

Resolution on the European Dimension in the National Syllabuses 2006

A6-0267/2006 - Relatore: Christopher Beazley 14/09/2006/ 1

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Materiali didattici adeguati per includere la dimensione europea nei programmi scolastici nazionali

Risoluzione del Parlamento europeo sulle iniziative destinate ad integrare i programmi scolastici nazionali con misure di sostegno idonee ad includere la dimensione europea (2006/2041(INI))

Il Parlamento europeo,

- visto l'articolo 149 del trattato CE,
 - vista la risoluzione adottata dal Consiglio e dai ministri dell'Istruzione riuniti in sede di Consiglio il 24 maggio 1988¹, volta a promuovere la dimensione europea nel settore dell'istruzione,
 - visto il Libro verde sulla dimensione europea dell'istruzione (COM(1993)0457),
 - vista la comunicazione della Commissione "Un nuovo quadro strategico per il multilinguismo" (COM(2005)0596),
 - vista la relazione intermedia comune del Consiglio e della Commissione sull'attuazione del programma di lavoro dettagliato concernente il seguito dato agli obiettivi dei sistemi d'istruzione e di formazione in Europa "Istruzione e formazione 2010" - L'urgenza delle riforme per la riuscita della strategia di Lisbona²,
 - visto l'articolo 45 del proprio regolamento,
 - vista la relazione della commissione per la cultura e l'istruzione (A6-0267/2006),
- A. considerando che negli ultimi decenni la dimensione europea ha assunto un'importanza sempre più evidente nell'ambito dell'istruzione, segnatamente per quanto attiene ai programmi scolastici nazionali,
- B. considerando che il Parlamento europeo è già stato coinvolto in tale ambito, in particolare con l'audizione sulla "Dimensione europea nell'insegnamento della storia" del 7 aprile 2004,
- C. considerando che le autorità nazionali di Stati membri quali l'Austria, la Germania, il Portogallo, i Paesi Bassi, il Regno Unito, la Slovenia e la Spagna hanno già adottato iniziative in merito al ruolo dell'Europa in materia di istruzione e che in questo settore numerose iniziative sono state adottate anche da organizzazioni non governative,
- D. considerando che l'aspetto linguistico appare essenziale per il rafforzamento della dimensione europea, poiché la conoscenza delle lingue straniere è parte integrante dell'insieme delle competenze di base di un cittadino europeo tipo, che vive, studia, lavora e si sposta nell'Unione europea,

¹ GU C 177 del 6.7.1988, pag. 5.

² GU C 104 del 30.4.2004, p.1.

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E. considerando che esistono disparità non solo tra i vari Stati membri, ma anche al loro interno per quanto riguarda la dimensione europea dell'istruzione,

F. considerando che a tale riguardo occorre tener presente l'importanza dei programmi COMENIUS e LINGUA,

G. considerando che le informazioni sull'Europa fornite agli alunni, agli insegnanti e agli studenti variano notevolmente da paese a paese e che occorre fare il possibile per accordarsi su una visione comune della storia e su una comune definizione dei valori europei,

H. considerando che tra i principali ostacoli vi sono le dimensioni ancora limitate delle iniziative e dei programmi transfrontalieri, la mancanza di coordinamento tra le iniziative, la mancanza di visibilità e di accessibilità e la presenza di strumenti inadeguati o inadatti per svolgere tali compiti,

I. considerando che gli insegnanti affrontano numerosi ostacoli e difficoltà quando si tratta di attuare la dimensione europea nelle loro lezioni, come la non disponibilità in tutte le lingue dell'UE di materiale didattico e informativo aggiornato e di alta qualità sull'Unione europea,

e che l'Unione europea dovrebbe assisterli in tale loro opera,

1. ritiene che tutti i sistemi di istruzione debbano garantire che al termine del ciclo di studi secondari gli allievi possiedano le conoscenze e le competenze, definite dalla rispettive autorità scolastiche, necessarie ad assumere il ruolo di cittadini e di membri dell'Unione europea;
2. sottolinea l'importanza che i vari Stati membri elaborino una definizione più chiara e uniforme del significato, dell'essenza e dell'ambito della "dimensione europea";
3. sollecita il Consiglio europeo e i ministri dell'Istruzione ad aggiornare la succitata risoluzione volta a promuovere la dimensione europea nell'istruzione, tenendo in considerazione, in particolare, gli allargamenti dell'UE verificatisi successivamente a tale data;
4. sollecita il Consiglio a riconoscere i due diversi aspetti della dimensione europea; in primo luogo l'accesso alle informazioni che riguardano l'UE: istituzioni, metodi, prassi e iniziative; in secondo luogo la conoscenza della storia comune e del patrimonio culturale dell'Europa, lo sviluppo delle competenze linguistiche e la comprensione degli eventi di attualità a livello europeo, tutti aspetti che possono integrare i programmi scolastici nazionali;
5. Sottolinea l'importanza del ricorso a risorse didattiche multimediali e su internet in quanto metodi moderni di insegnamento atti a introdurre la dimensione europea nei programmi scolastici; a tale riguardo raccomanda ad esempio l'istituzione di un servizio multilingue su internet che presenti le migliori prassi, fornisca assistenza didattica e serva da piattaforma per scambi di esperienze;
6. insiste sulla necessità di un miglioramento continuo nell'insegnamento linguistico impartito ad esempio nell'ambito della sezione del programma COMENIUS relativo all'apprendimento permanente; rileva inoltre la difficoltà in alcuni Stati membri, in particolare delle persone di madrelingua inglese, a mantenere un interesse e una motivazione sufficienti per apprendere altre lingue europee e rafforzare in tal modo la comprensione reciproca e l'empatia in tutta Europa; ritiene a tale riguardo che A6-0267/2006 - Relatore: Christopher Beazley 14/09/2006/ 3 l'apprendimento delle lingue dei popoli vicini rivesta particolare importanza;
7. Sollecita gli Stati membri a promuovere la diffusione del multilinguismo mediante una politica che preveda l'insegnamento di un maggior numero di lingue rispetto a quanto prevedono i programmi attuali e a prevedere l'insegnamento in età precoce di almeno due lingue straniere nei loro programmi scolastici;
8. suggerisce un'analisi delle aree in cui, fino a questo momento, la strategia di Lisbona non è riuscita a conseguire i risultati desiderati in tale ambito, nonché l'elaborazione di un elenco di misure che i governi degli Stati membri dovranno necessariamente attuare per ottenere i miglioramenti decisi sul piano economico;
9. raccomanda uno scambio delle migliori prassi tra tutti gli Stati membri in materia di insegnamento delle lingue e l'inclusione di contenuti europei nei programmi scolastici per garantire che le iniziative in corso, comprese quelle poste in essere prima del 2004, vengano diffuse in tutti gli Stati membri dell'UE;
10. propone di predisporre scambi adeguati di informazioni, progetti, studenti e insegnanti tra i dieci nuovi e i quindici vecchi Stati membri, ritenendolo un aspetto importante per assicurare il successo dell'ultimo allargamento dell'UE;
11. invita il Consiglio a valutare se risorse utili e pertinenti come la "rete delle scuole europee", la cooperazione e l'innovazione nell'ambito dell'apprendimento e strumenti quali "L'Europa a scuola" abbiano bisogno del sostegno di risorse aggiuntive e se gli insegnanti abbiano ricevuto idonee direttive su come accedere alle informazioni pertinenti al fine di ampliare la dimensione europea nel contesto dell'insegnamento;
12. suggerisce la promozione di corsi di formazione per insegnanti atti ad assicurare ai tirocinanti la necessaria comprensione delle questioni europee e a porli in grado di integrare la dimensione europea nell'attività didattica volta a impartire la conoscenza della realtà nazionale e locale;
13. sottolinea che la dimensione europea è un complemento del contenuto nazionale ma non lo

sostituisce né lo surroga;

14. sottolinea l'esigenza di aggiornare i documenti esistenti, in particolare la bibliografia tematica Eurydice del 1996, non esaustiva;

15. incarica il suo Presidente di trasmettere la presente risoluzione al Consiglio, alla Commissione e ai governi e ai parlamenti degli Stati membri.

25.10. 2015

http://www.ehea.info/Uploads/SubmittedFiles/5_2015/112705.pdf

Statement of the Fourth Bologna Policy Forum Yerevan, 14-15 May 2015

We, the Ministers responsible for Higher Education and Heads of Delegation to the Fourth Bologna Policy Forum met in Yerevan to reaffirm and further our cooperation in developing higher education whose public authorities, higher education institutions, students and staff are committed to democracy, human rights, and the rule of law. We underline our interest in the European Higher Education Area (EHEA) and in using its principles as a successful example of cooperation in higher education, to be considered in other regional contexts. We also recognize the contribution by other regions, through their own experience of policy and practice, to the further development of the EHEA.

Political instability in many of our countries, a high level of unemployment and migration arising from economic and social crisis and lack of access to higher education are among the challenges that we are facing. At the same time national awakening in the countries is arising hopes of the people for more democratic and tolerant societies providing opportunities for personal development as well as development of quality higher education. Reforms of higher education should further the development of democratic culture and equip our societies with the knowledge, understanding, and skills to help address the challenges we face. Protecting staff and students in ensuring the academic freedom, integrity and autonomy of higher education institutions is a key to achieving this.

Moreover mobility of students and staff facilitates exchange and creation of new knowledge and helps to build mutual trust and understanding. The rapid technological developments will impact on higher education and the way in which it will be reformed.

Thus the policy dialogue and cooperation between the EHEA and the countries of the Middle East (ME), North Africa (NA), Asia (AS) (MENAAS) need to be continued and strengthened, taking due account of the diverse higher education systems as well as political, economic and cultural landscapes of our regions and countries. We have identified a number of common challenges that should drive our joint cooperation for the future; these include demographic changes, graduate unemployment, the economic and political crises affecting many of our countries, the prevalence of stereotypes, insufficient intercultural dialogue and increasing extremism and radicalization. We will work with the academic community to develop the key role of higher education in meeting these challenges and creating the societies we want. Moreover, we would strive to find ways in which education reforms can help create the societies we want.

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We will therefore build on what we have in common while also enabling individual education systems to draw on their particular strengths and traditions. Diversity and the various aspects of the policy dialogue imply involvement of all levels: regional, national and institutional.

The Fourth Bologna Policy Forum is focused on reinforcing cooperation between the EHEA and MENAAS countries that are bordering the EHEA countries. It is important to ensure that higher education is ready to respond to the challenges today. The reforms of higher education will improve quality of higher education and will help to tackle unemployment especially among young people and especially young women. It is also focused on the role of structural reforms, including mobility schemes and joint programmes.

The EHEA structural reforms and transparency instruments as well as similar initiatives in other regions should serve as a basis to further regional cooperation, building on the results of current projects implemented by the different international organisations, national authorities and higher education institutions. These include the use of learning outcomes and of common reference points in the design and delivery of study programmes, quality assurance capacity building, the development of qualifications frameworks, mobility and recognition as well as credit systems, joint degrees, doctoral education.

In our further cooperation, we will in particular give priority to:

- ➤ □ Developing national qualifications frameworks, including developing methodologies to establish compatibility between national frameworks within the EHEA – aligned with the QF-EHEA – and national frameworks developed by MEENAS countries.
- ➤ □ Developing cooperation in quality assurance, with a view to further developing mutual trust in our education systems and their qualifications. We will encourage quality assurance agencies from participating countries to work towards inclusion in the European Quality Assurance Register (EQAR).
- ➤ □ Improving the mutual recognition of qualifications, through improved information, the joint development and dissemination of recognition practice and methodology. We encourage UNESCO to initiate review of the regional conventions for the Mediterranean Region and the Arab States with a view to incorporating the key principles and provisions of the Council of Europe/UNESCO Lisbon Recognition Convention as well as of UNESCO regional conventions that have been revised recently, as well as to reactivate the MERIC Network.
- ➤ □ Cooperating in developing and implementing credit transfer system, taking due account of ECTS and its recently revised Users' Guide.

At institutional level, we will encourage and support academic cooperation for the development of joint projects to implement the policies and tools needed for the full implementation of reforms and for the development of student-centered

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learning environments. The involvement of the academic community, including students and academics, as well as other key stakeholders, is essential in development and implementation of these reforms.

Furthermore, in the light of recent political instability and attacks on democracy and the rule of law in a number of countries, we underline the importance of continuing cooperation between higher education institutions and our commitment to support exchanges of students and staff and joint projects to strengthen the capacity of higher education institutions in the EHEA and in partner countries to contribute to democratic developments based on high quality education and research.

For the successful further cooperation between the EHEA and our countries it is important to take account of other regional processes.

We, the Ministers responsible for Higher Education and Heads of Delegation to the Fourth Bologna Policy Forum, recognize that successful policy dialogue requires sustained use of a variety of working methods, including conferences, seminars, working groups, studies, pilot projects and peer learning activities, between the Bologna Policy Fora. We commit to piloting such cooperation for our countries and regions and ask the Bologna Secretariat, in close cooperation with the BFUG, the Bologna Board and representatives of the MEENAS countries to oversee this cooperation to define subject areas for collaboration and develop a timetable and plan of activities by the next BFUG meeting.

The next Bologna Policy Forum will be organized in 2018 in France in conjunction with the Ministerial Conference.

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YEREVAN COMMUNIQUÉ

We, the Ministers, meeting in Yerevan on 14-15 May 2015, are proud to recognize that the vision which inspired our predecessors in Bologna has given rise to the European Higher Education Area (EHEA), where 47 countries with different political, cultural and academic traditions cooperate on the basis of open dialogue, shared goals and common commitments. Together we are engaged in a process of voluntary convergence and coordinated reform of our higher education systems. This is based on public responsibility for higher education, academic freedom, institutional autonomy, and commitment to integrity. It relies on strong public funding, and is implemented through a common degree structure, a shared understanding of principles and processes for quality assurance and recognition, and a number of common tools.

Thanks to the Bologna reforms, progress has been made in enabling students and graduates to move within the EHEA with recognition of their qualifications and periods of study; study programmes provide graduates with the knowledge, skills and competences either to continue their studies or to enter the European labour market; institutions are becoming increasingly active in an international context; and academics cooperate in joint teaching and research programmes. The EHEA has opened a dialogue with other regions of the world and is considered a model of structured cooperation.

Nonetheless, implementation of the structural reforms is uneven and the tools are sometimes used incorrectly or in bureaucratic and superficial ways. Continuing improvement of our higher education systems and greater involvement of academic communities are necessary to achieve the full potential of the EHEA. We are committed to completing the work, and recognize the need to give new impetus to our cooperation.

Today, the EHEA faces serious challenges. It is confronted with a continuing economic and social crisis, dramatic levels of unemployment, increasing marginalization of young people, demographic changes, new migration patterns, and conflicts within and between countries, as well as extremism and radicalization. On the other hand, greater mobility of students and staff fosters mutual understanding, while rapid development of knowledge and technology, which impacts on societies and economies, plays an increasingly important role in the transformation of higher education and research.

The EHEA has a key role to play in addressing these challenges and maximizing these opportunities through European collaboration and exchange, by pursuing common goals and in dialogue with partners around the globe. We must renew our original vision and consolidate the EHEA structure.

A renewed vision: our priorities

By 2020 we are determined to achieve an EHEA where our common goals are implemented in all member countries to ensure trust in each other's higher education systems; where automatic recognition of qualifications has become a reality so that students and graduates can move easily throughout it; where higher education is contributing effectively to build inclusive societies, founded on democratic values and human rights; and where educational

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opportunities provide the competences and skills required for European citizenship, innovation and employment. We will support and protect students and staff in exercising their right to academic freedom and ensure their representation as full partners in the governance of autonomous higher education institutions. We will support higher education institutions in enhancing their efforts to promote intercultural understanding, critical thinking, political and religious tolerance, gender equality, and democratic and civic values, in order to strengthen European and global citizenship and lay the foundations for inclusive societies. We will also strengthen the links between the EHEA and the European Research Area.

In the coming years our collective ambition will be to pursue these equally important goals in the new context:

- Enhancing the quality and relevance of learning and teaching is the main mission of the EHEA. We will encourage and support higher education institutions and staff in promoting pedagogical innovation in student-centred learning environments and in fully exploiting the potential benefits of digital technologies for learning and teaching. We will promote a stronger link between teaching, learning and research at all study levels, and provide incentives for institutions, teachers and students to intensify activities that develop creativity, innovation and entrepreneurship. Study programmes should enable students to develop the competences that can best satisfy personal aspirations and societal needs, through effective learning activities. These should be supported by transparent descriptions of learning outcomes and workload, flexible learning paths and appropriate teaching and assessment methods. It is essential to recognize and support quality teaching, and to provide opportunities for enhancing academics' teaching competences. Moreover, we will actively involve students, as full members of the academic community, as well as other stakeholders, in curriculum design and in quality assurance.
- Fostering the employability of graduates throughout their working lives in rapidly changing labour markets - characterized by technological developments, the emergence of new job profiles, and increasing opportunities for employment and self-employment - is a major goal of the EHEA. We need to ensure that, at the end of each study cycle, graduates possess competences suitable for entry into the labour market which also enable them to develop the new competences they may need for their employability later in throughout their working lives. We will support higher education institutions in exploring diverse measures to reach these goals, e.g. by strengthening their dialogue with employers, implementing programmes with a good balance between theoretical and practical components, fostering the entrepreneurship and innovation skills of students and following graduates' career developments. We will promote international mobility for study and placement as a powerful means to expand the range of competences and the work options for students.
- Making our systems more inclusive is an essential aim for the EHEA as our populations become more and more diversified, also due to immigration and demographic changes. We undertake to widen participation in higher education and support institutions that provide relevant learning activities in appropriate contexts for different types of learners,

including lifelong learning. We will improve permeability and articulation between different education sectors. We will enhance the social dimension of higher education, improve gender balance and widen opportunities for access and

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completion, including international mobility, for students from disadvantaged backgrounds. We will provide mobility opportunities for students and staff from conflict areas, while working to make it possible for them to return home once conditions allow. We also wish to promote the mobility of teacher education students in view of the important role they will play in educating future generations of Europeans.

- Implementing agreed structural reforms is a prerequisite for the consolidation of the EHEA and, in the long run, for its success. A common degree structure and credit system, common quality assurance standards and guidelines, cooperation for mobility and joint programmes and degrees are the foundations of the EHEA. We will develop more effective policies for the recognition of credits gained abroad, of qualifications for academic and professional purposes, and of prior learning. Full and coherent implementation of agreed reforms at the national level requires shared ownership and commitment by policy makers and academic communities and stronger involvement of stakeholders. Non-implementation in some countries undermines the functioning and credibility of the whole EHEA. We need more precise measurement of performance as a basis for reporting from member countries. Through policy dialogue and exchange of good practice, we will provide targeted support to member countries experiencing difficulties in implementing the agreed goals and enable those who wish to go further to do so.

The governance and working methods of the EHEA must develop to meet these challenges. We ask the BFUG to review and simplify its governance and working methods, to involve higher education practitioners in its work programme, and to submit proposals for addressing the issue of non-implementation of key commitments in time for our next meeting.

We gratefully accept the commitment of France to host our next meeting in 2018 and to provide the Secretariat of the EHEA from July 2015 through June 2018.

Ministers welcome the application of Belarus to join the EHEA and in particular its commitment to implement reforms, 16 years after the launch of the Bologna Process, to make its higher education system and practice compatible with those of other EHEA countries. On that basis, Ministers welcome Belarus as a member of the EHEA and look forward to working with the national authorities and stakeholders to implement the reforms identified by the BFUG and included in the agreed road map attached to Belarusian accession. Ministers ask the BFUG to report on the implementation of the roadmap in time for the 2018 ministerial conference.

Finally, we take note with approval of the reports by the working groups on Implementation, Structural reforms, Mobility and internationalization, and the Social dimension and lifelong learning, as well as by the Pathfinder group on automatic recognition. We adopt the measures included in the Appendix and take this opportunity to underline the importance of all members and consultative members participating fully in the work of the BFUG and contributing to the EHEA work programme.

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Appendix

I. Policy measures adopted

- ➤ the revised Standards and Guidelines for Quality Assurance in the European Higher

Education Area (ESG)

- ➤ the European Approach for Quality Assurance of Joint Programmes
- ➤ the revised ECTS Users' Guide, as an official EHEA document

II. Commitments

- ➤ to include short cycle qualifications in the overarching framework of qualifications for the European Higher Education Area (QF-EHEA), based on the Dublin descriptors for short cycle qualifications and quality assured according to the ESG, so as to make provision for the recognition of short cycle qualifications in their own systems, also where these do not comprise such qualifications;
- ➤ to ensure that competence requirements for public employment allow for fair access to holders of first cycle degrees, and encourage employers to make appropriate use of all higher education qualifications, including those of the first cycle;
- ➤ to ensure, in collaboration with institutions, reliable and meaningful information on graduates' career patterns and progression in the labour market, which should be provided to institutional leaders, potential students, their parents and society at large;
- ➤ to review national legislations with a view to fully complying with the Lisbon Recognition Convention, reporting to the Bologna Secretariat by the end of 2016, and asking the Convention Committee, in cooperation with the ENIC and NARIC Networks, to prepare an analysis of the reports by the end of 2017, taking due account of the monitoring of the Convention carried out by the Convention Committee;
- ➤ to remove obstacles to the recognition of prior learning for the purposes of providing access to higher education programmes and facilitating the award of qualifications on the basis of prior learning, as well as encouraging higher education institutions to improve their capacity to recognize prior learning;
- ➤ to review national qualifications frameworks, with a view to ensuring that learning paths within the framework provide adequately for the recognition of prior learning;
- ➤ to establish a group of volunteering countries and organizations with a view to facilitating professional recognition;
- ➤ to promote staff mobility taking into account the guidelines from the Working group on mobility and internationalization;
- ➤ to promote the portability of grants and loans taking into account the guidelines from the Working group on mobility and internationalization;
- ➤ to make our higher education more socially inclusive by implementing the EHEA social dimension strategy;

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- ➤ to ensure that qualifications from other EHEA countries are automatically recognized at the same level as relevant domestic qualifications;
- ➤ to enable our higher education institutions to use a suitable EQAR registered agency for their external quality assurance process, respecting the national arrangements for the decision making on QA outcomes.

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