

Official Journal

of the European Union

ISSN 1725-2423

C 134

Volume 46

7 June 2003

English edition

Information and Notices

Notice No	Contents	Page
	I Information	
	European Parliament	
	Council	
	Commission	
2003/C 134/01	Decision of the European Parliament, the Council and the Commission of 8 April 2003 renewing the term of office of the members of the Supervisory Committee of the European Anti-fraud Office (OLAF) (<i>This text annuls and replaces that already published in the Official Journal of the European Union C 126 of 28 May 2003, page 1</i>)	1
	Council	
2003/C 134/02	Council Conclusions of 5 May 2003 on reference levels of European average performance in education and training (Benchmarks)	3
2003/C 134/03	Joint Declaration by the Council and the representatives of the governments of the Member States meeting within the Council of 5 May 2003 — on 'the social value of sport for young people'	5
2003/C 134/04	Council resolution of 5 May 2003 on equal opportunities for pupils and students with disabilities in education and training	6
2003/C 134/05	Council Resolution of 6 May 2003 on accessibility of cultural infrastructure and cultural activities for people with disabilities	7
	Commission	
2003/C 134/06	Euro exchange rates	9
	Corrigenda	
2003/C 134/07	Corrigendum to the authorisation for State aid pursuant to Articles 87 and 88 of the EC Treaty — Cases where the Commission raises no objections (OJ C 65 of 19.3.2003)	10

I

(Information)

EUROPEAN PARLIAMENT

COUNCIL

COMMISSION

DECISION OF THE EUROPEAN PARLIAMENT, THE COUNCIL AND THE COMMISSION**of 8 April 2003****renewing the term of office of the members of the Supervisory Committee of the European Anti-fraud Office (OLAF)***(This text annuls and replaces that already published in the Official Journal of the European Union C 126 of 28 May 2003, page 1)*

(2003/C 134/01)

THE EUROPEAN PARLIAMENT, THE COUNCIL OF THE EUROPEAN UNION AND THE COMMISSION OF THE EUROPEAN COMMUNITIES,

Whereas:

Having regard to the Treaty establishing the European Community,

(1) Article 11(2) of Regulations (EC) No 1073/1999 and (Euratom) No 1074/1999 provides that the Supervisory Committee 'shall be composed of five independent outside persons who possess the qualifications required for appointment in their respective countries to senior posts relating to the Office's areas of activity'.

Having regard to the Treaty establishing the European Atomic Energy Community,

(2) The term of office of the members of the Supervisory Committee expired on 31 July 2002.

Having regard to Commission Decision 1999/352/EC, ECSC, Euratom of 28 April 1999 establishing the European Anti-fraud Office (OLAF) ⁽¹⁾ and in particular Article 4 thereof,

(3) The members of the Supervisory Committee continued to exercise their function upon the expiry of their term of office in accordance with Article 11(4) of the Regulations.

Having regard to European Parliament and Council Regulation (EC) No 1073/1999 ⁽²⁾ and Council Regulation (Euratom) No 1074/1999 ⁽³⁾ concerning investigations conducted by the European Anti-Fraud Office (OLAF), and in particular Article 11(2) thereof,

(4) Their term of office is renewable once.

Having regard to the Decision of the European Parliament, the Council and the Commission of 19 July 1999 appointing the members of the Supervisory Committee of the European Anti-Fraud Office (OLAF) ⁽⁴⁾,

(5) The term of office of the members du Supervisory Committee should be renewed.

Having regard to the Decision of the European Parliament, the Council and the Commission of 4 April 2001 appointing a member of the Supervisory Committee of the European Anti-Fraud Office (OLAF) ⁽⁵⁾,

(6) Article 11(2) of the Regulations provides that the members of the Supervisory Committee shall be appointed by common accord of the European Parliament, the Council and the Commission.

⁽¹⁾ OJ L 136, 31.5.1999, p. 20.

⁽²⁾ OJ L 136, 31.5.1999, p. 1.

⁽³⁾ OJ L 136, 31.5.1999, p. 8.

⁽⁴⁾ OJ C 220, 31.7.1999, p. 1.

⁽⁵⁾ OJ C 120, 24.4.2001, p. 1.

(7) The principle of continuity requires that the second term of office take effect on the day following the expiry of the first term,

HAVE DECIDED AS FOLLOWS:

Article 1

The following are appointed members of the Supervisory Committee of the European Anti-fraud Office (OLAF) for a new term of three years:

- Mr Edmondo BRUTI-LIBERATI;
- Mr Alfredo José DE SOUSA;
- Ms Mireille DELMAS-MARTY;
- Mr Raymond KENDALL;
- Mr Harald NOACK.

Article 2

The persons concerned shall be notified of this decision by the Commission.

Article 3

This decision shall have effect as from 1 August 2002.

Article 4

This decision shall be published in the *Official Journal of the European Union*.

Done at Brussels and Luxembourg, 8 April 2003.

For the European Parliament

The President

Patrick COX

For the Council

The President

Petros EFTHYMIOU

For the Commission

Michaele SCHREYER

Member of the Commission

COUNCIL

COUNCIL CONCLUSIONS

of 5 May 2003

on reference levels of European average performance in education and training (Benchmarks)

(2003/C 134/02)

THE COUNCIL,

Having regard to:

1. The Lisbon European Council's affirmation that Europe's education and training systems need to adapt both to the demands of the knowledge society and to the need for an improved level and quality of employment.
 2. The mandate from the Lisbon European Council to the Education Council 'to undertake a general reflection on concrete future objectives of education systems, focusing on common concerns and priorities while respecting national diversity with a view to contributing to the Luxembourg and Cardiff processes, and presenting a broader report to the European Council in the Spring of 2001' (Presidency Conclusions, No 27).
 3. The Report on the concrete future objectives of the education and training systems⁽¹⁾, which included 3 concrete strategic objectives together with 13 associated objectives, and the detailed work programme⁽²⁾, which was endorsed by the Barcelona European Council of 15 to 16 March 2002.
 4. The European Council of 20 and 21 March 2003 which called for 'using benchmarks to identify best practice and to ensure efficient and effective investment in human resources'.
 5. The open method of coordination, which is described in the conclusions of the Lisbon European Council as a 'means of spreading best practice and achieving greater convergence towards the main EU goals'. The open method of coordination is implemented through the use of tools such as indicators and benchmarks as well as the exchange of experiences peer reviews and the dissemination of good practice.
 6. The Communication from the Commission 'European benchmarks in education and training: follow-up to the Lisbon European Council' (COM(2002) 629),
- REAFFIRMS
- That the report to be submitted to the Spring European Summit in 2004 should:
- emphasise the need for a concerted and continuous effort in following up on the Lisbon goals of making Europe the most competitive and dynamic knowledge-based economy in the world,
 - recognise the central role of indicators and reference levels in giving directions and measuring progress towards the thirteen objectives in the objective report,
 - propose a first list of indicators and reference levels of European average performance to be applied for monitoring the progress in the field of education and training towards the Lisbon goals;
- STRESSES
- In the context of the Lisbon Strategy, the Council has agreed to establish a series of reference levels of European average performance, while taking into account the starting point of the individual Member States which will be used as one of the tools for monitoring the implementation of the 'Detailed work programme on the follow-up of the objectives of education and training systems in Europe'. Reference levels of European⁽³⁾ average performance:
- should be based on data that are comparable,
 - do not define national targets,

⁽¹⁾ Report from the Education Council to the European Council adopted by the Education Council on 12 February 2001.

⁽²⁾ 'Detailed work programme on the follow-up of the objectives of education and training systems in Europe' jointly adopted by the Council and Commission on 14 February 2002 (OJ C 142, 14.6.2002).

⁽³⁾ Based on EU and acceding countries.

- do not prescribe decisions to be taken by national governments, however national actions based on national priorities will contribute to their achievement;

Early school leavers

A minimum knowledge base is required in order to take part in today's knowledge based society. Those without qualifications are consequently less likely to participate effectively in lifelong learning and are in danger of being left by the wayside in today's increasingly competitive societies. Hence, diminishing the percentage of early school leavers is essential to ensure full employment and greater social cohesion.

- Therefore, by 2010, an EU average rate of no more than 10 % early school leavers ⁽¹⁾ should be achieved;

Mathematics, science and technology

The European Union needs an adequate output of scientific specialists in order to become the most dynamic and competitive knowledge-based economy in the world. The need for more scientific specialists is underlined by the conclusions of the Barcelona European Council (2002) 'that overall spending on R & D and innovation in the Union should be increased with the aim of approaching 3 % of GDP by 2010'.

Gender balance is an especially important challenge in this area. Relatively fewer women than men choose to pursue degrees in mathematics, science and technology and even fewer women choose careers in research.

- Therefore, the total number of graduates in mathematics, science and technology ⁽²⁾ in the European Union should increase by at least 15 % by 2010 while at the same time the level of gender imbalance should decrease;

Completion of upper secondary education

Completing upper secondary education is increasingly important not just for successful entry into the labour market, but also to allow students access to the learning and training opportunities offered by higher education. Successful participation in the knowledge-based society requires the basic building blocks offered by a secondary education.

- Therefore, by 2010, at least 85 % of 22 year olds in the European Union should have completed upper secondary education ⁽³⁾;

Basic skills

All individuals need a core package of knowledge, skills and attitudes for employment, inclusion, subsequent learning as well as personal fulfilment and development.

- Therefore, by 2010, the percentage of low-achieving 15 years old in reading literacy in the European Union should have decreased by at least 20 % compared to the year 2000 ⁽⁴⁾;

Lifelong learning

In a knowledge society individuals must update and complement their knowledge, competencies and skills throughout life to maximise their personal development and to maintain and improve their position in the labour market.

- Therefore, by 2010, the European Union average level of participation in Lifelong Learning, should be at least 12,5 % of the adult working age population (25 to 64 age group) ⁽⁵⁾;

Investment in human resources

Investment in education is one with long-term returns and indirect as well as direct benefits, and most governments consider it to impact positively on several key political challenges such as social cohesion, international competition, and sustainable growth.

The Lisbon European Summit called for a 'substantial annual increase in the per capita investment in human resources'. In the Communication 'Investing efficiently in education and training: an imperative for Europe', the European Commission proposes a number of issues of relevance for the efficient investment in education and training that should be analysed in detail. The Council is looking forward to the outcome of ongoing work before deciding on further action.

⁽¹⁾ Share of the population aged 18 to 24 with only lower secondary education or less and not in education or training (structural indicator) — Source Eurostat; Labour Force Survey.

⁽²⁾ Total number of tertiary (ISCED levels 5 and 6) graduates from the Mathematics, Science and Technology fields — source joint UNESCO/OECD/Eurostat questionnaire.

⁽³⁾ Percentage of those aged 22 who have successfully completed at least upper secondary education (ISCED 3) — Source Eurostat Labour Force Survey.

⁽⁴⁾ Reading literacy proficiency 'level 1' and lower — Source PISA (OECD 2000).

⁽⁵⁾ Percentage of population aged 25 to 64 participating in education and training in four weeks prior to the survey —Source Eurostat; Labour Force Survey. A Eurostat taskforce is currently undertaking work on a new Adult Education Survey that would yield a better measure of participation.

**JOINT DECLARATION BY THE COUNCIL AND THE REPRESENTATIVES OF THE
GOVERNMENTS OF THE MEMBER STATES MEETING WITHIN THE COUNCIL**

of 5 May 2003

on 'the social value of sport for young people'

(2003/C 134/03)

THE COUNCIL AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES MEETING WITHIN THE COUNCIL:

1. STRESSING the social and health significance of sport for young people, both male and female, and its role in forging identity and bringing people together as affirmed in the declaration on the social importance of sport annexed to the Treaty of Amsterdam;
2. RECALLING that the Declaration on the specific characteristics of sport and its social function in Europe, annexed to the Presidency conclusions of the Nice European Council meeting (7, 8 and 9 December 2000), requests 'the Community institutions and the Member States to continue examining their policies, in compliance with the Treaty and in accordance with their respective powers, in the light of these general principles';
3. RECALLING the Resolution of the Council and of the Ministers for Youth meeting within the Council of 17 December 1999 on the non-formal education dimension of sporting activities in the European Community Youth Programmes ⁽¹⁾;
4. STRESSING also that the development of physical, intellectual and social powers through physical education and sport should be encouraged for everyone, both within the educational system and in other aspects of social life;
5. RECOGNISING that focusing on the economic dimension of sport in Europe risks weakening its educational, social and health function for young people;
6. NOTING with satisfaction that the year 2003 has been declared 'European year of people with disabilities',

STRESSING the importance of the decision establishing the European Year of Education through Sport 2004,

1. EMPHASISE the need to disseminate the values of sport: promotion of physical and mental well-being, and improvement of quality of life;
2. STRESS that it is possible to make the educational systems more attractive by using sport as an educational instrument to improve the involvement of young people both in formal education and non-formal learning;

3. HIGHLIGHT the importance of promoting the values and virtues of self-discipline, self-esteem and hard effort fostered by sport, thus helping young people to identify their skills and limitations and to overcome the difficulties they may face in their everyday life, and as a result permitting them to achieve their objectives and to gain their autonomy;
4. POINT OUT that through the values of solidarity, respect for others, participation and fair play, sport contributes to the socialisation of young people, fosters their participation in public life, and promotes democratic values and citizenship among the young;
5. STRESS the role which can be played by sport for social cohesion, especially among disadvantaged young people;
6. STRESS that by promoting tolerance, acceptance and respect for diversity towards other young athletes, sport may make an important contribution to intercultural understanding, and combating racism, xenophobia, sexism and other forms of discrimination;
7. STRESS moreover the need to ensure that these values are respected by all involved in sports and that measures aimed at young people in favour of fair play and against threats to their health, in particular doping, as well as violence in sport, should be encouraged;
8. UNDERLINE that sport can improve the quality of life and foster the independence of young people with disabilities. It can help them overcome social prejudices, and STRESS the need to remove barriers that prevent young people with disabilities from having access to sporting activities;
9. CONSIDER that it is essential to safeguard the specific characteristics of sport and to promote its ethical values and Olympic ideals, and thereby avoid possible risks through excessive development of the economic dimension of sport;
10. CONSIDER also that voluntary activities in sport should be fostered, with the participation and active contribution of all bodies concerned, especially of the volunteer youth sports associations and organisations.

⁽¹⁾ OJ C 8, 12.1.2000.

COUNCIL RESOLUTION**of 5 May 2003****on equal opportunities for pupils and students with disabilities in education and training**

(2003/C 134/04)

THE COUNCIL OF THE EUROPEAN UNION,

1. STRESSING that in the European Union a significant number of people with disabilities face difficulties of different kinds in their daily life;
2. NOTING that the Treaty establishing the European Community gives the Community the opportunity to take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity;
3. RECALLING the Council Decision of 3 December 2001 on the European Year of People with Disabilities 2003 ⁽¹⁾;
4. RECALLING also

— the Resolution of the Council and the Ministers of Education meeting within the Council of 31 May 1990 concerning integration of children and young people with disabilities in ordinary systems of education ⁽²⁾,

— the Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 20 December 1996 on equality of opportunity for people with disabilities ⁽³⁾,

— the communication from the European Commission in 2000 — 'Towards a barrier-free Europe for people with disabilities' ⁽⁴⁾,

— the European Parliament Resolution of 4 April 2001 on the Communication from the Commission 'Towards a barrier-free Europe for People with disabilities' ⁽⁵⁾,

— the Detailed work programme on the follow-up of the objectives of Education and training systems in Europe and in particular objective 2.3 on supporting active citizenship and social cohesion ⁽⁶⁾,

— the Council Resolution of 6 February 2003 'eAccessibility — improving the access of people with disabilities to the knowledge based society' ⁽⁷⁾;

5. NOTING that the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, adopted by the UN General Assembly on 20 December 1993, specifically refers in its rule 6 that 'States recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings' and that 'special attention should be given in the areas of very young and pre-school children, and adults with disabilities, particularly women.';
6. NOTING the increased involvement of Governments, support groups, teachers and parents groups, and in particular organisations of persons with disabilities and their families in seeking to improve access to education for those with special needs;
7. TAKING INTO ACCOUNT the initiatives in Member States and at Community level to ensure that people with disabilities have better access to education and training in a life long learning perspective;
8. NOTING, however, the need for further, appropriate practicable measures to improve access of persons with disabilities to education and training.

INVITES THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE COMPETENCIES, TO:

- (i) encourage and support the full integration of children and young people with special needs in society through their appropriate education and training, and their insertion in a school system which is [...] adapted to their needs;
- (ii) pursue efforts to make lifelong learning more accessible to people with disabilities and, within this context, give particular attention to the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration (e-learning);

⁽¹⁾ OJ L 335, 19.12.2001.

⁽²⁾ OJ C 162, 3.7.1990.

⁽³⁾ OJ C 12, 13.1.1997.

⁽⁴⁾ Doc. 8557/00, COM(2000) 284 final.

⁽⁵⁾ Doc. A-0084/2001.

⁽⁶⁾ OJ C 142, 14.6.2002.

⁽⁷⁾ OJ C 39, 18.2.2003.

- (iii) encourage the accessibility of all public websites covering guidance, education and vocational training [...] to persons with disabilities by respecting the web accessibility guidelines;
- (iv) increase, where appropriate, adequate support of services and technical assistance to pupils and students with special education and training needs;
- (v) facilitate further proper information and guidance in order to allow disabled people themselves or, if necessary, their parents or other responsible persons involved in choosing the appropriate type of education;
- (vi) continue and, if necessary, increase the efforts aiming at the initial and in-service training of teachers in the area of special needs, with a view, in particular, to the provision of appropriate pedagogical techniques and materials;
- (vii) promote European cooperation between the relevant actors professionally involved in the education and training of children and young people with disabilities, in order to improve the integration of pupils and students with special needs in ordinary or specialised establishments;
- (viii) enhance sharing information and experiences on these matters at European level, involving, as appropriate, the European organisations and networks with relevant experience in this field such as the European Agency for Development in Special Needs Education;
- (ix) provide, where appropriate, facilities, training opportunities and resources regarding the transition from school to employment.

COUNCIL RESOLUTION

of 6 May 2003

on accessibility of cultural infrastructure and cultural activities for people with disabilities

(2003/C 134/05)

THE COUNCIL OF THE EUROPEAN UNION,

1. NOTING that the Treaty establishing the European Community gives the Community the opportunity to take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation;

2. RECALLING the Council Decision of 3 December 2001 on the European Year of People with Disabilities 2003 ⁽¹⁾;

3. RECALLING also:

— the Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 20 December 1996 on equality of opportunity for people with disabilities ⁽²⁾,

— the communication from the European Commission in 2000 — 'Towards a barrier-free Europe for people with disabilities' ⁽³⁾,

— the Council Resolution of 6 February 2003 on eAccessibility — improving the access of people with disabilities to the knowledge based Society ⁽⁴⁾;

4. STRESSING that in the European Union there is a significant number of people with disabilities who face physical, social and information barriers to their cultural and artistic expression and accordingly their access to the cultural heritage and artistic creation is restricted;

5. NOTING that the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, adopted by the UN General Assembly on 20 December 1993, specifically refers in its rule 10 to the responsibilities of States in ensuring that 'persons with disabilities are integrated into and can participate in cultural activities on equal basis', and especially to their responsibilities in promoting 'the accessibility to and availability of places for cultural performances and services, such as theatres, museums, cinemas and libraries' and in initiating 'the development and use of technical arrangements to make literature, films and theatre accessible' to persons with disabilities;

⁽¹⁾ OJ L 335, 19.12.2001.

⁽²⁾ OJ C 12, 13.1.1997.

⁽³⁾ Doc. 8557/00, COM(2000) 284 final.

⁽⁴⁾ OJ C 39, 18.2.2003.

6. NOTING the initiatives in Member States and at Community level to ensure that people with disabilities have better access to culture;

7. NOTING, however, the need for further, appropriate practicable measures to improve access of persons with disabilities to cultural infrastructure and cultural activities and to the media,

INVITES THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE COMPETENCIES, TO:

- (i) examine ways to integrate people with disabilities into the arts and cultural sectors and to support equality of opportunity in the production and promotion of their work;
- (ii) encourage the culture sector, to contribute to promoting a positive image of people with disabilities;
- (iii) continue efforts to eliminate existing barriers and examine further appropriate ways and means to facilitate and improve the access of people with disabilities to culture, including:
 - evaluating and improving physical access, without prejudice to Member States regulations concerning

protection of monuments, to places such as archaeological sites, museums, monuments and places of cultural activities, as well as assuring physical access to buildings that will be constructed in the future,

— providing information via modern information technology,

— enhancing access to cultural activities through e.g. subtitled performances, use of easy-to-read and sign language, guides and catalogues in Braille, use of contrasts of light in exhibitions;

(iv) encourage the improvement of accessibility by using appropriate signage, for example by different logos;

(v) enhance sharing information and experiences on these matters at the European level, involving, as appropriate, the European organisations and networks with relevant experience in this field.

AGREES that the Council, by the end of 2005, should take stock of the follow-up of the measures to implement the present resolution.

COMMISSION

Euro exchange rates ⁽¹⁾

6 June 2003

(2003/C 134/06)

1 euro =

Currency			Exchange rate	Currency			Exchange rate
USD	US dollar		1,1813	LVL	Latvian lats		0,6608
JPY	Japanese yen		139,28	MTL	Maltese lira		0,4298
DKK	Danish krone		7,4246	PLN	Polish zloty		4,386
GBP	Pound sterling		0,7093	ROL	Romanian leu		38 280
SEK	Swedish krona		9,1254	SIT	Slovenian tolar		233,455
CHF	Swiss franc		1,5444	SKK	Slovak koruna		41,43
ISK	Iceland króna		85,77	TRL	Turkish lira		1 687 000
NOK	Norwegian krone		8,1485	AUD	Australian dollar		1,7822
BGN	Bulgarian lev		1,9467	CAD	Canadian dollar		1,5979
CYP	Cyprus pound		0,58624	HKD	Hong Kong dollar		9,2125
CZK	Czech koruna		31,335	NZD	New Zealand dollar		2,0453
EEK	Estonian kroon		15,6466	SGD	Singapore dollar		2,035
HUF	Hungarian forint		260,5	KRW	South Korean won		1 417,91
LTL	Lithuanian litas		3,4532	ZAR	South African rand		9,4944

⁽¹⁾ Source: reference exchange rate published by the ECB.

CORRIGENDA**Corrigendum to the authorisation for State aid pursuant to Articles 87 and 88 of the EC Treaty — Cases where the Commission raises no objections**

(Official Journal of the European Union C 65 of 19 March 2003)

(2003/C 134/07)

On page 23, second case, Aid No:

for: 'N 222 A/01',

read: 'N 222 A/02'.
