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REPORT

on the proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning
(COM(2005)0548 – C6-0375/2005 – 2005/0221(COD))

Committee on Culture and Education

Rapporteur: Helga Trüpel

Symbols for procedures

- * Consultation procedure
majority of the votes cast
- **I Cooperation procedure (first reading)
majority of the votes cast
- **II Cooperation procedure (second reading)
*majority of the votes cast, to approve the common position
majority of Parliament's component Members, to reject or amend
the common position*
- *** Assent procedure
*majority of Parliament's component Members except in cases
covered by Articles 105, 107, 161 and 300 of the EC Treaty and
Article 7 of the EU Treaty*
- ***I Codecision procedure (first reading)
majority of the votes cast
- ***II Codecision procedure (second reading)
*majority of the votes cast, to approve the common position
majority of Parliament's component Members, to reject or amend
the common position*
- ***III Codecision procedure (third reading)
majority of the votes cast, to approve the joint text

(The type of procedure depends on the legal basis proposed by the Commission.)

Amendments to a legislative text

In amendments by Parliament, amended text is highlighted in ***bold italics***. Highlighting in *normal italics* is an indication for the relevant departments showing parts of the legislative text for which a correction is proposed, to assist preparation of the final text (for instance, obvious errors or omissions in a given language version). These suggested corrections are subject to the agreement of the departments concerned.

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DRAFT EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION

on the proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning (COM(2005)0548 – C6-0375/2005 – 2005/0221(COD))

(Codecision procedure: first reading)

The European Parliament,

- having regard to the Commission proposal to the European Parliament and the Council (COM(2005)0221)¹,
 - having regard to Article 251(2) and Articles 149(4) and 150(4) of the EC Treaty, pursuant to which the Commission submitted the proposal to Parliament (C6-0375/2005),
 - having regard to Rule 51 of its Rules of Procedure,
 - having regard to the report of the Committee on Culture and Education and the opinions of the Committee on Employment and Social Affairs, the Committee on Industry, Research and Energy and the Committee on Women's Rights and Gender Equality (A6-0262/2006),
1. Approves the Commission proposal as amended;
 2. Calls on the Commission to refer the matter to Parliament again if it intends to amend the proposal substantially or replace it with another text;
 3. Instructs its President to forward its position to the Council and Commission.

Text proposed by the Commission

Amendments by Parliament

Amendment 1 Recital 4

(4) In the context of improving the Community's employment performance, the European Councils of 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

(4) In the context of improving the Community's employment performance, the European Councils of March 2003 and December 2003 ***stressed the need for equal opportunities and the achievement of an average employment rate for the European Union of 70% overall and of at least 60% of women and*** the need to develop lifelong learning with a particular focus on active and preventive measures

¹ Not yet published in OJ C

importance of integrating people into the labour market, and the key role of lifelong learning.

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.

Amendment 2
Recital 5

(5) 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 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 strengthening social cohesion.

(5) 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 strengthening social cohesion.

Amendment 3
Recital 13

(13) The objective of this Recommendation is to contribute to the development of quality education 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 further learning and adult life and that adults are able to develop and update their key competences through coherent and comprehensive lifelong learning provision. It provides a common European reference framework on key competences for policy makers, education and training providers, employers and learners themselves, to

(13) The objective of this Recommendation is to contribute to the development of quality **future-oriented** education **tailored to the new 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 **their basic knowledge and** key competences to a level that equips them for further learning, **working life** and adult life **in general** and that adults are able to develop and update their key competences through coherent and comprehensive lifelong learning provision. It provides a common European reference framework on key competences

facilitate national reforms and exchange of information between the Member States and the Commission within the 'Education and Training 2010' work programme, aiming to achieve the agreed European reference levels. Furthermore, the Recommendation supports other related policies such as employment and social policies and other policies affecting youth.

for policy makers, education and training providers, ***the social partners*** and learners themselves, to facilitate national reforms and exchange of information between the Member States and the Commission within the 'Education and Training 2010' work programme, aiming to achieve the agreed European reference levels. Furthermore, the Recommendation supports other related policies such as employment and social policies and other policies affecting youth.

Amendment 4

Hereby recommend that Member States, paragraph 1 a (new)

1a. Ensure that measures are taken to enable the Member States to genuinely combat illiteracy and loss of literacy among children and adults, particularly in the poorest regions.

Amendment 5

Hereby recommend that Member States, paragraph 2 a (new)

2a. Ensure that all education and training measures taken take account, in particular, of the more specific needs of disadvantaged persons;

Amendment 6

Hereby recommend that Member States, paragraph 3

3. Ensure that adults are able to develop and update the 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;

3. Ensure that adults are able to develop and update the 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, ***and promote equality between women and men by facilitating women's access to lifelong learning and improving women's participation in the labour market;***

Amendment 7

Hereby recommend that Member States, paragraph 3 a (new)

3a. Ensure that the competences acquired by means of lifelong training are validated by recognised, worthwhile qualifications which offer the possibility of professional advancement;

Amendment 8

Hereby recommend that Member States, paragraph 4

4. Ensure that appropriate infrastructure for continuing education and training of adults is in place including teachers and trainers, measures to ensure access, and support for learners that recognises the differing needs of adults;

4. Ensure that appropriate infrastructure for continuing education and training of adults is in place including teachers and trainers, measures to ensure access, ***support measures for educational establishments*** and support for learners that recognises the differing needs ***and competences*** of adults; ***ensure that gender mainstreaming is implemented in all sectors of education and training;***

Amendment 9

Hereby recommend that Member States, paragraph 4 a (new)

4a. Ensure that all arrangements and opportunities created in the field of education and training take particular account of illiteracy, digital illiteracy and innumeracy;

Amendment 10

Hereby recommend that Member States, paragraph 5

5. Ensure the coherence of adult education and training provision for individual citizens via close links to employment and social policies and other policies affecting young people and collaboration with social partners and other stakeholders;

5. Ensure the coherence of adult education and ***general and vocational training and further*** training provision for individual citizens via close links to employment ***policy, social policy, cultural policy, innovation policy*** and other policies affecting young people and collaboration

with social partners and other stakeholders;

Amendment 11

Hereby recommend that Member States, paragraph 5 a (new)

5a. By setting an example in collective bargaining with the public service, encourage the social partners to consider the provision of key competences and further vocational skills as part of paid working life and integrate them into working hours, and promote access to further training through legislative measures on study leave, in so far as this is not already determined by the social partners;

Amendment 12

Hereby recommend that Member States, paragraph 6 a (new)

6a. Ensure appropriate educational opportunities for those returning to work after a long break or taking up employment following retraining.

Amendment 13

Hereby recommend that Member States, paragraph 6 a (new)

6a. Ensure that the work and the success of the reference framework is regularly evaluated and that information is collected at national, local and regional level every three years on the progress made in the implementation of the reference framework, the related benchmarks and programmes organised by the regional authorities responsible and undertakings and use the 'Key Competences for Lifelong Learning - A European Reference Framework' as a set of criteria.

Amendment 14

Take note of the Commission's intention, paragraph 1

1. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European 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;

1. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European Reference Framework' as a reference, ***to be communicated to policy makers, education providers and learners themselves***, 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;

Amendment 15

Take note of the Commission's intention, paragraph 3

3. Promote the wider use of the 'Key Competences for Lifelong Learning – A European Reference Framework' in related Community policies, and particularly in the implementation of employment, youth and social policy, and develop further links with social partners and other organisations working in those fields;

3. Promote the wider use of the 'Key Competences for Lifelong Learning – A European Reference Framework' in related Community policies, and particularly in the implementation of employment, youth, ***and cultural*** and social policy, and develop further links with social partners and other organisations working in those fields;

Amendment 16

Take note of the Commission's intention, paragraph 3 a (new)

3a. Use the 'Key Competences for Lifelong Learning - A European Reference Framework' to foster convergence between European education and training systems and systems of qualifications with a view to promoting the mutual recognition of qualifications and mobility for skilled employees;

Amendment 17

Annex, introduction, paragraph -1

- 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, the differing needs of learners should be met by ensuring equity 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, such as people with low basic skills, early school leavers, the long-term unemployed, older people, migrants, and people with disabilities.

In this context, the main aims of this proposed reference framework are to:

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

(2) support Member States' work on 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 that adults are able to develop and update them throughout their lives;

(3) provide a European level reference tool - the Key Competences for Lifelong Learning - a European Reference Framework for policy makers, education providers, employers, and learners themselves in order 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.

Justification

It is proposed to change the designation of the competence to underline that the key competences have to be set at a level realistically achievable by all learners.

Amendment 18
Annex, introduction, paragraph 2

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. By the end of initial education and training **young** people should have developed the key competences to a level that equips them for **adult** life, **and they** should be further **developed, maintained and updated** as part of lifelong learning.

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 key competences should be seen as guidelines for the necessary skills in today's society. It is not possible to master every skill referred to.*** By the end of initial education and training people should have developed the key competences to a level that equips them for life **and work**. ***However, young people should learn the basics of those skills and further develop, update and maintain them*** as part of lifelong learning. ***It is also important to acknowledge and respect the fact that people have diverse and different talents and abilities.***

Justification

The competences are too challenging and extensive as required from every young person. The aim should be lifelong learning and development.

Amendment 19
Annex, introduction, paragraph 3

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 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 Framework: critical thinking, creativity, initiative taking, problem solving, risk assessment, decision taking, and managing feelings constructively play a role in all eight key competences.

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Amendment 20
Annex, title, point 4

4. Digital competence

4. **Basic** digital competence

Amendment 21
Annex, point 4, paragraph 2

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 of Internet and communication via electronic media (e-mail, network tools) for 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 **the** ethical principles **of in the interactive**

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Justification

Amendment 22

Annex, point 6 A, paragraph 1

A. Personal and social well-being requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family, 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), **and** to be aware of basic concepts relating to individuals, groups, work organisations, gender equality, 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.

A. Personal and social well-being requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself, **one's immediate social circle** and one's family, 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.

Amendment 23

Annex, point 6 A, paragraph 2

Skills to communicate constructively in different environments, express and understand different viewpoints negotiate with the ability to create confidence, and feel empathy are the core of this competence. Individuals should be **able to cope** with stress and frustration and **to express** it in a constructive way and should also distinguish between the personal and professional spheres.

Skills to communicate constructively in different environments, **be tolerant**, express and understand different viewpoints negotiate with the ability to create confidence, and feel empathy are the core of this competence. Individuals should be **capable of coping** with stress and frustration and **expressing** it in a constructive way and should also distinguish between the personal and professional spheres.

Justification

Concerning interpersonal, intercultural and social competences, civic competence and learning them, tolerance is one of the most essential characters. More important than comprehensive understanding is to have tolerant attitude for both gender as well as for different cultural, sexual, religious and ethnical groups.

Amendment 24

Annex, point 6 B, paragraph 1

Civic competence is based on knowledge of the concepts of democracy, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and applied by various institutions at the local, regional, national, European and international levels. Knowledge of main events, trends and agents of change in national, European and world history and present, with a specific view on European diversity is essential, as is knowledge of the aims, values and policies of social and political movements.

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 applied by various institutions at the local, regional, national, European and international levels. Knowledge of main events, trends and agents of change in national, European and world history and present, with a specific view on European diversity is essential, as is knowledge of the aims, values and policies of social and political movements.

Amendment 25

Annex, , point 6 B, paragraph 3

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. It comprises also the display of a sense of belonging to one's locality, country, EU and Europe in general and (one's part of) the world and the willingness to participate in democratic decision making at all levels. Constructive participation also involves

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. It comprises also the display of a sense of belonging to one's locality, country, EU and Europe in general and (one's part of) the world and the willingness to participate in democratic decision making at all levels. ***It also includes demonstrating a sense of***

civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

responsibility, as well as showing understanding 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.

Amendment 26
Annex, point 7, title

7. Entrepreneurship

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

Amendment 27
Annex, point 7, paragraph 1

Definition: 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 everyone in day to day life at home and in society, employees 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 ***entrepreneurs*** establishing social or commercial activity.

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Amendment 28
Annex, point 7, paragraph 3

Skills relate to proactive project management (involving skills such as planning, organising, managing, leadership and delegation, analysing, communicating,

Skills relate to proactive project management (involving skills such as planning, organising, managing, leadership and delegation, analysing, communicating,

de-briefing and evaluating and recording), and the ability to work both as an individual and collaboratively in teams. The judgement to identify one's strengths and weaknesses, and to assess and take risks as and when warranted is essential.

de-briefing and evaluating and recording), ***effective representation and negotiation***, and the ability to work both as an individual and collaboratively in teams. The judgement to identify one's strengths and weaknesses, and to assess and take risks as and when warranted is essential.

Amendment 29
Annex, point 8, title

8. Cultural expression

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

Amendment 30
Annex, point 8, paragraph 2

Cultural knowledge includes a basic knowledge of major cultural works, including popular contemporary culture ***as an important part of human history in the contexts of national and European cultural heritage and their place in the world***. It is essential to understand the cultural and linguistic diversity ***of Europe (and European countries)***, the need to preserve it and to understand ***the evolution of popular taste and*** the importance of aesthetic factors in daily life.

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 to understand the importance of aesthetic factors in daily life.

Amendment 31
Annex, point 8, paragraph 3

Skills relate to both appreciation and expression: self-expression through the variety of the media with individuals' innate capacities and appreciation and enjoyment of works of art and performances. Skills include also the ability to relate one's own creative and expressive points of views to the opinions of others and to identify and realise economic opportunities in cultural

Skills relate to both appreciation and expression: self-expression through the variety of the media with individuals' innate capacities and appreciation and enjoyment of works of art and performances. Skills include also the ability to relate one's own creative and expressive points of views to the opinions of others and to identify and realise ***social and*** economic opportunities in

activity.

cultural activity. *Cultural expression is essential to the development of creative skills, which can be transferred to many professional contacts.*

Amendment 324
Annex, point 8, paragraph 4

A **strong** sense of identity **is** the basis for respect and open attitude to diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and interest in cultural life.

A sense of identity **can be** the basis for respect and open attitude to diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and interest in cultural life.

EXPLANATORY STATEMENT

COMMISSION PROPOSAL

The recommendation under consideration puts forward a European reference tool for key competences and explains how access to these competences can be assured for all EU citizens through life-long learning.

It constitutes a contribution to the Lisbon strategy for growth and employment and in particular to the implementation of the 'Education and Training 2010' work programme.

The development of a knowledge society in the context of the Lisbon process requires that Member States step up the reform of their education and training systems, inter alia, in order to reach the European benchmarks for the improvement of the qualifications and competences of young people.

To this end, the proposal to establish a European framework for key competences constitutes a practical instrument to encourage the efforts of the Member States, which is intended to guarantee the acquisition and updating of key competences by European citizens in their private, public and professional lives.

The proposed frame of reference comprises the following eight key competences, which every European should have:

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. Interpersonal, intercultural and social competences, civic competence;
7. Entrepreneurship;
8. Cultural expression.

In addition to defining the key competences, the Recommendation asserts that the implementation decisions are best taken at national, regional and/or local level. It calls for Member States to ensure the acquisition of key competences by all by the end of initial education and training and, in the light of the European reference levels, encourages them to tackle educational disadvantage. As for adults, the Recommendation calls for comprehensive infrastructures to be created together with all relevant partners.

More concretely, the objectives of the Recommendation are to:

- identify and define key competences;

- support Member States' work on 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;
- provide a European level reference tool for policy makers, education providers, employers, and learners themselves;
- provide a framework for further action at Community level.

In order to achieve these objectives, the following specific measures are proposed to support the reforms at national level:

- peer learning, exchange of good practice and reporting on progress by means of biennial reports;
- support for relevant projects through the Community Education and Training Programmes;
- promoting a common understanding of key competences and their links to employment and social policies;
- promoting partnerships with social partners and other relevant organisations.

The proposal has no implication for the Community budget.

REMARKS AND AMENDMENTS PROPOSED BY THE RAPPORTEUR

The rapporteur supports the Commission proposal as it would help to achieve the objectives of the reinvigorated Lisbon strategy and which is of particular importance in the context of life-long learning.

In this connection, the rapporteur would like to emphasise the need for greater investment in education, training and skills.

She welcomes the creation of a European frame of reference for key competences offering European citizens a necessary tool to adapt to an evolving labour market in a knowledge based society.

The rapporteur would like to emphasise in particular that all European citizens, including those with special needs, such as early school leavers, the disabled, long-term unemployed, older people and those with low basic skills should be offered a realistic opportunity to acquire basic skills.

The rapporteur consequently puts forward an amendment with this in mind and welcomes the fact that under point 2, the proposal for a Recommendation calls on the Member States to ensure that appropriate provision is made for those who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential.

The rapporteur proposes that the introduction to the Annex be expanded, inter alia, to mention the aims of this reference tool.

She also puts forward the following amendments as regards the key competences defined in the Annex:

- Competence 6: The rapporteur provides a more detailed definition of the knowledge and attitudes which lie at the basis of civic competence and stresses in particular the importance of the European dimension, which is closely linked to knowledge of European history and of the European process of integration and an awareness of a European cultural identity and shared values.
- Competence 7: The rapporteur highlights the importance of a sense of initiative as a key competence and proposes to alter the designation of the competence accordingly.
- Competence 8: The rapporteur proposes that the designation and definition of this key competence be expanded to include 'cultural awareness'.

The rapporteur is also of the opinion that it is not just the acquisition of key competences but also the further development and updating of key competences through life-long learning which should be promoted intensively in order to support further learning and employability.

She welcomes the fact that the proposal seeks to support the development of Member States' lifelong learning strategies and education and training systems and hence promote curricular reforms and the creation of a coherent adult education and training provision.

The rapporteur considers that the proposal should take due account of the impact on other European programmes and initiatives such as the integrated action programme in the field of life-long learning and the European Qualifications Framework.

In addition, the rapporteur considers that there is a need for an in-depth study into the effects of acquiring individual competences, for instance to define the purpose of individual competences and what effect they have on the social and professional lives of the person concerned.

The rapporteur advocates a swift implementation of the proposed frame of reference for key competences.

11.5.2006

OPINION OF THE COMMITTEE ON EMPLOYMENT AND SOCIAL AFFAIRS

for the Committee on Culture and Education

on the proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning
(COM(2005)0548 – C6-0375/2005 – 2005/0221(COD))

Draftsman: Thomas Mann

SHORT JUSTIFICATION

The Commission proposes a European Reference Framework for key competences and explains how to guarantee access to these competences through lifelong learning for all EU citizens, particularly as regards the acquisition and updating of basic skills.

Your draftsman welcomes this initiative. In view of the increasing globalisation of markets and the paradigm shift towards a knowledge-based economy and society, the strengthening of key competences it seeks to attain is particularly important. There is a need to enhance and guarantee the international competitiveness of European workers.

In this connection, the following objectives need to be achieved:

- to identify and define the key competences;
- to support Member States' work on ensuring young people acquire the key competences and are able to develop them;
- to provide a European Reference Framework for policy makers, education providers, employers, and learners, thus creating a basis for further action at Community level.

Your draftsman supports the Commission's proposed subdivision and definition of the key competences. The European Reference Framework is to comprise the following 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. Interpersonal, intercultural and social competences and civic competence; 7. Entrepreneurship; 8. Cultural expression.

However, your draftsman criticises the following points:

- Disadvantaged people are hardly mentioned. Owing to a lack of basic skills and key competences, they are often unable to acquire new knowledge independently. The Member States should offer these groups specifically designed facilities seeking not only to remedy general shortcomings in knowledge but also to transmit key competences in a targeted way. The acquisition of key competences is essential to enable disadvantaged people to achieve success in working life;
- Younger migrants in particular should be given more encouragement. Their frustration, sometimes expressed in violence, is due among other things to the fact that, owing to their lack of basic skills and key competences, they are unable to participate successfully in school education and occupational training. This often leads to a lack of self-confidence, unemployment and a lack of future prospects;
- No instruments are offered to help parents, educators and the public authorities to identify successful educational establishments. There is a growing interest in league tables for educational establishments (especially schools) in the Member States. Regional league tables relating specifically to the communication of key competences could make a lasting contribution to improving the level of education in the Member States and the EU;
- However committed state and private educational establishments are to the acquisition, retention and expansion of key competences, they are unlikely to be successful if the people in the target group do not have a sense of their own responsibility;
- The recommendation currently provides for a four-yearly reporting requirement. This seems to your draftsman to be too long to permit a rapid reaction to the challenges and demands of a rapidly changing educational and work environment.

AMENDMENTS

The Committee on Employment and Social Affairs calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its report:

Text proposed by the Commission¹

Amendments by Parliament

Amendment 1 Recital 4

(4) In the context of improving the Community's employment performance, the

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¹ Not yet published in OJ.

European Councils of 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.

with reference to the Lisbon objectives, i.e. achieving an overall employment rate of 70% by 2010, the European Councils of 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.

Amendment 2
Recital 8

(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 of business to adapt their structures more and more quickly in order to remain competitive. Team-work, flattening of hierarchies, devolved responsibilities and greater need for multi-tasking are leading to the growth 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.

(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 of business to adapt their structures more and more quickly in order to remain competitive. Team-work, flattening of hierarchies, devolved responsibilities and greater need for multi-tasking **and more flexible working hours** are leading to the growth 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.

Justification

More flexible working hours are an important of productivity factor since, as part of an approach based on delegation of responsibilities, they enable workers to manage their time more independently and efficiently. The ability to reconcile professional duties and personal aspirations, such as participation in training and creative activities can in itself help to substantially increase motivation and have a positive impact on competitiveness.

Amendment 3
Recital 9

(9) The Maastricht Study on Vocational Education and Training indicates a

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significant gap between the levels of education required by new jobs, and the levels of education achieved by the European workforce. 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.

significant gap between the levels of education required by new jobs, and the levels of education achieved by the European workforce. 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.

Against this background, further training and the provision of key competences alone will not be enough to prevent millions of people being permanently excluded from the labour market by 2010, and must therefore be accompanied by major efforts to create jobs for these population groups.

Amendment4
Recital 13

(13) The objective of this Recommendation is to contribute to the development of quality education 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 further learning and adult life and that adults are able to develop and update their key competences through coherent and comprehensive lifelong learning provision. It provides a common European reference framework on key competences for policy makers, education and training providers, employers and learners themselves, to facilitate national reforms and exchange of information between the Member States and the Commission within the 'Education and Training 2010' work programme, aiming to achieve the agreed European reference levels. Furthermore, the Recommendation supports ***other related policies such as employment and social policies and other policies affecting youth.***

(13) The objective of this Recommendation is to contribute to the development of quality ***future-oriented*** education by supporting and supplementing Member States' actions in ensuring that their initial education and training systems offer all young people the means to develop ***their basic knowledge and*** key competences to a level that equips them for further learning and adult life and that adults are able to develop and update their key competences through coherent and comprehensive lifelong learning provision. It provides a common European reference framework on key competences for policy makers, education and training providers, ***the social partners***, employers and learners themselves, to facilitate national reforms and exchange of information between the Member States and the Commission within the 'Education and Training 2010' work programme, aiming to achieve the agreed European reference levels. Furthermore, the Recommendation supports ***employment and social policies and all policies that have a direct or indirect bearing on general and***

vocational training and further training.

Amendment 5
Recommendation 1

1. Ensure that *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*;

1. Ensure that *general and vocational training and further training offer* all young people, *including migrants, a grounding in the form of sound general knowledge in all disciplines and* the means to develop the key competences to *the* level *they need* for adult *and working* life, and which forms *an adequate* basis for further learning;

Amendment 6
Recommendation 1 a (new)

1a. Ensure that young people are offered a wide range of initial education and training curricula of equal value tailored to each individual's intellectual potential;

Amendment 7
Recommendation 2

2. Ensure that 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*;

2. Ensure that appropriate provision is made for those *citizens* who, due to educational disadvantages caused by personal, social, cultural or economic circumstances *or discrimination*, need particular *educational support; this applies above all to workers for whom the lack of up-to-date knowledge and corresponding vocational qualifications is a barrier to finding or keeping a job, or even to improving their own and their family's living conditions as well as to those young men and women migrants who lack the basic skills and key competences to participate successfully in training and further training and therefore have no prospect of being fully integrated into society*;

Amendment 8
Recommendation 2 a (new)

2a. Encourage such young people to remain in education and training systems until they have acquired the key competences referred to below;

Amendment 9
Recommendation 3

3. Ensure that adults are able to develop and update the 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;

3. Ensure that adults are able to develop and update ***their basic knowledge and*** 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;

Justification

The updating of learning provision should cover not only vocational training but also expanding the knowledge and education of all employed people.

Amendment 10
Recommendation 3 a (new)

3a. Ensure that the competences acquired by means of lifelong training are validated by recognised, worthwhile qualifications which offer the possibility of professional advancement;

Amendment 11
Recommendation 4

4. Ensure that appropriate infrastructure for continuing education and training of adults is in place including teachers and trainers, measures to ensure access, and support for learners that recognises the differing needs of adults

4. Ensure that appropriate infrastructure for continuing education and training of adults is in place including teachers and trainers, measures to ensure access, and support for learners that recognises the differing needs ***and competences*** of adults

Amendment 12
Recommendation 4 a (new)

4a. Ensure that all facilities and opportunities created in the field of education and training take particular account of women and the elderly, as well as disadvantaged groups such as the disabled, the long-term unemployed, school dropouts and people with low levels of basic skills and ensure that, in addition to training schemes conducted in the public and private sectors and within undertakings, citizens receive support in the form of appropriate measures to enable them to acquire, maintain and develop their competences;

Amendment 13
Recommendation 4 b (new)

4b. Ensure that, in addition to pursuing state and independent education and occupational training measures, citizens develop an increasing sense of responsibility for the acquisition, maintenance and expansion of their own competences;

Amendment 14
Recommendation 5

5. Ensure the coherence of ***adult education and training provision*** for individual citizens via close links to employment and social policies and other policies affecting young people and collaboration with social partners and other stakeholders;;

5. Ensure the coherence of ***general and vocational training and further training provision*** for individual citizens via close links to employment and social policies and other policies affecting young people and collaboration with social partners and other stakeholders ***and ensure that education and training providers receive adequate training in equality and diversity issues;***

Amendment 15
Recommendation 5 a (new)

5a. By setting an example in collective

bargaining with the public service, encourage the social partners to consider the provision of key competences and further vocational skills as part of paid working life and integrate them into working hours; further recommends that Member States should promote access to further training through legislative measures on study leave, in so far as this is not already determined by the social partners;

Amendment 16
Recommendation 6 a (new)

6a. Ensure that the work and the success of the reference framework is regularly evaluated and that information is collected at national, local and regional level every three years on the progress made with implementation of the reference framework, the related benchmarks and programmes organised by the regional authorities responsible and undertakings, and use the 'Key Competences for Lifelong Learning - A European Reference Framework' as a set of criteria by which to assess employees' competences and validate professional experience ;

Amendment 17
Recommendation 6 b (new)

6b. Use the 'Key Competences for Lifelong Learning - A European Reference Framework' to assess the progress achieved in the area of lifelong education and training, compare results and progress between regions and Member States and exchange information on good practice in this area;

Amendment 18
Intention 1

1. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European 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;

1. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European Reference Framework' as a reference to facilitate peer learning ***for policy-making bodies, teaching establishments, employers and learners themselves*** 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 ***and to highlight any contradictions;***

Amendment 19
Intention 3 a (new)

3a. Use the 'Key Competences for Lifelong Learning - A European Reference Framework' to foster convergence between European education and training systems and systems of qualifications with a view to promoting the mutual recognition of qualifications and mobility for skilled employees;

Amendment 20
Intention 4

4. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European 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;

4. Ask the Member States, three years after the adoption of this recommendation, to submit a report to the Commission, the European Parliament and the Council setting out the extent to which the recommendation has been implemented, the extent to which the number of citizens lacking basic knowledge and skills has fallen and, finally, what the direct effects of application of the recommendation have been on the level of employment;

Justification

Member States should be allowed a period of three years in which to verify implementation, since transposition takes longer in some countries. Monitoring the implementation of proposals in the Member States should also cover the impact on the employment situation.

Amendment 21

Annex, Introduction, paragraph 1

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. By the end of initial education and training **young** people should have developed the key competences to a level that equips them for **adult life**, and they should be further developed, maintained and updated as part of lifelong learning.

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. By the end of initial education and training people should have developed the key competences to a level that equips them for **life and work**. **It is also important to acknowledge and respect the diversity of people's talents and abilities. Whenever necessary** they should be further developed, maintained and updated as part of lifelong learning.

Justification

Training must be provided in accordance with a worker's needs at any given moment.

Amendment 22

Annex, Introduction, paragraph 2

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 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 Framework: critical thinking, creativity, initiative taking, problem solving, risk assessment, decision taking, and managing feelings constructively play a role in all eight key competences.

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 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 Framework: critical thinking, creativity, initiative taking, **willingness to take decisions, ability to work under pressure** problem solving, risk assessment, decision taking, and managing

feelings constructively play a role in all eight key competences.

Amendment 23

Annex, Title 3, point A, paragraph 3

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

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

Amendment 24

Annex, Title 6, Definition

Definition: These competences 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.

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Amendment 25

Annex, Title 6, point A, paragraph 1

A. Personal and social well-being requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family, 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), and to be aware of basic concepts relating to individuals, groups, work organisations, gender equality, society and culture. Understanding the

A. Personal and social well-being requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself, ***one's immediate social circle*** and one's family, 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), and to be aware of basic concepts relating to individuals, groups, work organisations, gender equality, society and culture.

multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

Amendment 26
Annex, Title 7, Definition

Definition: 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 everyone in day to day life at home and in society, employees 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 *entrepreneurs* establishing social or commercial activity.

Definition: 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 everyone in day to day life at home and in society, employees 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 *which should include awareness of ethical values and promote good governance*.

Amendment 27
Annex, Title 7, paragraph 1

Necessary knowledge includes 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.

Necessary knowledge includes 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, *and the need for the constructive engagement of both sides of industry in collective bargaining*. Individuals should also be aware of the ethical *values*, and how they can be a force for good for example through fair trade, *good governance*, or through social enterprise.

Amendment 28
Annex, Title 7, paragraph 2

Skills relate to proactive project management (involving skills such as planning, organising, managing, leadership and delegation, analysing, communicating, de-briefing and evaluating and recording), and the ability to work both as an individual and collaboratively in teams. The judgement to identify one's strengths and weaknesses, and to assess and take risks as and when warranted is essential.

Skills relate to proactive project management (involving skills such as planning, organising, managing, leadership and delegation, analysing, communicating, de-briefing and evaluating and recording), ***effective representation and negotiation***, and the ability to work both as an individual and collaboratively in teams. The judgement to identify one's strengths and weaknesses, and to assess and take risks as and when warranted is essential.

Amendment 29
Annex, Title 8, Definition

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.

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. ***The ability to express oneself artistically and participate culturally.***

Amendment 30
Annex, Title 8, paragraph 1

Cultural knowledge includes a basic knowledge of major cultural works, including popular contemporary culture as an important part of human history ***in the contexts of national and European cultural heritage and their place in the world***. It is essential to understand the cultural and linguistic diversity ***of Europe (and European countries)***, the need to preserve it and to ***understand the evolution of popular taste and*** the importance of aesthetic factors in daily life.

Cultural knowledge includes a basic knowledge of major cultural works, including popular contemporary culture as an important part of human history. It is essential to understand the cultural and linguistic diversity ***in the societies of Europe (and other regions of the world)***, the need to preserve it and to understand the importance of aesthetic factors in daily life.

Amendment 31
Annex, Title 8, paragraph 2

Skills relate to both appreciation and expression: self-expression through the variety of the media with individuals' innate capacities and appreciation and enjoyment

Skills relate to both appreciation and expression: self-expression through the variety of the media with individuals' innate capacities and appreciation and enjoyment

of works of art and performances. Skills include also the ability to relate one's own creative and expressive points of views to the opinions of others and to identify and realise economic opportunities in cultural activity.

of works of art and performances. Skills include also the ability to relate one's own creative and expressive points of views to the opinions of others and to identify and realise **social and** economic opportunities in cultural activity.

Amendment 32
Annex, Title 8, paragraph 3

A **strong** sense of identity **is** the basis for respect and open attitude to diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and interest in cultural life.

A sense of identity **can be** the basis for respect and open attitude to diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and interest in cultural life.

PROCEDURE

Title	Proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning
References	COM(2005)0548 – C6-0375/2005 – 2005/0221(COD)
Committee responsible	CULT
Opinion by Date announced in plenary	EMPL 17.11.2005
Draftsman Date appointed	Thomas Mann 23.11.2005
Discussed in committee	20.3.2006 20.4.2006 3.5.2006
Date adopted	4.5.2006
Result of final vote	+: 38 -: 0 0: 0
Members present for the final vote	Jan Andersson, Roselyne Bachelot-Narquin, Jean-Luc Bennahmias, Philip Bushill-Matthews, Milan Cabrnock, Alejandro Cercas, Ole Christensen, Derek Roland Clark, Luigi Cocilovo, Jean Louis Cottigny, Proinsias De Rossa, Harald Ettl, Richard Falbr, Carlo Fatuzzo, Ilda Figueiredo, Stephen Hughes, Jan Jerzy Kułakowski, Sepp Kussstatscher, Raymond Langendries, Bernard Lehideux, Thomas Mann, Mario Mantovani, Jan Tadeusz Masiel, Ana Mato Adrover, Maria Matsouka, Marie Panayotopoulos-Cassiotou, José Albino Silva Peneda, Kathy Sinnott, Jean Spautz, Anne Van Lancker, Gabriele Zimmer
Substitute(s) present for the final vote	Edit Bauer, Mihael Brejc, Udo Bullmann, Iratxe García Pérez, Jamila Madeira, Leopold Józef Rutowicz, Elisabeth Schroedter, Patrizia Toia, Yannick Vaugrenard

4.5.2006

OPINION OF THE COMMITTEE ON INDUSTRY, RESEARCH AND ENERGY

for the Committee on Culture and Education

on the proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning
(COM(2005)0548 – C6-0375/2005 – 2005/0221(COD))

Draftsman: Umberto Pirilli

SHORT JUSTIFICATION

The basis of knowledge is learning, or the condition that enables man to learn.

The recommendation under consideration uses the term 'competences', drawing a distinction between basic competences and key competences. It takes the view that basic competences should be available to everyone and that everyone should then be encouraged to acquire the key competences, in other words the additional skills that will foster development and growth generally.

Drawing on international studies, the recommendation defines competence as a combination of knowledge, skills and attitudes appropriate to a particular situation. Key competences are defined as those that support personal fulfilment, social inclusion, active citizenship and employment.

The need to acquire key competences is dictated by the development of the knowledge society, which requires individuals to adapt.

In its proposal, the Commission identifies the following 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. Interpersonal, intercultural and social competences and civic competence;
7. Entrepreneurship;
8. Cultural expression.

The annex to the Commission proposal, 'Key competences for lifelong learning - a European reference framework', considers these competences individually, providing a concise yet generally comprehensive description.

The first competence, for example, communication in the mother tongue, is defined as 'the ability to express and interpret thoughts, feelings and facts in both oral and written form' and stipulates that this ability requires an individual to have a knowledge of basic vocabulary, functional grammar and the functions of language. Individuals should also have the 'skills' to communicate.

The word 'skills' occurs repeatedly and appears under each of the other seven points.

Skills therefore seem to be the vital elements through which an individual learns, communicates, understands, applies, uses and manipulates instruments, searches, gathers, discriminates, learns to learn, negotiates, forms relations, plans, or manages proactively. Skills are thus the main recurring feature of the Commission's recommendation. Yet we are not told how to acquire these skills. Surreptitious references are made to the natural abilities of individuals, but this is not enough.

'Only one thing I know, and that is that I know nothing' was the brilliant insight of Socrates, which the Romans, with their extraordinary capacity for synthesis, translated by the famous phrase '*Scio nihil scire*'. It is a notion to which we should give some thought.

Indeed, contemporary epistemology has not yet managed to classify all branches of knowledge in the world today. It has classified more than a thousand, but others are emerging every day and these thousand and one kinds of knowledge are giving rise to a thousand and one new trades. The civilisation in which we live is in a great hurry to push back the frontiers of competence. The Commission proposal is therefore quite right to seek to make learning a lifelong process through a series of proposals which can command broad support.

Nevertheless, the recommendation is particularly lacking in one area, namely the conditions necessary for acquiring key competences. The recommendation speaks in general terms of basic competences and attempts to define them. In my humble opinion, building a knowledge-based society does not mean creating individuals with a mastery of a thousand branches of learning, still less with eight key competences. Competence really means specific knowledge of a particular thing. To possess a stock of skills is useful for an individual and therefore for society as a whole. But if individuals are to be able to know and understand society, they must be provided with the basis for knowledge and not just basic skills.

To return to Socrates and how we should interpret his ideas, this means we should provide the individual with a stock of knowledge and of stimuli that will make him aware that he knows nothing. If cultivated in this way, knowledge will produce the fruits of learning, which are what the recommendation refers to as attitudes and 'skills'. It is the individual trained to think, and not necessarily the thinker, who will develop his technical skills exponentially and use the key competences not only to take his place in the knowledge society, but also to give it fresh impetus and help it develop. Since the European Council in Lisbon, it has frequently been said that human beings are the most important resource on which Europe should draw in order to

build the knowledge society, as a vital precondition for securing growth and employment.

However, human beings cannot be treated as robots, and it is well known that children are more open to external stimuli and learn much more quickly when they are of school age. To equip these young people with competences rather than knowledge, to teach them how a machine works but not how the brain works, to introduce them to the modern world and not to man and his philosophy, to deprive them of the chance to study the philosophers, or the possibility to acquire the capacity for synthesis which only the study of Latin can provide, will be to create human beings who are capable of living in the knowledge society, but who are not masters of their destiny. A very serious study carried out in recent decades has shown that in Italy the best engineers and physicians possessed a grounding in the 'classics', in other words had attended a 'classical' high school where Greek, Latin and philosophy are studied, rather than a scientific school where the emphasis is on a more technical approach.

In conclusion, the Commission's proposal is a positive one, provided it clearly spells out the notion of basic competences which must be available to everyone. These competences, which I would prefer to call knowledge or basic learning, must render the individual apt and willing to learn, to be discerning, to reason and to think.

It would therefore be highly appropriate to identify those disciplines which can best help develop the 'man of knowledge', who is also capable of thinking, understanding and thus knowing. These disciplines are essentially philosophy and Latin, the ones best suited for ensuring that everyone - in addition to the individual gifts he may otherwise possess - develops the capacity to think, order his thoughts, and express them accurately and concisely (as in the famous words attributed to Julius Caesar: *Veni, Vidi, Vici*).

AMENDMENTS

The Committee on Industry, Research and Energy calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its report:

Text proposed by the Commission¹

Amendments by Parliament

Amendment 1

Recital 1

(1) The Lisbon European Council in 2000 concluded that a European framework should define the **new** basic **skills** 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, these conclusions have been regularly restated including by the European Councils of March 2003 and of March 2005, and in the re-launched Lisbon Strategy which was approved in 2005

(1) The Lisbon European Council in 2000 concluded that a European framework should define the basic **knowledge and 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, these conclusions have been regularly restated including by the European Councils of March 2003 and of March 2005, and in the re-launched Lisbon Strategy which was approved in 2005

(This amendment applies to the entire text, whenever the words 'key competences' appear)

Justification

Basic education provides not competences, but knowledge and learning. Knowledge as a whole constitutes the basis for learning, which is a prerequisite for acquiring key competences.

Amendment 2

Recital 3

(3) The Communication of the Commission on lifelong learning and the subsequent Council Resolution of 27 June 2002 on lifelong learning identified "the **new** basic **skills**" as a priority, and stressed that lifelong

(3) The Communication of the Commission on lifelong learning and the subsequent Council Resolution of 27 June 2002 on lifelong learning identified "the basic **knowledge and learning**" as a priority, and

¹ Not yet published in OJ.

learning must **cover the preschool age to that of post-retirement**. The Youth Pact which is annexed to the conclusions of the Brussels European Council of March 2005 stressed the need to encourage the development of a common set of core skills.

stressed that learning must **be lifelong in nature**. The Youth Pact which is annexed to the conclusions of the Brussels European Council of March 2005 stressed the need to encourage the development of a common set of core skills.

Justification

Basic education provides not competences, but knowledge and learning. Knowledge as a whole constitutes the basis for learning, which is a prerequisite for acquiring key competences.

Amendment 3

Recommendations to the Member States, paragraph 5

5. Ensure the coherence of adult education and training provision for individual citizens via close links to employment **and** social **policies** and other policies affecting young people and collaboration with social partners and other stakeholders;

5. Ensure the coherence of adult education and training provision for individual citizens via close links to employment **policy**, social **policy, business and innovation policy** and other policies affecting young people and collaboration with social partners and other stakeholders;

Justification

A direct reference in the proposal to links with Community business and innovation policy is necessary, given the interdependence of competitiveness, innovation, education and training. The European 'Integrated Action Programme in the Field of Lifelong Learning' will help to promote competitiveness and create an innovative mentality within the EU.

Amendment 4

Points taking note of the Commission's intentions, paragraph 3

3. Promote the wider use of the 'Key Competences for Lifelong Learning – A European Reference Framework' in related Community policies, and particularly in the implementation of employment, youth **and** social policy, and develop further links with social partners and other organisations working in those fields;

3. Promote the wider use of the 'Key Competences for Lifelong Learning – A European Reference Framework' in related Community policies, and particularly in the implementation of employment, youth, social **and business and innovation** policy and develop further links with social partners and other organisations working in those fields;

Justification

A direct reference in the proposal to the inclusion of Community business and innovation policy in the European reference framework is necessary, given the interdependence between competitiveness, innovation, education and training. The European 'integrated programme of action in the field of lifelong learning' will help to promote competitiveness and create an innovative mentality within the EU.

Amendment 5

Annex, Introduction, paragraph 1, point 1

1. Communication in the mother tongue

1. Communication **and education** in the mother tongue

Justification

As repeatedly pointed out by UNESCO, teaching in the mother tongue is a major factor in ensuring high quality education.

Amendment 6

Annex, point 4 'Digital Culture', paragraph 1

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.

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 **such as** the Internet.

Justification

The Internet ITSELF is the network.

Amendment 7

Annex, point 4 'Digital Culture', paragraph 2

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,

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 of Internet and communication via electronic media (e-mail, network tools) for 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 the ethical principles of in the interactive use of IST.

spreadsheets, databases, information storage and management, and an understanding of the opportunities of Internet and communication via electronic media (e-mail, network tools) for 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 the ethical principles of in the interactive use of IST. ***In these domains, technological neutrality and interoperability are crucial.***

Amendment 8

Annex, point 4 'Digital Culture', paragraph 3

Skills needed include: the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing real from 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; they should also be able use IST to support critical thinking, creativity, and innovation.

Skills needed include: the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing real from virtual while recognising the links, ***capacity to protect its privacy online.*** 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; they should also be able use IST to support critical thinking, creativity, and innovation.

Amendment 9
Annex, paragraph 7 'Entrepreneurship', paragraph 3

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, and/or at work.

An entrepreneurial attitude is characterised by initiative, pro-activity, **awareness of the dangers facing entrepreneurs and** 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, and/or at work, **and more generally the creation of a favourable business climate.**

Justification

In order to encourage an entrepreneurial mentality, it is necessary to take immediate measures to dispel the type of 'Angst' which acts as a powerful inhibitor to the development of skills and to create a business climate which rewards rather than penalises innovation.

PROCEDURE

Title	Proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning
References	COM(2005)0548 – C6-0375/2005 – 2005/0221(COD)
Committee responsible	CULT
Opinion by Date announced in plenary	ITRE 17.11.2005
Enhanced cooperation – date announced in plenary	
Draftsman Date appointed	Umberto Pirilli 13.12.2005
Previous drafts(wo)man	
Discussed in committee	20.3.2006
Date adopted	4.5.2006
Result of final vote	+: 38 -: 0 0: 2
Members present for the final vote	Šarūnas Birutis, Jan Březina, Renato Brunetta, Philippe Busquin, Jerzy Buzek, Joan Calabuig Rull, Pilar del Castillo Vera, Jorgo Chatzimarkakis, Giles Chichester, Nicole Fontaine, Umberto Guidoni, Fiona Hall, David Hammerstein Mintz, Rebecca Harms, Erna Hennicot-Schoepges, Ján Hudacký, Romana Jordan Cizelj, Anne Laperrouze, Vincenzo Lavarra, Pia Elda Locatelli, Eluned Morgan, Angelika Niebler, Umberto Pirilli, Vladimír Remek, Herbert Reul, Teresa Riera Madurell, Mechtild Rothe, Paul Rübig, Andres Tarand, Britta Thomsen, Catherine Trautmann, Nikolaos Vakalis, Alejo Vidal-Quadras Roca
Substitute(s) present for the final vote	María del Pilar Ayuso González, Zdzisław Kazimierz Chmielewski, Edit Herczog, Mieczysław Edmund Janowski, Esko Seppänen, Lambert van Nistelrooij, Francisca Pleguezuelos Aguilar
Substitute(s) under Rule 178(2) present for the final vote	
Comments (available in one language only)	...

5.5.2006

OPINION OF THE COMMITTEE ON WOMEN'S RIGHTS AND GENDER EQUALITY

for the Committee on Culture and Education

on the proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning
(COM(2005)0548 – C6-0375/2005 – 2005/0221(COD))

Draftswoman: Anneli Jäätteenmäki

SHORT JUSTIFICATION

The draftsperson welcomes the Commission's proposal on key competences for lifelong learning.

All citizens must have access to education. No one should suffer discrimination based on gender, age, financial situation, nationality or ethnical origin, regional living-area, mother tongue or physical condition. For this reason we should especially pay attention to women in middle age and boys in teenage. The level of knowledge, education and lifelong learning is linked to the persons' position in the labour market. The lack of education - as well as unemployment - of women in middle age and over is a problem particularly in new Member States. Draftsperson has noticed the fact that more and more boys all over the Europe leave their studies after the obligatory comprehensive school. We have to encourage boys to continue their studies on high school or vocational school obtaining an occupation. At the same time we have to make sure that girls have equivalent possibilities for education at all levels, including elementary studies and academic studies, and at workplace. The draftsperson wants to underline that the list of key competences proposed by European Commission should be seen like a group of skills which people are aiming to achieve during a lifetime. It is also important to realise and recognise that people are different with different abilities and talents. The draftsperson also wants to underline that the best incentives for learning is the goal of achieving an employment. Unemployment rate is still very high in some Member States and an academic education is not giving a guarantee for an employment.

AMENDMENTS

The Committee on Women's Rights and Gender Equality calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments in its

report:

Text proposed by the Commission¹

Amendments by Parliament

Amendment 1
Recital 4

(4) In the context of improving the Community's employment performance, the European Councils of 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.

(4) In the context of improving the Community's employment performance, ***with reference to the Lisbon target of achieving an average employment rate for the EU of 70% overall and of at least 60% for women***, the European Councils of March 2003 and December 2003 ***demonstrated a strong resolve to realise gender equality and afford equal opportunities for all*** and 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.

Amendment 2
Recital 4 a (new)

(4a) The data available indicate that between 10 and 20% of the population of the Union are unable to understand and use the printed and written matter necessary to achieve their objectives, to improve their knowledge and skills and develop their potential.

Justification

So-called "knowledge based society" concepts should also address illiteracy, digital illiteracy and innumeracy.

Amendment 3
Recital 5

¹ Not yet published in OJ.

(5) 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 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 strengthening social cohesion.

(5) 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 strengthening social cohesion.

Amendment 4 Recital 13

(13) The objective of this Recommendation is to contribute to the development of quality education 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 further learning and adult life and that adults are able to develop and update their key competences through coherent and comprehensive lifelong learning provision. It provides a common European reference framework on key competences for policy makers, education and training providers, employers and learners themselves, to facilitate national reforms and exchange of information between the Member States and the Commission within the 'Education and Training 2010' work programme, aiming to achieve the agreed European reference levels. Furthermore, the Recommendation supports other related policies such as employment and social policies and other policies affecting youth.

(13) The objective of this Recommendation is to contribute to the development of quality education **tailored to the new needs of European society, and of the labour market in particular**, 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 further learning, **working life** and adult life **in general** and that adults are able to develop and update their key competences through coherent and comprehensive lifelong learning provision. It provides a common European reference framework on key competences for policy makers, education and training providers, employers and learners themselves, to facilitate national reforms and exchange of information between the Member States and the Commission within the 'Education and Training 2010' work programme, aiming to achieve the agreed European reference levels. Furthermore, the Recommendation supports other related policies such as employment and social policies, **equal opportunities policy** and other policies affecting youth.

Amendment 5
Recommendation 1

1. Ensure that 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;

1. Ensure that initial education and training offers all young people the means to develop the key competences to a level that equips them for adult ***and working*** life, and which forms a basis for further ***social and civic*** learning and working life; ***reinforce the contribution of lifelong learning to personal fulfilment, social cohesion, active citizenship and gender equality through the elimination of gender stereotypes;***

Amendment 6
Recommendation 2

2. Ensure that 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;

2. Ensure that 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; ***promote the diversification of career choices for young women, paying particular attention to the low level of women students in the natural sciences, industrial and engineering fields, including Information Society Technology and the risk of women being excluded from employment in those areas;***

Amendment 7
Recommendation 2 a (new)

2a. Ensure that all education and training measures taken take account, in particular, of the more specific needs of disadvantaged persons;

Amendment 8
Recommendation 3

3. Ensure that adults are able to develop and

3. Ensure that adults are able to develop and

update the 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;

update the 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;
promote equality between women and men by facilitating the access of women to lifelong learning and improving women's participation in labour market;

Amendment 9
Recommendation 4

4. Ensure that appropriate infrastructure for continuing education and training of adults is in place including teachers and trainers, measures to ensure access, and support for learners that recognises the differing needs of adults;

4. Ensure that appropriate infrastructure for continuing education and training of adults is in place including teachers and trainers, measures to ensure access, ***support measures for educational establishments*** and support for learners that recognises the differing needs ***and competences*** of adults; ***ensure that gender mainstreaming is implemented in all sectors of education and training;***

Amendment 10
Recommendation 4 a (new)

4a. Ensure that all arrangements and opportunities created in the field of education and training take particular account of illiteracy, digital illiteracy and innumeracy;

Amendment 11
Intention 1

1. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European Reference Framework' as a reference to facilitate peer learning and the exchange of good practices and to follow up developments and report on progress

1. Contribute to Member States' efforts to develop their education and training systems and to implement this Recommendation, including by using the 'Key Competences for Lifelong Learning – A European Reference Framework' as a reference, ***to be communicated to policy makers, education providers and learners themselves***, to facilitate peer learning and the exchange of

through the biennial progress reports on the Education and Training 2010 work programme;

good practices and to follow up developments and report on progress through the biennial progress reports on the Education and Training 2010 work programme;

Amendment 12
Annex, Introduction, paragraph 1

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. By the end of initial education and training young people should *have developed the key competences to a level that equips them for adult life, and they should be further developed, maintained and updated* as part of lifelong learning.

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 key competences should be seen as guidelines for the necessary skills in today's society. It is not possible to master every skill referred to*** by the end of initial education and training. ***However***, young people should ***learn the basics of those skills and further develop, update and maintain them*** as part of lifelong learning. ***It is also important to realise and respect the fact that people have diverse and different talents and abilities.***

Justification

The competences are too challenging and extensive as required from every young person. The aim should be lifelong learning and development.

Amendment 13
Annex, point 1, title

Communication in the mother tongue

Communication ***and education*** in the mother tongue

Justification

As the UNESCO has said in several occasions, education in the mother tongue is an important part of a quality education.

Amendment 14
Annex, point 4, paragraph 1

Digital competence requires a sound

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 of Internet and communication via electronic media (e-mail, network tools) for 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 **the** ethical principles **of** in the interactive use of IST.

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 of Internet, **including its dangers**, 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, be aware of issues around the validity and reliability of information available, and **have knowledge of the legislation**, ethical principles **and fundamental human rights to be observed** in the interactive use of IST.

Amendment 15

Annex, point 4, paragraph 2 a (new)

Additional efforts will have to be made by the Member States to bridge the gap which still exists between men and women in IST use.

Amendment 16

Annex, Key competences, point 6, part A, paragraph 2

Skills to communicate constructively in different environments, express and understand different viewpoints negotiate with the ability to create confidence, and feel empathy are the core of this competence. Individuals should be **able to cope** with stress and frustration and **to express** it in a constructive way and should also distinguish between the personal and professional spheres.

Skills to communicate constructively in different environments, **be tolerant**, express and understand different viewpoints negotiate with the ability to create confidence, and feel empathy are the core of this competence. Individuals should be **capable of coping** with stress and frustration and **expressing** it in a constructive way and should also distinguish between the personal and professional spheres.

Justification

Concerning interpersonal, intercultural and social competences, civic competence and learning them, tolerance is one of the most essential characters. More important than comprehensive understanding is to have tolerant attitude for both gender as well as for

different cultural, sexual, religious and ethnical groups.

Amendment 17

Annex, point 6, part B, paragraph 1

Civic competence is based on knowledge of the concepts of democracy, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and applied by various institutions at the local, regional, national, European and international levels. Knowledge of main events, trends and agents of change in national, European and world history and present, with a specific view on European diversity is essential, as is knowledge of the aims, values and policies of social and political movements.

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 applied by various institutions at the local, regional, national, European and international levels. Knowledge of main events, trends and agents of change in national, European and world history and present, with a specific view on European diversity is essential, as is knowledge of the aims, values and policies of social and political movements.

Amendment 18

Annex, point 7, definition

Definition: 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 everyone in day to day life at home and in society, employees 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 entrepreneurs establishing social or commercial activity.

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PROCEDURE

Title	Proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning
References	COM(2005)0548 – C6-0375/2005 – 2005/0221(COD)
Committee responsible	CULT
Opinion by Date announced in plenary	FEMM 17.11.2005
Enhanced cooperation – date announced in plenary	
Drafts(wo)man Date appointed	Anneli Jäätteenmäki 23.11.2005
Previous drafts(wo)man	
Discussed in committee	21.3.2005 25.4.2006 3.5.2006
Date adopted	3.5.2006
Result of final vote	+: 25 –: 0 0: 0
Members present for the final vote	Edit Bauer, Hiltrud Breyer, Maria Carlshamre, Edite Estrela, Ilda Figueiredo, Věra Flasarová, Lissy Gröner, Zita Gurmai, María Esther Herranz García, Piia-Noora Kauppi, Urszula Krupa, Pia Elda Locatelli, Astrid Lulling, Marie Panayotopoulos-Cassiotou, Marie-Line Reynaud, Teresa Riera Madurell, Amalia Sartori, Eva-Britt Svensson, Anna Záborská
Substitute(s) present for the final vote	Katerina Batzeli, Mary Honeyball, Christa Kläß, Heide Rühle, Feleknas Uca, Marta Vincenzi
Substitute(s) under Rule 178(2) present for the final vote	
Comments (available in one language only)	...

PROCEDURE

Title	Proposal for a recommendation of the European Parliament and of the Council on key competences for lifelong learning				
References	COM(2005)0548 – C6-0375/2005 – 2005/0221(COD)				
Date submitted to Parliament	10.11.2005				
Committee responsible Date announced in plenary	CULT 17.11.2005				
Committee(s) asked for opinion(s) Date announced in plenary	FEMM 17.11.2005	ITRE 17.11.2005	EMPL 17.11.2005		
Not delivering opinion(s) Date of decision	0.0.0000				
Enhanced cooperation Date announced in plenary	0.0.0000				
Rapporteur(s) Date appointed	Helga Trüpel 23.11.2005				
Previous rapporteur(s)					
Simplified procedure – date of decision	0.0.0000				
Legal basis disputed Date of JURI opinion	0.0.0000	/	0.0.0000		
Financial endowment amended Date of BUDG opinion	0.0.0000	/	0.0.0000		
European Economic and Social Committee consulted – date of decision in plenary	0.0.0000				
Committee of the Regions consulted – date of decision in plenary	0.0.0000				
Discussed in committee	23.02.2006	25.4.2006	21.6.2006		
Date adopted	21.6.2006				
Result of final vote	+	20			
	–				
	0	4			
Members present for the final vote	Christopher Beazley, Ivo Belet, Giovanni Berlinguer, Guy Bono, Marie-Hélène Descamps, Věra Flasarová, Milan Gaľa, Vasco Graça Moura, Luis Herrero-Tejedor, Ruth Hieronymi, Manolis Mavrommatis, Marianne Mikko, Miguel Portas, Christa Prets, Karin Resetarits, Nikolaos Sifunakis, Hannu Takkula, Helga Trüpel, Thomas Wise, Tomáš Zatloukal				
Substitute(s) present for the final vote	Erna Hennicot-Schoepges, Nina Škottová, Catherine Trautmann, Jaroslav Zvěřina				
Substitute(s) under Rule 178(2) present for the final vote					
Date tabled	24.7.2006				
Comments (available in one language only)	...				