Basic information

2005/0221(COD) COD - Ordinary legislative procedure (ex-codecision procedure) Recommendation	Procedure completed
Lifelong learning: key competences and access for all citizens **Subject** 4.40.01 European area for education, training and lifelong learning	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
CULT Culture and Education	TRÜPEL Helga (Verts/ALE)	23/11/2005

Committee for opinion	Rapporteur for opinion	Appointed
EMPL Employment and Social Affairs	MANN Thomas (PPE-DE)	23/11/2005
ITRE Industry, Research and Energy	PIRILLI Umberto (UEN)	13/12/2005
FEMM Women's Rights and Gender Equality	JÄÄTTEENMÄKI Anneli (ALDE)	30/01/2006

Council of the European Union

Council configuration	Meetings	Date
Environment	2773	2006-12-18
Education, Youth, Culture and Sport	2729	2006-05-18
Education, Youth, Culture and Sport	2710	2006-02-23

European Commission

Commission DG	Commissioner
Education, Youth, Sport and Culture	FIGEĽ Ján

Key events

Date	Event	Reference	Summary
10/11/2005	Legislative proposal published	COM(2005)0548	Summary

17/11/2005	Committee referral announced in Parliament, 1st reading		
23/02/2006	Debate in Council		
18/05/2006	Debate in Council		Summary
21/06/2006	Vote in committee, 1st reading		Summary
25/07/2006	Committee report tabled for plenary, 1st reading	A6-0262/2006	
25/09/2006	Debate in Parliament		
26/09/2006	Decision by Parliament, 1st reading	T6-0365/2006	Summary
26/09/2006	Results of vote in Parliament		
18/12/2006	Act adopted by Council after Parliament's 1st reading		
18/12/2006	Final act signed		
18/12/2006	End of procedure in Parliament		
30/12/2006	Final act published in Official Journal		

Technical information

Procedure reference	2005/0221(COD)
Procedure type	COD - Ordinary legislative procedure (ex-codecision procedure)
Procedure subtype	Legislation
Legislative instrument	Recommendation
Legal basis	EC Treaty (after Amsterdam) EC 150-p4 EC Treaty (after Amsterdam) EC 149-p4
Stage reached in procedure	Procedure completed
Committee dossier	CULT/6/31795

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee draft report		PE371.967	03/04/2006	
Committee opinion	ITRE	PE370.125	04/05/2006	
Committee opinion	FEMM	PE371.748	05/05/2006	
Amendments tabled in committee		PE372.210	18/05/2006	
Committee opinion	EMPL	PE370.195	22/05/2006	
Committee report tabled for plenary, 1st reading/single reading		A6-0262/2006	25/07/2006	
Text adopted by Parliament, 1st reading/single reading		T6-0365/2006	26/09/2006	Summary

Council of the EU

Document type	Reference	Date	Summary
Draft final act	03650/1/2006	18/12/2006	

European Commission

Document type	Reference	Date	Summary
Legislative proposal	COM(2005)0548	10/11/2005	Summary
Document attached to the procedure	SEC(2005)1415	10/11/2005	Summary
Commission response to text adopted in plenary	SP(2006)4772	19/10/2006	

Other institutions and bodies

Institution/body	Document type	Reference	Date	Summary
EESC	Economic and Social Committee: opinion, report	CES0754/2006	17/05/2006	
CofR	Committee of the Regions: opinion	CDR0031/2006	14/06/2006	

Additional information

Source	Document	Date
European Commission	EUR-Lex	

Final act

EP/Council Recommendation 2006/0962
OJ L 394 30.12.2006, p. 0010 Summary

Lifelong learning: key competences and access for all citizens

2005/0221(COD) - 10/11/2005 - Document attached to the procedure

This Staff Working Document is Annexed to the Commission Communication on Modernising Education and Training in Europe and is a draft joint progress report on the implementation of the “Education and Training 2010 work programme”. It is a comprehensive, all encompassing report, covering a number of diverse and wide-ranging issues relating to all aspects of education. The subjects under discussion include primary education, life-long learning and to the impact of the Bologna Process on higher education in Europe. The Paper charts progress in implementing the Education and Training Programme since 2004 and provides an update of the 2003 Commission Staff Working Paper covering the first two years of implementation. Each of the 32 countries participating in the work programme submitted a national report. They were based on a structure devised by the Commission in which concise information was requested and included, for example, the relationship between national policies and the Lisbon Agenda.

As a starting point, the document refers to the Lisbon Declaration in which the EU’s heads of state declared that Europe must renew its competitiveness, increase its growth and productivity, strengthen social cohesions and place a strong emphasis on knowledge, innovation and the optimisation of human capital. Clearly, education in all aspects, whether primary, secondary, higher or life-long plays a pivotal role in the relationship between innovation and competitiveness and the EU’s desire to establish itself as the most dynamic, knowledge based economy in the world. However, if these ambitions are to be realised, urgent educational reforms are a must. Indeed the mid-term review of the Lisbon strategy, carried out in 2005, reinforced the reform message. In order to examine these and other issues, the Paper has been organised through the analysis of cross-country national reports, which are outlined in Sections 2-7. Specifically,

- Section 2 examines the growing relationship between the Lisbon strategy and national education training policies.
- Section 3 gives an overview of Member States' priorities for reform and investment. It also takes stock of a country's effort to increase the efficiency of investments and to monitor how effective their education/training systems are.
- Section 4 assesses Member States' progress in adopting and implementing national strategies for lifelong learning taking account of the 2006 deadline set in the Interim Report. Both the coherence and competence of the strategies are discussed and national progress in relation to key lifelong learning objectives is reported. Also discussed are the challenges and obstacles faced by those wishing to pursue lifelong learning.
- Section 5 addresses higher education reform – both in relation to the Bologna Process and to the 2010 Education and Training programme.
- Section 6 examines how the Member Stats are improving the quality and attractiveness of VET, through the implementation of tools developed under the Copenhagen process.
- Section 7 concerns the European dimension of education and training both in terms of mobility and the kind of policies being implemented to promote student, pupil and teacher mobility. Also under scrutiny is what impact Europe has on national curricula at primary and secondary school level and in teacher education.
- Section 8 reports on the implementation of the 2010 Education and Training programme at a European level whilst at the same time making note of developments in the broader framework of the mid-term Lisbon strategy review.

The Commission stresses that the picture emerging from the cross-country analysis is not a comprehensive overview of the huge diversity and complexity of national situations. Rather, it seeks to provide a synthetic account of the main priorities, concerns, areas of progress and results still to be achieved.

Lifelong learning: key competences and access for all citizens

2005/0221(COD) - 18/12/2006 - Final act

PURPOSE: the adoption of **"Key Competences for lifelong learning – A European Reference Framework".**

PROPOSED ACT: Recommendation of the European Parliament and of the Council (2006/0962/EC) on key competences for lifelong learning.

CONTENT: in 2000, the European Council meeting in Lisbon concluded that a European framework should be established in order to define the provision of new basic skills in the form of lifelong learning. As globalisation continues to confront the European Union with new challenges each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Since 2000 a number of Community initiatives have been adopted to help meet the needs outlined above.

The purpose of this Recommendation is to adopt "Key Competences for lifelong learning – A European Reference framework". The Recommendation and the Reference Framework define "competences" as: "a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and the development, active citizenship, social inclusion and employment."

The Recommendation, accompanied by the Reference Framework, should contribute towards the development of quality, future oriented education and training tailored to the needs of European society. It has been developed in order to support and supplement actions at a national level by ensuring that their initial education and training systems offer all young people the means to develop key skills to a level that equips them for adult life. It should also be able to allow adults to form a basis for further learning and working life. In essence, the framework, will act as a common European reference framework to be used by policy makers, education and training providers, the social partners and learners themselves.

The Recommendation:

Based on the above, the Recommendation invites the Member States to develop the provisions set out in the Reference Framework for all, or as part of, their lifelong learning strategies. By applying the Recommendation the Member States will endeavour to:

- offer all young people the means to develop skills that equips them for adult life and which forms a basis for further learning and working life;
- make the necessary provisions for those who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential;
- help adults develop and update their key competences throughout their lives;
- offer an appropriate infrastructure for continuing education and adult training;
- achieve coherence in adult education and training for individual citizens and offering a close link with employment policy, social policy, cultural policy, innovation policy and other policies affecting young people.

Key Competences for lifelong learning – a European reference framework:

The main aims of the Reference Framework are to:

- identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;

- support the work of the Member States to ensure that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life. Adults should be able to develop and update their key competences throughout their lives;
- provide a European level reference tool for policy makers, education providers, employers and learners themselves to facilitate national and European level efforts towards commonly agreed objectives;
- provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programme.

The framework identifies eight key competences. They are:

1) Communication in the mother tongue: Defined as an ability to communicate in the mother tongue and to express and interpret concepts, thoughts, feelings, facts and opinion in both oral and written form and to interact linguistically in an appropriate way in a full range of contexts.

2) Communication in foreign languages: Defined as an ability to communicate in a foreign language – broadly similar to that of communicating in the mother tongue. It is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form. It recognises that an individual's level of proficiency will vary between the four dimensions of listening, speaking, reading and writing and between the different languages.

3) Mathematical competence and basic competences in science and technology: Defined as the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.

4) Digital competence: Defined as an ability to use the confident and critical use of Information Society technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT; the use of computers to retrieve, assess, store, produce, present and exchange information and to communicate and participate in collaborative networks via the Internet.

5) Learning to learn: Defined as the ability to pursue and persist in learning and to organise one's own learning.

6) Social and civic competences: Defined as equipping individual to participate in an effective and constructive way in social and working life in increasingly diverse society. To encourage individuals to participate in civic life, based o n knowledge of social and political concepts and structures and a commitment to active and democratic participation.

7) Sense of initiative and entrepreneurship: Defined as the ability to turn ideas into actions. It includes creativity, innovation and risk-taking as well as the ability to plan and manage projects in order to achieve objectives.

8) Cultural awareness and expression: Defined as the ability to appreciate the importance of creative expression, experiences and emotions in a range of media, including music, performing arts, literature and the visual arts.

Lifelong learning: key competences and access for all citizens

2005/0221(COD) - 10/11/2005 - Legislative proposal

PURPOSE: To present a European reference tool on key skills through lifelong learning.

PROPOSED ACT: Recommendation of the European Parliament and of the Council.

CONTENT: The mandate for this proposal can be traced back to the 2000 Lisbon European Council. The heads of government recognised that in order for the EU to adapt to the challenges of globalisation and in order to shift the EU towards a knowledge-based economy every citizen must be equipped with the skills needed to live and work in the information society. The heads of government therefore called for the establishment of a European framework which would define the new basic skills that needed to be provided through lifelong learning, namely IT skills, foreign languages, a technological culture, entrepreneurship and social skills. The mandate to enact a European framework for the learning of key skills within the context of a knowledge-based economy was developed in the "Education and Training 2010" work programme (ET2010). The proposed Recommendation is linked to ET2010 in that it seeks to present a European reference tool for key *competences* and how they can be accessed by all of the EU's citizens through lifelong learning. In this context the Commission suggest that the term "competences" refers to a combination of knowledge, skills and attitudes. More concretely speaking, the objectives of the Recommendation are to:

- Identify and define the key competences necessary for personal fulfilment, social cohesion and employability in a knowledge society.

- Support Member States' work to guarantee that young people are equipped with certain key skills by the time their initial training and education has been completed and to support Member State's policies guaranteeing adults the ability to develop and update key skills throughout their lives.

- Provide a European level reference tool for policy makers, educational providers, employers and earners to facilitate national and European efforts towards commonly agreed objectives.

- Provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training programmes.

The reference tool is outlined in Annex form to the Recommendation and is entitled "Key Competences for Lifelong Learning – A European Reference Framework". Eight key skills or competences are identified. They are:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Interpersonal, intercultural and social competences and civic competence;
- Entrepreneurship; and
- Cultural expression.

According to the Commission this proposal fulfils both the subsidiarity and proportionality principles in that the key competences are to be acquired by all citizens thereby creating a political commitment for reforms that can not be achieved by solely relying on the Community education and training programmes. Implementation of the reference framework is entirely up to the Member States. Lastly, the proposal has no budgetary implication for the Community budget.

Lifelong learning: key competences and access for all citizens

2005/0221(COD) - 18/05/2006

Pending the opinion of the European Parliament at first reading, the Council agreed on a general approach to the proposed Recommendation on “Key Competences for lifelong learning”.

The proposed Recommendation responds to a mandate given by the 2000 Lisbon Council and reiterated in the “Education and Training 2010” work programme, which called for further action to improve basic skills and to strengthen the European dimension in education. Work is to focus on identifying basic as well as traditional skills and to allow them to become better integrated on a lifelong basis. Basic skills should be made available for everyone, including those with special needs, school drop-outs and adult learners.

The draft Recommendation seeks to establish a European reference framework to define the basic skills which all citizens need to acquire, through lifelong learning, personal fulfilment and in order to improve their employment chances in a modern knowledge-based economy. The key competences (basic skills) are:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence; and
- Learning to learn.

Lifelong learning: key competences and access for all citizens

2005/0221(COD) - 26/09/2006 - Text adopted by Parliament, 1st reading/single reading

The European Parliament adopted a resolution based on the report by Helga **TRÜPEL (Greens/EFA, DE)** and made some amendments to the Commission’s proposal. (Please see the summary of 21/06/2006.)