



2007

The state of art of the European cooperation in Education and VET:

Progresses towards a European common TOOL-BOX for supporting transparency of qualifications and competences and employability

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- Roma - 5 July 2007



Member States are in charge of their education and training systems... How does the EU get involved?

Education & Training 2010 work programme

- Common objectives (quality and effectiveness, facilitate access, open up to the wider world)
- Peer-learning
- Monitoring of progress
- Reporting
- Reference tools supporting national reforms



Education & Training 2010 Context



- **Lisbon, March 2000** - "The Union must become the most competitive and dynamic knowledge-based economy in the world."
- **2005 re-launch** - "EU to become an advanced knowledge society with sustainable development, more and better jobs and greater social cohesion."

Two main policy strands:

- Jobs and growth
- Social inclusion and citizenship



European benchmarks



Benchmark	Today	2010 Target	Trend
Early school leaving	15.4%	10%	-
Completion of upper secondary	77.4%	85%	-
Participation of adults in learning	9.7%	12.5%	-
Low achievers in reading literacy	19.8%	15.5%	-
Math, science, technology graduates	819 000	790 000	+ but



LLL strategies – essential features

- Covering all ages, systems and levels
- Strategic overview and coherent set of priorities, evidence-based
- Flexible learning pathways, effective transition points, avoid dead-ends
- Built on partnership with stakeholders, disseminated and implemented



Copenhagen process on enhanced cooperation in VET



- Strengthen the European dimension
- improve transparency, information and guidance systems
- recognise competences and qualifications
- promote quality assurance
- Process based on agreed European and national priorities and developing common tools
- Reviewed every two years



Maastricht Communiqué added national priorities



- Groups at risk of labour market or social exclusion - including people with disabilities
- Combining Public-Private Financing

Progress four yours on

National qualifications frameworks (NQF)

Validation of non-formal and informal learning

Quality improvement and assurance – CQAF

Integrating learning with working

Access and equity

Guidance and counselling



European developments 2002-2007

main instruments and initiatives

Building a TOOL-BOX



- **Europass**
- **Common principles on validation of non-formal learning**
- **Common quality assurance framework for VET**
- **Recommendation on lifelong guidance**
- **Reference Framework for Key competences**
- **ECVET**
- **European Qualifications Framework (driving National Qualifications Frameworks)**



ECVET – European credit transfer system for VET

ECVET transfer and accumulation process

- Based on units learning outcomes
- Credit points

Emphasis on Lifelong Learning

- Looking at formal, non-formal and informal learning outcomes

Focused on Mobility

- Transparency oriented



European Qualifications Framework - key features



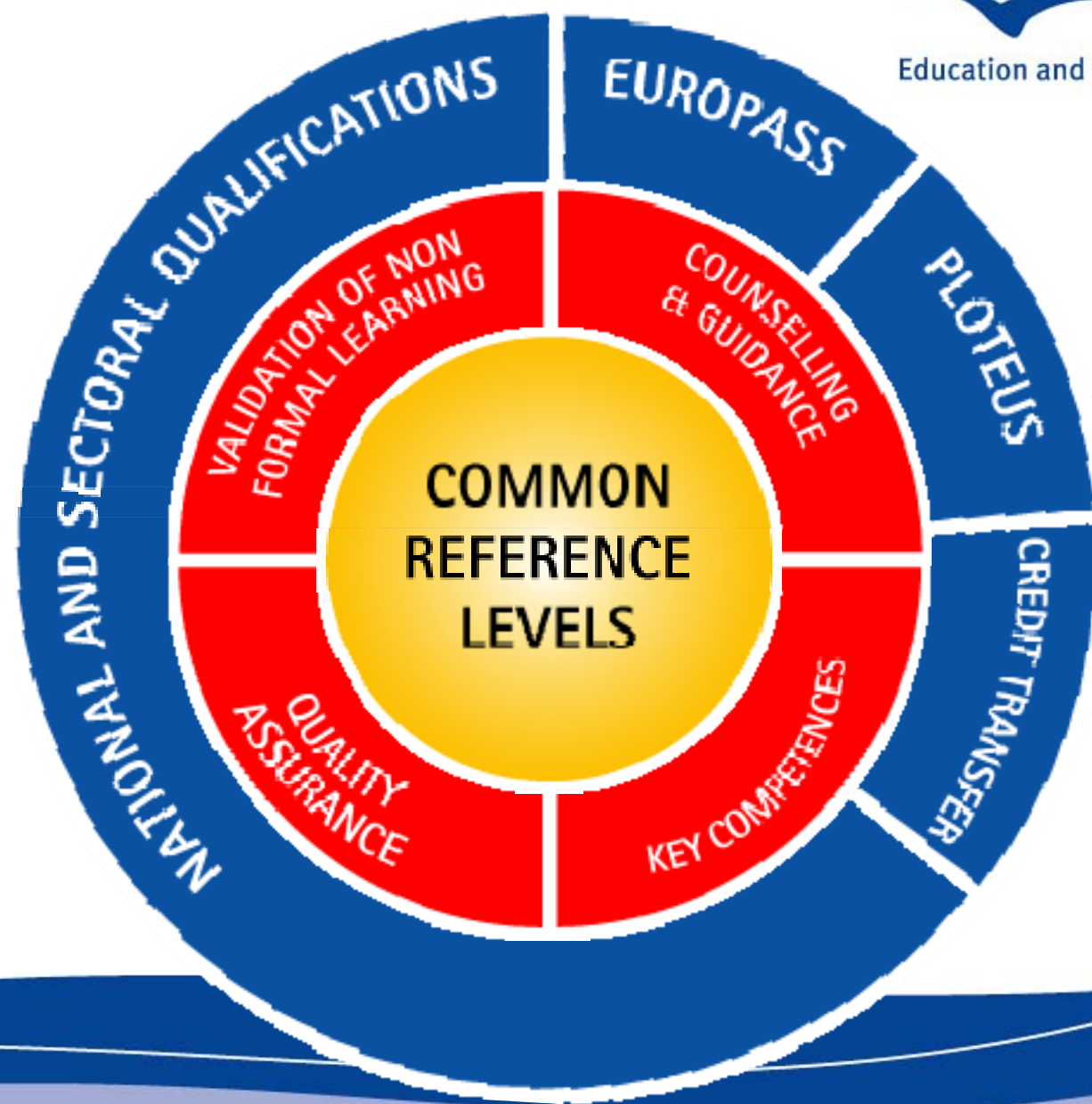
Translation device for comparing qualifications

- 8 Reference levels cover the entire scope of qualifications, both academic and vocational – establishes a meta framework
- Each level covers general academic as well as vocational and professional qualifications
- EQF is explicitly linked to quality assurance; mutual trust can not be achieved without transparent QA arrangements
- By referring to learning outcomes, EQF opens up to recognition of non-formal and informal learning
- EQF addresses the comparison of qualifications between and within countries





The Main elements of the EQF



Lifelong Learning Programme

Directorate-General for Education and Culture



Comenius School education	Erasmus Higher education & advanced training	Leonardo da Vinci Initial and continuing VET	Grundtvig Adult education
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Transversal programme
4 key activities – Policy development; Language learning; ICT; Dissemination

Jean Monnet programme
3 key activities – Jean Monnet Action; European Institutions; European Associations



The demographic time bomb

By 2030 ...



- 14 million more older people
- 9 million fewer younger people
- 2 million fewer learners in VET
- Future labour markets will rely more on older workers and migrants



Possible future priority areas



- Upskilling the existing workforce by improving offer of adult education and training
- Migration and integration; multicultural values and competences; Training the immigrant population
- Skills development of older workers to retain them longer in employment
- Combining excellence, quality, efficiency with equity
- Promoting education and training as part of the knowledge triangle, with research innovation – e.g. Creation of EIT

