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(Information)

COUNCIL

COUNCIL CONCLUSIONS

of 14 February 2002

on the follow-up to the Report on the concrete future objectives of education and training systems in view of the preparation of a joint Council/Commission report to be presented to the Spring 2002 European Council

(2002/C 58/01)

THE COUNCIL OF THE EUROPEAN UNION,

Recalling:

- (1) The new strategic goal for the European Union set by the Lisbon European Council on 23 and 24 March 2000 and reaffirmed by the Stockholm European Council on 23 and 24 March 2001 'to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion'.
- (2) 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.
- (3) 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).
- (4) The Report on the concrete future objectives of the education and training systems (hereafter referred to as the Report) adopted by the Education Council of 12 February 2001 which took into account a Commission proposal and which included three concrete strategic objectives together with 13 associated objectives and takes account of the general aims which society attributes to education and training.
- (5) The Stockholm European Council which re-emphasised the importance of education and training stating: 'Improving basic skills, particularly IT and digital skills, is a top priority to make the Union the most competitive and dynamic knowledge-based economy in the world. This priority includes education policies and lifelong learning as well as overcoming the present shortfall in the recruitment of scientific and technical staff. A knowledge-based economy necessitates a strong general

education in order to further support labour mobility and lifelong learning'.

- (6) The Stockholm European Council also mandated the Council and the Commission to 'present a report to the Spring European Council in 2002 containing a detailed work programme on the follow-up of the objectives of education and training systems including an assessment of their achievement in the framework of the open method for coordination and in a worldwide perspective'.
- (7) The conclusions of the Council of 13 July 2001 concerning the follow-up of the Report, which indicated that in particular work would start without delay in the areas of basic skills (objective 1.2); information and communication technologies (objective 1.3) and mathematics, science and technology (Objective 1.4) which were also highlighted in the conclusions of the Stockholm European Council.
- (8) The Communication 'Draft detailed work programme for the follow-up of the report on the concrete objectives of education and training systems' adopted on 7 September 2001 which the Commission presented in response to the mandate of the Stockholm European Council provides useful input to the joint report which will be put to the Council for adoption on 14 February 2002 and forwarded to the Barcelona European Council,

REAFFIRMS:

That the follow-up to the Report adopted on 12 February 2001 should:

- assess the achievement of the objectives stated in the Report so that the Council (Education) can report back to the European Council whenever this is deemed appropriate,
- provide support for the improvement of education and training policy design and implementation at all levels,
- provide further development of cooperation and exchange of good practice between Member States, thus enhancing efficiency and effectiveness of this work,

ACKNOWLEDGES:

The setting up of three working groups by the Commission with the aim of contributing to the implementation of the open method of coordination with respect to three of the associated objectives of the Report,

STRESSES:

The need for synergy between the follow-up to the Report and:

1. the European Employment strategy, the effective implementation of the Luxembourg and Cardiff processes and the broad economic policy guidelines;
2. the ongoing work of the Commission's high-level task force on skills and mobility. On the basis of a report which the task force had to submit in December 2001, the Commission will prepare, for the Barcelona European Council, an action plan with a view to opening up the European labour markets to everyone by 2005;
3. the activities in the framework of the evaluation of the progress on mobility in the follow-up work of the Recommendation and the Action Plan for Mobility;
4. the Commission's forthcoming communication on making a European area of lifelong learning a reality following the consultation on the Memorandum on Lifelong Learning;
5. the Commission's forthcoming Action Plan on Science and Society as a contribution to the European Research area following an invitation by the joint informal meeting of Education and Research Ministers at Uppsala on 1 to 3 March 2001;
6. the Commission's communication entitled *e-Learning action plan: designing tomorrow's education* of 28 March 2001, which complements its comprehensive *e-Europe* action plan and is designed to be a key element in the European employment strategy,

REAFFIRMS:

Bearing in mind the worldwide perspective of this follow-up, the current international situation and its impact on the European Union:

1. the role of education and training in the prevention of discrimination, racism and xenophobia at all levels and the value of education and training to promote citizenship, social cohesion, tolerance and respect for human rights;

2. the willingness to further the promotion of an open European area for mobility in education and training, thus ensuring non-discriminatory access to education and training;
3. that international openness is integral to the quality and relevance of education and training in Europe and to their competitiveness and attractiveness in the world,

AGREES TO THE FOLLOWING PRINCIPLES CONCERNING THE FOLLOW-UP:

1. The Council, the Member States and the Commission have the responsibility for ensuring the outcome of the follow-up work, each within their respective areas of competence. The Council, in cooperation with the Commission, has responsibility for deciding on the main subjects of the educational and training objectives as well as on whether and where to use indicators, peer-reviews, exchange of good practices and benchmarks.
2. The three concrete strategic objectives and the 13 associated objectives from the Report need to be made operational. The annexed Interim Report therefore contains a proposal for a series of key issues linked to those objectives.
3. Measurement and other follow-up instruments for the implementation of the different objectives should be determined in a manner that is justified in terms of policy relevance. The appropriate application of the open method of coordination to the various objectives requires relevant technical expertise to identify appropriate indicators and other follow-up instruments in the field of education and training. Comparable data is a prerequisite for the application of indicators and benchmarks.
4. Apart from the measuring instruments mentioned above and for general reference, the follow-up can be supported by methods generally applied in the context of international cooperation, inter alia the use of surveys, exchange of views with experts in a specific field and pilot projects on the implementation of a particular associated objective from the Report.
5. In the follow-up, specific attention has to be paid to ongoing processes, existing expertise and monitoring tools and networks that policy makers should use in a more systematic way. It might be appropriate to group the follow-up activities for several key issues.
6. The candidate countries should be invited to take part in the work follow-up in due course,

AGREES, WITH REGARD TO THE TIMETABLE FOR THE PERIOD 2001 TO 2004 THAT:

(a) this timetable is proposed in the context of the developments in broad terms foreseen up to 2010 which will be covered in the joint report to be presented to the Spring 2002 European Council. The timetable of reports based on the results of the follow-up work will be included in the report to the Barcelona European Council;

(b) the work for all objectives should have started by 2004;

(c) the follow-up work will be organised in three stages, as set out in the timetable proposed in the annexed Interim Report. Stage one having already started;

(d) work in the following five areas will start during the first half of 2002:

— improving education and training for teachers and trainers (Objective 1.1)

— making the best use of resources (Objective 1.5)

— supporting active citizenship, equal opportunities and social cohesion (Objective 2.3)

— increasing mobility and exchange (Objective 3.4)

— strengthening European cooperation (Objective 3.5);

(e) a review of progress achieved shall be carried out in 2004.

INVITES THE COMMISSION, in the context of their joint work on the follow-up of the report on objectives of the education and training systems in Europe, to report regularly on its relevant activities, including on the progress by its working groups.

ANNEX

INTERIM REPORT

DETAILED WORK PROGRAMME FOR THE IMPLEMENTATION OF THE 13 ASSOCIATED OBJECTIVES

Strategic objective 1

IMPROVING THE QUALITY AND EFFECTIVENESS OF EDUCATION AND TRAINING SYSTEMS IN THE EUROPEAN UNION

ASSOCIATED OBJECTIVE 1.1 — IMPROVING EDUCATION AND TRAINING FOR TEACHERS AND TRAINERS

A. Key issues

1. **Providing the conditions which adequately support teachers and trainers as they respond to the challenges of the knowledge society, including through initial and in-service training in the perspective of lifelong learning**
2. **Identifying the skills, that teachers and trainers should have, given their changing roles in knowledge society**
3. **Securing a sufficient level of entry to the teaching profession, across all subjects and levels, as well as providing for the long-term needs of the profession by making teaching and training even more attractive**
4. **Attracting recruits to teaching and training who have professional experience in other fields**

B. Organisation of the follow-up

- (a) *Starting period:* during 2002 (second stage)
- (b) *Current/Future activities (indicative list)*
- Activities (seminars, surveys) of the European Network of Teacher Education Policies (ENTEP)
 - Eurydice survey on teachers (teaching and teaching profession) launched in 2001 will provide a rich source of information based on quantitative and qualitative data (final report to be expected end 2002)
 - CEDEFOP actions within the teachers and training network
- (c) *Specific goals already agreed:* —
- (d) *Key issues where quantitative measuring instruments could be applied (indicative list):* Key issue 3
- (e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2, 4.

ASSOCIATED OBJECTIVE 1.2 — DEVELOPING SKILLS FOR THE KNOWLEDGE SOCIETY**A. Key issues**

- 1. Identifying new basic skills, and how these skills together with the traditional basic skills can be better integrated in the curricula, learned and maintained**
- 2. Making attainment of basic skills genuinely available to everyone, including those less advantaged, those with special needs, school drop-outs and to adult learners**
- 3. Promoting official validation of basic skills**

B. Organisation of the follow-up

- (a) *Starting period:* second half of 2001 (first stage)
- (b) *Current/Future activities (indicative list):*
- Commission working group on basic skills was established September 2001
- (c) *Specific goals already agreed*
- Halving by 2010 the number of 18 to 24 years old with only lower-secondary level education (Employment guidelines 2001, No 4)
- (d) *Key issues where quantitative measuring instruments could be applied (indicative list):* Key issue 2
- (e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2, 3.

ASSOCIATED OBJECTIVE 1.3 — ENSURING ACCESS TO ICT FOR EVERYONE**A. Key issues**

- 1. Providing adequate equipment and educational software so that ICT and e-Learning processes can be best applied in teaching and training practices**
- 2. Encouraging the best use of innovative teaching and learning techniques based on ICT**

B. Organisation of the follow-up

- (a) *Starting period*: second half of 2001 (first stage)
- (b) *Current/Future activities (indicative list)*
- Commission working group on ICT was established October 2001
 - e-Learning initiatives and Commission action plan
 - Eurydice surveys:
 - ICT@Europe.edu: Information and Communication Technology in European Education Systems (2001)
 - Information and Communication technology systems in Europe. National Education policies, curricula, teacher training (2000)
- (c) *Specific goals already agreed*
- All schools to have access to the internet and multimedia resources by the end of 2001 (Employment guidelines 2001, No 5)
- All teachers needed are skilled in the use of these technologies by the end of 2002 in order to provide pupils with a broad digital literacy (Employment guidelines 2001, No 5)
- (d) *Key issues where quantitative measuring instruments could be applied (indicative list)*: Key issue 1
- (e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list)*: Key issue 2.

ASSOCIATED OBJECTIVE 1.4 — INCREASING THE RECRUITMENT TO SCIENTIFIC AND TECHNICAL STUDIES**A. Key issues**

1. **Increasing the interest in mathematics, science and technology from an early age**
2. **Motivating more young people to choose studies and careers in the fields of mathematics, science and technology in particular research careers and scientific disciplines where there are shortages of qualified personnel, in a short and medium term perspective**
3. **Improving gender balance among people learning mathematics, science and technology**
4. **Securing a sufficient numbers of qualified teachers in mathematics and scientific and technical subjects**

B. Organisation of the follow-up

- (a) *Starting period*: second half of 2001 (first stage)
- (b) *Current/Future activities (Indicative list)*:
- Commission working group on MST has been installed September 2001
 - Follow-up reports of the Commission Communication 'Towards a European Research Area'
- (c) *Specific goals already agreed* —
- (d) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list)*: Key issues 2, 3, 4
- (e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list)*: Key issue 1.

ASSOCIATED OBJECTIVE 1.5 — MAKING THE BEST USE OF RESOURCES**A. Key issues**

1. **Increasing investment in human resources while ensuring an equitable and effective distribution of available means in order to facilitate general access to, and enhance the quality of, education and training**
2. **Supporting the development of compatible quality assurance systems respecting diversity across Europe**
3. **Developing the potential of public/private partnerships**

B. Organisation of the follow-up

(a) *Starting period:* during 2002 (second stage)

(b) *Current/Future activities (indicative list)*

- Follow-up to be carried out at national (regional and even local) level in the first place since the appreciation of making the best use of resources is heavily dependent on the actual concrete socio-economic and cultural context. This objective is transversal, i.e. it will accompany the implementation of all other objectives from an overall perspective. It has also to be noted that some issues are also subject to international cooperation in other than strictly EU framework (e.g. OECD)

- Existing network: ENQA

(c) *Specific goals already agreed*

A substantial annual increase per capita investment in human resources (Lisbon European Council conclusions No 26)

(d) *Key issues where quantitative measuring instruments could be applied (indicative list):* Key issue 1

(e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2, 3.

Strategic objective 2**FACILITATING ACCESS OF ALL TO EDUCATION AND TRAINING SYSTEMS**ASSOCIATED OBJECTIVE 2.1 — OPEN LEARNING ENVIRONMENT**A. Key issues**

1. **Broadening access to lifelong learning by providing information, advice and guidance, on the full range of learning opportunities available**
2. **Delivering education and training so that adults can effectively participate and combine their participation in learning with other responsibilities and activities**
3. **Ensuring that learning is accessible for all, in order to better respond to the challenges of the knowledge society**
4. **Promoting flexible learning paths for all**

B. Organisation of the follow-up

(a) *Starting period*: between second half of 2002 and end of 2003 (third stage)

(b) *Current/Future activities (indicative list)*

Activities should be launched in relation to the follow-up of the Commission memorandum on Lifelong Learning and should be combined with those of 2.2 below.

(c) *Specific goals already agreed* —

(d) *Key issues where quantitative measuring instruments could be applied (indicative list)*: Key issues 2, 3

(e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list)*: Key issues 1, 4.

ASSOCIATED OBJECTIVE 2.2 — MAKING LEARNING MORE ATTRACTIVE**A. Key issues**

1. **Encouraging young people to remain in education or training after the end of compulsory education; and motivating and enabling adults to participate in learning through later life**
2. **Developing ways for the official validation of non-formal learning experiences**
3. **Finding ways of making learning more attractive, both within the formal education and training systems and outside them**

B. Organisation of the follow-up

(a) *Starting period*: between second half of 2002 and end of 2003 (third stage)

(b) *Current/Future activities (indicative list)*

Activities should be launched in relationship to the follow-up of the Commission memorandum on Lifelong Learning and should be combined with those of 2.1 above

(c) *Specific goals already agreed*

Halving the number of 18 to 24 years old with only lower secondary education who are not in education and training by 2010 (Employment Guidelines 2001, No 4)

(d) *Key issues where quantitative measuring instruments could be applied (indicative list)*: Key issue 1

(e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list)*: Key issue 1, 2, 3.

ASSOCIATED OBJECTIVE 2.3 — SUPPORTING ACTIVE CITIZENSHIP, EQUAL OPPORTUNITIES AND SOCIAL COHESION**A. Key issues**

1. **Ensuring that the learning of democratic values and democratic participation by all school partners is effectively promoted in order to prepare people for active citizenship**
2. **Integrating fully equal opportunity considerations in the objectives and functioning of education and training**
3. **Ensuring fair access to acquisition of skills for the less privileged or those currently less well served and motivating them to participate in learning**

B. Organisation of the follow-up

(a) *Starting period:* During 2002 (second stage)

(b) *Current/Future activities (indicative list)*

Lisbon follow-up (social inclusion)

(c) *Specific goals already agreed*

Halving the number of 18 to 24 years old with only lower secondary education who are not in education and training by 2010 (Employment Guidelines 2001, No 4)

(d) *Key issues where quantitative measuring instruments could be applied (indicative list):* Key issue 3

(e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2, 3.

Strategic objective 3

OPENING UP EDUCATION AND TRAINING SYSTEMS TO THE WIDER WORLD

<u>ASSOCIATED OBJECTIVE 3.1 — STRENGTHENING THE LINKS WITH WORKING LIFE AND RESEARCH, AND SOCIETY AT LARGE</u>
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A. <u>Key issues</u>

1. Promoting close cooperation between education and training systems and society at large

2. Establishing partnerships between all types of education and training institutions, firms and research facilities for their mutual benefit ⁽¹⁾

B. Organisation of the follow-up

(a) *Starting period:* between second half of 2002 and end of 2003 (third stage)

(b) *Current/Future activities (indicative list)*

Many actions will have to be taken at local level in the first place due to the impact of the concrete socio-economic context involving relevant stakeholders including the social partners

(c) *Specific goals already agreed* —

(d) *Key issues where quantitative measuring instruments could be applied (indicative list):* Key issues 1, 2

(e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2.

⁽¹⁾ See Lisbon Conclusions, point 26.

ASSOCIATED OBJECTIVE 3.2 — DEVELOPING THE SPIRIT OF ENTERPRISEA. Key issues

1. **Promoting the sense of initiative and creativity throughout the education and training system in order to develop the spirit of enterprise (entrepreneurship)**
2. **Facilitating the acquisition of skills needed to set up and run a business ⁽¹⁾**

B. Organisation of the follow-up

(a) *Starting period:* between second half of 2002 and end of 2003 (third stage)

(b) *Current/Future activities (indicative list)*

There might be no need for the setting-up of a separate follow-up structure for this objective. Follow-up could be included in that for basic skills (objective 1.2, starting second half of 2001)

(c) *Specific goals already agreed*

Promoting education for entrepreneurship and self-employment (Employment guidelines 2001, No 9)

(d) *Key issues where quantitative measuring instruments could be applied (indicative list) —*

(e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2.

ASSOCIATED OBJECTIVE 3.3 — IMPROVING FOREIGN LANGUAGE LEARNINGA. Key issues

1. **Encouraging everyone to learn two, or where appropriate, more languages in addition to their mother tongues, and increasing awareness of the importance of foreign language learning at all ages**
2. **Encouraging schools and training institutions in using efficient teaching and training methods and motivating continuation of language learning at a later stage of life**

B. Organisation of the follow-up

(a) *Starting period:* between second half of 2002 and end of 2003 (third stage)

(b) *Current/Future activities (indicative list)*

Follow-up of the European Year of Languages, in the cooperation with the Council of Europe. The Commission will draw up proposals by early 2003 for the promotion of linguistic diversity and language learning while ensuring consistency with the implementation of the report on the concrete future objectives of education and training systems

(c) *Specific goals already agreed*

Pupils should, as a general rule, have the opportunity of learning two languages of the Union other than their mother tongue(s) for a minimum of two consecutive years during compulsory schooling and if possible for longer periods (Council Resolution of 31 March 1995)

⁽¹⁾ See Objective Report, page 14, point 2.3.2 (5980/01).

- (d) *Key issues where quantitative measuring instruments could be applied (indicative list):* Key issue 1
- (e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2.

ASSOCIATED OBJECTIVE 3.4 — INCREASING MOBILITY AND EXCHANGE

A. **Key issues**

1. **Providing the widest access to mobility to individuals and to education and training organisations, including those serving a less privileged public and reducing the remaining obstacles to mobility**
2. **Monitoring the volume, direction, participation rates as well as qualitative aspects of mobility flows across Europe**
3. **Facilitating validation and recognition of competencies acquired during mobility**

B. **Organisation of the follow-up**

- (a) *Starting period:* During 2002 (second stage)
- (b) *Current/Future activities (indicative list)*
- Community mobility programmes: Socrates, Leonardo and Youth, EU assistance provided for research worker mobility
 - Commission High Level Task Force on skills and mobility
 - Commission working group to be set up for the monitoring of the implementation of the mobility action plan (proposed by the Nice European Council) and of the recommendation on mobility
- (c) *Specific goals already agreed*
- Conclusions of the Lisbon European Council No 13 concerning mobility of researchers and No 26 concerning mobility of students, teachers and training and research staff
- (d) *Key issues where quantitative measuring instruments could be applied (indicative list):* Key issues 1, 2
- (e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list):* Key issues 1, 2, 3.

ASSOCIATED OBJECTIVE 3.5 — STRENGTHENING EUROPEAN COOPERATION

A. **Key issues**

1. **Enhancing the effectiveness and timeliness of recognition processes for the purpose of further study, training and employment throughout Europe**
2. **Promoting cooperation between responsible organisations and authorities in view of more compatibility in quality assurance and accreditation**
3. **Promoting transparency of information on education and training opportunities and structures in view of the creation of an open European area for education**

B. Organisation of the follow-up

(a) *Starting period: during 2002 (second stage)*

(b) *Current/Future activities (indicative list)*

As a transversal objective, it concerns the implementation of all objectives and the activities of the Education Council itself. Synergy is to be sought with other activities, in particular those concerning transparency, recognition and quality assurance (Europass, NARIC/ENIC and ENQA) as well as those carried out in a non-EU context, like the Bologna process or the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention)

(c) *Specific goals already agreed —*

(d) *Key issues where quantitative measuring instruments could be applied (indicative list): Key issue 1*

(e) *Key issues particularly suitable for qualitative approach, including exchange of good practice (indicative list): Key issue 1, 2, 3.*

TIMETABLE TO START FOLLOW-UP WORK FOR ASSOCIATED OBJECTIVES**Stage 1 (starting: second half of 2001)**

Objective 1.2. — Developing skills for the knowledge society

Objective 1.3. — Ensuring access to ICT for everyone

Objective 1.4. — Increasing the recruitment to scientific and technical studies

Stage 2 (starting: during 2002)

Objective 1.1. — Improving education and training for teachers and trainers

Objective 1.5. — Making the best use of resources

Objective 2.3. — Supporting active citizenship, equal opportunities and social cohesion

Objective 3.4. — Increasing mobility and exchange

Objective 3.5. — Strengthening European cooperation

Stage 3 (starting: between second half of 2002 and end of 2003)

Objective 2.1. — Open learning environment

Objective 2.2. — Making learning more attractive

Objective 3.1. — Strengthening the links with working life and research, and society at large

Objective 3.2. — Developing the spirit of enterprise

Objective 3.3. — Improving foreign language learning
