

Presidency conclusions on the quality of mobility

The Presidency notes with satisfaction that the EU-Ministers of Education and the European Commission, meeting in an informal joint session in Rotterdam on 12 July 2004, adhere to the following basic principles.

The existence of a well-educated and internationally oriented workforce is a basic requirement for achieving the Lisbon goal of making Europe the most competitive, dynamic, knowledge-based economy, with social cohesion being preserved. With this in mind, improvements are necessary in the quality of education in Europe.

In order to achieve this, innovation, an international outlook, and attention to shared values within Europe should be made core elements of European education.

Optimum use should also be made of the possibilities offered by collaboration with social partners, especially in the field of life long learning.

Structural cross-border cooperation between educational institutions and high-quality international mobility of pupils, students and teaching staff at all levels make an indispensable contribution to attaining these goals, with the process of "learning from each another" being vital. This is important for all levels of education.

The European education programmes are and will be an important instrument for achieving the above.

For its working programme the Presidency draws the following conclusions.

In addition to its quantity, the quality of mobility also plays an important role in achieving the Lisbon goals. The quality of mobility should be monitored and assured. More systematic studies should also be carried out on the effects and added value of mobility, for instance by making use of the Eurydice network.

The informal Commission discussion paper on *Principles on Quality in Educational Mobility* should form the basis for the qualitative aspects of the new generation of education programmes. This could include elements like language learning, knowledge of cultural characteristics, guidance activities and recognition of credits gained. These extra competences should be identifiable in diplomas or certificates.

In general, the quality of mobility will be higher if it is organized in the context of cross-border institutional cooperation. Therefore, besides individual mobility, mobility in the context of institutional cross-border networks should be strengthened. Virtual mobility and other use of

ICT should be taken into account.

In order to enlarge the quantity and quality of mobility, there is a need for greater transparency with respect to the diversity of Europe's more than 3000 institutions of higher education. This holds for the programmes that they offer and their level. With a view to achieving this, we will look into the possibilities of developing a European typology of higher education institutions. In doing so, a major role should be allocated to the educational sector itself.

Besides relatively short periods of mobility, long-term mobility is also important. In this context, both European and national mobility programmes play a significant role. Portability of grants and loans should be possible. The problem of portability of student grants ought to be studied more closely within an EU-context. This should be done in relation to, amongst others, fees and maintenance costs. From now on we ought to reflect on solutions to the various problems identified.

Presidency conclusions on Citizenship education as part of the 'Lisbon agenda'

The Presidency notes with satisfaction that European Ministers of Education and the European Commission, meeting in an informal session in Rotterdam on 12th July 2004, adhere to the following basic principles

Recent changes affecting the social and cultural condition of our societies such as globalization, immigration, communication technology and individualization, present new challenges to the existing mechanisms by which norms and values that are the basis for social cohesion, are transferred to next generations of citizens.

As European societies need the participation of active citizens, many Member States are making efforts to enhance social cohesion by promoting active citizenship in democracies in schools as well in the field of lifelong learning.

The study "Citizenship – Made in Europe: living together starts at school" shows that:

- Member States assign a key role to schools in strengthening citizenship education for social cohesion, including with regard to immigrants.
- Member States display a wide variety of educational practices in citizenship education, while showing convergence as to the objectives and the underlying values pursued by it.
- Numerous initiatives have already been developed in the context of the European Union and the Council of Europe: promoting cooperation by exchanging knowledge and experience and developing common standards as a part of the Lisbon agenda.

The people of Europe though diverse in many respects share values, history and future challenges: they are United in Diversity. An extra challenge lies in enabling the growing number of immigrants to become new EU citizens

The fundamental values of respect for human dignity, respect between men and women, liberty, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, which are reflected in the proposed Constitutional Treaty, offer an anchor for formulating shared educational objectives on citizenship education.

Fostering citizenship is a task for which active cooperation with other stakeholders such as parents must be sought.

For its working programme the Presidency draws the following conclusions.

The cultural role of education should be connected more closely to the Lisbon objective of fostering social cohesion.

Fostering active citizenship through education should be an important element in the forthcoming European Union Education Programs. The programs should be used to stimulate network building.

The European dimension in citizenship education should be strengthened under the Open Method of Co-ordination, with a special emphasis on the shared fundamental values enumerated in the proposed Constitutional Treaty and the European Convention on Human Rights.

The European dimension of citizenship education includes different aspects: knowledge, skills - like learning languages -, and attitude formation (practices in democracy); symbols can stimulate European awareness.

Further European collaboration in the field of citizenship education, including its European dimension, is needed to encourage learning from each other through sharing experiences.

The Commission's initiative on the development of key competences could be considered as a reference point, while respecting subsidiarity, for curriculum development and other activities at national level and regarding the European dimension as just mentioned.

Teachers' commitment, attitudes and skills are crucial for the development of citizenship education, which should therefore be an integral element of teacher training programs.

We should learn from each other by furthering initiatives for European cooperation in this field through:

- action at European level to strengthen sharing knowledge and experience by stimulating network building on different levels; fostering citizenship starts at the local level through a bottom-up approach, but this has to be complemented by formulating principle and policy on the European level (top-down).
- undertaking further research into the mechanisms through which education may contribute to strengthening citizenship: good practices must be identified
- investigating ways of monitoring progress made by Member States in moving toward the Lisbon objective on strengthening social cohesion
- fostering cooperation with parents and other stakeholders
- the achievements of the Year of Education through Sport (2004) should be taken into account
- stepping up activities to raise awareness among citizens and stakeholders in education, of the need to promote 'learning to live together' during the European Year of Citizenship through Education, which the Council of Europe has proclaimed for 2005. "The road to living together in Europe starts at home".

Presidency Conclusions on Education and Culture within the European Union

The Presidency notes with satisfaction that Ministers of Education and Ministers of Culture of the European Union and the European Commission, meeting in an informal joint session in Rotterdam on 13th July 2004, welcomed this first exchange of thoughts and ideas and expressed their wish to come more often in this setting together to learn from each other.

The presidency drew the following conclusions from the proceedings.

- 1 For the building of the enlarged Europe more is needed than economic growth and safety only. Education and culture have an indispensable, complementary role to play in that, because they contribute to a sense of citizenship and with that to social cohesion in Europe.
- 2 Cultural diversity is crucial and vital for Europe. It is important that, while recognizing this diversity as an asset, the shared values and history and common future of Europe are stressed through culture and education policy and activities.
- 3 Education and culture are vital in the development of a sense of identity and belonging on the local, regional, national and European level. These identities have to be considered as complementary or parallel, rather than conflicting.
- 4 Ministers of education and culture consider intensifying the cooperation within Europe –bilateral, multilateral and on the community level- to be the first priority in their international policy. Cooperation between culture and education on the national level will provide the starting point.
- 5 Ministers will give special attention to promote accessibility of activities and productions in the field of education and culture, not only within the Member States, but also on the EU- level.
- 6 Ministers of education and culture will see to it that subjects that are treated in other Council Formations, and that concern their responsibility as well, will also be treated in the Education, Youth and Culture Council. A good example in this respect is the coming 'Kok- report'. The troika should be given a special role in identifying the subjects concerned and in proposing a common, rolling agenda.

And finally: these principles will be brought to the attention of the heads of State