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## Information and Notices

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## I

(Resolutions, recommendations and opinions)

## RESOLUTIONS

## COUNCIL

**Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council, of 20 May 2014 on the overview of the structured dialogue process including social inclusion of young people**

(2014/C 183/01)

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES,

I. RECALLING THAT:

1. The Council 'Resolution' on a renewed framework for European cooperation in the youth field (2010 - 2018) <sup>(1)</sup> recognised all young people as a resource to society and highlighted the importance of upholding the right of young people to participate in the development of policies affecting them by means of a continuous structured dialogue with young people and youth organisations.
2. The Resolution of 27 November 2012 <sup>(2)</sup> of the Council and the Representatives of the Governments of the Member States, meeting within the Council, on the overview of the structured dialogue with young people on youth participation in democratic life in Europe, stated that the overall thematic priority for European cooperation in the youth field for the third 18 - month work cycle (the period 1 January 2013 - 30 June 2014) is social inclusion.

II. ACKNOWLEDGE THAT:

3. The structured dialogue is a participatory process and the outcome of the third 18-month work cycle is based on the results achieved by the national consultations during the Irish, Lithuanian and Hellenic Presidencies, as well as the EU Youth Conferences in Dublin in March 2013, Vilnius in September 2013 and Thessaloniki in March 2014.
4. The joint conclusions of the Dublin Youth Conference focused on the following priorities: employment, participation, welfare, support tools (social and youth services), youth organisations and quality youth work, which were presented to Youth Ministers at the EYCS Council in May 2013 <sup>(3)</sup>.
5. The joint conclusions of the Vilnius Youth Conference focused on the following priorities: education, guidance, transition from education to employment, labour market conditions, autonomy, role of youth organisations and cross-sectoral cooperation, which were presented to Youth Ministers at the EYCS Council in November 2013 <sup>(4)</sup>.
6. The joint Recommendations of the Thessaloniki Youth Conference focused on the following priorities: quality education, quality transition, quality jobs, dialogue and learning between generations, active inclusion, youth entrepreneurship and social entrepreneurship <sup>(5)</sup>.
7. Under the Erasmus+ programme, enhanced funding opportunities are made available to support the Structured Dialogue, including direct annual grants to the National Working Groups.

<sup>(1)</sup> OJ C 311, 19.12.2009, p. 1.

<sup>(2)</sup> OJ C 380, 11.12.2012, p. 1.

<sup>(3)</sup> Doc. 7808/13.

<sup>(4)</sup> Doc. 14177/13.

<sup>(5)</sup> Doc. 7862/1/14 REV 1.

8. The Joint EU Youth Report of 27 November 2012<sup>(1)</sup> included an evaluation of the Structured Dialogue and suggested that the process could be further developed by further evaluation of the process and outcome of the Structured Dialogue, by making membership of the National Working Groups more inclusive of young people from all different backgrounds and by encouraging decision-makers to take recommendations from young people more fully into account.
9. An evaluation of the Structured Dialogue should form part of the forthcoming second EU Youth Report and include an overview of the consideration of the Structured Dialogue outcomes at national and EU level.

III. AGREE ON THE FOLLOWING PRINCIPLES FOR THE DEVELOPMENT AND IMPROVEMENT OF THE STRUCTURED DIALOGUE PROCESS:

10. The Structured Dialogue and the consultations linked to it should focus on the overall thematic priority jointly discussed by young people and policymakers and set by the Council, in order to ensure a coherent and on - going process throughout each of its cycles.

11. A simplified and clear architecture should be established for the Structured Dialogue cycle to ensure continuity of the overall theme and allow for better time management in consultations with young people.

In the first phase of each cycle, a common understanding and bottom-up approach to the overall thematic priority set by the Council should be developed among all stakeholders and should be a guiding framework for the dialogue to be conducted in the subsequent phases.

In the second phase, consultations should be undertaken and lead to possible solutions, which should be drawn to the attention of the Council and conclude with recommendations on the overall thematic priority.

In the third phase, the main focus should be on the formulation of concrete actions which will be submitted to the Council for further consideration.

12. To increase the outreach of the Structured Dialogue, National Working Groups, assisted by youth researchers and youth workers, and where appropriate in consultation with local and regional authorities, should seek to ensure the active involvement of young people, including those who have not previously participated in the Structured Dialogue. Youth information and youth work networks could be invited to support National Working Groups in their efforts to reach out to more young people, where appropriate.
13. To improve the quality of the outcome of the EU Presidency Youth Conferences, the working methods and the decision-making process in the Youth Conferences should be assessed and revised. The European Commission and the Member States, with due regard to national competencies, could consider a feedback mechanism to young people on the feasibility of the recommendations stemming from the structured dialogue process. The recommendations could be taken into account, where appropriate, so as to inform policy development and achieve better outcomes for young people.
14. A creative and participatory process should be launched to develop a common and improved European visibility for the Structured Dialogue, which will allow for a national and European 'branding' of the process. The Commission should continue to develop the section on the European Portal which is devoted to the Structured Dialogue.

IV. FURTHER AGREE THAT:

15. The overall thematic priority for the structured dialogue with young people and youth organisations for the next work cycle (the period 1 July 2014 to 31 December 2015) is youth empowerment as set out in Annex II.
16. The priority areas chosen can be complemented by each Presidency in the light of any possible new developments.
17. The priority areas for the following Team Presidency cycle (1 January 2016 - 30 June 2017) should be defined before the beginning of its term.

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<sup>(1)</sup> OJ C 394, 20.12.2012, p.15.

## ANNEX I

The following priority areas emerged from the structured dialogue and the youth conferences in Dublin, Vilnius and Thessaloniki to enhance the social inclusion of all young people in Europe:

- Promoting equal opportunities for all young people, including through the validation of the non-formal and informal learning as a way to empower them to participate actively in lifelong learning and enhance their employability.
  - Promoting cooperation between education authorities, youth organisations and other relevant stakeholders to strengthen the links between informal and non-formal learning and formal education in order to strengthen young people's key competences for life and foster their active participation in society.
  - Promoting equal access of young people to rights and to opportunities in order to allow them to fully participate in society.
  - Strengthening cross-sectoral cooperation on and between local, regional, national and European levels in order to meet young people's needs and to ensure coherent social inclusion policies.
-

## ANNEX II

**Priorities for European cooperation in the youth field during the period  
1 July 2014-31 December 2015****Overall priority — youth empowerment**

The youth field has a well-established practice of Presidency co-operation in the context of the Structured Dialogue between public authorities and young people. The overall thematic priority for European cooperation in the youth field for the period 1 July 2014-31 December 2015 will be youth empowerment. This theme will be the common thread that will ensure the continuity and consistency in the work of the three Presidencies. The empowerment theme will address access to rights and the importance of political participation of young people.

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**Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 20 May 2014 on a European Union Work Plan for Youth for 2014-2015**

(2014/C 183/02)

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES,

I. INTRODUCTION

1. RECOGNISE that, since the adoption of the Resolution on a Renewed Framework for European cooperation in the Youth field 2010-2018, the crisis has presented new challenges for youth policy and that there is a need for reinforced cooperation in the youth field at EU level to adequately deal with these challenges.
2. RECALL that the 2012 Joint EU Youth Report called for stronger links and more cohesion between the Renewed Framework for European cooperation in the Youth field 2010-2018 and the Europe 2020 Strategy.
3. RECALL the Council conclusions of 16 May 2013 on maximising the potential of youth policy in addressing the goals of the Europe 2020 Strategy<sup>(1)</sup>, where the Council agreed to develop, within the framework of the Renewed Framework for European cooperation in the Youth field 2010-2018, a medium-term work plan to guide youth policy and youth related policy work in response to current youth and youth related themes and trends and to highlight relevant areas for coordination and collaboration with education and training and employment policies with a view to ensuring youth policy input into the European Semester.
4. Consequently AGREE to establish an 18 month EU Work Plan for Youth for Member States and Commission action for the period 1 July 2014 to 31 December 2015, as a pilot phase and as a contribution to the implementation of the Renewed Framework for European Cooperation in the youth field (2010-2018).

II. PRINCIPLES

5. CONSIDER that the Work Plan should be governed by the following guiding principles:

- to give impetus and prominence as appropriate to EU level work in the youth field.
- to ensure through cross-sectorial cooperation that other EU policy domains (e.g. employment, education, social affairs, health) are made aware of the specific issues faced by young people.
- to contribute to the overarching priorities of the EU economic and social policy agenda, in particular the Europe 2020 Strategy and its implementing mechanisms.
- to work towards knowledge and evidence based youth policy
- to remain a flexible framework which is capable of responding when appropriate to ongoing developments.
- to promote a cooperative and concerted approach among Member States and the Commission to delivering added value on the priority themes set out in paragraph 6 below.

<sup>(1)</sup> OJ C 224, 3.8.2013, p. 2.

- to incorporate the existing informal structures, where appropriate into the structures established in this Work Plan.
  - to make full use of the consultative procedures established by the Structured Dialogue to ensure that the Work Plan addresses the issues that are relevant to young people.
6. AGREE that, in light of the current crisis, the following themes should be given priority by Member States and the Commission in their cooperation at EU level for the period covered by the present work plan up to the end of 2015:
- Development of youth work and non-formal and informal learning and its contribution to addressing the effects of the crisis on young people;
  - Enhanced cross-sectorial cooperation within the framework of EU strategies;
  - Empowerment, with a special focus on access to rights, autonomy, participation and active citizenship within and outside the EU.

Agree that the work plan may be revised by the Council in light of results achieved and policy developments at EU level.

7. AGREE on a list of specific actions in line with these priority themes and a timetable for their implementation, as set out in Annex I.

### III. WORKING METHODS AND STRUCTURES:

8. RECOGNISE that:

- There is a need to reinforce youth mainstreaming and the cross sectorial cooperation within the Council in order to guarantee that policy making takes into account young people's conditions and needs.

9. AGREE that:

- This Work Plan will be supported by working methods agreed in the renewed framework for European Cooperation in the youth field as well as a limited number of informal expert groups and flexible framework of peer-learning activities.
- The expert groups will be requested to focus their work on the priority themes outlined in Section II, paragraph 6 and on actions and target dates listed in Annex I. The actions in Annex I may be revised by the Council and the Representatives of Governments of the Member States, meeting within the Council, in the light of results achieved and policy developments at EU level.
- The principles relating to membership and functioning of the expert groups are set out in the Annex II.
- With respect to the right of young people to participate in the development of policies affecting them, the structured dialogue will be a means through which young people are engaged in joint reflection on the priority themes of this Work Plan.
- The informal meetings of Directors General for Youth shall examine strategic issues arising in connection with this Work Plan, as well as those relating more generally to EU youth policy.
- In the second half of 2015, the implementation of the present Work Plan will be evaluated by the Council on the basis of an assessment of its implementation provided in the context of the general overview of the youth sector contained in the EU Youth Report prepared by the Commission by July 2015.

10. IN LIGHT OF THE ABOVE, INVITE:

the Member States and the Commission to establish or maintain expert groups on the following subjects for the duration of the current Work Plan:

- Youth work quality systems in Member States and the role of common indicators or frameworks.



- Defining the specific contribution of youth work and non-formal and informal learning to address the challenges young people are facing, in particular the transition from education to employment.
- Peer-learning activities among the Member States and the Commission aiming at identifying best practices and recommendations for cross-sectoral youth policymaking at EU and national level.

#### IV. ACTIONS

##### 11. INVITE THE MEMBER STATES TO:

- work together with the support of the Commission and using the working methods of the Renewed Framework specified by this Resolution.
- further to the Council Conclusions on 'Maximising the potential of youth policy in addressing the goals of Europe 2020 Strategy', continue promoting the active involvement of youth perspectives in national policy-making related to the Europe 2020 Strategy and the European Semester.
- whilst respecting the principle of subsidiarity consider taking due account of the Renewed Framework for European cooperation in the Youth field 2010-2018 and of this Work Plan when developing policy at national and regional level.
- inform young people and youth organisations, where appropriate, on progress made in implementing the EU Work Plan, in order to ensure the relevance and visibility of the activities.

##### 12. INVITE THE PRESIDENCIES OF THE COUNCIL TO:

- take into account, in the context of the Team Presidency, the EU Work Plan priority themes when developing their programme.
- at the end of the 18 months covered by the present Resolution, and on the basis of an assessment to be integrated in the EU Youth Report prepared by the Commission on the basis of voluntary contributions from Member States, consider whether to propose a new Work Plan for the following period.
- propose to the Directors General for Youth in their customary informal meeting to discuss and take up the results obtained in the Work Plan, to organise extraordinary joint cross sectorial Directors General meetings when appropriate, and to disseminate widely the results.

##### 13. INVITE THE COMMISSION TO:

- support and work with the Member States in implementing this Work Plan, in particular the actions outlined in the Annex.
- inform the Member States on ongoing or planned initiatives in EU youth policy and other relevant policy areas impacting on youth and respective developments in the Commission.
- examine means to facilitate the widest possible participation of Member States at the expert group meetings.
- include, by July 2015 in the proposal for the EU Youth Report and on the basis of voluntary contributions from Member States, an assessment on the implementation and relevance of the Work Plan. This report will be the basis for the preparation of any subsequent Council Work Plan during the second half of 2015.
- seek to ensure coherence between this work plan and the work plan of the Partnership agreement with the Council of Europe in the field of youth.
- propose a flexible framework for peer-learning activities among the Member States.

14. INVITE THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE, WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY, TO:

- continue close cooperation at expert level in accordance with Annexes I and II of this Resolution.
  - encourage other sectors to take the youth dimension into account when formulating, implementing and evaluating policies and actions in other policy fields, with particular attention to ensuring early and effective inclusion in the policy development process.
  - promote better recognition of the contribution of youth policy to the overall goals of the Europe 2020 Strategy given the sector's strong potential to contribute to smart, sustainable and inclusive growth and new jobs and considering its positive effects on employment, social inclusion, education and training as well as health and well being.
-

## ANNEX I

**Actions based on priority themes**

Action	Working method / Instrument	Output and target date
Development of youth work and non-formal and informal learning and its contribution to addressing the effects of the crisis on young people		
Develop Youth Work in Europe	<p><i>Evidence-Based Policy-Making:</i></p> <p>Study 'Working with young people: the value of youth work in the European Union'</p> <p><i>Expert Group</i> on youth work quality systems in EU Member States and the role of common indicators or frameworks</p>	<p><i>2nd half of 2015:</i> (poss.) Exchange of views in the Council and consideration of next steps following the outcome of the exchange of views</p> <p><i>1st half of 2015:</i> Expert Group to prepare a set of indicators or frameworks describing quality in Youth Work systems.</p> <p><i>2nd half of 2015</i> (Poss.) Council conclusions</p>
Promote the contribution of youth policy to address Europe's challenges	<p><i>Expert Group</i> on defining the specific contribution of youth work to address the challenges young people are facing in particular the transition from education to employment.</p> <p><i>Evidence-Based Policymaking:</i> European Knowledge Centre on Youth Policy (EKYCP)</p>	<p><i>1st half of 2015:</i> (poss.) Council conclusions on how youth policy and cross-sectorial cooperation can address the EU's main challenges, in particular with regard to young people.</p> <p><i>1st half of 2015:</i> Report on best practices of cooperation between formal and non formal education including policy recommendations</p>
Enhanced cross-sectorial cooperation within the framework of EU strategies		
Strengthen cross-sectorial youth policymaking at EU level	Council and its preparatory bodies (Youth Working Party)	<i>1st half of 2015:</i> Possible recommendation on the contribution of the youth sector to the European Semester's important policy-focused steps.
Strengthen cross-sectorial youth policy-making at national level	<i>Peer-learning exercise</i> among Member States	<i>2nd half of 2015:</i> Intermediate report on best practices and recommendations for cross-sectorial youth policymaking at the national level.

Action	Working method / Instrument	Output and target date
Empowerment, with a special focus on access to rights, autonomy, participation and active citizenship within and outside the EU		
Empowerment of young people with a special focus on access to rights in order to foster autonomy and participation to social life	Structured Dialogue with young people	<i>2nd half of 2014</i> (poss.) Council conclusions on young people's access to rights in order to foster autonomy and participation to social life.
Empowerment for political participation of young people in democratic life in Europe	Structured dialogue with young people results <i>Evidence-Based Policy-Making:</i> — The London School of Economics and Political Science: Youth Participation in Democratic Life — Flash Eurobarometer 375 - European Youth: Participation in Democratic Life — EACEA - Political Participation and EU Citizenship: Perceptions and Behaviors of Young People	<i>2nd half 2015:</i> (poss.) Council conclusions

## ANNEX II

**Principles relating to the membership and functioning of expert groups established by the Member States and the Commission in the framework of the EU Work Plan for Youth  
(1 July 2014-31 December 2015)**

**Membership**

- The participation of Member States in the work of the groups is voluntary and Member States can join them at any time.
- Member States interested in participating in the work of the groups will nominate experts as members of the respective groups. Member States will ensure that the nominated experts have relevant experience in the relevant field at national level and will ensure effective communication with competent national authorities. The Commission will coordinate the nomination exercise.
- Each expert group can decide to invite other participants: independent experts, representatives of youth organisations and other stakeholders, as well as representatives of European third countries.

**Working procedures**

- Expert groups will concentrate on delivering a small number of concrete and useable results on the subject requested.
- To implement this Work Plan, each expert group will be responsible for appointing its chair or co-chairs at the first expert group meeting after the adoption of the Work Plan. Each expert group will prepare a work schedule according to this Work Plan.
- The Member States will be given an opportunity to give guidance to the expert groups in order to guarantee the desired outcome and timeline, as well as the coordination of the groups' work.
- The Council and the Representatives of the Governments of the Member States, meeting within the Council, will decide whether it is appropriate to propose new actions for the expert groups.
- The Commission will provide expertise, as well as logistical and secretarial support to the work of the groups. As far as possible, it will support the groups by other suitable means (including studies relevant to their field of work).
- Expert groups will meet in Brussels as a main rule, but can organise meetings outside Brussels when invited by a Member State.
- Expert groups will meet as a main rule twice a year, but can adopt a different timetable if needed.

**Reporting and information**

- The chairs of the expert groups will report to the Youth Working Party on the progress of work in the respective expert groups and present recommendations on possible future actions to the Youth Working Party.
  - The meeting agendas and meeting reports of all groups will be available to all Member States, irrespective of their degree of participation in a given area. The reports of the groups will be published.
  - The reports from the expert groups will feed into the assessment prepared by the Commission on the implementation of the Work Plan.
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**Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 21 May 2014 on the European Union Work Plan for Sport (2014-2017)**

(2014/C 183/03)

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES,

I. INTRODUCTION

1. RECALL the competence assigned to the European Union, in particular by Article 6 and Article 165 of the Treaty on the Functioning of the European Union, according to which sport is an area where action at EU level should support, coordinate and supplement the actions of Member States.
2. RECALL the Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on a European Work Plan for Sport for 2011-2014<sup>(1)</sup>.
3. WELCOME the Report from the Commission on the implementation of the European Union Work Plan for Sport 2011-2014<sup>(2)</sup>.
4. ACKNOWLEDGE that sport can contribute to the achievement of the objectives of the Europe 2020 Strategy for smart, sustainable and inclusive growth.
5. RECALL the Council Resolution of 18 November 2010 where the Council agreed to convene, on a regular basis, generally in the margins of the Council meeting, an informal meeting of leading representatives of the EU public authorities and the sport movement with the aim of exchanging views on sporting issues in the EU<sup>(3)</sup>.
6. AGREE to further develop a framework of European cooperation in the field of sport by establishing a second three year EU Work Plan on Sport for Member State and Commission action.
7. AGREE that activities at EU level in the field of sport should focus on the priority themes, key topics, outputs and working methods and structures listed in this Work Plan, and as set out in Annex I.
8. TAKE NOTE of the 2013 Eurobarometer on Sport and Physical Activity and acknowledge the great differences among Member States, including results on voluntary work and sedentary behaviour.

II. DEVELOPING FURTHER THE EUROPEAN DIMENSION IN SPORT BY ESTABLISHING AN EU WORK PLAN

9. CONSIDER that a three year EU Work Plan on Sport should be governed by the following guiding principles:
  - to promote a cooperative and concerted approach among Member States and the Commission to delivering added value in the field of sport at EU level over the longer term;
  - to address transnational challenges using a coordinated EU approach;
  - to take into account the specific nature of sport;
  - to reflect the need for mainstreaming sport into other EU policies;
  - to work towards evidence based sport policy;
  - to contribute to the overarching priorities of the EU economic and social policy agenda, in particular the Europe 2020 Strategy;
  - to build on the achievements of the first EU Work Plan for Sport;
  - to complement and reinforce the impact of activities launched under the *Erasmus+* programme in the field of sport.

<sup>(1)</sup> OJ C 162, 1.6.2011, p. 1.

<sup>(2)</sup> 5842/14.

<sup>(3)</sup> OJ C 322, 27.11.2010, p. 1.

10. UNDERLINE that this EU Work Plan should be a flexible framework which is capable of responding when appropriate to developments in the field of sport.
11. AGREE that the following themes and key topics should be given priority by Member States and the Commission for the period covered by the present Work Plan. They could be complemented by each Presidency in the light of any possible new developments:
  - 1) *Integrity of sport*, in particular anti-doping, the fight against match-fixing, protection of minors, good governance and gender equality;
  - 2) The *economic dimension of sport*, in particular sustainable financing of sport, the legacy of major sport events, economic benefits of sport and innovation;
  - 3) *Sport and society*, in particular HEPA, volunteering, employment in sport as well as education and training in sport.
12. AGREE that the Work Plan may be revised by the Council and the Representatives of Governments of the Member States, meeting within the Council in the light of results achieved and policy developments at EU level.

### III. WORKING METHODS AND STRUCTURES

#### 13. RECOGNISE that:

There is a need to continue the cooperation on sport in the EU context established after the entry into force of the Lisbon Treaty, based on the guiding principles listed in Section II of this Work Plan;

There is also a need for the EU to work closely with the sport movement and relevant competent organisations at national, European and international levels such as the Council of Europe and WADA, in particular through the structured dialogue.

#### 14. AGREE that:

Different working structures and methods should be established for the follow-up of achievements from the first EU Work Plan and for developing new outputs in line with the priority themes and key topics, as set out in Section II above;

Therefore, five "Expert Groups", with experts appointed by the Member States, will be set up covering the following topics: match-fixing, good governance, economic dimension, HEPA and human resources development in sport. The principles relating to membership and functioning of these groups are set out in the Annex II;

In addition to expert groups, other structures and working methods may include e.g. Presidency conferences, meetings of Sport Ministers and Directors, Commission studies and conferences, as well as pledge boards<sup>(1)</sup>.

In the first half of 2017, the implementation of the present Work Plan will be evaluated by the Council on the basis of a report prepared by the Commission by November 2016.

### IV. FURTHER STEPS

#### 15. INVITE THE MEMBER STATES TO:

- work together with the Commission and by using the working structures and methods specified by this Resolution;
- whilst respecting the principle of subsidiarity and the autonomy of sport's governing structures take due account of this Work Plan when developing policy at national level;
- regularly inform, and where appropriate consult, sport stakeholders on progress made in implementing the EU Work Plan, in order to ensure the relevance and visibility of the activities.

<sup>(1)</sup> *Pledge board*: An instrument where mainly sport organisations can voluntarily make public their commitment to certain issues, e.g. to good governance principles or gender equality targets (see Annex I). The Commission will submit a proposal to the Council Working Party on Sport on the set up and functioning of pledge boards in the second half of 2014.

## 16. INVITE THE PRESIDENCIES OF THE COUNCIL TO:

- take into account, in the context of the Team Presidency, the EU Work Plan priority themes when developing their programme, report on the implementation of the Work Plan and build upon the results achieved;
- inform the Member States on ongoing or planned work in other Council formations that has an impact on sport;
- at the end of the three years covered by the present Resolution, and on the basis of a Report prepared by the Commission, propose a new Work Plan for the next period, if appropriate.

## 17. INVITE THE COMMISSION TO:

- work with the Member States in implementing this Work Plan, in particular regarding the outputs outlined in Annex I;
- inform the Member States on ongoing or planned initiatives in other EU policy areas impacting on sport and respective developments in the Commission;
- support the Member States and other relevant actors in cooperating within the framework set out in the present Resolution, in particular by:
  - examining means to facilitate the widest possible participation of Member States and experts, as well as invite representatives from the sport movement and other stakeholders in the working structures referred to in Annex I, assuring a high and coherent level of representativeness;
  - establishing, as appropriate, groups of experts providing a high level of relevant expertise, as well as other forms of support for promoting exchange of views and peer learning as well as for building knowledge (e.g. studies);
- facilitate the structured dialogue on sport, including the organisation on an annual basis of the EU Sport Forum, bringing together all the key stakeholders at different levels of sport;
- use the financial resources of the *Erasmus+* programme and other relevant EU programmes to support the priority themes and corresponding key topics established by this Work Plan;
- adopt, by November 2016 and on the basis of voluntary contributions from Member States, a Report on the implementation and relevance of the Work Plan. This Report will be the basis for the preparation of a possible EU Work Plan during the first half of 2017;
- where appropriate, make the outputs achieved in the working structures publicly available.

## 18. INVITE THE MEMBER STATES, THE COMMISSION AND THE PRESIDENCIES, WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE, WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY, TO:

- continue close cooperation in accordance with Annexes I and II of this Resolution;
  - take sport into account when formulating, implementing and evaluating policies and actions in other policy fields, with particular attention to ensuring early and effective inclusion in the policy development process;
  - promote better recognition of the contribution of sport to the overall goals of the Europe 2020 Strategy given the sector's strong potential to contribute to smart, sustainable and inclusive growth and new jobs and considering its positive effects on social inclusion, education and training as well as public health and active ageing;
  - foster cooperation with third countries, in particular candidate countries and potential candidates to the EU, and the competent international organisations in the field of sport including the Council of Europe.
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## ANNEX I

**Key topics (paragraph 11), requested outputs and corresponding working structures**

Key topic	Output and target date	Working structure
<b>Integrity of sport</b>		
Anti-Doping <sup>(1)</sup>	— Expert Group recommendations on doping in recreational sport and doping prevention: Exchange of best practices and peer learning (2nd half 2015)	Directors General for Sport
Match-fixing	— Exchange of best practices regarding the fight against match-fixing, in particular on a possible Commission Recommendation on best practices in the prevention and combatting of betting-related match-fixing, followed by a report on state of play (1st half 2016)	Expert Group on Match-Fixing
Protection and safeguarding of minors	— Preparation of Expert Group recommendations to protect young athletes and safeguard children's rights in sport (1st half 2016)	Expert Group on Good Governance
Good governance	— Preparation of guiding principles relating to democracy, human rights and labour rights, in particular in the context of the awarding procedure of major sport events, possibly followed by a pledge board (2nd half 2015) — Promotion of existing good governance principles, possibly followed by a pledge board (1st half 2016)	
Gender equality	— Preparation of Expert Group recommendations or guidelines on gender equality in sport, possibly followed by a pledge board (2nd half 2015)	
<b>The economic dimension of sport</b>		
Economic benefits of sport	— Preparation of Expert Group recommendations to measure the economic benefits of sport in the EU based on the ongoing work to promote the set-up of SSAs in the Member States (2nd half 2015)	Expert Group on the Economic Dimension
Legacy of major sport events	— Preparation of Expert Group recommendations on major sport events, in particular on legacy aspects with a focus on social, economic and environmental sustainability (2nd half 2015)	
Sustainable financing of sport	— Preparation of practical guidance on how to encourage transparent and long-term investment in sport, including EU funding, based inter alia on 2012 recommendations on sustainable financing of sport, including state aid (1st half 2016)	

Key topic	Output and target date	Working structure
<b>Sport and society</b>		
Health-enhancing physical activity	<ul style="list-style-type: none"> <li>— Preparation of Expert Group recommendations to encourage physical education in schools, including motor skills in early childhood, and to create valuable interactions with the sport sector, local authorities and the private sector (1st half 2015)</li> <li>— Coordination of the implementation of the Council Recommendation on HEPA (2nd half 2016)</li> </ul>	Expert Group on HEPA
Education, training, employment and volunteering	<ul style="list-style-type: none"> <li>— Preparation of Expert Group recommendations to encourage volunteering in sport, including best practices on legal and fiscal mechanisms (2nd half 2015 or 2nd half 2014)</li> <li>— Exchange of best practices and report on the state of play concerning the inclusion of sport qualifications in NQFs with a reference to EQF (2nd half 2016)</li> <li>— Preparation of Expert Group recommendations on the contribution of sport to the employability of young people, including young professional sportsmen and women, and the creation of jobs in the sport and sport-related labour market. (2nd half 2016)</li> <li>— Preparation of practical guidance on compliance of national qualifications with international qualification standards of international sport federation (2nd half 2015)</li> <li>— Preparation of a report on state of play concerning the implementation of the EU Guidelines on Dual Careers (1st half 2017)</li> </ul>	Expert Group on Human Resource Management in Sport

(1) The Council (Working Party on Sport/Coreper) will continue to coordinate the positions of EU Member States in advance of WADA meetings.

## ANNEX II

**Principles relating to the membership and functioning of the five expert groups established by the Member States and the Commission in the framework of the second EU Work Plan for Sport -2014-2017****Membership**

- The participation of Member States in the work of the groups is voluntary and Member States can join them at any time.
- Member States interested in participating in the work of the groups will nominate experts as members of the respective groups. Member States will ensure that the nominated experts have relevant experience in the relevant field at national level and will ensure effective communication with competent national authorities. The Commission will coordinate the nomination exercise.
- Each expert group may decide to invite other participants: independent experts, representatives of the sport movement and other stakeholders, as well as representatives of European third countries. Each expert group can propose to add other participants for the whole working period with the requirement that their membership be approved unanimously by the expert group.

**Working procedures**

- To implement this Work Plan, each expert group will be responsible for appointing its chair or co-chairs at the first expert group meeting after the adoption of the Work Plan. The election of the Chairs will be conducted in an open and transparent manner coordinated by the Commission acting as the secretariat of the expert groups.
- Each expert group will prepare a work schedule according to this Work Plan and will concentrate on delivering concrete and useable outputs in line with Annex I.
- The Member States will be given an opportunity to give guidance to the expert groups in order to guarantee the desired outcome and timeline, as well as the coordination of the groups' work.
- The Council and the Representatives of the Governments of the Member States, meeting within the Council, will decide whether it is appropriate to propose new actions for the expert groups.
- The Commission will provide expertise, as well as logistical and secretarial support to the work of the groups. As far as possible, it will support the groups by other suitable means (including studies relevant to their field of work).
- Expert groups will meet in Brussels as a main rule, but may exceptionally hold meetings outside Brussels when invited to do so by a Member State.
- Expert groups will meet as a main rule twice a year, but can adopt a different timetable if needed.

**Reporting and information**

- The chairs of the expert groups will report to the Working Party on Sport on the progress of work in the respective expert groups and present their outputs.
  - The meeting agendas and meeting reports of all groups will be available to all Member States, irrespective of their degree of participation in a given area. The outputs of the groups will be published.
  - The outputs from the expert groups will feed into the report by the Commission on the implementation of the Work Plan.
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## IV

*(Notices)*

## NOTICES FROM EUROPEAN UNION INSTITUTIONS, BODIES, OFFICES AND AGENCIES

## COUNCIL

**Council conclusions of 20 May 2014 on promoting youth entrepreneurship to foster social inclusion of young people**

(2014/C 183/04)

THE COUNCIL OF THE EUROPEAN UNION,

ACKNOWLEDGING THAT:

1. The economic crisis that started in the second half of the last decade has created a particularly fragile situation for today's young generation. Youth unemployment rates remain historically high, at 23,2 % in the EU-28 and 23,8 % in the Euro area (December 2013).
2. As a result of such high youth unemployment, young people are experiencing increased levels of poverty and social exclusion and increasing numbers feel compelled to leave their home countries, and sometimes Europe entirely, to look for better opportunities. This is generating a brain drain effect in some Member States which could be difficult to reverse.
3. The European Union, via the Europe 2020 and its flagship initiatives on 'New skills and jobs', 'Digital Agenda for Europe', 'Innovation Union', 'Youth on the move' promotes entrepreneurship, by fostering entrepreneurial mindsets and related knowledge, skills and competences that can boost competitiveness and growth that will be smart, sustainable and inclusive.
4. Entrepreneurship is an important driver of economic growth and job creation: it creates new companies and jobs, opens up new markets, improves productivity and creates wealth. An entrepreneurial mindset enhances a young person's employability. Entrepreneurship and in particular Small and Medium Sized enterprises (SMEs) are the backbone of the EU economy and represent the most important source of new employment <sup>(1)</sup>.
5. Cultures that value and reward entrepreneurial behaviour such as calculated risk taking and independent thinking promote a propensity to develop new solutions to social challenges. In this regard public perception of entrepreneurs needs to be more appreciated, entrepreneurship education needs to be increased and underrepresented groups need to get special attention and be given help in order to start, run or grow a business or enterprise.

<sup>(1)</sup> More than 99 % of all European businesses are, in fact, SMEs. They provide two out of three of the private sector jobs and contribute to more than half of the total value-added created by businesses in the EU ( European Commission — DG Enterprise and Industry homepage).

6. Entrepreneurship is not solely based on seeking profit. Different actors, both in public and private sectors, civil society and social economy<sup>(1)</sup> organisations, combining a social and an entrepreneurial dimension, address our principal societal challenges. This tendency is called 'social entrepreneurship', and the new types of organisations that have emerged, 'social enterprises'.
7. Culture and creativity have been identified in the 'Renewed Framework for European Cooperation in the youth field' as a field of action for youth policy. The cultural and creative sectors<sup>(2)</sup> can present great opportunities for transforming young people's creativity and human capital into smart growth and jobs. In the digital era culture participation is a powerful tool to promote social inclusion and social engagement especially among the youth.
8. In its final report, the Expert Group 'promoting the creativity and innovative capacity of young people by identifying competences and skills acquired through non-formal and informal learning' has considered how to enhance the employability of young people.

CONSIDERS THAT:

9. Entrepreneurship can constitute an important element with regards to the autonomy, personal development and wellbeing of young people. Entrepreneurship can be seen as one of the solutions to combat youth unemployment.
10. Europe should invest in entrepreneurial education and training, the creation of an environment where entrepreneurs can flourish and grow, reaching out also to specific groups, and the visibility of entrepreneurs as role models.
11. In particular, the 'social entrepreneurship' model, primarily aimed at contributing to the general good of society, can appeal to young people and give them the chance to provide innovative responses to the current economic, social and environmental challenges. The social entrepreneurship idea that is close to people and local communities ensures social cohesion through the involvement of young people including those from vulnerable groups.
12. Social enterprises<sup>(3)</sup> contribute to smart growth by responding with social innovation to the new needs; they create sustainable growth by taking into account their environmental impact and by their long-term vision; they are at the heart of inclusive growth due to their emphasis on people and social cohesion.

IN THIS REGARD:

13. Youth policy can play a role in cross-sectorial cooperation that may help to overcome barriers. Entrepreneurship, like so many other areas, requires a long-term approach and a strong belief in young people's capability. To achieve this, there is a need to encourage young people, to instill a spirit of entrepreneurship from early on in life — initiative, confidence, calculated risk-taking, creativity, organization, tenacity — in order to develop their full potential and to successfully enter the job market. In aiming to promote youth entrepreneurship, with special focus on social entrepreneurship, the following priorities have been identified:

— Enhance entrepreneurial mindsets and skills of young people via formal education, non-formal and informal learning. Entrepreneurship competence includes transversal skills and attitudes as well as knowledge. Youth work is a key tool and instrument developing transversal skills.

<sup>(1)</sup> The social economy employs over 14,51 million people in the EU, accounting for 6,5 % of total employment. It covers bodies with a special legal status (cooperatives, foundations, associations, mutual societies) as well as social enterprises in the form of an ordinary private or public limited company (Social Business Initiative- SEC (2011)1278 final).

<sup>(2)</sup> The cultural and creative sectors account for 4,5 % of the European GDP and employ nearly 8 million workers (Promoting cultural and creative sectors for growth and jobs in the EU COM(2012) 537 final).

<sup>(3)</sup> A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities (Social Business Initiative- SEC (2011)1278 final).

- Promote youth work (through information, counseling and coaching) and voluntary activities among young people, as means of obtaining necessary skills in order to find a job or to start their own project. Recognize the contribution of youth work activities in enhancing and supporting young people's creative energy and capacity for innovation as a key element for their self- development and active inclusion.
- Enhance and further strengthen 'social entrepreneurship' as an entrepreneurial model among young people, in a way that can enhance their employability whilst at the same time taking into account sustainable and environmental values.
- Promote the acquisition, by all young people, of digital skills to enable young people to fully exploit the potential of the digital world.
- Promote cultural awareness among young people, as actors and users, that enhances their sense of initiative and entrepreneurial spirit. Access to culture and active participation in cultural activities can reinforce young people's wellbeing and their awareness of sharing a common cultural heritage.

INVITES THE MEMBER STATES WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY TO:

14. Recognise the important role of entrepreneurship and enterprises to combat youth unemployment; develop and strengthen policies to increase knowledge on various aspects of entrepreneurship among young people.
15. Recognise the importance of entrepreneurial education from an early age and highlight the role of non-formal and informal learning to ensure a holistic approach to the personal development of young people and facilitate their successful integration into the labour market.
16. Promote youth work and voluntary activities as key instruments in developing transversal and soft skills that are needed in running businesses and entrepreneurial action. In this regard further develop and emphasise the recognition or validation of non-formal and informal learning, also considering learning outcomes relevant to entrepreneurship.
17. Consider recognising youth organisations as one of the main providers of non-formal and informal learning leading to an entrepreneurial mindset and skills. In this regard, Member States could consider strengthening the support for youth organisations in providing guidance, mentoring and quality training.
18. Promote and support business start-ups and social enterprises in overcoming considerable barriers to accessing finance, support services and mentoring possibilities (including efficient use of the European Structural and Investment funds, where consistent with the partnership agreements).
19. Offer, where appropriate, support by reducing possible obstacles according to the levels of social and environmental impact.

INVITES THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE AND WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY TO:

20. Increase the visibility of social entrepreneurship and develop tools to gain a better understanding of the sector. In this regard, increase knowledge and promote various forms of enterprises, social enterprises (including cooperatives), cultural and creative enterprises etc.
21. Facilitate traineeships and exchanges, sharing experiences and other learning activities, enhancing entrepreneurial attitudes and skills (e.g. engaging young people in direct entrepreneurial experiences, on the job training, networks, promotion of specialised skills) and support efforts to define the learning outcomes of such activities. Promote the development of tools to allow young people to assess and present their entrepreneurial skills and competences.
22. Encourage small businesses and young entrepreneurs to innovate and seize the full opportunities of the EU internal market, by encouraging them to go abroad and to engage in cross-border transfers of knowledge, and cooperation. In order to reach these objectives, networks of young social entrepreneurs and potential partners should be promoted.

23. Encourage the exchange of opportunities and the collaboration between young entrepreneurs from different Member States. Enhance reciprocal intergenerational solidarity through exchange of knowledge between more experienced entrepreneurs and young aspiring ones. Promote entrepreneurship mentoring programmes at national and European level.
24. Increase cross-sectoral co-operation and ensure access to information and support services in order to create favourable conditions for young entrepreneurs and reduce the administrative burdens for young entrepreneurs.
25. Promote accessibility among all relevant stakeholders and encourage the take up of European programmes (such as Erasmus+, Erasmus for Young Entrepreneurs in the framework of the COSME programme, the European Social Fund and other financial programmes for social enterprises and microfinance under the Employment and Social Innovation Programme) for enhancing entrepreneurial skills among young people, promoting, where appropriate, specialised support for young entrepreneurs and building the capacity of those who work with young people to fully exploit their potential.

INVITES THE COMMISSION TO:

26. Raise awareness of youth entrepreneurship, including on the European Youth Portal, and present good practices on youth entrepreneurship (possibly in conjunction with the European SME week).
  27. Launch research or a study and increase knowledge about youth entrepreneurship, focusing on young entrepreneurs, social entrepreneurs and green jobs and the role of youth work in this regard.
  28. Strengthen active cooperation among young entrepreneurs with the relevant business and social partners and other stakeholders, including through the Erasmus + and Erasmus for young entrepreneurs programmes.
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**Council conclusions of 20 May 2014 on effective teacher education<sup>(1)</sup>**

(2014/C 183/05)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING THE POLITICAL BACKGROUND TO THIS ISSUE, AS SET OUT IN THE ANNEX TO THESE CONCLUSIONS,

CONSIDERS THAT:

1. High quality teaching is widely acknowledged to be one of the key factors in achieving successful learning outcomes, by developing the knowledge, skills, attitudes and values that learners need in order to realise their full potential both as individuals and as active members of society and the workforce.
2. In a fast changing world, the role of teachers — and the expectations placed upon them — are evolving too, as they face the challenges of new skills requirements, rapid technological developments and increasing social and cultural diversity, and the need to cater for more individualised teaching and special learning needs.
3. Teacher educators have a crucial role to play in maintaining — and improving — the quality of the teaching workforce. The provision of high quality initial teacher education, early career support ('induction') and continuous professional development is a significant factor in ensuring that suitable candidates are attracted into the teaching profession and that teachers possess and maintain the relevant competences they require to be effective in today's classrooms.
4. Improving teacher education programmes and recruitment processes requires the prior identification of the professional competences needed by teachers at different stages of their careers. Professional competence frameworks can be used to raise quality standards, by defining the knowledge, skills and attitudes that teachers, including in the fields of vocational education and training (VET) and adult learning, should possess or acquire. Similarly, the teacher educators who prepare teachers to undertake their tasks can benefit from frameworks of this kind.

ACKNOWLEDGES THAT:

1. It is not uncommon for new teachers to leave the profession prematurely, a phenomenon which can result in a significant loss to the individuals concerned and systems as a whole. Initial teacher education programmes which adequately prepare teachers from the very start, together with induction measures, mentoring and greater consideration for teachers' personal and professional well-being, can help to remedy this.
2. Teacher education should be seen as an integral part of the broader policy objective to raise the attractiveness and quality of the profession. This requires adequate selection, recruitment and retention policies, effective initial teacher education, early career support, career-long professional learning and development, pedagogical feedback and incentives for teachers.
3. Teacher education programmes, whether aimed at prospective teachers before they begin their careers or at practising teachers in the context of continuous professional development, should be sufficiently flexible to respond to changes in teaching and learning. They should draw on teachers' own experience and seek to foster cross-disciplinary and collaborative approaches, so that education institutions and teachers regard it as part of their task to work in cooperation with relevant stakeholders such as colleagues, parents and employers.

<sup>(1)</sup> For the purposes of this text, the term *teacher* encompasses school teachers, VET teachers and trainers, as well as adult educators. The term *teacher educator* is used to describe all those who actively facilitate the formal learning of student teachers and teachers, whether at the level of initial teacher education or continuing professional development.



4. The rapid expansion of digital learning tools and Open Educational Resources also creates the need for teachers to acquire sufficient understanding of these to be able to develop relevant digital competences and make effective and appropriate use of them in teaching. These new tools can also contribute to ensuring equal access to high quality education for all.

AGREES THAT:

1. Initial teacher education should provide prospective teachers with the core competences required to deliver high quality teaching, as well as stimulate the motivation to acquire and update competences throughout their careers. While taking full account of national contexts, it should not only include subject knowledge and pedagogical competences reinforced by integrated periods of practical teaching experience, but also encourage both self-reflection and collaborative working, adaptation to multicultural classrooms and acceptance of leadership roles.
2. Specific issues to which teacher education programmes should give more consideration include effective methods for helping learners to acquire transversal competences such as digital literacy, learning to learn, entrepreneurship and creative and critical thinking, as well as to strengthen language competences. In addition, attention should be paid to effective ways of supporting diverse groups of learners, including those with special needs and/or from disadvantaged backgrounds.
3. Initial teacher education could benefit from quality assurance arrangements and regular reviews, with emphasis being placed on achieving the required learning outcomes, on the quality and adequate duration of practical experience and on ensuring the relevance of what is taught.
4. Higher education institutions providing initial teacher education could be strengthened as hubs for educating both teachers and teacher educators, and for conducting research into teacher competence development and effective teaching and learning methods.
5. Dialogue and partnerships between teacher education providers and education institutions, as well as with representatives of the labour market and the community, can provide useful insights and ideas when designing and delivering teacher education programmes. Such partnerships can also contribute to promoting a more coordinated approach to qualifications, competence standards and the corresponding training provision, particularly in the fields of VET and adult learning.
6. Both initial teacher education and the continuous professional development of teachers should be based on sound pedagogical research and apply adult learning methods based on communities of practice, online learning and peer learning. They should ensure that teachers have regular opportunities to update their subject knowledge and to receive support and training in effective and innovative modes of teaching, including those based on new technologies.

INVITES THE MEMBER STATES, WITH DUE REGARD FOR SUBSIDIARITY, AND INSTITUTIONAL AUTONOMY, AND IN ACCORDANCE WITH NATIONAL CIRCUMSTANCES, TO:

1. Seek to ensure that initial teacher education programmes provide opportunities for prospective teachers to acquire all the relevant competences they require to make a successful start to their careers.
2. Promote the development of comprehensive professional competence frameworks for teachers<sup>(1)</sup>, which define the competences and qualities they require at different stages of their careers or in different teaching situations. Such frameworks should be sufficiently flexible to respond to changing needs and be discussed in cooperation with relevant stakeholders.
3. Similarly, encourage the establishment of professional competence frameworks for teacher educators, setting out the competences they require, while reinforcing collaboration and the exchange of peer practices and developing areas such as the school-based mentoring of new teachers.
4. Further explore the potential of enhanced cooperation, partnerships and networking with a broad range of stakeholders in the design of teacher education programmes.

<sup>(1)</sup> Drawing on the July 2013 report of the former Thematic Working Group on Teacher Professional Development (Supporting teacher competence development for better learning outcomes).

5. Promote effective digital teaching and learning, by ensuring that teacher educators and teachers themselves acquire a sufficient level of digital skills, and that they learn how to help learners to use digital resources wisely and safely and how to better manage individual learning processes, by means of updated teacher education programmes and improved access to — and use of — quality Open Educational Resources.
6. Use the funding opportunities in EU instruments, such as the *Erasmus+* programme and, where appropriate, the European Social Fund, to:
  - (i) support Member States' policies aimed at enhancing the quality of initial teacher education and teachers' continuous professional development; and
  - (ii) promote the mobility of prospective teachers, teaching staff and teacher educators, and encourage strategic partnerships, policy experimentation and forward-looking projects on teacher education, in particular to enable new methodologies to be tested and competence frameworks to be put into practice.

INVITES THE MEMBER STATES AND THE COMMISSION TO:

1. Make best use of the *ET 2020* structures under the Open Method of Coordination to strengthen evidence-based policymaking and to develop and disseminate successful policy practice on:
  - effective teacher education programmes, with a focus on initial teacher education and ways in which collaborative approaches to teaching should be addressed;
  - the professional development of in-company VET trainers, given their crucial role in delivering high-quality apprenticeships and other forms of work-based learning;
  - reinforcing the relevance of teacher education curricula and the professional skills of teachers and trainers, where appropriate through closer cooperation with employers, including companies.
2. Exploit the results of relevant studies and surveys, such as TALIS <sup>(1)</sup>, in order to address the policy implications of teachers' and school leaders' views and opinions on teacher education.
3. Identify, through research, examples of the most efficient methods and practices for teachers to help learners manage their learning effectively in today's multidimensional learning environments.

INVITES THE COMMISSION TO:

1. Build communities of teachers, in particular prospective and recently recruited teachers, by making use of existing European platforms for teachers such as eTwinning, with a view to further developing collaboration among peers on teaching practices across the EU.
2. Support cooperation with partners, networks and organisations which can offer experience and know-how on designing effective teacher education programmes, in particular initial education programmes.

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<sup>(1)</sup> The OECD's Teaching and Learning International Survey.

## ANNEX

**Political background**

1. Articles 165 and 166 of the Treaty on the Functioning of the European Union.
2. The Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning <sup>(1)</sup>.
3. The conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 15 November 2007, on improving the quality of teacher education <sup>(2)</sup>.
4. The Council conclusions of 12 May 2009 establishing a strategic framework for European cooperation in education and training for the period up to 2020 (*ET2020*).
5. The Council conclusions of 26 November 2009 on the professional development of teachers and school leaders <sup>(3)</sup>.
6. The Bruges Communiqué of 7 December 2010, and the conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the priorities for enhanced European cooperation in vocational education and training for the period 2011-2020 <sup>(4)</sup>.
7. The Council Resolution of 28 November 2011 on a renewed European agenda for adult learning <sup>(5)</sup>.
8. The Council conclusions of 26 November 2012 on education and training in Europe 2020 — the contribution of education and training to economic recovery, growth and jobs <sup>(6)</sup>.
9. The Council conclusions of 15 February 2013 on investing in education and training — a response to *Rethinking Education: Investing in skills for better social-economic outcomes* and the 2013 Annual Growth Survey <sup>(7)</sup>.
10. The Council conclusions of 25 November 2013 on effective leadership in education <sup>(8)</sup>.
11. Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing *Erasmus+*: the Union programme for education, training youth and sport <sup>(9)</sup>.
12. The Council conclusions of 24 February 2014 on efficient and innovative education and training to invest in skills — supporting the 2014 European Semester <sup>(10)</sup>.

**Other background**

1. The Commission communication of 20 November 2012 on *Rethinking Education: Investing in skills for better socio-economic outcomes*.
2. The 2013 Eurydice Report entitled *Key Data on Teachers and School Leaders in Europe*.

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<sup>(1)</sup> OJ L 394, 30.12.2006, p. 10.

<sup>(2)</sup> OJ C 300, 12.12.2007, p. 6.

<sup>(3)</sup> OJ C 302, 12.12.2009, p. 6.

<sup>(4)</sup> OJ C 324, 1.12.2010, p. 5.

<sup>(5)</sup> OJ C 372, 20.12.2011, p. 1.

<sup>(6)</sup> OJ C 393, 19.12.2012, p. 5.

<sup>(7)</sup> OJ C 64, 5.3.2013, p. 5.

<sup>(8)</sup> OJ C 30, 1.2.2014, p. 2.

<sup>(9)</sup> OJ L 347, 20.12.2013, p. 50.

<sup>(10)</sup> OJ C 62, 4.3.2014, p. 4.

**Council conclusions of 20 May 2014 on multilingualism and the development of language competences**

(2014/C 183/06)

THE COUNCIL OF THE EUROPEAN UNION,

HAVING REGARD TO:

- Articles 165 and 166 of the Treaty on the Functioning of the European Union;
- the conclusions of the Barcelona European Council meeting of 15-16 March 2002, which called for action ‘to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age’, as well as for the establishment of a linguistic competence indicator <sup>(1)</sup>;
- the Council conclusions of 19 May 2006, which defined the principles for a European Indicator of Language Competence <sup>(2)</sup>;
- the Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (*ET 2020*), which highlight the importance of strengthening linguistic competence <sup>(3)</sup>;
- the Council conclusions of 28-29 November 2011 on language competences to enhance mobility, which highlighted the importance of a good command of foreign languages as a key competence essential to making one’s way in the modern world and labour market <sup>(4)</sup>;
- Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing the *Erasmus+* Programme, which includes the aim of improving the teaching and learning of languages <sup>(5)</sup>.

AND IN PARTICULAR TO:

- the Council conclusions of 22 May 2008 on multilingualism, which called on the Member States to work together to enhance European cooperation on multilingualism and to take appropriate steps to improve effective language teaching <sup>(6)</sup>;
- the Council Resolution of 21 November 2008 on a European strategy for multilingualism, which invited Member States to promote multilingualism in support of competitiveness, mobility and employability, and as a means of strengthening intercultural dialogue <sup>(7)</sup>.

CONSIDERING THAT:

1. Linguistic diversity is a fundamental component of European culture and intercultural dialogue, and that the ability to communicate in a language other than one’s mother tongue is acknowledged to be one of the key competences which citizens should seek to acquire <sup>(8)</sup>.
2. The linguistic landscape in the EU is complex and diverse, with national factors influencing language learning and teaching, and considerable differences in legislation and practice with regard to these.
3. Language competences contribute to the mobility, employability and personal development of European citizens, in particular young people, in line with the objectives of the *Europe 2020* strategy for growth and jobs.
4. The level of language skills of many young people in Europe could be improved and that, despite some progress in recent decades, there is still considerable variation across countries in terms of access to language learning.
5. Since they are the source of many modern languages, the study of classical languages such as Ancient Greek and Latin can facilitate language learning, as well as contribute to the sustainability of our common heritage.

<sup>(1)</sup> SN 100/1/02 REV 1, p. 19, paragraph 44, 2nd indent.

<sup>(2)</sup> OJ C 172, 25.7.2006, p. 1.

<sup>(3)</sup> OJ C 119, 28.5.2009, p. 2.

<sup>(4)</sup> OJ C 372, 20.12.2011, p. 27.

<sup>(5)</sup> OJ L 347, 20.12.2013, p. 50.

<sup>(6)</sup> OJ C 140, 6.6.2008, p. 14.

<sup>(7)</sup> OJ C 320, 16.12.2008, p. 1.

<sup>(8)</sup> See the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (OJ L 394, 30.12.2006, p. 10).

AGREES THAT:

1. The EU and the Member States should assess progress in developing language competences, with each country contributing to this progress in accordance with its national context and circumstances.
2. Assessment of language competences could help to promote multilingualism and the effective teaching and learning of languages in school.
3. Such assessment could be conducted on the basis outlined in the Annex hereto and should cover all four language skills: reading, writing, listening and speaking.
4. The assessment could:
  - i) be organised at EU level
  - ii) take account — where available and in accordance with national circumstances — of national data;
  - iii) be organised with the support of a group composed of experts from the Member States and in cooperation with the Standing Group on Indicators and Benchmarks, with a view to ensuring maximum comparability;
  - iv) be funded by the *Erasmus+* Programme — in accordance with the relevant provisions of Regulation (EU) No 1288/2013<sup>(1)</sup> and subject to the annual budgetary procedure;
  - v) require minimal resources on the part of schools and reporting efforts on the part of the Member States.

INVITES THE MEMBER STATES, WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY AND IN ACCORDANCE WITH NATIONAL CIRCUMSTANCES, TO:

1. Adopt and improve measures aimed at promoting multilingualism and enhancing the quality and efficiency of language learning and teaching, including by teaching at least two languages in addition to the main language(s) of instruction from an early age and by exploring the potential of innovative approaches to the development of language competences.
2. Make efforts to develop appropriate methods for assessing language proficiency in accordance with the Annex hereto.
3. Develop measures to support children and adults with migrant backgrounds in learning the language(s) of the host country.
4. Exploit the potential of the *Erasmus+* Programme and the European Structural and Investment Funds to achieve these aims.
5. Make greater use of European transparency tools and initiatives designed to support and promote language learning, such as the Common European Framework of Reference for Languages, Europass, the European Language Portfolio and the European Language Label.

INVITES THE MEMBER STATES, WITH THE SUPPORT OF THE COMMISSION, TO:

1. Exchange experiences and best practices via the Open Method of Coordination, in order to improve the effectiveness and quality of language learning and teaching.
2. Acknowledge the role which non-formal and informal learning can play in language learning, by exploring ways of recognising and validating language competences acquired in this way, in line with the 2012 Council Recommendation on the validation of non-formal and informal learning<sup>(2)</sup>.
3. Explore ways of increasing the attractiveness of, and ensuring greater commitment towards, language learning, including through the use of ICT and Open Educational Resources, with a view to reducing the number of learners who abandon language studies before attaining an adequate level of proficiency.

<sup>(1)</sup> Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+' the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (OJ L 347, 20.12.2013, p. 50).

<sup>(2)</sup> OJ C 398, 22.12.2012, p. 1.

INVITES THE COMMISSION TO:

1. Explore the feasibility of assessing language competences in the Member States, including by using national data where available, with the support of a group composed of experts from the Member States and in cooperation with the Standing Group on Indicators and Benchmarks.
2. Explore with the Member States and Eurostat, within the framework of the European Statistical System and with a view to improving comparability, ways of complementing existing EU data on the number of pupils in secondary education who are studying a third language<sup>(1)</sup> in line with the ambitions of the Barcelona objective and the *ET 2020* framework.
3. Continue and enhance cooperation with other organisations active in this field, such as the Council of Europe and its European Centre for Modern Languages.

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<sup>(1)</sup> This third language may be any modern language taught in school. In addition, Member States may choose to provide the percentage of pupils whose third language is Ancient Greek and/or Latin. Other data which might be gathered include the number of languages taught and whether these are compulsory or optional.

## ANNEX

**Assessment of language competences**

The assessment of language competences is based on:

The percentage of pupils aged 15 or, where appropriate due to national circumstances, 14 or 16 years old <sup>(1)</sup>, who attain the level of *independent user* in the second language studied <sup>(2)</sup>.

The term *independent user* corresponds at least to level B1, as defined in the Common European Framework of Reference for language competences (CEFR) <sup>(3)</sup>.

The data could be collected by means of an EU-wide survey assessing proficiency in the second language(s) of education systems and presented in such a way as to ensure maximum comparability. Use may be made of national data instead, providing that these are compatible with the CEFR.

National scores are aggregated as a simple average of the four components: reading, writing, listening and speaking. The result is a weighted average of these national scores which takes national population sizes into account.

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<sup>(1)</sup> Maximum comparability of data will be ensured.

<sup>(2)</sup> The main language(s) of instruction is/are considered as the *first* language(s), while amongst additional languages the one which is most widely taught is considered as the *second* language studied. Each Member State shall determine the languages which are to be considered as *first* and *second* languages in its case.

Only official EU languages may be considered as second languages.

<sup>(3)</sup> B1 (Independent User) is defined as follows:

*Can understand the main points of clear standard input in familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.*

**Council conclusions of 20 May 2014 on quality assurance supporting education and training**

(2014/C 183/07)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING THE POLITICAL BACKGROUND TO THESE CONCLUSIONS, AS SET OUT IN THE ANNEX HERETO,

WELCOMES:

the progress achieved in developing a culture of continuous quality enhancement in education and training systems across Europe – although in varying degrees due to different starting points – as highlighted in a number of recent Commission reports <sup>(1)</sup>.

CONSIDERS THAT:

1. As key contributors in the drive towards better jobs, stronger growth and competitiveness, EU education and training systems face significant challenges which continuous quality enhancement can help to address. These challenges include: broadening access; reducing dropout and improving retention rates; supporting innovative learning; and ensuring that learners acquire the knowledge, skills and competences required for an inclusive society, active citizenship, lifelong learning and employability, regardless of their social and economic backgrounds.
2. Quality assurance mechanisms can play an important role in helping education and training institutions and policy makers to meet those challenges, ensuring that the quality of education and training systems and that of individual institutions are fit for purpose. Quality assurance – as part of a range of measures by governments and institutions – increases transparency and underpins trust in the relevance and quality of knowledge, skills, competences, and qualifications, which in turn is based on trust in the quality of the institutions and providers of education and training.
3. European quality assurance instruments, in conjunction with the European Qualifications Framework (EQF), the Qualifications Framework for the European Higher Education Area and national qualifications frameworks related to these, have all contributed to the development of a quality culture in education and training institutions, which in turn has also facilitated learning and labour mobility across borders and systems.
4. In the light of the experience gained in higher education and in vocational education and training (VET), flexible quality assurance arrangements can support quality enhancement in formal and non-formal learning in all sectors of education and training, as well as cater for growing phenomena such as Open Educational Resources and cross-border education, including franchising <sup>(2)</sup>.

AGREES THAT:

1. Considerable scope exists for more effective approaches to quality assurance across all sectors of education and training, which move away from a 'checklist' approach towards the development of a genuine ingrained culture of quality enhancement in teaching and learning which can raise standards and improve learning outcomes.
2. Quality assurance - within a framework of continuous quality enhancement - should support reforms of education and training systems in line with EU and national reform agendas.
3. In the field of higher education, quality assurance - particularly internal quality assurance - has become increasingly effective in assisting higher education institutions (HEIs) to achieve their goals. The design of external quality assurance differs among Member States depending on national needs and circumstances, with programme accreditation and institutional-level evaluation, amongst others, contributing to increasing

<sup>(1)</sup> See annex ('Other background').

<sup>(2)</sup> *Cross-border education* encompasses the provision of higher education services abroad through branch campuses or in the framework of franchising or validation agreements entered into between an exporting and a receiving institution.



trust and improving standards. The trend in external quality assurance towards institutional-level evaluation is growing, enabling HEIs to adapt their provision in a more flexible manner which responds to their own needs and those of learners, the labour market and society.

4. In the same field, cross-border cooperation in quality assurance has a vital role to play in building trust and raising quality standards, in supporting learning mobility, in improving the environment for joint programmes and in contributing to the smooth functioning of cross-border and franchised higher education. Opening up opportunities for quality assurance agencies to offer cross-border quality assurance through the European Quality Assurance Register for higher education (EQAR), while complying with national requirements, should help to stimulate a European dimension in quality assurance and to facilitate cross-border evaluation and simpler procedures for joint programmes.
5. In the field of vocational education and training (VET), the guidance tools and training materials developed within the EQAVET<sup>(1)</sup> network have supported progress towards a quality culture in Member States, and most Member States have either already implemented or are currently developing a national quality assurance approach in line with EQAVET. Increased efforts should be made in particular to ensure that quality assurance arrangements take greater account of learning outcomes and that they cater for non-formal learning and work-based learning in either formal or non-formal settings, as appropriate to the national context.
6. The experience gained with EQAVET could serve as the basis for the development of a comprehensive approach to quality assurance in the field of adult learning.
7. Increased transparency between quality assurance in the different sectors and in arrangements for validating non-formal and informal learning – including all forms of online learning – would also help to build trust and support permeability across sectors and countries.

INVITES THE MEMBER STATES, IN ACCORDANCE WITH NATIONAL PRACTICE AND WITH DUE REGARD FOR SUBSIDIARITY, TO WORK WITH RELEVANT STAKEHOLDERS IN ORDER TO:

1. Develop and promote a culture of quality enhancement throughout education and training, with a view to improving the quality of the knowledge, skills and competences developed by learners, as well as the quality of the learning process, and making appropriate use of European instruments relating to quality assurance.
2. Strengthen the capacity of quality assurance arrangements to handle current and future developments in education and training, such as all forms of online learning, and ensure that the scope of quality assurance bodies is sufficiently flexible in this respect.
3. Ensure greater transparency with regard to the outcomes of quality assessments.
4. Use the funding opportunities under the *Erasmus+* programme to develop innovative transnational projects that enhance the capacity of quality assurance to support sustainable reform across the EU in education and training, and, where appropriate, use European Structural and Investment Funds to encourage the development of quality-assured education and training systems.
5. Encourage through quality assurance the promotion of quality teaching in education and training.
6. Support, within the Bologna Process, the ongoing revision of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, in order to improve their clarity, applicability and usefulness, including their scope, laying emphasis on raising quality standards.
7. Encourage, where appropriate, cross-border cooperation between quality assurance bodies in all sectors and for all forms of education and training.
8. Ensure the quality of education delivered by HEIs which have campuses and franchised courses abroad, with the support of national quality assurance agencies, through strengthened cooperation between quality assurance agencies in the sending and receiving countries, or by allowing EQAR-registered agencies to evaluate institutions offering cross-border and franchised provision with a view to meeting quality concerns and encouraging cross-border cooperation and mutual learning.

<sup>(1)</sup> European Quality Assurance Reference Framework for VET.

9. Continue to implement the EQAVET framework with a view to developing a quality assurance culture within and between Member States, including at the level of VET providers, in particular by making efforts to establish at national level by the end of 2015 – in accordance with the Bruges Communiqué – a common quality assurance framework for VET providers, covering VET school-based learning and work-based learning, as appropriate to the national context.
10. Ensure that quality assurance systems, measures and instruments are regularly evaluated in order to enhance their continuous development and effectiveness.

INVITES THE MEMBER STATES AND THE COMMISSION, WHILE TAKING ACCOUNT OF THE SPECIFIC FEATURES AND REQUIREMENTS OF THE DIFFERENT SECTORS AND OF NATIONAL CIRCUMSTANCES, TO:

1. Continue to promote transparency and complementarity between sectoral approaches to quality assurance by building on European principles for quality assurance in a lifelong learning perspective, with a view to ensuring the quality of outcomes for learners and enhancing permeability between education and training sectors. Further developments could include:
  - a) Strengthening the use of a learning outcomes-based approach in defining, delivering and assessing knowledge, skills, competences and qualifications, building on the European Qualifications Framework for lifelong learning and on credit-based European instruments, such as ECTS<sup>(1)</sup> and ECVET<sup>(2)</sup>;
  - b) Promoting transparent quality assurance arrangements which draw on existing quality assurance frameworks and support reliable, valid and credible assessment methodologies and tools for the validation of non-formal and informal learning;
  - c) Strengthening links and cooperation between stakeholders in the world of education and training and the world of work, including with a view to developing appropriate skills monitoring and forecasting;
  - d) Involving, where appropriate, relevant stakeholders, including staff, learners and employers – through quality assurance – in strategic decision-making, in qualification design, and in programme development, delivery and monitoring, with a view to ensuring continuous quality enhancement within education and training institutions.
2. Use the potential of quality assurance to strengthen the implementation of national qualifications frameworks linked to the EQF.
3. Draw on the ongoing work within the Bologna Process in higher education with a view to exploiting the potential of quality assurance to enhance mutual trust and transparency as a basis for moving towards the smoother recognition of all relevant qualifications.
4. Endeavour, by taking into account the experience gained in higher education, to increase the transnational transparency of quality assurance arrangements in other sectors and at other levels of education and training.
5. Explore quality assurance arrangements with a view to better addressing the quality of non-formal learning and of work-based learning as appropriate to the national context, by building inter alia on the EQAVET framework as appropriate.
6. Further explore relevant quality assurance issues relating to all forms of online learning, such as the assessment and certification of new modes of learning and teaching.
7. Work – particularly in the light of the Commission's recent evaluation report on the EQF and its progress reports on quality assurance in VET and higher education<sup>(3)</sup> – towards the closer coordination and improvement of EQAVET and European tools for quality assurance in higher education, notably by incorporating a learning outcomes approach and with the support of transparency instruments such as the EQF, Europass and European credit systems.

<sup>(1)</sup> The European System for Credit Transfer and Accumulation in higher education.

<sup>(2)</sup> The European Credit System for VET.

<sup>(3)</sup> See annex.

8. Within the Open Method of Coordination, explore the scope for Member States to strengthen their own quality assurance provisions and initiatives in the fields of pre-school education, school education and adult learning in the light of the experience gained in other sectors.
9. Continue to promote cooperation on quality assurance at international level in all sectors, through cooperation with international organisations, policy dialogue with key international partners, and partnerships with institutions around the world.

INVITES THE COMMISSION TO:

1. Continue to improve the links and synergies between EU transparency tools that support quality assurance, recognition and mobility, seeking further complementarity and convergence between such tools, including by taking stock of the consultations on a European Area for Skills and Qualifications.
  2. Continue to strengthen mutual learning through European cooperation on quality assurance in all sectors, including with the help of funding from the *Erasmus+* programme.
  3. Explore ways to support Member States in developing their quality assurance arrangements, so as to cater for different modes of learning and teaching or so that such arrangements could also be applied to various sectors and levels of education and training.
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## ANNEX

**Political background**

1. The Recommendation of the European Parliament and of the Council of 12 February 2001 on European Cooperation in Quality Evaluation in School Education <sup>(1)</sup>.
2. The Standards and Guidelines in Quality Assurance for the European Higher Education Area adopted in 2005, and the commitment to revise these undertaken by Ministers attending the Bologna Ministerial conference in Bucharest on 26 and 27 April 2012.
3. The Recommendation of the European Parliament and of the Council of 15 February 2006 on European cooperation in quality assurance in higher education <sup>(2)</sup>.
4. The Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, in particular the common principles for quality assurance for higher education and vocational education contained in Annex III <sup>(3)</sup>.
5. The Council conclusions of 12 May 2009 establishing a strategic framework for European cooperation in education and training for the period up to 2020 (ET2020) <sup>(4)</sup>.
6. The Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training <sup>(5)</sup>.
7. The conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 19 November 2010, on the priorities for enhanced European cooperation in vocational education and training for the period 2011-2020 <sup>(6)</sup>.
8. The Council conclusions of 28 November 2011 on the modernisation of higher education <sup>(7)</sup>.
9. The Council Resolution of 28 November 2011 on a renewed European agenda for adult learning <sup>(8)</sup>.
10. The Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning <sup>(9)</sup>.
11. The Council conclusions of 15 February 2013 on investing in education and training - a response to *Rethinking Education: Investing in skills for better socio-economic outcomes* and the 2013 *Annual Growth Survey* <sup>(10)</sup>.
12. The Council conclusions of 25 November 2013 on the global dimension of European higher education <sup>(11)</sup>.
13. Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing Erasmus+: the Union programme for education, training youth and sport <sup>(12)</sup>.
14. The Council conclusions of 24 February 2014 on efficient and innovative education and training to invest in skills – supporting the 2014 European Semester <sup>(13)</sup>.

<sup>(1)</sup> OJ L 60, 1.3.2001, p. 51.

<sup>(2)</sup> OJ L 64, 4.3.2006, p. 60.

<sup>(3)</sup> OJ C 111, 6.5.2008, p. 7.

<sup>(4)</sup> OJ C 119, 28.5.2009, p. 2.

<sup>(5)</sup> OJ C 155, 8.7.2009, p. 1.

<sup>(6)</sup> OJ C 324, 1.12.2010, p. 5.

<sup>(7)</sup> OJ C 372, 20.12.2011, p. 36.

<sup>(8)</sup> OJ C 372, 20.12.2011, p. 1.

<sup>(9)</sup> OJ C 398, 22.12.2012, p. 1.

<sup>(10)</sup> OJ C 64, 5.3.2013, p. 5.

<sup>(11)</sup> OJ C 28, 31.1.2014, p. 2.

<sup>(12)</sup> OJ L 347, 20.12.2013, p. 50.

<sup>(13)</sup> OJ C 62, 4.3.2014, p. 4.

**Other background**

1. The European Report of May 2000 on the Quality of School Education: Sixteen Quality Indicators.
  2. The Eurydice Study: Evaluation of Schools providing Compulsory Education in Europe, 2004.
  3. The report by the High Level Group on the Modernisation of Higher Education of June 2013 on improving the quality of teaching and learning in Europe's higher education institutions.
  4. The 2013 study on quality assurance in adult learning and the report of the Thematic Working Group on Quality in Adult Learning of 24 October 2013.
  5. The report of 19 December 2013 from the Commission to the European Parliament and the Council on the evaluation of the European Qualifications Framework (EQF) - Implementation of the Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning.
  6. The report of 28 January 2014 from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on Progress in Quality Assurance in Higher Education.
  7. The report of 28 January 2014 from the Commission to the European Parliament and the Council on the implementation of the Recommendation of the European Parliament and the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training.
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**Council conclusions of 21 May 2014 on cultural heritage as a strategic resource for a sustainable Europe**

(2014/C 183/08)

THE COUNCIL OF THE EUROPEAN UNION,

RECOGNISING THAT:

1. the Treaty stipulates that the Union shall ensure that Europe's cultural heritage is safeguarded and enhanced;
2. cultural heritage consists of the resources inherited from the past in all forms and aspects - tangible, intangible and digital (born digital and digitized), including monuments, sites, landscapes, skills, practices, knowledge and expressions of human creativity, as well as collections conserved and managed by public and private bodies such as museums, libraries and archives. It originates from the interaction between people and places through time and it is constantly evolving. These resources are of great value to society from a cultural, environmental, social and economic point of view and thus their sustainable management constitutes a strategic choice for the 21st century;
3. cultural heritage is a major asset for Europe and an important component of the European project;
4. cultural heritage as a non-renewable resource that is unique, non-replaceable or non-interchangeable is currently confronted with important challenges related to cultural, environmental, social, economic and technological transformations that affect all aspects of contemporary life.

EMPHASISING THAT:

5. cultural heritage plays an important role in creating and enhancing social capital because it has the capacity to:
  - a) inspire and foster citizens' participation in public life;
  - b) enhance the quality of life and the well-being of individuals and their communities;
  - c) promote diversity and intercultural dialogue by contributing to a stronger sense of 'belonging' to a wider community and a better understanding and respect between peoples;
  - d) help to reduce social disparities, facilitate social inclusion, cultural and social participation and promote intergenerational dialogue and social cohesion;
  - e) offer possibilities to develop skills, knowledge, creativity and innovation;
  - f) be an effective educational tool for formal, non-formal and informal education, life-long learning and training.
6. cultural heritage has an important economic impact, including as an integral part of the cultural and creative sectors, because, among other things, it:
  - a) constitutes a powerful driving force of inclusive local and regional development and creates considerable externalities, in particular through the enhancement of sustainable cultural tourism;
  - b) supports sustainable rural and urban development and regeneration as illustrated by initiatives by many European regions and cities;
  - c) generates diverse types of employment.
7. cultural heritage plays a specific role in achieving the Europe 2020 strategy goals for a 'smart, sustainable and inclusive growth' because it has social and economic impact and contributes to environmental sustainability;
8. cultural heritage cuts across several public policies beyond the cultural, such as those related to regional development, social cohesion, agriculture, maritime affairs, environment, tourism, education, the digital agenda, research and innovation. These policies have a direct or indirect impact on cultural heritage and at the same time cultural heritage offers a strong potential for the achievement of their objectives. Therefore, this potential should be fully recognised and developed.

CALLS ON MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE AND WITH DUE REGARD TO THE PRINCIPLE OF SUBSIDIARITY, TO:

9. recognise the intrinsic value of cultural heritage and deploy the potential of culture and cultural heritage as a shared strategic resource for developing a society based on democratic, ethical, aesthetic and ecological values, in particular in a moment of crisis;
10. reinforce dialogue with the cultural heritage stakeholders to identify and implement coordinated policies and actions for the sustainable management and development of cultural heritage, as well as promote collaboration with international and intergovernmental organisations, in particular with the Council of Europe;
11. mobilise available resources for supporting, enhancing and promoting cultural heritage via an integrated, holistic approach, while taking into account its cultural, economic, social, environmental and scientific components;
12. contribute to the mainstreaming of cultural heritage in national and European policies;
13. identify and build on the synergies created between the EU and national public policies beyond cultural policy, such as regional development, cohesion, agriculture, maritime affairs, environment, energy and climate change, tourism, education, research and innovation with a view to creating added value;
14. where possible, improve access to funding, make full use of available programmes for the public and private sector, and encourage investment in cultural heritage as a part of integrated strategies for sustainable local and regional development within available national and EU programmes, as well as within the EU Structural Funds in accordance with partnership agreements;
15. continue to support the EU action for the European Heritage Label<sup>(1)</sup>;
16. continue to promote education on cultural heritage, raise public awareness on the potential of cultural heritage for sustainable development and to encourage public participation, especially of children and young people, in cooperation with civil society;
17. improve the collection and analysis of qualitative evidence and quantitative data, including statistics, on cultural heritage;
18. encourage the funding, development and dissemination of digital cultural content as well as the availability of innovative heritage-related services of cultural and educational value to citizens, and promote public access to those digital heritage resources and services, including via Europeana.

CALLS ON MEMBER STATES TO:

19. promote long-term heritage policy models that are evidence-based and society- and citizen-driven;
20. enhance the role of cultural heritage in sustainable development, focusing on urban and rural planning, redevelopment and rehabilitation projects;
21. encourage networking and partnerships between cultural heritage and other policy fields, between public and private actors in all relevant domains and on different levels of governance;
22. consider including cultural heritage in the framework of the next Council Work Plan for Culture which will be implemented from 2015 onwards;
23. enhance cross-border, interregional and transnational cooperation on cultural heritage issues with relevant stakeholders,

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<sup>(1)</sup> OJ L 303, 22.11.2011, p. 1.

24. foster traditional knowledge and skills that are necessary to the safeguarding, sustainable management and development of cultural heritage and that should be handed down to future generations, so as to improve human capital and ensure the continuous protection of and access to Europe's cultural assets;
25. further cooperate on a research agenda for cultural heritage and strengthen support for cultural heritage research initiatives within the EU framework programme for research and innovation Horizon 2020 such as the Joint Programming Initiative on Cultural Heritage and Global Change.

INVITES THE COMMISSION TO:

26. pursue the analysis of the economic and social impact of cultural heritage in the EU and contribute to a development of a strategic approach to cultural heritage;
  27. take into account, in the review of the Europe 2020 strategy, the contribution of cultural heritage in achieving the strategy's goals;
  28. take into consideration the specific nature of cultural heritage when applying state aid rules;
  29. promote the exchange and use of good practices stemming from projects funded in the context of Union programmes aiming at fostering sustainable use and management of cultural heritage;
  30. further support at EU level the networking of, and pooling of resources between, public and private sector heritage experts and practitioners as well as civil society organisations.
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**Council Conclusions of 21 May 2014 on Gender Equality in Sport**

(2014/C 183/09)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING THAT:

1. Equality between women and men is a fundamental principle of the European Union enshrined in the Treaties. It is one of the objectives and tasks of the European Union, and mainstreaming the principle of equality between women and men in all its activities represents a specific mission for the Union<sup>(1)</sup>.
2. Gender equality is enshrined in Article 23 of the Charter of Fundamental Rights of the European Union.
3. In its Strategy for Equality between Women and Men 2010-2015<sup>(2)</sup>, which identified five priority areas for action: equal economic independence; equal pay for equal work or work of equal value; equality in decision-making; dignity, integrity and an end to gender-based violence; and gender equality in external actions, the Commission has undertaken to encourage the mainstreaming of gender issues into all EU policies. In its Communication on the development of the EU dimension in sport<sup>(3)</sup> the Commission proposed actions focussing especially on access to sport for immigrant women and women from ethnic minorities, access to decision-making positions and the fight against gender stereotypes.
4. Gender equality is vital for fulfilling the EU objectives of economic and social cohesion and of a high level of employment, as well as for ensuring sustainable growth and competitiveness, and for tackling the demographic challenge.
5. The Council (EPSCO configuration) has adopted conclusions on various relevant aspects of gender equality<sup>(4)</sup>, in particular the Council conclusions on the European Pact of Gender Equality (2011-2020) and support of the implementation of the Commission strategy for equality between women and men 2010-2015.
6. The EU Conference on Gender Equality in Sport of 3-4 December 2013 in Vilnius examined possible strategic actions with a view to reaching gender equality in sport by 2016-2020 and called on the Commission, Member States and the sport movement to develop a plan of strategic actions in this field.
7. The Brighton Declaration which was the result of the first World Conference on Women and Sport that took place in Brighton, UK in 1994, and the UNESCO MINEPS declarations of Athens (2004) and Berlin (2013), called for specific actions to promote equal opportunities in the area of sport.
8. The Conference on Violence against women across the EU: Abuse at home, work, in public and online of 5 March 2014 in Brussels, presented the results of the FRA (EU Fundamental Rights Agency) survey<sup>(5)</sup> on violence against women. The survey demonstrated that 33% of women have experienced physical and/or sexual violence, with 32% of all victims of sexual harassment confirming that the perpetrator was a boss, colleague or customer. The majority of women that were victims did not report their experiences to either the police or any victim support organisation<sup>(6)</sup>.
9. The Hellenic Presidency seminar on 'Gender Based Violence in Sport: Protection of Minors' of 20 March 2014 in Athens, called for the addressing and regular monitoring of gender equality in sport at all levels and fields of sport, including gender based violence in sports, and for the assessment of the nature and extent of gender based violence in sport, focusing in particular on elite sport, the coach-athlete relationship,

<sup>(1)</sup> Articles 2 and 3(3) TEU and Article 8 TFEU.

<sup>(2)</sup> Doc. 13767/10.

<sup>(3)</sup> Doc. 5597/11.

<sup>(4)</sup> Docs. 18127/10 and 7370/11 respectively.

<sup>(5)</sup> The survey was based in face-to-face interviews with 42 000 women aged 18 to 74 years, across the EU's 28 Member States.

<sup>(6)</sup> <http://fra.europa.eu/en/vaw-survey-results>

the entourage of the sport-athlete relationship and the peer athlete-athlete relationship. It also called for sufficient tools (e.g. support services, counselling and telephone hotlines) to be developed for the athletes who have suffered sexual harassment or violence in sport.

ACKNOWLEDGING THAT:

10. Gender equality in sport already receives significant attention in certain Member States. Some work has also been done at local, regional and European level and at the international sport movement levels, but gender equality has not reached an acceptable level and the implementation of concrete actions is still lacking in many Member States and in the international sport movement.
11. As sport is a sector that involves minors, it is an environment that may carry risks of violence and sexual harassment due to, inter alia, the trust developed between individuals involved in sport.
12. Women are under-represented in many areas of sport. According to the Eurobarometer on Sport and Physical Activity (2013), girls and women still participate less than boys and men.
13. The number of women in leadership positions in sport governing bodies and coaching is still low.
14. Gender based violence in sport, especially sexual harassment and abuse of minors, is a significant problem but requires additional research so that it can be better understood.
15. Gender roles are taught and encouraged from a very young age and can influence the desires, interests and aspirations of women and men in private and public life.
16. The media, including the advertising industry, contributes to the reproduction of culturally transmitted stereotypes and images of women and men, and can play an important role in combating gender stereotypes.
17. In its conclusions on the role of sport as a source of and a driver for active social inclusion<sup>(1)</sup>, the Council invited the Member States and the Commission to promote actions related to mainstreaming gender equality into sport-related activities, especially as regards decision making positions, and to address sport in connection with gender roles as set out in the EU gender strategy. In addition, gender based violence should be combatted in order to ensure the full enjoyment by women and men of their human rights and to achieve gender equality.

UNDERLINES THE POTENTIAL OF SPORT TO ADDRESS THESE CHALLENGES:

18. Sport can be an effective tool for equal opportunities and social inclusion. Real gender equality cannot be achieved by means of legislation alone. Specific measures and gender mainstreaming are also required, to ensure that the sport sector's significant potential in this regard will be exploited, given for example its importance in shaping the identities of children and young people.
19. Sport could increase women's and men's skills, knowledge and competences and thereby enhance their mobility and employability. Sport could benefit from a more gender inclusive workforce and will evolve accordingly, attracting more women and men to sport and leading to new and innovative approaches to coaching, training, management and refereeing.

<sup>(1)</sup> OJ C 326, 3.12.2010, p. 5.

INVITES THE MEMBER STATES WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY TO:

20. Consider developing and maintaining national action plans, general agreements or strategy on gender equality in sport, in close cooperation with the sport movement.
21. Highlight the value of diversity and gender balance in sport administration and promote gender equality in decision-making at all levels and in all fields of sport.
22. Consider development and use of educational materials for the training of decision-makers and coaches in sport, as well as for parents, thus contributing to the elimination of gender stereotypes and the promotion of gender equality at all levels of education and sport training.
23. Consider developing policies and programmes for eliminating gender stereotypes and promoting gender equality in education curricula and practices from an early age, including research, studies, statistics and analysis of the effect that gender stereotypes have on efforts to achieve real gender equality in sport.
24. Promote the prevention of gender based violence in sport from an early age and the protection of victims and potential victims of sexual harassment in sport. Exchange best practice on how sports organisations can prevent and handle sexual abuse and harassment in sport.
25. Consider the opportunity provided by major sporting events to organize prevention and awareness raising campaigns on human trafficking for the purpose of sexual exploitation.

INVITES THE MEMBER STATES AND THE COMMISSION WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCES AND WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY AND WHILE RESPECTING MEMBER STATES RESPONSIBILITY FOR SPORT POLICY, TO:

26. Consider developing with sport organisations adequate and proportional measures, in accordance with national and EU law and applicable data protection legislation, to verify the suitability of persons working in the field of sport (especially with minors). Such measures could be registration systems, interviews or references (inter alia certificates of good conduct).
27. Strengthen and mainstream the gender perspective in sport policy and promote the elimination of gender stereotypes through sport and other related policies and EU programmes at all levels, in accordance with the principle of integrity of sport.
28. Include the issue of gender equality in sport in the context of relevant future actions for Sport at national and EU level.
29. Promote accessibility among all relevant stakeholders and encourage participation in European programmes such as Erasmus+ and other EU funding instruments, where appropriate, for the promotion of gender equality in sport, focusing in particular on coaches and coach education and a fair portrayal of sports in the media.
30. Consider including gender equality objectives as a condition for the granting of public funding to sport organisations, where appropriate.
31. Encourage the inclusion of a practical gender based approach to the assessment by public bodies of proposed projects and programmes in sport.
32. Consider establishing a set of guidelines which could support the implementation of key actions at the EU level.
33. Consider launching, in cooperation with the international sport bodies, a 'pledge board' on gender equality in sport.

HAVING REGARD TO THE AUTONOMY OF SPORT ORGANISATIONS CALLS ON SPORT ORGANISATIONS AND STAKEHOLDERS TO:

34. Consider developing and maintaining action plans or strategies, on gender equality in sport.
35. Highlight the value of diversity and gender balance in sport administration and among coaches, and promote gender equality in decision-making at all levels and in all fields of sport.
36. Consider and mainstream gender equality in sport and promote the elimination of gender stereotypes through promotional campaigns and development and use of educational materials for training of decision-makers and coaches in sport for all ages.
37. Include specific measures and procedures regarding gender based violence in codes of ethics and consider establishing target measures such as hotlines and specific support services for those affected.
38. Encourage the promotion of the non-sexist media coverage of sport.
39. Encourage increasing gender balance on executive boards and committees in the field of sports, as well as in management and coaching and try to remove non-legislative obstacles preventing women from taking up such functions.

INVITES THE COMMISSION TO:

40. Mainstream the gender perspective in all aspects of sport policy and promote the elimination of gender stereotypes in sport at all levels.
  41. Promote the active cooperation between the relevant social partners in the framework of the social dialogue and with the sport movement in the framework of the structured dialogue, in order to reduce gender inequality in various fields including in the labour market.
  42. Support transnational initiatives (e.g. awareness-raising campaigns, exchange of good practices, studies, networks, projects) focussing on the implementation of national and international strategic actions on gender equality in sport within the framework of EU funding programmes including Erasmus+, with a focus on decision making in sport governing bodies, coaching, and the fight against gender-based violence and negative stereotypes in sport.
  43. Conduct research on gender equality in sport at all levels and fields of sport, focusing in particular on coaching, training, management and refereeing in close cooperation with the European Institute of Gender Equality. In addition, launch a specific study to assess the nature and extent of gender based violence in sport.
  44. Support the development and promote the use of adapted gender mainstreaming tools such as gender budgeting and gender impact assessments and consider implementing these instruments in the framework of Erasmus+ and other EU funding instruments, where appropriate.
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