

# Official Journal

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<sup>(1)</sup> Text with EEA relevance

## I

(Acts whose publication is obligatory)

**REGULATION (EC) No 1891/2006 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL  
of 18 December 2006**

**on multiannual funding for the action of the European Maritime Safety Agency in the field of  
response to pollution caused by ships and amending Regulation (EC) No 1406/2002**

(Text with EEA relevance)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE  
EUROPEAN UNION,

Having regard to the Treaty establishing the European Commu-  
nity, and in particular Article 80(2) thereof,

Having regard to the proposal from the Commission,

Having regard to the Opinion of the European Economic and  
Social Committee <sup>(1)</sup>,

Having consulted the Committee of the Regions,

Acting in accordance with the procedure laid down in Article 251  
of the Treaty <sup>(2)</sup>,

Whereas:

- (1) Certain bilateral and regional agreements concluded between coastal states, such as the Helsinki and Barcelona Conventions of 1992 and 1976 respectively, provide for mutual assistance in the event of a maritime pollution incident.
- (2) Regulation (EC) No 1406/2002 <sup>(3)</sup> established a European Maritime Safety Agency (hereinafter 'the Agency') for the purpose of ensuring a high, uniform and effective level of maritime safety and prevention of pollution by ships.
- (3) Regulation (EC) No 724/2004, which amended Regulation (EC) No 1406/2002, assigned to the Agency new tasks in the fields of preventing and responding to pollution caused by ships, in response to recent accidents in Community waters, particularly those of the oil tankers 'Erika' and 'Prestige'.

(4) For the purposes of implementing these new tasks of preventing and responding to pollution, the Administrative Board of the Agency adopted on 22 October 2004 an Action Plan for Oil Pollution Preparedness and Response, which determines the Agency's oil pollution response activities and is aimed at optimum use of the financial resources available to the Agency (hereinafter 'the Action Plan').

(5) The pollution response action of the Agency, as defined in the Action Plan, relates to activities in the fields of information, cooperation and coordination and above all the provision of operational assistance to the Member States by supplying, on request, additional anti-pollution vessels to combat oil pollution and other types of pollution such as that caused by hazardous and noxious substances. The Agency is to pay particular attention to those areas identified as most vulnerable without prejudice to any other area in need.

(6) The activities of the Agency in this field should not relieve coastal states of their responsibility to have appropriate pollution response mechanisms in place and should comply with existing cooperation arrangements between Member States or groups of Member States in this field. In the event of a maritime pollution incident, the Agency is to assist the Member State(s) affected, under whose authority clean-up operations are to be conducted.

(7) In accordance with the Action Plan, the Agency is to play an active role in developing a centralised satellite imagery service for surveillance, the early detection of pollution and identification of the ships responsible. This new system will improve the availability of data and the effectiveness of the response to pollution caused by ships.

<sup>(1)</sup> OJ C 28, 3.2.2006, p. 16.

<sup>(2)</sup> Opinion of the European Parliament of 5 September 2006 (not yet published in the Official Journal) and Council Decision of 18 December 2006.

<sup>(3)</sup> OJ L 208, 5.8.2002, p. 1. Regulation as last amended by Regulation (EC) No 724/2004 (OJ L 129, 29.4.2004, p. 1).

- (8) The additional means to be provided by the Agency to the Member States should be made available through the Community mechanism in the field of civil protection assistance interventions, including accidental marine pollution, established by Council Decision 2001/792/EC, Euratom <sup>(1)</sup>.
- (9) In order to ensure thorough implementation of the Action Plan and strengthen the prevention of and response to pollution caused by ships by expanding current anti-pollution activities, the Agency should be provided with a viable and cost-effective system for financing, in particular, its operational assistance to the Member States.
- (10) It is therefore necessary to provide for appropriate financial security for the funding of the tasks entrusted to the Agency in the field of pollution response and other associated actions on the basis of a multiannual commitment. The annual amounts of the Community contribution should be determined in accordance with the procedures in force.
- (11) The amounts to be committed for the funding of pollution response should cover the period 2007 to 2013, in line with the new financial framework.
- (12) A financial envelope covering the same period should therefore be provided for the implementation of the Action Plan.
- (13) The amount of that envelope should be regarded as the minimum needed to carry out the tasks entrusted to the Agency in the field of responding to pollution caused by ships.
- (14) In order to optimise the allocation of commitments and take into account any changes with regard to activities in response to pollution caused by ships, it is necessary to ensure continuous monitoring of the particular needs for action so as to allow for adaptation of the annual financial commitments.
- (15) The Administrative Board of the Agency should thus review the budgetary commitments, on the basis of a report to be produced by the Executive Director, to include any necessary adjustments to the budget of the Agency. Regulation (EC) No 1406/2002 should therefore be amended accordingly,

HAVE ADOPTED THIS REGULATION:

#### Article 1

#### Objective

This Regulation lays down the detailed arrangements for the financial contribution of the Community to the budget of the European Maritime Safety Agency for the implementation of the tasks assigned to it in the field of responding to pollution caused by ships and other associated actions, pursuant to Article 2 of Regulation (EC) No 1406/2002.

<sup>(1)</sup> OJ L 297, 15.11.2001, p. 7.

#### Article 2

#### Definitions

For the purposes of this Regulation the following definitions shall apply:

- (a) 'the Agency' means the European Maritime Safety Agency, established by Regulation (EC) No 1406/2002;
- (b) 'regional agreements' means the bilateral and regional agreements concluded between coastal states to render mutual assistance in the event of a maritime pollution incident;
- (c) 'oil' means petroleum in any form including crude oil, fuel oil, sludge, oil refuse and refined products as established by the International Convention on Oil Pollution Preparedness, Response and Cooperation, 1990;
- (d) 'hazardous and noxious substances' means any substance other than oil which, if introduced into the marine environment, is likely to create hazards to human health, to harm living resources and marine life, to damage amenities or to interfere with other legitimate uses of the sea, as established by the Protocol on Preparedness, Response and Cooperation to Pollution Incidents by Hazardous and Noxious Substances, 2000.

#### Article 3

#### Scope

The financial contribution of the Community referred to in Article 1 shall be allocated to the Agency with the aim of financing actions such as the ones mentioned in the Action Plan and in particular those relating to:

- (a) information and the assembling, analysing and disseminating of best practices, techniques and innovations, such as instruments for monitoring tank-emptying, in the field of responding to pollution caused by ships;
- (b) cooperation and coordination and the provision to the Member States and the Commission of technical and scientific assistance in the framework of the activities of the relevant regional agreements;
- (c) operational assistance and supporting, on request, with additional means, such as stand-by anti-pollution ships and equipment, Member States' pollution response actions in the event of accidental or deliberate pollution caused by ships.

#### Article 4

#### Community funding

The financial envelope for the implementation of the tasks referred to in Article 3 for the period from 1 January 2007 to 31 December 2013 shall be EUR 154 000 000.

Annual appropriations shall be determined by the budgetary authority within the limits of the financial framework. In this connection the necessary funding of operational assistance to the Member States pursuant to Article 3(c) is to be guaranteed.

#### Article 5

### Monitoring existing capabilities

In order to define the requirements for operational assistance, such as additional anti-pollution vessels, to be provided by the Agency to the Member States, the Agency shall draw up on a regular basis a list of the private and state pollution response mechanisms and response capabilities in the various regions of the European Union.

#### Article 6

### Protection of Community financial interests

1. The Commission and the Agency shall ensure that, when actions funded under this Regulation are implemented, the financial interests of the Community are protected by the application of preventive measures against fraud, corruption and any other illegal activities, by means of effective checks and the recovery of any amounts unduly paid and, where irregularities are detected, by effective, proportional and dissuasive penalties, in accordance with Council Regulations (EC, Euratom) No 2988/95<sup>(1)</sup> and (Euratom, EC) No 2185/96<sup>(2)</sup> and Regulation (EC) No 1073/1999 of the European Parliament and of the Council<sup>(3)</sup>.

2. For the Community actions funded under this Regulation, the notion of irregularity referred to in Article 1(2) of Regulation (EC, Euratom) No 2988/95 shall mean any infringement of a provision of Community law or any breach of a contractual obligation resulting from an act or omission by an economic operator, which has, or would have, the effect of prejudicing the general budget of the European Union or budgets managed by it, by an unjustified item of expenditure.

3. The Commission and the Agency shall, each within its respective sphere of competence, ensure that best value for money is achieved in the funding of Community actions under this Regulation.

<sup>(1)</sup> Council Regulation (EC, Euratom) No 2988/95 of 18 December 1995 on the protection of the European Communities financial interests (OJ L 312, 23.12.1995, p. 1).

<sup>(2)</sup> Council Regulation (Euratom, EC) No 2185/96 of 11 November 1996 concerning on-the-spot checks and inspections carried out by the Commission in order to protect the European Communities' financial interests against fraud and other irregularities (OJ L 292, 15.11.1996, p. 2).

<sup>(3)</sup> Regulation (EC) No 1073/1999 of the European Parliament and of the Council of 25 May 1999 concerning investigations conducted by the European Anti-Fraud Office (OLAF) (OJ L 136, 31.5.1999, p. 1).

#### Article 7

### Amendments to Regulation (EC) No 1406/2002

Regulation (EC) No 1406/2002 shall be amended as follows:

(a) The following point shall be added to Article 10(2):

'(l) review the financial execution of the detailed plan referred to in (k) and the budgetary commitments provided for in Regulation (EC) No 1891/2006 of the European Parliament and of the Council of 18 December 2006 on multiannual funding for the action of the European Maritime Safety Agency in the field of response to pollution caused by ships (\*) on the basis of the report provided for in Article 15(2)(g) of this Regulation. This review shall be carried out when the statement of estimates of the Agency's revenue and expenditure for the following financial year are produced, as provided for in Article 18(5) of this Regulation.

(\*) OJ L 394, 30.12.2006, p. 1'

(b) The following point shall be added to Article 15(2):

'(g) he/she shall submit a report to the Commission and the Administrative Board, by 31 January each year, concerning the financial execution of the detailed plan for the Agency's pollution preparedness and response activities and give an update of the status of all actions funded under that plan. The Commission shall in turn submit this report for information to the European Parliament, the Committee established by Article 4 of Decision No 2850/2000/EC and the Committee referred to in Article 9 of Decision 2001/792/EC, Euratom.'

#### Article 8

### Mid-term evaluation

The Commission shall submit to the European Parliament and the Council, on the basis of information provided by the Agency, a report on the implementation of this Regulation no later than 31 December 2010. The report, which shall be established without prejudice to the role of the Administrative Board of the Agency, shall set out the results of the utilisation of the Community contribution referred to in Article 4 as regards commitments and expenditure covering the period between 1 January 2007 and 31 December 2009.

On the basis of this report, the Commission shall, if appropriate, propose amendment of this Regulation to take account of scientific progress in the field of combating pollution from ships, including that caused by oil or hazardous and noxious substances.

*Article 9*

**Entry into force**

This Regulation shall enter into force on the day following that of its publication in the *Official Journal of the European Union*.

This Regulation shall be binding in its entirety and directly applicable in all Member States.

Done at Brussels, 18 December 2006.

*For the European Parliament*  
*The President*  
J. BORRELL FONTELLES

*For the Council*  
*The President*  
J.-E. ENESTAM

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## II

*(Acts whose publication is not obligatory)*

## EUROPEAN PARLIAMENT AND COUNCIL

## RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 December 2006

## on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility

(2006/961/EC)

(Text with EEA relevance)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 149(4) and Article 150(4) thereof,

Having regard to the proposal from the Commission,

Having regard to the Opinion of the European Economic and Social Committee <sup>(1)</sup>,

Having regard to the opinion of the Committee of the Regions <sup>(2)</sup>,

Acting in accordance with the procedure laid down in Article 251 of the Treaty <sup>(3)</sup>,

Whereas:

- (1) Mobility in education and training is an integral part of the freedom of movement of persons — a fundamental freedom protected by the Treaty — and one of the main objectives of the European Union's action in the field of education and training, based both on common values and on respect for diversity. It is an essential tool for creating a genuine European area of lifelong learning, for promoting employment and reducing poverty, and for helping to promote active European citizenship.
- (2) Mobility brings citizens closer to one another and improves mutual understanding. It promotes solidarity, the exchange of ideas and a better knowledge of the different cultures which make up Europe; thus, mobility furthers economic, social and regional cohesion.

- (3) Intensifying European mobility and exchanges for education and training purposes, and events such as the 2006 European Year of Workers' Mobility, have a key role to play in achieving the Lisbon goal of making Europe the most innovative and competitive knowledge-based economy by 2010.
- (4) Providing a better framework for mobility for education and training purposes within the EU will help to contribute towards the achievement of a knowledge-based economy central to the creation of employment, sustainable development, research and innovation in the Member States.
- (5) Increased support from all stakeholders, including public authorities, for mobility within the EU is needed to improve the quality and effectiveness of education and training systems in Europe.
- (6) Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers <sup>(4)</sup> was the first recommendation adopted with the aim of facilitating Community action to encourage mobility.
- (7) The work of the group of experts set up by the Commission in accordance with point III(a) of that Recommendation, and the first follow-up report, while showing the progress made both at national and at European level as regards mobility for education and training purposes, demonstrate

<sup>(1)</sup> OJ C 88, 11.4.2006, p. 20.

<sup>(2)</sup> OJ C 206, 29.8.2006, p. 40.

<sup>(3)</sup> Opinion of the European Parliament of 26 September 2006 (not yet published in the Official Journal) and Council Decision of 18 December 2006.

<sup>(4)</sup> OJ L 215, 9.8.2001, p. 30.

the need to focus not only on increasing mobility in quantitative terms but, above all, on improving its quality.

- (8) This objective may be pursued, inter alia, by adopting, in the form of a Recommendation, a Quality Charter for Mobility, laying down a set of principles in this field, to be implemented on a voluntary basis.
- (9) The European Quality Charter for Mobility (hereinafter referred to as 'the Charter') should also allow for the specific needs of people with disabilities and for disadvantaged groups.
- (10) The Charter should help increase exchanges, facilitate the recognition of periods dedicated to education or training, and the recognition of titles and qualifications, and establish mutual trust so as to improve and strengthen cooperation between the relevant authorities, organisations and all the stakeholders in mobility. Attention should be paid to the issue of the portability of loans, grants and social security benefits.
- (11) The Charter is intended to complement, but not replace, the specific provisions outlined in the Erasmus Student Charter.
- (12) The Charter, in the respective languages of the recipients, should be made readily available by the authorities to all students and persons undergoing training, organisations and other stakeholders in mobility in countries of origin and host countries, and should be treated as a basic reference framework.
- (13) The advantages of mobility strongly depend on the quality of the practical provisions: information, preparation, support and recognition of the experience and qualifications acquired by participants during the study and training periods. The people and organisations involved can considerably improve its value by careful planning and suitable evaluation.
- (14) Europass<sup>(1)</sup> is a particularly useful instrument for developing transparency and recognition in order to aid mobility.
- (15) It is desirable that the principles laid down in the Charter apply not only to the period of mobility itself but also to the periods preceding and following it.
- (16) A learning plan should be drawn up in advance. General preparation of the participants is also necessary, taking account of linguistic preparation. In this regard, the competent authorities and organisations should provide assistance.
- (17) All administrative and financial questions, such as what financial support is available, who bears the costs, and

insurance cover in the host country, should be solved before departure.

- (18) For the period spent abroad, the quality of mobility can be enhanced by the provision of schemes such as mentoring for participants.
- (19) A detailed and clear description of any courses or training followed in the host country, including the duration of the course or training, should help to facilitate their recognition on returning to the home country.
- (20) Transparency and good administration call for a clear definition of the stakeholders responsible for each stage and action of the mobility programme.
- (21) In order to ensure the overall quality of mobility, it is desirable to ensure freedom of movement for all EU citizens and to apply as far as possible the principles laid down in the Charter and the relevant recommendations to all types of mobility for learning or professional development purposes: education or training; formal or non-formal learning, including voluntary work and projects; short or long mobility periods; school, higher education or job-related learning; measures in connection with lifelong learning.
- (22) In view of the diversity of the nature and duration of mobility activities, Member States may adjust the implementation of the Charter according to circumstances, namely to adapt it to specific situations and programmes. Member States may make some of the points compulsory and consider others as optional.
- (23) Since the objectives of this Recommendation cannot be sufficiently achieved by the Member States and can therefore, by reason of the scale and effects of this Recommendation, be better achieved at Community level, the Community may adopt measures, in accordance with the principle of subsidiarity as set out in Article 5 of the Treaty. In accordance with the principle of proportionality, as set out in that Article, the present Recommendation does not go beyond what is necessary in order to achieve those objectives,

HEREBY RECOMMEND THAT THE MEMBER STATES:

1. adopt and promote the use of the attached Charter as a means to enhance personal and professional development;
2. report on their implementation of this Recommendation and any complementary measures they may choose to take in favour of mobility, particularly in relation to the quality aspects thereof, in their national contributions to the Education and Training 2010 work programme, as from the second year following the adoption of this Recommendation;

<sup>(1)</sup> Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6).

3. continue to cooperate closely and coordinate their actions with a view to eliminating obstacles which directly or indirectly impede the mobility of EU citizens;
  4. provide appropriate support and suitable infrastructures for mobility for education and training purposes in order to enhance the education and training levels of their citizens;
  5. take any necessary steps to promote mobility, to ensure that all relevant information is easily understandable and accessible to all, for instance by means of an introductory guide to mobility or a list of supporting organisations, and to improve the conditions for mobility,
- concerning the implementation of the measures advocated in this Recommendation may be exchanged;
  3. improve or develop in close cooperation with the relevant authorities gender-specific statistical data on mobility for education and training purposes;
  4. consider the present Recommendation as forming a whole with Recommendation 2001/613/EC and therefore to include the biennial reports requested therein in the general reports of the Education and Training 2010 work programme.

HEREBY INVITE THE COMMISSION TO:

1. encourage the use of the Charter by national agencies and other organisations working in the field of education and training and mobility;
2. continue to cooperate with the Member States and the social partners, so that useful information and experience

Done at Brussels, 18 December 2006.

*For the European Parliament*  
*The President*  
J. BORRELL FONTELLES

*For the Council*  
*The President*  
J.-E. ENESTAM

## ANNEX

## EUROPEAN QUALITY CHARTER FOR MOBILITY

## INTRODUCTION

Strengthened by the Mobility Action Plan of 2000 <sup>(1)</sup> and by Recommendation 2001/613/EC of the European Parliament and the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers <sup>(2)</sup>, mobility has always been of considerable interest to stakeholders. That Recommendation was broad in scope, addressed a range of important questions associated with mobility and was targeted at anyone who might benefit from a period of learning abroad (formal and non-formal), including students, teachers, trainers, volunteers and people undergoing training. Recommendation 2006/961/EC of the European Parliament and the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility <sup>(3)</sup>, of which this Charter constitutes an integral part, has the same scope but focuses on the quality aspects of mobility, as proposed by an expert group established following the first Recommendation. It should help to ensure that participants have a positive experience, both in the host country and in their country of origin once they return.

This Charter offers guidance for mobility undertaken by individual young people or adults, for the purposes of formal and non-formal learning and for their personal and professional development. It has been designed as a basic reference document, which takes account of national situations and respects Member States' competences. Its scope and content may be adapted to suit the duration of the mobility and the particularities of the various educational, training and youth activities as well as the needs of the participants. Although primarily addressing mobility for learning purposes, it is felt that this guidance could also be useful for other types of mobility, such as mobility for work.

**1. Information and guidance**

Potential candidates for mobility should have equal access, at all levels, to reliable sources of information and guidance for mobility and the conditions in which it can be taken up. Among other things, clear information should be provided on each of the points contained in this Charter, about the role and tasks of the sending and hosting organisations and about the various education and training systems.

**2. Learning plan**

Before undertaking mobility for education or training purposes, a learning plan, taking account of linguistic preparation, should be drawn up and agreed by the sending and hosting organisations and the participants. A learning plan is particularly important in the case of long-term mobility and may also be useful in the case of short-term mobility. The plan should outline the objectives and expected learning outcomes, as well as how these should be achieved and implemented. Any significant modification of the learning plan should be agreed by all parties. When drawing up the learning plan, the issues of reintegration into the home country and evaluation should be borne in mind.

**3. Personalisation**

Mobility undertaken for education or training purposes should fit in as much as possible with the personal learning pathways, skills and motivation of the participants, and should develop or supplement them.

**4. General preparation**

Prior preparation of the participants is advisable, and should be tailored to their specific needs. It should include linguistic, pedagogical, administrative, legal, personal and cultural aspects, and information on financial aspects, as necessary.

<sup>(1)</sup> Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 14 December 2000, concerning an action plan for mobility (OJ C 371, 23.12.2000, p. 4).

<sup>(2)</sup> OJ L 215, 9.8.2001, p. 30.

<sup>(3)</sup> See page 5 of this Official Journal

#### 5. Linguistic aspects

Language skills are important for effective learning, intercultural communication and a better understanding of the host country's culture. Participants, and their sending and hosting organisations, should pay special attention to appropriate linguistic preparation. Wherever possible, mobility arrangements should include:

- language assessment before departure and an opportunity to follow courses in the language of the host country and/or the language of instruction, if different;
- in the host country, linguistic support and advice.

#### 6. Logistical support

Where necessary, adequate logistical support should be provided to the participants. This could include information and assistance concerning travel arrangements, insurance, residence or work permits, social security, the portability of government grants and loans from the country of origin to the host country, accommodation, and any other practical aspects, including safety issues relevant to their stay, as appropriate.

#### 7. Mentoring

The hosting organisation (educational establishment, youth organisation, company, etc.) should provide schemes such as mentoring to advise participants and help with their effective integration into the host environment, and should act as a contact point for obtaining ongoing assistance.

#### 8. Recognition

If a study or placement period abroad is an integral part of a formal study or training programme, this fact should be stated in the learning plan, and participants should be provided with assistance to facilitate recognition and certification, where appropriate. In the learning plan, the sending organisation should undertake to recognise successful periods of mobility. For other types of mobility, and particularly those in the context of non-formal education and training, an appropriate document should be issued so that the participant is able to demonstrate his or her active participation and learning outcomes in a satisfactory and credible way. In this context, the use of the Europass <sup>(1)</sup> should be encouraged.

#### 9. Reintegration and evaluation

On return to the home country, particularly after long-term mobility, participants should be given guidance on how to make use of competences and skills acquired during the stay. Where necessary, help with reintegration into the social, educational or professional environment of the home country should be made available to people returning after long-term mobility. The experience gained should be properly evaluated by participants, together with the organisations responsible, to assess whether the aims of the learning plan have been met.

#### 10. Commitments and responsibilities

The responsibilities arising from these quality criteria should be agreed by the sending and hosting organisations and the participants. They should preferably be confirmed in writing, so that responsibilities are clear to all concerned.

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<sup>(1)</sup> Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6).

**RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL****of 18 December 2006****on key competences for lifelong learning**

(2006/962/EC)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 149(4), and Article 150(4) thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the European Economic and Social Committee <sup>(1)</sup>,

Having regard to the opinion of the Committee of the Regions <sup>(2)</sup>,

Acting in accordance with the procedure laid down in Article 251 of the Treaty <sup>(3)</sup>,

Whereas:

- (1) The Lisbon European Council (23-24 March 2000) concluded that a European framework should define the new basic skills to be provided through lifelong learning as a key measure in Europe's response to globalisation and the shift to knowledge-based economies, and emphasised that people are Europe's main asset. Since then, those conclusions have been regularly restated including by the Brussels European Councils (20-21 March 2003 and 22-23 March 2005), and in the re-launched Lisbon Strategy which was approved in 2005.
- (2) The European Councils of Stockholm (23-24 March 2001) and Barcelona (15-16 March 2002) endorsed the concrete future objectives of European education and training systems and a work-programme (the Education and Training 2010 work programme) to achieve them by 2010. These objectives include developing skills for the knowledge society and specific objectives for promoting language learning, developing entrepreneurship and the overall need to enhance the European dimension in education.
- (3) The Commission Communication "Making a European Area of Lifelong Learning a Reality" and the subsequent Council Resolution of 27 June 2002 on lifelong learning <sup>(4)</sup> identified the provision of 'the new basic skills' as a priority, and stressed that lifelong learning must cover learning from pre-school age to post-retirement age.
- (4) In the context of improving the Community's employment performance, the European Councils of Brussels (March

2003 and December 2003) stressed the need to develop lifelong learning, with a particular focus on active and preventive measures for the unemployed and inactive persons. This built on the report of the Employment Taskforce, which emphasised the need for people to be able to adapt to change, the importance of integrating people into the labour market, and the key role of lifelong learning.

- (5) In May 2003 the Council adopted the European reference levels ('benchmarks'), demonstrating a commitment to a measurable improvement in European average performance. These reference levels include reading literacy, early school leaving, completion of upper secondary education and participation of adults in lifelong learning, and are closely linked to the development of key competences.
- (6) The report of the Council on the broader role of education adopted in November 2004 stressed that education contributes to preserving and renewing the common cultural background in society and to learning essential social and civic values such as citizenship, equality, tolerance and respect, and is particularly important at a time when all Member States are challenged by the question of how to deal with increasing social and cultural diversity. Moreover, enabling people to enter and stay in working life is an important part of the role of education in the strengthening of social cohesion.
- (7) The report adopted by the Commission in 2005 on progress towards the Lisbon objectives in education and training showed that there had been no progress in reducing the percentage of low achievers in reading literacy at age 15 or in raising the completion rate for upper-secondary education. Some progress was visible in reducing early school leaving, but at current rates the 2010 European reference levels adopted by the May 2003 Council will not be achieved. Participation of adults in learning is not growing fast enough to reach the 2010 reference level, and data shows that low-skilled people are less likely to participate in further training.

- (8) The Framework of Actions for the Lifelong Development of Competences and Qualifications, adopted by the European social partners in March 2002, stresses the need for businesses to adapt their structures more and more quickly in order to remain competitive. Increased team-work, flattening of hierarchies, devolved responsibilities and a

<sup>(1)</sup> OJ C 195, 18.8.2006, p. 109.

<sup>(2)</sup> OJ C 229, 22.9.2006, p. 21.

<sup>(3)</sup> Opinion of the European Parliament of 26 September 2006 (not yet published in the Official Journal) and Council Decision of 18 December 2006.

<sup>(4)</sup> OJ C 163, 9.7.2002, p. 1.

greater need for multi-tasking are leading to the development of learning organisations. In this context, the ability of organisations to identify competences, to mobilise and recognise them and to encourage their development for all employees represent the basis for new competitive strategies.

- (9) The Maastricht Study on Vocational Education and Training of 2004 indicates a significant gap between the levels of education required by new jobs, and the levels of education achieved by the European workforce. This study shows that more than one third of the European workforce (80 million persons) is low-skilled whilst it has been estimated that by 2010 almost 50 % of new jobs will require tertiary level qualifications, just under 40 % will require upper secondary schooling, and only about 15 % will be suitable for those with basic schooling.
- (10) The Joint Council/Commission Report on the Education and Training 2010 work programme, adopted in 2004, reinforced the need to ensure that all citizens are equipped with the competences they need as part of Member States' lifelong learning strategies. To encourage and facilitate reform, the report suggests the development of common European references and principles and gives priority to the Key Competences Framework.
- (11) The European Youth Pact which is annexed to the conclusions of the Brussels European Council (22-23 March 2005) stressed the need to encourage the development of a common set of core skills.
- (12) The need to equip young people with necessary key competences and to improve educational attainment levels is an integral part of the Integrated Guidelines for Growth and Jobs 2005-2008, approved by the June 2005 European Council. In particular, the Employment Guidelines call for education and training systems to be adapted in response to new competence requirements through better identification of occupational needs and key competences as part of Member States' reform programmes. Furthermore, the Employment Guidelines call for ensuring gender mainstreaming and gender equality in all actions and for achieving an average employment rate for the European Union of 70 % overall and of at least 60 % for women.
- (13) This Recommendation should contribute to the development of quality, future-oriented education and training tailored to the needs of European society, by supporting and supplementing Member States' actions in ensuring that their initial education and training systems offer all young people the means to develop key competences to a level that equips them for adult life, and which forms a basis for further learning and working life and that adults are able to develop and update their key competences through the provision of coherent and comprehensive lifelong learning. This Recommendation should also provide a common European reference framework on key competences for policy makers, education and training providers, the social

partners and learners themselves in order to facilitate national reforms and exchange of information between the Member States and the Commission within the Education and Training 2010 work programme, with the aim of achieving the agreed European reference levels. Furthermore, this Recommendation should support other related policies such as employment and social policies and other policies affecting youth.

- (14) Since the objectives of this Recommendation, namely to support and supplement Member States' action by establishing a common reference point that encourages and facilitates national reforms and further cooperation between Member States, cannot be sufficiently achieved by the Member States acting alone and can therefore be better achieved at Community level, the Community may adopt measures in accordance with the principle of subsidiarity as set out in Article 5 of the Treaty. In accordance with the principle of proportionality, as set out in that Article, this Recommendation does not go beyond what is necessary in order to achieve those objectives insofar as it leaves the implementation of this Recommendation to Member States,

HEREBY RECOMMEND:

That Member States develop the provision of key competences for all as part of their lifelong learning strategies, including their strategies for achieving universal literacy, and use the 'Key Competences for Lifelong Learning — A European Reference Framework' (hereinafter referred to as 'the Reference Framework') in the Annex hereto as a reference tool, with a view to ensuring that:

1. initial education and training offers all young people the means to develop the key competences to a level that equips them for adult life, and which forms a basis for further learning and working life;
2. appropriate provision is made for those young people who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential;
3. adults are able to develop and update their key competences throughout their lives, and that there is a particular focus on target groups identified as priorities in the national, regional and/or local contexts, such as individuals needing to update their skills;
4. appropriate infrastructure for continuing education and training of adults including teachers and trainers, validation and evaluation procedures, measures aimed at ensuring equal access to both lifelong learning and the labour market, and support for learners that recognises the differing needs and competences of adults, is in place;
5. coherence of adult education and training provision for individual citizens is achieved through close links with employment policy and social policy, cultural policy,

innovation policy and other policies affecting young people and through collaboration with social partners and other stakeholders;

HEREBY TAKE NOTE OF THE COMMISSION'S INTENTION TO:

1. contribute to Member States' efforts to develop their education and training systems and to implement and disseminate this Recommendation, including by using the Reference Framework as a reference to facilitate peer learning and the exchange of good practices and to follow up developments and report on progress through the biennial progress reports on the Education and Training 2010 work programme;
2. use the Reference Framework as a reference in the implementation of the Community Education and Training programmes and to ensure that these programmes promote the acquisition of key competences;
3. promote the wider use of the Reference Framework in related Community policies, and particularly in the implementation of employment, youth, and cultural and social policy, and to develop further links with social partners and other organisations working in those fields;
4. review the impact of the Reference Framework within the context of the Education and Training 2010 work programme and report, by 18 December 2010, to the European Parliament and to the Council on the experience gained and the implications for the future.

Done at Brussels, 18 December 2006.

*For the European Parliament*  
*The President*  
J. BORRELL FONTELLES

*For the Council*  
*The President*  
J.-E. ENESTAM

## ANNEX

**KEY COMPETENCES FOR LIFELONG LEARNING — A EUROPEAN REFERENCE FRAMEWORK****Background and aims**

As globalisation continues to confront the European Union with new challenges, each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world.

Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes.

In particular, building on diverse individual competences, the differing needs of learners should be met by ensuring equality and access for those groups who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential. Examples of such groups include people with low basic skills, in particular with low literacy, early school leavers, the long-term unemployed and those returning to work after a period of extended leave, older people, migrants, and people with disabilities.

In this context, the main aims of the Reference Framework are to:

- 1) identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;
- 2) support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives;
- 3) provide a European level reference tool for policy makers, education providers, employers, and learners themselves to facilitate national and European level efforts towards commonly agreed objectives;
- 4) provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes.

**Key Competences**

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The Reference Framework sets out eight key competences:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship; and
- 8) Cultural awareness and expression.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support

competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences.

#### 1. **Communication in the mother tongue** <sup>(1)</sup>

Definition:

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

Essential knowledge, skills and attitudes related to this competence:

Communicative competence results from the acquisition of the mother tongue, which is intrinsically linked to the development of an individual's cognitive ability to interpret the world and relate to others. Communication in the mother tongue requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts.

Individuals should have the skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context.

A positive attitude towards communication in the mother tongue involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

#### 2. **Communication in foreign languages** <sup>(2)</sup>

Definition:

Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

Essential knowledge, skills and attitudes related to this competence:

Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.

<sup>(1)</sup> In the context of Europe's multicultural and multilingual societies, it is recognised that the mother tongue may not in all cases be an official language of the Member State, and that ability to communicate in an official language is a pre-condition for ensuring full participation of the individual in society. In some Member States the mother tongue may be one of several official languages. Measures to address such cases, and apply the definition accordingly, are a matter for individual Member States in accordance with their specific needs and circumstances.

<sup>(2)</sup> It is important to recognise that many Europeans live in bilingual or multilingual families and communities, and that the official language of the country in which they live may not be their mother tongue. For these groups, this competence may refer to an official language, rather than to a foreign language. Their need, motivation, and social and/or economic reasons for developing this competence in support of their integration will differ, for instance, from those learning a foreign language for travel or work. Measures to address such cases, and apply the definition accordingly, are a matter for individual Member States in accordance with their specific needs and circumstances.

Essential skills for communication in foreign languages consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts appropriate to the individual's needs. Individuals should also be able to use aids appropriately, and learn languages also informally as part of lifelong learning.

A positive attitude involves the appreciation of cultural diversity, and an interest and curiosity in languages and intercultural communication.

### 3. **Mathematical competence and basic competences in science and technology**

Definition:

- A. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).
- B. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Essential knowledge, skills and attitudes related to this competence:

- A. Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers.

An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids.

A positive attitude in mathematics is based on the respect of truth and willingness to look for reasons and to assess their validity.

- B. For science and technology, essential knowledge comprises the basic principles of the natural world, fundamental scientific concepts, principles and methods, technology and technological products and processes, as well as an understanding of the impact of science and technology on the natural world. These competences should enable individuals to better understand the advances, limitations and risks of scientific theories, applications and technology in societies at large (in relation to decision-making, values, moral questions, culture, etc).

Skills include the ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion. Individuals should also be able to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to them.

Competence includes an attitude of critical appreciation and curiosity, an interest in ethical issues and respect for both safety and sustainability, in particular as regards scientific and technological progress in relation to oneself, family, community and global issues.

### 4. **Digital competence**

Definition:

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

Essential knowledge, skills and attitudes related to this competence:

Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media (e-mail, network tools) for work, leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST.

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.

## 5. Learning to learn

Definition:

'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Essential knowledge, skills and attitudes related to this competence:

Where learning is directed towards particular work or career goals, an individual should have knowledge of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available.

Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.

## 6. Social and civic competences

Definition:

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Essential knowledge, skills and attitudes related to this competence:

- A. Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.

The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

- B. Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting.

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

## 7. **Sense of initiative and entrepreneurship**

Definition:

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Essential knowledge, skills and attitudes related to this competence:

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

#### 8. **Cultural awareness and expression**

Definition:

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

Essential knowledge, skills and attitudes related to this competence:

Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.

Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one's innate capacities. Skills include also the ability to relate one's own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.

A solid understanding of one's own culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life.

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