

# Fostering VET as Part of Lisbon Agenda: EU Education and Training policies

*Seminar on VET to meet Labour Market Needs*

*Arjen Vos*

Ankara, 2 July 2008

# VET and the Lisbon Agenda

- 1. The Education and Training 2010 Work Programme**
- 2. The Copenhagen Process on Enhanced Cooperation in VET in the EU**
- 3. *The Bologna process (and the EU cooperation in Higher Education)***
- 4. The Employment Strategy, now integrated into the Growth and Jobs Strategy**

# 1. The Education and Training 2010 work programme

Major goals in 2003:

1. To improve quality and effectiveness of E&T systems
2. To ensure that they are accessible to all
3. To open up E&T to the wider world

# The Open Method of Coordination

- **Policy monitoring** through bi-annual Joint Council/Commission Reports based on National reports (along LLL strategy) and through
- **Benchmarking and indicators**
- **Policy coordination** by Education Council/Committee, E&T Coordination Group
- **Sharing of knowledge and good practice** through LLL Programme and Peer learning activities (PLAs)

## The 5 EU benchmarks for education and training 2010: slow progress since 2000

	2000	2006	Top performers Low performers	EU benchmark	Likelihood of achieving the benchmark
<b>Early school leavers</b> % 18-24 with at most ISCED 2 & not in E&T	17.6 (EU 27)	15.3	CZ, PL, SL, SK MT, PT	10	Low
% of 20-24 having at least ISCED 3 (medium qualif)	76.6 (EU 27)	77.8	CZ, PL, SK MT, PT	85	Low
<b>Tertiary educ graduates in maths, science and technologies</b> (per 1000 young people 20-29)	9.3	13.1 (2005 in EU 27))	IE, FR, LT CY, MT For gender balance BG, EE NL, AU	(+15%)	High (Already achieved)  But limited progress in reducing the gender imbalance
<b>Low achieving: % of pupils with low reading literacy (level 1 or lower)</b>	21.3 (EU 19)	24.1 (2006)	IE, NL, FI BG, RO	Decrease by 20% (15.5)	Very low
<b>% of 25-64 in E&amp;T ( in 4 weeks preceding survey)</b>	7.1 (EU 27)	9.7	DK, UK, SW BG, RO	12.5	Medium

# The 5 EU benchmarks for education and training

	EU 2006	HR	FYRO M	TR	AL	BiH	MO	SR	KO
Early school leavers, % 18-24 with at most ISCED 2 & not in E&T	15.3	5.3	32.2	50	61.2			11.4	
% 20-24 having at least ISCED 3 (medium qualification)	77.8	94.6	65.4	44.7				89	
Tertiary education graduates in maths, science and technology (in % 20- 29) And % females	13.1 31.2	5.7 32.7	3.6	4 28.5			4.6	8.3	
Low achieving: % pupils with low reading literacy (level 1 or lower)	24.1	21.5	62.6	32.2	70.3			46.7	
% of 25-64 in E&T (in 4 weeks preceding survey)	9.6	2.1	1.9	2					

# Key messages from the 2008 Joint Progress Report on the E&T 2010

## ***Progress has been made in a number of areas:***

1. Lifelong learning and qualification systems (including validation of non-formal and informal learning)
2. Pre-primary education
3. Higher education (increasing autonomy of universities)
4. E&T better integrated in the Lisbon National reform programmes

## ***Areas where progress remains insufficient***

1. Implementation is the challenge (halt in spending for E&T)
2. Basic skills for all (low progress on early school leavers, no progress in reducing low achievers in reading)
3. Teachers training
4. Low spending for tertiary education including research
5. Imbalances in adult participation in LLL
6. Attractiveness and relevance of VET
7. Transnational mobility

# Lifelong learning as a strategy

(From the 2001 EC Communication “Making a European Area of Lifelong Learning a Reality”)

## *Six building blocks*

1. Partnerships working
2. Insight into demand for learning
3. Adequate resources
4. Facilitate access
5. Create a new culture of learning
6. Striving for excellence

## *Six priority actions*

1. Valuing learning
2. Information, guidance and counselling
3. Investing time and money in learning
4. Bringing learning closer to home
5. New basic skills for all
6. Innovative pedagogy

# Key features of a coherent and comprehensive lifelong learning strategy (from the 2007 guidance note)

LLL should be viewed as an overarching concept covering all contexts (formal, non-formal, informal) and levels (pre-school, primary, secondary, tertiary, adult, continuing) of education and training.

A LLL strategy should be an overall framework for education and training policies containing a strategic overview and a coherent set of priorities and the necessary allocation of resources for targeted policy measures. It should be evidence-based.

# Key features of a coherent and comprehensive lifelong learning strategy

A LLL strategy should include flexible learning pathways and effective transition between all systems and levels of education and training in order to avoid dead-ends.

LLL strategies should build on partnerships with all relevant stakeholders (incl. policy makers at all levels, social partners, learners, teachers and trainers) and must include the necessary implementation and dissemination arrangements.

## 2. Copenhagen process on European Cooperation in VET

- Start with the Copenhagen Declaration in 2002; the European Ministers of VET, the EU Social Partners and the Commission.
- Ministers' meetings every two years (Copenhagen 2002, Maastricht 2004, Helsinki 2006, Bordeaux 2008)
- Monitoring through reviews done by each country (CEDEFOP questionnaire, ETF associated for CCs)

# Copenhagen Priorities

1. European dimension
2. Transparency, information and guidance
3. Recognition of competences and qualifications
4. Quality assurance

# Helsinki Communiqué on European Cooperation VET (1)

## Europe needs investments in VET:

- Increase investment from public and private sector
- Share costs between different beneficiaries in a balanced way through co-financing mechanisms (e.g. training funds, vouchers, ILA)
- Better use EU funds (2007-2013 ESF budget: 35 billion Euro for activities related to VET)
- Avoid trade-off between efficiency and equity  
(presumably no trade-off in IVET, probable current trade-off in CVT)
- Enhance efficiency and equity of VET through: improved quality, better links to general and higher education; increased relevance of VET to LM (partnerships); reduction of opportunity cost for adults
- Target public interventions at disadvantaged people to reduce inequalities

# Helsinki Communiqué on European Cooperation in VET (2)

## Priorities of Copenhagen and Maastricht remain valid:

- Policy focused on improving the **attractiveness and quality of VET**; more emphasis on good governance of VET
- Further development and implementation of **European instruments and tools**; target date **2010**
- Strengthening **mutual learning** – in particular better use of statistical data in decision making to enable evidence based training policy
- Taking all **stakeholders** on board, including VET providers, teachers and trainers; to support further development and implementation

# The Helsinki Communiqué on European Cooperation in VET (3)

## Implementation and reporting (extract)

- The continued support of CEDEFOP and ETF and their networks (monitor progress on priority areas and report on developments)
- Close cooperation on statistics, indicators and benchmarks with EUROSTAT, OECD, CEDEFOP and ETF
- Exchange of information, expertise and results with third countries, **particularly those covered by the ‘enlargement’ policy and by the ‘wider Europe neighbourhood’ policy.** Cooperation with high-performing countries and international organisations such as OECD should be strengthened.

# First findings CEDEFOP

## Questionnaire: VET Beyond 2010

- **Continuity** - more time needed to reach objectives
  - **Consolidate implement, further develop policies/tools**  
(EQF/NQF, QA, guidance, validating non-formal/informal learning)
  - **Skills/competence** development for employability  
adults: target groups (low-skilled),  
young people: (drop-outs)
  - **Other:** e.g. ECVET, VET-Pisa, workplace training, anticipating skill needs, cooperation with social partners
- ⇒ **Mobility and responsiveness to labour market needs**  
within the Copenhagen-Maastricht- Helsinki priorities

# Bordeaux Priorities (DRAFT)

1. Implement the European VET common tools at national and EU level (EQF, ECVET, QA, sectoral competences); coherence between tools; links between HE and VET; implement lifelong guidance action plan; better visibility of VET within E&T 2010
2. Improve the quality of VET systems: key competences; support to people and groups at risk; develop NQFs for VET and HE; professionalisation of VET actors; evidence based policy developments

## *Deepening in some areas:*

- Relevance of VET to the Labour Market (Implement 2007 Resolution on new skills for new jobs; lifelong guidance action plan, etc)
- Mobility for individuals trained in « alternance »
- Contribution of HE to LLL and employability
- European cooperation process
- Launch cooperation process with third countries

# The EU learning process through 8 Clusters and Peer Learning

- Modernisation of Higher Education (19 countries, BE)
- Teachers and Trainers (19 countries, ETUC) + subgroup on VET TT
- Making the best use of resources (9 countries, ETUC)
- Maths, Science and Technology (12 countries)
- Access and Social inclusion in LLL (15 countries)
- Key competences (14 countries, ETUC)
- ICT (13 countries)
- Recognition of learning outcomes (21 countries, ETUC, BE, UAPME)

TR in 2, 5, 8; HR in 1, 6, 8; Fyrom not yet

# Specific groups under the Copenhagen process

- European Network on Quality Assurance in VET (ENQA VET): General Assembly, PLAs, thematic groups
- European Lifelong Guidance Policy Network
- Credit transfer for VET ( technical working group on ECVET)

## 4. Re-launch of Lisbon Agenda: Growth and Jobs (2005)

- Make Europe more attractive place to invest and work
- Knowledge and innovation will be the beating heart of European growth
- Policies to allow our businesses to create more and better jobs

# Integrated Guidelines for Growth and Jobs

- **Macroeconomic guidelines**
- **Microeconomic guidelines**
- **Employment guidelines**

- (17) Implement employment policies aimed at achieving full employment, improving quality and productivity at work, and strengthening social and territorial cohesion.
- (18) Promote a lifecycle approach to work.
- (19) Ensure inclusive labour markets, enhance work attractiveness, and make work pay for job seekers, including disadvantaged people and the inactive.
- (20) Improve matching of labour market needs.
- (21) Promote flexibility combined with employment security and reduce labour market segmentation, having due regard to the role of the social partners.
- (22) Ensure employment-friendly labour cost developments and wage setting mechanisms.
- (23) Expand and improve investment in human capital.
- (24) Adapt education and training systems in response to new competence requirements.

# Future challenges of European co-operation: Improved governance + post-2010

- Strengthen Open Method of Coordination
- Interface with other policies
- Better use of peer learning results
- Close coordination with Lisbon at EU and national levels
- Indicators and benchmarks
- Participation of civil society
- Development of post-2010 strategy

# Future challenges of European co-operation

- Mobility: link national measures to LLP
- E&T in national Lisbon programmes
- Link to structural funds
- EU reference tools

# The way forward: LLL to achieve efficiency and equity

- Improving the knowledge base
- Sustainable funding
- Raising skills levels
- Addressing socio-economic disadvantage
- Using the potential of migrants
- High quality teaching

# The way forward: Innovation and creativity

- Education as key element in the knowledge triangle (education – research – innovation)
- Centres of excellence
- University-business co-operation
- Schools and VET

# The role of ETF in Turkey

- Support to awareness raising about EU discussions and questioning its relevance for Turkey
- Support to EC in commenting on E&T 2010 reports from Turkey
- Support to EC Delegation and ministries in design and implementation of EU projects related to E&T/HRD
- Support to policy learning for implementing VET strategies to MoNE and other key stakeholders (Decentralisation, NQF, Apprenticeships, VET TT)
- Support to MYK in drafting an implementation strategy for the national qualification system
- Support to capacity building through ETF peer learning project

And to ask questions, questions and questions.....

*ETF:*  
[www.etf.europa.eu](http://www.etf.europa.eu)

e-mail : [avo@etf.europa.eu](mailto:avo@etf.europa.eu)

*Thank you for your  
attention !*



*European Commission, DG Education and culture:*

[http://www.europa.eu.int/comm/dgs/education\\_culture/index\\_en.htm](http://www.europa.eu.int/comm/dgs/education_culture/index_en.htm)