

Council conclusions on cultural and creative competences and their role in building the intellectual capital of Europe

(2011/C 372/05)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING:

- the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning ⁽¹⁾,
- the Council conclusions of 22 May 2008 on intercultural competences ⁽²⁾,
- the Council conclusions of 27 November 2009 on promoting a creative generation: developing the creativity and innovative capacity of children and young people through cultural expression and access to culture ⁽³⁾,
- the Council Decision of 21 October 2010 on guidelines for the employment policies of the Member States ⁽⁴⁾, especially the eighth guideline,
- the Council conclusions on Europe 2020 flagship initiative 'Innovation Union': Accelerating the transformation of Europe through innovation in a fast changing world (2010) ⁽⁵⁾,
- the Council Recommendation of 28 June 2011 on policies to reduce early school leaving ⁽⁶⁾,
- the Council conclusions on the contribution of culture to the implementation of the Europe 2020 strategy (2011) ⁽⁷⁾,
- further political context as set out in the Annex I to these conclusions as well as the best practices and evidence presented during the 'Competences in Culture' conference (Warsaw, 18-20 July 2011) ⁽⁸⁾.

CONSIDERS THAT:

cultural and creative competences include the key competence of cultural awareness and expression ⁽⁹⁾ and intercultural competences ⁽¹⁰⁾.

UNDERLINES THAT:

- cultural and creative competences encompass an ability to acquire, use and make changes in culture and they are therefore of vital importance in order for diverse cultures in Europe to flourish, and for their richness to be preserved and protected,
- the key competence of cultural awareness and expression has an important lifelong learning dimension and, as an important transversal competence, is crucial to acquisition of other key competences for lifelong learning,
- cultural and creative competences are supported by various programmes and initiatives in the Member States, and these programmes contribute towards achieving the objectives of manifold policies,
- however, in order to enhance cross-sectoral cooperation there is a need to create more favourable framework conditions for the development of increasingly effective creative partnerships ⁽¹¹⁾.

AGREES THAT cultural and creative competences are a basis for creativity and innovation, which in turn boosts smart, sustainable and inclusive growth. This is due to the fact that these competences can contribute to:

- building intellectual capital ⁽¹²⁾ which is increasingly recognised as a new source of growth and competitiveness in Europe,

⁽¹⁾ OJ L 394, 30.12.2006, p. 10.

⁽²⁾ OJ C 141, 7.6.2008, p. 14.

⁽³⁾ OJ C 301, 11.12.2009, p. 9.

⁽⁴⁾ OJ L 308, 24.11.2010, p. 46.

⁽⁵⁾ 17165/10.

⁽⁶⁾ OJ C 191, 1.7.2011, p. 1.

⁽⁷⁾ OJ C 175, 15.6.2011, p. 1.

⁽⁸⁾ <http://competencesinculture.pl/en/>

⁽⁹⁾ 'Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.' Recommendation 2006/962/EC on key competences for lifelong learning further specifies the essential knowledge, skills and attitudes related to this competence.

⁽¹⁰⁾ 'The knowledge, skills and attitudes of particular relevance to intercultural competences are those relating to the following key competences: communication in foreign languages, social and civic competences, and cultural awareness and expression.' (Council conclusions of 22 May 2008 on intercultural competences.)

⁽¹¹⁾ 'Creative partnerships between culture and sectors such as education and training, business, research or the public sector, help transfer creative skills from culture into other sectors.' (Source: Conclusions on the Work Plan for Culture 2011-2014.)

⁽¹²⁾ Intellectual capital can be defined as total of intangible assets of people, enterprises, communities, regions and institutions, which, if used properly, may be the source of present and future well-being of the country. Intellectual capital is comprised of social, human, relational and structural capital.

- all forms of innovation, mainly non-technological and social innovation ⁽¹⁾, through their impact on production and demand, and on the design, production and market success of innovative products and services,
- development — and maximisation of the spill-over effects — of cultural and creative industries as they are embodied in the competences of artists and creators as well as audiences and consumers,
- education training and preparation for jobs including those requiring high qualifications and social skills, to employability at all the relevant stages of life and to effective functioning and development of companies,
- better overall educational achievement, reducing early school leaving and improving prospects for social inclusion as they have important motivating and socialising impacts and allow pupils to discover and develop their talents.

INVITES MEMBER STATES TO:

- raise awareness and recognition of relevant actions and disseminate best practice among policymakers, cultural and educational entities, enterprises and non-governmental organisations at national, regional and local level on the role that development of cultural and creative competences — especially the key competence of cultural awareness and expression — can have, in particular in:
 - acquiring other key competences for lifelong learning,
 - reducing early school leaving,
 - boosting employability and productivity in a lifelong learning perspective,
 - delivering the objectives of the strategic framework for European cooperation in education and training (ET 2020²), in particular its fourth strategic objective ⁽²⁾,
 - promoting creativity and innovation, especially non-technological innovation,
 - designing effective youth policies,

⁽¹⁾ 'Social innovation is about tapping into the ingenuity of charities, associations and social entrepreneurs to find new ways of meeting social needs which are not adequately met by the market or the public sector to bring about the behavioural changes which are needed to tackle the major societal challenges.' (Source: Communication from the Commission on the 'Innovation Union' flagship initiative.)

⁽²⁾ Strategic objective 4: Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

- achieving the aims of early childhood education and care policies,
- enhancing social cohesion and inclusion of different target groups,
- developing attitudes which have a positive impact on social and professional life, add to the quality of life, improve prospects for social inclusion and promote sustainable lifestyles,
- take action, at the most appropriate level, with a view to the emergence of creative partnerships aimed at developing cultural and creative competences,
- address social and economic development issues by better exploring the methodology used by long-term programmes set up by cultural and educational entities as well as non-governmental organisations, including within educational experimental frameworks aimed at boosting attractiveness of schools and enhancing motivation of pupils.

INVITES THE COMMISSION:

when implementing its current and future actions and programmes without prejudice to discussions on the future multiannual financial framework, to:

- support creative partnerships designed to boost cultural and creative competences,
- take into consideration the specific needs and importance of support for cultural and creative small businesses and micro-companies, especially those newly established and those led by young entrepreneurs,
- increase support for mobility and cross-border training (and training for trainers) on developing cooperation between culture and education for artists, teachers, youth workers, youth leaders and volunteers,
- regularly provide information on research and studies relevant to European cooperation in the field of culture conducted under EU research and innovation programmes,
- while implementing the 'Innovation Union' flagship initiative, including the European Forum on forward looking activities, to take cultural and creative competences into account as a factor in the current social challenges, development of the intellectual capital of Europe and social innovation,

— work with the Member States to examine how to improve existing indicators on education while paying special attention to the areas of creativity, innovation and entrepreneurship ⁽¹⁾,

in order to enhance the development of cultural and creative competences and their positive effects.

INVITES THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE SPHERES and without prejudice to the discussions on the future multiannual financial framework, to:

— enhance inclusion and recognition of the potential of cultural awareness and expression in lifelong learning, youth policies and programmes, including work on better recognition of such competences acquired through non- and informal learning,

— attach greater priority to intercultural learning and creative partnerships in their cooperation with third countries, especially in programmes for young people,

— make full use of existing information networks to provide better information about successful activities that develop cultural and creative competences of young people,

— embrace the contribution of cultural and creative competences as a basis for sustainable jobs and social innovation in order to make full use of the possibilities offered by the 'Innovation Union' flagship initiative and the European Social Fund,

— where appropriate, further strengthen cultural infrastructure ⁽²⁾ by investing in it, including through the European Regional Development Fund,

— carry out more research to examine the potential and actual impacts of cultural and creative competences on the policy issues referred to in the first indent under 'Invites Member States to:',

— ensure that culture, education and other expert groups, including open method of coordination (OMC) groups, take the measures outlined in the Annex II to these conclusions,

— contribute to the OMC progress reporting within the EU Youth Report 2012 which assesses the first three-year work cycle of the EU Youth Strategy, and subsequent reports in the 'Creativity and Culture' field of action,

— exchange information on the actual impact of these Council conclusions, including within the framework of the final report on the results of the Work Plan for Culture 2011-2014.

⁽¹⁾ See page 6, paragraph 4 of the Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training.

⁽²⁾ Cultural infrastructure, in its physical and digital dimension, is a material base for cultural participation and activity. Examples include galleries, museums, theatres, cultural centres, libraries, multi-purpose spaces as well as their virtual equivalents in the digital environment.

ANNEX I

Further political context:

- Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020') ⁽¹⁾,
- Council Recommendation of 13 July 2010 on broad guidelines for the economic policies of the Member States and of the Union ⁽²⁾, especially the fourth guideline,
- Conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, on the Work Plan for Culture 2011-2014 ⁽³⁾,
- Council conclusions of 19 November 2010 on access of young people to culture ⁽⁴⁾,
- Council Resolution of 21 November 2008 on a European strategy for multilingualism ⁽⁵⁾,
- Council conclusions of 12 May 2009 on culture as a catalyst for creativity and innovation ⁽⁶⁾
- Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018) ⁽⁷⁾,
- Final report of the Working Group on developing synergies with education, especially arts education and culture ⁽⁸⁾,
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Europe 2020 Flagship Initiative — Innovation Union ⁽⁹⁾,
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions — 'An agenda for new skills and jobs: A European contribution towards full employment' ⁽¹⁰⁾.

⁽¹⁾ OJ C 119, 28.5.2009, p. 2.

⁽²⁾ OJ L 191, 23.7.2010, p. 28.

⁽³⁾ OJ C 325, 2.12.2010, p. 1.

⁽⁴⁾ OJ C 326, 3.12.2010, p. 2.

⁽⁵⁾ OJ C 320, 16.12.2008, p. 1.

⁽⁶⁾ Doc. 8749/1/09 REV 1.

⁽⁷⁾ OJ C 311, 19.12.2009, p. 1.

⁽⁸⁾ http://ec.europa.eu/culture/key-documents/doc/MOCedu_final_report_en.pdf

⁽⁹⁾ 14035/10.

⁽¹⁰⁾ 17066/1/10 REV 1.

ANNEX II

Specific measures to be undertaken with regard to the expert groups, including open method of coordination groups:

- the future OMC group on the promotion of creative partnerships ⁽¹⁾ takes into account creative partnerships aimed at boosting cultural awareness and expression and their contribution to the success of the ET 2020 framework,
- the future OMC group on the development of the key competence — cultural awareness and expression ⁽²⁾ considers these conclusions in the context of acquisition of other key competences for lifelong learning and reducing early school leaving,
- both the abovementioned groups share the results of their work with the relevant groups in other sectors, including those dealing with recognition of informal learning, learning to learn and creativity competences, civic skills and active citizenship, media literacy, use of ICT in education, entrepreneurship education as well as early school leaving and cooperate with those groups, as far as possible, through the exchange of meeting reports and meetings of chairs,
- all the respective groups are active channels for the dissemination of the results of best practice and relevant research undertaken at Member State and EU level.

⁽¹⁾ Work Plan for Culture 2011-2014, priority C.

⁽²⁾ Work Plan for Culture 2011-2014, priority A.