Committee's failure to draw up reports on the measures adopted by the Member States, have undermined the objectives of a regular comparison between the policies being pursued and have reduced inter-governmental cooperation to, at the best, polite and academic exchanges of information.

There has thus been, and still is, a danger of joint Community action being reduced to isolated measures of extremely limited value. Behind this situation lies the Council's lack of interest and inadequate commitment to this sector, which explains the low budget allocations for 1979, 1980 and 1981 and the proposals for 1982.

In any event, the question of the legal bases for cooperation in the field of education must be considered in relation to the 1976 resolutions.

3. The legal bases for the Community education programme

3.1. Following the adoption by the Council of Ministers of the resolutions of February and December 1976, the question of the legal bases for a Community education programme, on the basis and within the meaning of the existing Treaties, must be considered as having been formally resolved.

These resolutions constitute an established legal precedent, justifying the definitive interpretation of the Treaties. To go back on this would be tantamount to amending the Treaties in such a way as to reduce rather than extend the competences of the Community.

Nevertheless, as there have still been some difficulties and differences of interpretation, it is appropriate for the European Parliament to reassert the legal status, nature and limits of a Community education programme.

Let us begin by briefly recalling those parts of the Treaties which are relevant in this context.

The preamble to the treaties states that the aim of the contracting parties is 'to lay the foundations of an ever closer union among the peoples of Europe', 'to ensure the economic and social progress of their countries' by eliminating 'the barriers which divide Europe', to bring about 'the constant improvement of the living and working conditions of their peoples' and the 'harmonious development' of their economies.

One of the main activities mentioned in Article 3 is 'the abolition ... of obstacles to the free movement of persons'. In this connection Article 57 states explicitly that: in order to make it easier for persons to take up and pursue activities as self-employed persons, the Council shall ... acting unanimously during the first stage and by a qualified majority thereafter, issue directives for the mutual recognition of diplomas, certificates and other evidence of formal qualifications'.

Under Article 118 it is the Commission's task to promote close cooperation between Member States in matters relating to basic and advanced vocational training, while Article 128 is even more explicit: 'The Council shall ... lay down general principles for implementing a common

vocational training policy capable of contributing to the harmonious development both of the national economies and of the common market'. This Article, which concludes Chapter 2 on the European Social Fund (Articles 124 to 127 lay down the provisions for its functioning), goes beyond the scope of the chapter to express a wider more general objective.

More will be said later of the relationship between vocational training and education. Suffice it to say for the moment that other indirect references can be found in the Treaties in Articles 120, 121, etc.

Finally, the use of Article 235 should not be overlooked. This article affirms the validity of an extensive and dynamic interpretation of the Treaties whenever the overall effectiveness of Community action is at stake, even if it is not formally invoked. In fact, as far as the proposals contained in this report are concerned, it does not seem either necessary or advisable to formally invoke Article 235 because, as we shall see, there is no need to call for specific powers not provided for in the Treaties. Reference to Article 235 only serves to emphasize that there is an awareness in the Treaties of the links between the various policies necessary 'to attain, in the course of the operation of the common market ... the objectives of the Community'.

3.2. The proposal put forward here for relaunching a Community education programme based on the resolutions of 1976 may be properly based on a reassertion of the clear priority which must be given to national powers in the field of education and is also valid in the context of the relaunching of European Union.

In fact, this proposal was directly influenced by the Commission report of 1975 on European Union. Paragraph 1.3 of this report affirms that 'different subjects may be dealt with by different methods or under different legal rules', paragraph 1.6 states that 'there is one basic aspect of recent developments in our society which no discussion of European Union should overlook: growing resistance to attempts to centralize power' and paragraph 1.23 points out that 'to state that the attainment of genuine common policies and action depends on the Union being endowed with its own powers and instruments rather than on mere cooperation between the Member States does not, however, mean that there can be no such cooperation within the Union ... There may also be areas where it would not be considered necessary to give the Union its own powers but to establish organized forms of cooperation subsidiary to the exercise of the Union's own powers'.

This certainly applies, both now and in the future, to policies on education.

3.3. The centralized, vertical nature of educational policies is one of the fundamental causes of the crisis facing certain traditional educational

systems. Plurality, flexibility, and the adaptability of the education process to diverse situations and traditions must be the touchstones of current educational thought. Quite apart from the restrictions imposed by the Treaties, it would be historically retrogressive and quite unjustified to propose any reduction in national powers in this field. However, this must not be used as an excuse, on the basis of a reassertion of the total independence and authority of the Member States, for refusing to seek ways of giving expression to that degree of equivalence, comparability and joint planning which is an essential part of the process of international integration in general and of Community integration in particular. The Member States must first be asked to exercise independently the powers accorded to them and to develop coordinated national policies.

The attempt to establish cooperation is legitimized in legal terms by:

- (a) the commitment to create the necessary conditions for the free movement of labour;
- (b) the practical impossibility of isolating totally the policies on market control, economic convergence, social harmonization and vocational training from education policy;
- (c) the intrinsic nature of the Treaties, which represent not a static but an evolving legal instrument.

The legal aspect must be accompanied by a political framework, in accordance with the partly explicit, partly implicit balance already proposed in the resolutions, which could be based on the type of Community measures developed by the Commission and seen also as a means of encouraging more systematic cooperation and closer relations between national policies. In this context, the use of strong words such as 'harmonization' and 'convergence' must certainly be avoided - since it gives rise to dangerous legal ambiguities and to fears of encroachment on national powers - provided the political will to cooperate with a view to achieving greater interchangeability of education processes, experiences and systems finds practical expression over and above its legal justification, for example through the definition of suitable instruments for strengthening cooperation.

3.4. In the resolution of February 1976 it was decided to set up an Education Committee with the formal task of preparing the meetings of the Council of Ministers. The resolution states that 'the Committee shall coordinate and have oversight of the implementation of the programme; it shall report on its execution, in accordance with the procedure laid down in Article 4 of the Treaty ... to the Council and the Ministers of Education meeting within the Council.' The Committee 'shall, in accordance with the same procedure, prepare the proceedings of the Council and of the Ministers of Education meeting within the Council'. In point II.2. the Commission is invited to undertake 'in close liaison with the Education Committee' the measures to be implemented at Community

level. By July 1976, as scheduled, the Education Committee had fulfilled its mandate for preparing a report on the measures to be taken in the field of education to prepare young people for work and the provision, in the context of continuing education and training, of further education to enable young workers to improve their chances of finding employment.

This report contained specific proposals for measures at both national and Community level.

In addition to those aspects which need to be dealt with in specific individual reports on the development, the effectiveness and the level of Community actions, the European Parliament, in the shape of the Committee on Youth and Culture cannot neglect its obligation to assess the effectiveness of the measures proposed by the Education Committee, at national level, and the action taken on them, given that formal commitments to this effect were made in the Council Resolution of December 1976, point II.1 of which states that 'Member States will take account, in developing their national policies, of the conclusions and measures suggested in the Education Committee's report' concerning a series of actions set out in paragraphs (a) to (g). Point II. 2 of the resolution states that Member States will 'exchange and compare experience periodically in the Education Committee'. The experience of recent years suggests the need for research on decision-making and the weak points of the process, which should have begun in 1976. The question of what genuine mechanisms have been used to establish cooperation between the European governments in formulating their own national education policies and the European Community, and the true role of the Education Committee, is a complex issue which needs to be dealt with in a specific own-initiative report.

It is quite probable that one of the reasons why these mechanisms for cooperation have proved unsuccessful in addition to general factors of a political nature, is the inadequacy of the institutional instrument involved. The relationship between the national representatives on the Education Committee and the respective educational authorities is made difficult by (a) the differences in the structures of the authorities responsible for education policy in the Member States, (b) the fact that, in cases where these authorities are decentralized to a large extent, the possibilities of influencing their development are restricted to the direct and autonomous involvement of individual but peripheral educational establishments, (c) the fact that, where a high degree of administrative centralization does exist, it is often opposed by those who are primarily concerned with the day-to-day process of education. Against this background, without prejudice to the formal responsibilities of the Education Committee, it is legitimate to believe that a policy on educational cooperation requires an instrument which represents, not so much the national authorities, but rather teachers, parents, local authorities and student organizations. As far as Community actions are concerned, the bilateral relationship between Commission departments

and the individual national authorities may be adequate. To achieve closer correspondence between national policies, however, something more is required. The system of Advisory Committees is widely used in the operation of the Community and, if action on education is to be stepped up, it is clear that it needs to be introduced in this field too.

4. The growing importance of the educational aspect of other policies

At the present time there seems to be growing justification for a Community education policy along the lines indicated. The impetus for wide-ranging educational reform diminished sharply during the second half of the 1970s. Nevertheless, with some minor differences, all the European education systems are today facing substantially the same challenges and pressures, and these are no less serious than they were a decade ago.

Some of the main reasons why educational problems are destined to assume major importance in the near future can be briefly summarized as follows:

- (a) In the present economic crisis youth unemployment has become a structural problem of immense proportions, necessitating a totally new conception of the relationship between education, vocational training and work.
- (b) The introduction of new technologies and the fundamental changes in the productive system have given new urgency to the need for a highly dynamic training for innovation as the basis for a continuing process of cultural and technical adaptation.
- (c) The nature of the current economic problems and the regional imbalances has emphasized the connection between the economic, industrial, social and educational sectors and the need for an overall strategy in which education would assume its rightful place.
- (d) Changes in the population structure, including the growing numbers of old people - with cultural requirements of their own and the fall in the numbers of children of school age, are confronting national education systems with problems not confined to the level of organization.
- (e) The characteristic features of modern society (the movements of populations, the increase in handicaps, the spread of disaffection and discrimination) are making the aim of providing equality of opportunity and greater mobility for all ever more compelling and complex.
- (f) The crisis in national budgets, caused by inflation and the continual growth of public expenditure, raises the problem of reconsidering how the effectiveness and productivity of educational spending could be improved without reducing its positive effects in terms of democracy and social justice.

- (g) The teaching of languages is an essential instrument for achieving greater mobility.
- (h) In the context of the social and cultural crisis faced by young people, education is being called on to play a role of support and encouragement to help the younger generations assume their responsibilities and set themselves firm and attainable objectives.

All of these factors should form the basis of a coherent strategy for education policies in the Community centred on the three main themes outlined below.

4.1. The link between economic and social policies and education policies

The debate on the relationship between school and work is an extremely far-reaching one and has revealed opposing views on the possible effects of education policy in reducing unemployment, particularly among young people.

The following conclusions can be drawn from the various standpoints that have been adopted:

- (a) on the one hand, it is essential to put into perspective the notion that education policies alone can produce employment. They can also lead to an exodus of the best qualified from the least developed areas; in recent years they have in fact led to a continual drop in the value of the glut of educational qualifications available and the underemployment of qualified people; furthermore, it is obvious that education alone cannot repair the damage caused by recession and inadequate investment;
- (b) on the other hand, inadequate training policies may give rise to serious bottlenecks and imbalances in development and mobility. This is already the case in the field of new technology (there are reports of 30,000 vacancies in the UK in the specialized electronics industry and the situation is little different elsewhere);
- (c) in political systems based on consensus, the structure of job availability and its restraints, and the possibilities of employment in this or that sector, in the long run influence decisions on economic policy and expenditure and the organization of work itself. The growth of the welfare-state economy and the public services sector can be explained in these terms. The quality of training received is a decisive factor in the structure of job availability.
- (d) Education policies play a crucial and ever-increasing role in development, if they are devised in such a way as to promote innovation, the development of small or medium-sized enterprise and cooperation. This is particularly true of those regions where local traditions of individual initiative and entrepreneurship are less strong. Dieter Biehl, in his classification of potential development factors into four categories, also recognizes the important role of education in the category of public infrastructure, with reference to such regions. The McDougall report pointed out the importance of the teaching of European languages for assisting redistribution programmes.
- (e) An economic system is dynamic and capable of rapid and low-cost conversion if it can depend on a general level of basic and vocational training amongst its workforce which will enable the latter to retrain rapidly.
- (f) In anticipation of the structural changes in the workforce which are expected as the result of the introduction of new technologies, some writers have spoken of the danger of a polarization between a relatively small, highly-paid elite of technologists and a mass of

... to observe the work carried out by machines under the control of computers. This danger can only be overcome by providing widespread continuing education as a pre-requisite for work mobility and as a source of pressure for a new organization of work.

In fact the current trend towards compartmentalization of the job market - causing bottleneck and discrimination - can be analysed in two ways. Discrimination by personal choice or connected with a choice of lifestyle (working hours, job security, career ambitions, desire or need for high earnings, level of job satisfaction) cannot be considered as bad in itself. It is the discrimination due to the quality of basic education and the ability to readapt continually (characteristic of the weaker sections of the workforce, immigrants, women, the handicapped, etc.,) which must be dealt with as a negative factor.

The factors briefly outlined above seem to be the most significant features of the relationship between education and work. At this stage however, the emphasis must be placed above all on two aspects:

- a) the challenge of new technologies;
- b) the reciprocal links between general education, vocational training and working time.

With regard to the first aspect, as the reports by the Commission and by CEDEFOP illustrate (for a more detailed analysis see COM(79) 11 final COM(80)16/final 2; and the studies V/382/80, V/464/81 and V/010/82), in addition to the urgent need to adapt vocational training, a thorough readaptation of general education is also essential. Numerous reports have defined as essential education aims the capacity to deal with abstract concepts, an aptitude for planning, creativity, and the ability to communicate and to work as part of a team.

Further attention must be given to the teaching of languages and mathematics and to the logical links between them. Without this it is impossible to acquire the logical mechanisms and techniques involved in automatic data processing. A report in Britain on the subject maintained that new technologies were destined to take the place of Latin as the basic intellectual discipline. These aims can only be achieved by means of vocational training policies, which can no longer be envisaged simply as retraining in a profession, but must be combined with an education linked to general abilities.

The relationship between general education and vocational training must therefore be looked at in a new light.

On the one hand, we must avoid the danger of viewing vocational training as a remedy for the shortcomings of general education and the tendency to channel towards vocational training and work training those young people who

have not completed their compulsory studies satisfactorily. This only reinforces the negative view of extra-scholastic vocational training systems. On the other hand, the transition of young people from school to working life makes it essential that a central and growing role should be played within both compulsory and post-compulsory education, by a real and active preparation for professional life and work experience, as a means of encouraging the practical application of theoretical knowledge.

In this way objective convergence can be achieved between the need on the one hand to enrich and strengthen general and vocational education and on the other to increase the number of employment possibilities by means of an instrument for contact between work and education. Emphasis must be placed on the fact that the 'quality' of education is much more important than 'quantity' in terms of duration.

4.2. Education and social equilibrium

The rapidity of social change and the high degree of geographical mobility of our societies (which further emphasizes the force of change) have led to a growing number of cases of social maladjustment which either relate to specific areas of alienation or, in certain aspects, are typical of the younger generation as a whole. In this connection, care must be taken not to underestimate the vital role of education policy as an instrument of a policy of 'democratic law and order', that is, fundamentally designed to counteract the darker side of the ideological crisis facing our society, including the use of drugs, futile violence, terrorism, psychological instability, etc. The commitment to a new quality of life, to a conscious acceptance of the change in the role of the sexes, to the intelligent organization by the individual of his leisure, property and environment, to genuine motivation in the transition to adult life, is a supranational commitment which requires long-term cooperation in order to adjust all aspects of the 'school' system to a totally different society.

This aspect of education policy cannot however be entirely divorced from other aspects related to economic growth. As the OECD report 'Interfutura' points out, values play a fundamental role in economic growth, not only because its legitimacy depends on these values as far as objectives are concerned, but also because they generate certain types of individual behaviour which assist or restrain this growth and shape its content. On the other hand, by increasing incomes or altering economic and social conditions, growth can slow down or speed up changes in values.

4.3 Education policy in the construction of the Community

From the outset the need for cultural measures consistent with the process of European integration made it apparent that a specific education policy was required. On the one hand it could be maintained that the need to create an awareness of a common 'European' historical heritage, broader than the purely national heritage, a need resulting from mobility and the sharing of experiences, was a matter not only for the Community of Ten but for the entire continent of Europe and even the whole international

Community. On the other hand, however, an awareness of the economic, social and political decision-making mechanisms introduced as part of the process of integration within the Community is an essential prerequisite for the exercise of democratic power. To quote a fine phrase used by the club of Rome, 'participation will be all the more effective, significant and less controversial if it is based principally on the development of a common understanding of all aspects of a problem'.

The construction of the European Community is therefore linked to the development of a common education policy from three essential viewpoints:

- (a) education policy as part of a cultural policy in an outward-looking Community, not only as a reflection of the knowledge and awareness of the cultural and historical traditions of the European continent but of the ability to make positive use of them in formulating a policy of peaceful integration in the world;
- (b) education policy as 'civic education in the Community', that is the acquisition by citizens of the instruments of information, control and participation in the institutional life of the Community;
- (c) education policy as a prerequisite for communication, geographical mobility and integration. The teaching of languages and the recognition of diplomas provide the framework and effective basis of this policy and are aims directly inspired by the Treaties, whose fundamental importance is so apparent as to need no illustration.

Nevertheless it is essential to realize that neither the effective teaching of languages nor the attainment of genuine equivalence between diplomas can be pursued merely by means of specific and separate Community measures, however necessary these are, but also require cooperation involving all the other education policies.

5. Present-day challenges

Within the context of the general question of education, the Community is faced directly with - and called to act upon - the need for fundamental political changes as a result of present-day challenges:

- (a) the challenge relating to the transition from the 'school-centred' system in which education is concentrated during the initial stage of life, to the development of continuing and recurrent education, to alternating work and education to the promotion of education for the elderly, to training for 'survival' in the world and innovation. The Commission, with the Council's approval, has already taken steps in this direction with the programme for the 'Transition from education to working life' and the proposals, of a very timid nature, for alternating periods of training and work. This policy can only be implemented at supranational level as it involves the organization of labour and working time and the system of paid educational leave - and these are policies which influence labour costs and fall into the category of the social harmonization policies provided for in the Treaties.
- (b) The challenge of equality of opportunity or the right to study. This aim has already been included in Community programmes aimed at young women, young people and the handicapped. But today measures in favour of the less-favoured groups at both Community and national level run up against different political conceptions of public expenditure and can only find solutions in a new political vision of the role of educational expenditure. The growing difficulty encountered by national education budgets (and foreseeable developments connected with population trends), which have already been fully analyzed about ten years ago in the UNESCO-Faure report (and more recently in a series of studies by the OECD), is today resurfacing as a political issue which cannot be tackled in isolation but must be dealt with within the complex framework of budgetary and exchange rate policies, investment and the fight against inflation. The worst possible solution would be to react by introducing indiscriminate general spending cuts which would reduce society's capacity to recover and would increase social conflict.

At Community level, the questions of the right to study, educational spending and the social and economic status of adolescents between school and work (national differences in these areas are documented in an important study by CEDEFOP) are closely connected with economic convergence, and the individual and independent national policies on these issues should be devised, with the encouragement of the Commission, in such a way as to take account of this interdependence.

- (c) The connection between education policy, the resumption of growth and the challenge of new technologies, in the sense already outlined above.

6. Progress of the 1976 action programme - Budgetary aspects

6.1 On 9 February 1976 the Council of Ministers of Education laid down an action programme in the field of education. This gave the Education Committee a mandate to draw up a detailed programme on the measures to be taken to improve the preparation of young people for working life (paragraph 22 of the Resolution), with a view to implementing the action programme.

On the basis of the Education Committee's report, which was submitted to the Council on 13 November 1976, the Council of Ministers of Education adopted on 13 December 1976 a Resolution concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life.

This Resolution took account of the grave problem of unemployment affecting an increasing number of young people, and of the need, more generally, to provide a better preparation of young people for working life. The document also revealed a clear desire to strengthen cooperation between Member States in the field of educational experience.

The Resolution includes measures to be taken at national level (point II in addition to a whole series of actions to be implemented at Community level, including a series of pilot projects (point II)).

These pilot projects have been implemented as a result of collaboration between the Commission, the Education Committee, representatives of the national Ministries and a central team of experts whose task is to assess the projects. The projects were approved by the Education Committee in 1977 and 1978. At the present time 29 pilot projects are in progress in all the Member States. Although they were initially scheduled to last three years, they have been extended until 31 December 1981, (see Council Resolution of 15 January 1980), while the corresponding assessment studies have been extended until 31 December 1982.

In March 1980 the central team submitted a preliminary report on the value of these pilot projects and the final report is scheduled for 1982¹:

6.2 The following tables allow a statistical appraisal of the 1978-1982 budget estimates for the preparation of young people for working life and the 1977-1982 estimates for the implementation of the programme. The 1981 financial estimates for the action programme in the field of education and their effects on the implementation of the programme are dealt with in a report from the Commission to the European Parliament of 10 April 1981 (see COM(81) 170 final).

¹ The aims pursued in the various pilot projects and their state of play at June 1979 were described in 'Project information', published in January 1980 by FANPLAN for the Commission of the European Communities.

For further details on the pilot projects, see the interim resolution 'on the programme of pilot projects provided for in the Resolution of the Council and of the Ministers of Education', published by the Directorate-General for Research of the Commission of the European Communities under the title 'From education to working life' (XII/546/80).

ESTIMATES 1978 - 1982

BUDGET ARTICLE 392/Item 3921
 PREPARATION OF YOUNG PEOPLE FOR WORKING LIFE

ACTIONS	1978	1979	1980	1981	1982
- Pilot projects	3,100,000	3,600,000	4,300,000	4,210,000	1,600,000
- Reports	75,000	-	-	-	
- Visits	200,000	200,000	200,000	200,000	
- Seminars	90,000	90,000	90,000	90,000	
- Publications	100,000	100,000	100,000	100,000	
- Special measures for the handicapped				-	250,000
- Special measures for girls				100,000	200,000
TOTAL	3,355,000	3,990,000	4,690,000	4,700,000	Comm. + Council 2,050,000

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BUDGET ARTICLE 392 (Item 3920)
IMPLEMENTATION OF THE EDUCATION PROGRAMME

ACTIONS	1977	1978	1979	1980	1981	1982
- Education of children and families of migrant workers	270,000	480,000	455,000	748,000	715,000	1,000,000
- Closer alignment of education systems	60,000	275,000	152,000	257,000	320,000	430,000
- Documentation and statistics	-	-	338,000	462,000	595,000	800,000
- Cooperation between institutes of higher education	255,000	420,000	475,000	575,000	515,000	700,000
- Teaching of foreign languages	35,000	175,000	30,000	100,000	65,000	370,000
- Equality of opportunity	55,000	150,000	50,000	110,000	90,000	150,000
TOTAL	675,000	1,500,000	1,500,000	2,252,000	2,300,000	Commission 3,450,000 Council 2,500,000

TABLE II

7. Priorities

A Community education programme designed to promote cooperation between national policies must select its priorities in relation to the broad strategic objectives which must act as a common point of reference for national policies, while respecting individual differences.

For this purpose, the theoretical approach first outlined in the 1976 resolutions seems to be the right one. On the whole the priorities laid down in these resolutions still seem valid in the context of the approach proposed by this report.

However, serious criticism must be levelled at the long delays in implementing them and at the budget allocations for the years 1979, 1980 and 1981, which practically cancelled or failed to introduce whole sections of the programme (see COM(81) 170 final). Before any list of priorities can be drawn up, then, the Council and the Commission must submit a general report to Parliament on the implementation of the commitments given in the 1976 resolutions.

To theorize about new and more precise objectives without assessing the political and budgetary decisions taken since 1976 would be to continue to make do with worthless documents which have given rise to no firm action.

It seems reasonable at this stage to reaffirm the priorities laid down in 1976 and to call for their implementation. To give this reassertion greater meaning, the Committee on Youth and Culture ought to submit reports to Parliament on measures which have not yet been the subject of specific parliamentary debates, such as the teaching of languages, Europe in schools, the system of exchanges and joint programmes in universities, the introduction of the European school record card and programmes for the exchange and training of teachers and the Euridice information system.

The reaffirmation of the 1976 proposals can find a place amongst the guidelines for Community action defined above: alternating work and training, new technologies in education, equality of opportunity in the widest sense and the general situation regarding relations between the various persons with responsibility in the field of education (parents, etc.).

In conclusion, the committee's intention in this report is to propose that Parliament adopt a number of general principles, without which it would be wasteful to continue pursuing individual Community measures in the field of education. These general principles are:

- (1) a Community education policy is both valid and necessary and must be developed in close liaison with all the other Community policies;
- (2) this programme must be given the continual support of the essential budgetary resources, for below a certain level expenditure in this field would only prove wasteful;

- (3) the Community programme cannot be considered as an isolated collection of measures but must promote greater cooperation between the Member States in the field of education.

MOTION FOR A RESOLUTION (DOCUMENT 1-958/80)
tabled by Mr PEDINI, Mr HAHN and Mr KAVANAGH
pursuant to Rule 25 of the Rules of Procedure
on the future of educational cooperation in the Community

The European Parliament,

- considering that education policy has an essential role to play in promoting mutual understanding and the effective participation of all groups in the population in the social, economic and political system, and thereby in ensuring the basis for the democratic functioning of society,
 - considering also that the importance of education policy must be given increasingly explicit recognition in a wide range of sectors relating to economic and social development,
 - stressing therefore the importance of education in the construction of the European Community, aiming essentially at an ever closer union among the peoples of Europe and the constant improvement of their living and working conditions,
 - having regard to the aims underlying the creation of Parliament's Committee on Youth, Culture, Education, Information and Sport, and noting the consistent support given by Parliament to developments at Community level in the field of education cooperation,
 - having regard to the difficulties encountered in the development of a coherent Community strategy on education adapted to the social and economic problems of this decade and the challenges of an enlarged Community,
1. Emphasizes that the Community has an explicit responsibility to promote greater opportunities for mutual understanding and the communication of ideas between the peoples of Europe, which must be the basis for the construction of the Community and not a mere afterthought;
 2. Points out that as the Community moves into its second phase of enlargement, growing richer in its diversity and facing ever more pressing economic and social problems, the very cohesion of the Community may depend on extending opportunities for practical cooperation and exchange, particularly between young people and educators in Europe;

3. Considers that developments in the field of education, based on the Council's Resolution of 9 February 1976, have amply demonstrated the validity and effectiveness of the new forms of cooperation and interaction;
4. Demands once again that adequate budgetary and staff resources be made available for the implementation of the agreed action programmes;
5. Considers, moreover, that the Treaties provide an adequate political framework within which may be placed a further extension of educational cooperation in the Community as envisaged both in the report agreed by the Council and Ministers of Education on 6 June 1980, and in the 1981 work programme of the Commission (to be presented to Parliament in February 1981);
6. Believes that the provisions of the Treaty guaranteeing freedom of movement are meaningless if Community citizens find themselves unable, as the result of fundamental differences between their respective educational systems, to adapt easily to the social and work environments of other Community countries;
7. Insists in this context that both the Commission and the Council recognize explicitly the interdependence of educational activity and the development of common policies, particularly with regard to social, regional and industrial affairs;
8. Invites the Commission, therefore, to draw up guidelines for an integrated strategy for cooperation in the field of education, encompassing vocational guidance and training and the continuing education and training of adults;
9. Recommends that priority be given in future to cooperative action designed to improve the situation of those who benefit least from existing educational provisions and those who are most disadvantaged in the present social and economic situation;
10. Emphasizes, therefore, the need within the context of social policy for preventive action to be taken already during the period of compulsory schooling, to ensure that certain groups of young people, such as the handicapped, migrants and girls, do not become virtually excluded from the labour market and from society;

11. Stresses also the significant role that could be played by the Community in increasing general awareness and understanding of the new information technologies by promoting their use in education, first and foremost on behalf of the more disadvantaged groups and those whose job prospects are most endangered;
12. Draws attention equally to the importance of the educational dimension in the context of regional development, and the need to enhance the role of the Community financial instruments in promoting integrated action at the level of local communities, particularly in rural areas;
13. Stresses finally that it is through cooperation in the field of education that the Community can maintain credibility in its objective of promoting a democratic society based on a respect for social and cultural diversity and a commitment to provide opportunities for all;
14. Instructs its President to forward this resolution to the Council and Commission of the European Communities.

ANNEX II

MOTION FOR A RESOLUTION (DOCUMENT L-567/80)
tabled by Mrs GAIOTTI DE BIASE and Mr BARBI
pursuant to Rule 25 of the Rules of Procedure
on the Advisory Committee for Education

The European Parliament,

- having regard to the resolution adopted by the Ministers of Education on 9 February 1976,
- mindful of the aims underlying the creation of Parliament's Committee on Youth, Culture, Education, Information and Sport,
- considering that the growing unemployment amongst young people cannot be countered solely by economic means but requires a concerted economic and educational strategy to be defined and enacted within a Community context,
- considering that the social crisis affecting young people is a phenomenon which does not recognize national frontiers and requires joint thinking on the development of educational structures,
- having regard to the difficulties encountered in carrying out the joint actions of the education programme laid down in the abovementioned Council resolution of 1976,
- noting that the joint actions, because of their limited number and experimental nature, have not been accompanied by a parallel development of independent actions in the individual States as had been planned,
- noting that, while the Education Committee is performing well its liaison task between Commission and Council, it does not seem able to provide sufficient stimulus to the national ministers,
- taking into account the varied nature both of the powers and responsibilities of the Ministers of Education and of the education systems of the nine countries of the European Community,
- convinced that the sharing of experience and the convergence of the educational policies of the Community countries cannot be achieved by centralizing decision-making and more and more planning from the top, but must grow out of the involvement and commitment of those actually engaged in the educational process,

1. REQUESTS the Commission to examine the possibility of setting up an Advisory Committee for Education composed of representatives of teachers' associations, parents, students, centres of educational research and educational establishments in general;
2. REQUESTS the Commission to submit to it within six months a formal proposal for this committee's terms of reference and methods of operation based on the experience of other advisory committees attached to the Commission.

EUROPEAN PARLIAMENT

ANNEX III

PETITIONS

pursuant to Rule 48 of the Rules of Procedure

Petition No. 4/80

by the Belgian Section of the European Veterans' Confederation

Subject : Moral and civic instruction in primary and secondary school curricula

The National Committee of the Belgian Section of the European Veterans' Confederation meeting in Brussels on 23 February 1980,

- noting the many acts of intolerance and violence occurring almost daily which are reported in great detail by the press, radio and television and which degrade the dignity of man and have a pernicious influence on the behaviour of children,
 - considering that the problem arises out of a profound moral crisis and a lack of civic pride and solidarity, which the Committee condemns,
 - asks the President of the European Parliament and the Ministers of Education of all the countries of the European Community.
1. To reintroduce civic and moral instruction into all primary and secondary school curricula in order to restore to man's most basic virtues - joy in work, the love of effort, a sense of discipline and respect for others - all the importance which they merit and of which the children of today are totally unaware,
 2. To ensure that history is taught in such a way that children are made to understand the meaning of certain important anniversaries and to learn and profit from the past in their future lives as citizens.

Luxembourg, 28 March 1980

Jos. VERDUYCKT

Secretary-General of the Belgian Section of the European Veterans' Confederation Asbl

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