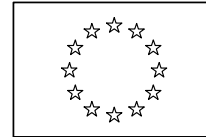


# EDUCATION AND TRAINING 2010 – DIVERSE SYSTEMS, SHARED GOALS



The system of education and training in Europe reflects the diversity of languages, cultures and systems of the EU. However, education and training have for a long time developed within national contexts. Countries and regions in the EU have a wide variety of education and training institutions, apply different admission rules, use different academic calendars, award hundreds of different degrees and qualifications reflecting a wide variety of curricula and training schemes. On the other hand, the world is characterised by rapid change, increasing globalisation and growing complexity in terms of economic and socio-cultural relations. New economic structures and societies are increasingly driven by information and knowledge. In particular, computers are becoming more widely available at work and at home, and this relative familiarity with information and communication technology (ICT) forms a backdrop against which the future of education and training must be planned ahead to remain competitive on a global scale.

## The EU Response – the Lisbon Strategy

“The Union must become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”, was the subsequent conclusion the European Council in Lisbon in March 2000). To achieve this ambitious goal, Heads of States and Government asked for "not only a radical transformation of the European economy, but also a challenging programme for the modernisation of social welfare and education systems". In 2002, they went on to say that by 2010, Europe should be the world leader in terms of the quality of its education and training systems. Making this happen will mean a fundamental transformation of education and training throughout Europe. This process of change will be carried out in each country according to national contexts and traditions and will be driven forward by cooperation between Member States at European level, through the sharing of experiences, working towards common goals and learning from what works best elsewhere. To ensure their contribution to the Lisbon strategy, Ministers of Education adopted in 2001 a Report on the future objectives of education and training systems agreeing for the first time on shared objectives to be achieved by 2010. A year later, the Education Council and the Commission endorsed a 10-year work programme to be implemented through the open method of coordination. Approved by the European Council, these agreements constitute the new and coherent Community strategic framework of co-operation in the fields of education and training.



[http://ec.europa.eu/education/index\\_en.html](http://ec.europa.eu/education/index_en.html)

Education & Training 2010' - Main policy initiatives and outputs in education and training since the year 2000  
[http://ec.europa.eu/education/policies/2010/doc/compendium05\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/compendium05_en.pdf)



Ministers of education agreed on three major goals to be achieved by 2010 for the benefit of the citizens and the EU as a whole:

- to improve the quality and effectiveness of EU education and training systems;
- to ensure that they are accessible to all;
- to open up education and training to the wider world.

To address these tough, but realistic goals, they agreed on thirteen specific objectives covering the various types and levels of education and training (formal, non-formal and informal) aimed at making a reality of lifelong learning. Systems have to improve on all fronts: teacher training; basic skills; integration of Information and Communication Technologies; efficiency of investments; language learning; lifelong guidance; flexibility of the systems to make learning accessible to all, mobility, citizenship education, etc. Working Groups have each been working over the course of the last two years on one or more objectives of the work programme. Gathering experts from 31 European countries as well as stakeholders and interested EU and international organisations, their role is to support the implementation of the objectives for education and training systems at national level through exchanges of "good practices", study visits, peer reviews, etc. With the support of the Standing Group on Indicators and Benchmarks set up by the Commission in 2002, indicators and benchmarks are being developed to monitor progress.

"Education and Training 2010" integrates all actions in the fields of education and training at European level, including vocational education and training (the "Copenhagen process"). As well, the Bologna process, initiated in 1999 is crucial in the development of the European Higher Education Area. Both contribute actively to the achievement of the Lisbon objectives and are therefore closely linked to the "Education and Training 2010" work programme. The European Commission adopted on 11 November 2003 a an interim evaluation of the implementation of the "Education & Training 2010" programme since Lisbon calling for accelerated reforms in the years to come and a stronger political commitment to achieve the Lisbon goals. A key priority for the Commission now is the European Qualifications Framework (EQF), which the Commission formally published as a Staff Working Document on 8 July 2005. The objective of the planned EQF is to facilitate the transfer and recognition of qualifications held by individual citizens, by linking qualifications systems at the national and sectoral levels and enabling them to relate to each other. The EQF will therefore act as a translation device and will be one of the principal European mechanisms intended to facilitate citizen mobility for work and study, alongside for example, Erasmus, the European Credit Transfer System and Europass.

**European Union working groups on education issues considered key for everybody in a knowledge-based society**

- Education and Training of Teachers and Trainers
- Key Competences
- Language Learning
- Information and Communication Technologies
- Maths, Science and Technology
- Making the best use of resources
- Mobility and European cooperation
- Open Learning Environment; Making Learning Attractive, Strengthening Links with Working Life and Society
- Active citizenship and social cohesion
- Reforming guidance and counselling
- Recognising non-formal and informal learning
- Measuring progress through indicators and benchmarks

**Progress towards the Lisbon Objectives in Education and Training**

The Lisbon Strategy dramatically changed European policy cooperation in the area of education and training, by focusing on the use of indicators and benchmarks in education and training policy. Indicators and benchmarks provide strategic guidance to the Education & Training 2010 programme through clear messages on progress towards the objectives agreed by the ministers. The education Council of May 2003 strengthened the role of indicators and benchmarks when, on the basis of a Communication from the Commission, it adopted a list of five reference levels of European average performance - the 2010 process.

## Lifelong learning...

... is a core element of this strategy, central not only to competitiveness and employability but also to social inclusion, active citizenship and personal development. Following the adoption by the Commission on 21 November 2001 of the Communication on Making a European Area of Lifelong Learning a Reality lifelong learning has become the guiding principle for the development of education and training policy. The Communication sets out concrete proposals that aim to make lifelong learning a reality for all. Lifelong learning encompasses learning for personal, civic and social purposes as well as for employment-related purposes. It takes place in a variety of environments in and outside the formal education and training systems. Lifelong learning implies raising investment in people and knowledge; promoting the acquisition of basic skills, including digital literacy; and broadening opportunities for innovative, more flexible forms of learning. The aim is to provide people of all ages with equal and open access to high-quality learning opportunities, and to a variety of learning experiences, throughout Europe. Education systems have a key role to play in making this vision a reality. Indeed, the Communication stresses the need for Member States to transform formal education and training systems in order to break down barriers between different forms of learning. EU funding of more than € 2 million is being allocated to 17, **R3Ls (Regional networks for Life-Long Learning)**;, which have been selected with the help of independent experts from a total of 57 proposals. The projects involve 120 regions which are committed to developing advanced lifelong learning education and training strategies.

### The Lifelong Learning Programme 2007-2013

[http://ec.europa.eu/education/programmes/newprog/index\\_en.html](http://ec.europa.eu/education/programmes/newprog/index_en.html)

## Enhanced European cooperation in vocational education and training - the "Bruges-Copenhagen process"

On 30 November 2002 the education Ministers of 31 European countries and the European Commission adopted the Copenhagen Declaration on enhanced cooperation in European vocational education and training. The meeting was also attended by the European Social Partners, underlining their commitment and indispensable role in the enhancement of cooperation in vocational education and training. The Member States, EEA countries the social partners and the Commission have begun cooperation at a practical level, focused on a number of concrete outputs:

- A single framework for transparency of competences and qualifications. The intention is to bring together into a single user friendly and more visible format the various existing transparency instruments, for example the European CV, the certificate supplements and diploma supplements, the Europass-Training and the national reference points, possibly using the EUROPASS brand. The Commission will come forward with a concrete proposal for the single framework by Autumn 2003.
- System of credit transfer for VET. Inspired by the successful European Credit Transfer System in higher education, the intention is to develop a similar system for the vocational sector.
- Common criteria and principles for quality in VET. Taking forward the work of the European Forum on Quality, a core of common criteria and principles for quality assurance will be developed, which could serve as a basis for European level initiatives such as quality guidelines and checklists for VET.
- Common principles for the validation of non-formal and informal learning. The aim is to develop a set of common principles to ensure greater compatibility between approaches in different countries and at different levels.
- Lifelong guidance. The aim is to strengthen the European dimension of information guidance and counselling services, enabling citizens to have improved access to lifelong learning.

### From the Copenhagen Declaration, 30 November 2002

"...Developing a knowledge-based Europe and ensuring that the European labour market is open to all is a major challenge to the vocational educational and training systems in Europe and to all actors involved. The same is true of the need for these systems to continuously adapt to new developments and changing demands of society. An enhanced cooperation in vocational education and training will be an important contribution towards ensuring a successful enlargement of the European Union and fulfilling the objectives identified by the European Council in Lisbon..."

A key feature of the Bruges-Copenhagen process is that it has been developed within the perspective of lifelong learning, emphasising the need for citizens to make use of the wide range of vocational learning opportunities available, for example at school, in higher education, at the workplace, or as part of a private course. The tools described above are being designed from the point of view of the user, making it possible to link together and build on learning acquired at different stages of life, in both formal and non-formal contexts.

## Higher Education in Europe

Higher education plays a central role in the development of both human beings and modern societies as it enhances social, cultural and economic development, active citizenship and ethical values. At European level, education in general and higher education in particular are not subjects of a « common European policy » : competence for the content and the organisation of studies remains at national level. However, according to Art. 149 of the Treaty of Amsterdam, the Community «shall contribute to the development of quality education by encouraging cooperation between Member States», through a wide range of actions, such as promoting the mobility of citizens, designing joint study programmes, establishing networks, exchanging information or teaching languages of the European Union. The Treaty also contains a commitment to promote life-long learning for all citizens of the Union. Therefore, the Community has a complementary role to play: to add a European dimension to education, to help to develop quality education and to encourage life-long learning. All the recent European summits (from Lisbon 2000 on) underlined the contribution of education in setting up the « European knowledge society ». On 11 November 2003, the Commission adopted the Communication "Education & Training: the Success of the Lisbon strategy hinges on urgent reforms". The main tool for putting this ambition into practice is the SOCRATES programme, which contains an action specifically focused on Higher Education: SOCRATES/Erasmus. It supports and encourages exchanges of students and teachers, the launching of joint study programmes or intensive courses, pan-European thematic networks and other measures aiming at the development of a European dimension in higher education. The second phase of the Socrates Programme will end in 2006 and Socrates will be replaced by new educational programmes. Erasmus will continue to exist as part of the new programmes after certain modifications.



### See more, read more

European Commission's Directorate Education and Culture

[http://ec.europa.eu/education/index\\_en.html](http://ec.europa.eu/education/index_en.html)

Education and Training in Europe

[http://ec.europa.eu/dgs/education\\_culture/publ/educ-form\\_en.html#Educ-training](http://ec.europa.eu/dgs/education_culture/publ/educ-form_en.html#Educ-training)

European Centre for the Development of Vocational Training (Cedefop)

<http://www.cedefop.europa.eu/>

European Training Foundation (ETF)

<http://www.etf.europa.eu/>

EURYDICE – The information network on education in Europe

<http://www.eurydice.org/>



PLOTEUS (Portal on Learning Opportunities throughout the European Space)

<http://ec.europa.eu/ploteus/portal/home.jsp>



<http://www.elearningeuropa.info/>

## Education, Audiovisual & Culture Executive Agency

The Education, Audiovisual and Culture Agency Executive Agency (EACEA) is responsible for the management of certain parts of the EU's programmes in the fields of education, culture and audiovisual. Fully operational from the 1st of January 2006, the Executive Agency operates under supervision from its two parent Directorates-General: DG Education and Culture (EAC) and DG Information Society and Media (INFOS). The EAC Executive Agency manages parts of the programmes Socrates, Leonardo and Erasmus Mundus.

School Education:

■ [Socrates: Comenius](#)

[http://eacea.ec.europa.eu/static/en/overview/comenius\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/comenius_overview.htm)

Higher Education:

■ [Socrates: Erasmus](#)

[http://eacea.ec.europa.eu/static/en/overview/erasmus\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/erasmus_overview.htm)

[Socrates: Erasmus Thematic Networks](#)

[http://eacea.ec.europa.eu/static/en/overview/ThematicNetworks\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/ThematicNetworks_overview.htm)

Language teaching and learning:

■ [Socrates: Lingua](#)

[http://eacea.ec.europa.eu/static/en/overview/lingua\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/lingua_overview.htm)

Adult education:

■ [Socrates: Grundtvig](#)

[http://eacea.ec.europa.eu/static/en/overview/grundtvig\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/grundtvig_overview.htm)

Higher Education Cooperation with Third Countries:

■ [Erasmus Mundus](#)

<http://eacea.ec.europa.eu/static/en/mundus/index.htm>

Vocational training:

■ [Leonardo da Vinci](#)

[http://eacea.ec.europa.eu/static/en/overview/Leonardo\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/Leonardo_overview.htm)

■ [Leonardo: Thematic Monitoring](#)

<http://eacea.ec.europa.eu/static/en/leonardo/entrance.htm>

ICT / Open & Distance Learning:

■ [eLearning overview](#)

<http://eacea.ec.europa.eu/static/en/elearning/index.htm>  
[Minerva](#)

[http://eacea.ec.europa.eu/static/en/overview/minerva\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/minerva_overview.htm)

Research & study centres:

[Jean Monnet Action](#)

[http://ec.europa.eu/education/programmes/ajm/index\\_en.html](http://ec.europa.eu/education/programmes/ajm/index_en.html)

Joint Actions:

[Socrates, Leonardo & Youth](#)

Other:

[Accompanying Measures](#)

[http://eacea.ec.europa.eu/static/en/overview/AccompanyingMeasures\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/AccompanyingMeasures_overview.htm)

[Dissemination Activities](#)

[http://eacea.ec.europa.eu/static/en/overview/Dissemination\\_activities\\_overview.htm](http://eacea.ec.europa.eu/static/en/overview/Dissemination_activities_overview.htm)

## Cooperation with third countries

Many countries around the world are seeking multilateral cooperation with universities and training centres in the European Union. The Commission supports these links with third countries through a range of programmes:

- The Tempus programme, which covers the countries of the former Soviet Union, the western Balkans and Mongolia, and which was extended in June 2002 to the EU's Mediterranean partners.
- The ALFA and Alfa programmes for Latin America
- AsiaLink, which involves many countries in Asia

- Pilot projects with Australia and Japan.

Trans-national education is becoming increasingly common in Europe. Many EU Member States have already developed bilateral relations with other countries in the area of higher education, and there are a number of trans-national higher education initiatives within the European Union. However, the Commission believes more should be done if European universities and learning centres are to derive the full benefits of internationalisation in education. European education ministers stated in the Bologna Declaration. At Lisbon and Prague (May 2001) European government ministers further emphasised the need to promote European higher education and to encourage international collaboration. Co-operation with third countries outside the EU is an important element of this. In July 2001, the European Parliament and Council received a Communication by the Commission on strengthening EU-third country co-operation in higher education. Following the positive reception of the Communication by the European Parliament and Council, the Commission launched a new proposal in July 2002, today known as Erasmus Mundus. The new initiative will promote the European Union as a centre of excellence in learning around the world, by supporting inter-university European Union Masters Courses. It will also provide EU-funded scholarships for third country nationals participating in these European postgraduate programmes, as well as scholarships for EU nationals studying in third countries. The Commission's proposal for the period 2004-2008 is under consideration by the Council and the Parliament and is likely to be adopted by the end of the year 2003.

#### From the Bologna Declaration of 19 June 1999

“...We must in particular look at the objectives of increasing the international competitiveness of the European system of Higher Education... We need to ensure that the European higher education system acquires a world-wide degree of attraction to our extraordinary cultural and scientific traditions... We engage in co-ordinating our policies to reach the following objectives...:

- Adoption of a system of easily readable and comparable degrees...
- Adoption of a system essentially based on two main cycles, undergraduate and graduate...
- Establishment of a system of credits...
- Promotion of mobility...”
- Promotion of European co-operation in quality assurance...
- Promotion of the necessary European dimensions in higher education, particularly with regard to curriculum development, inter-institutional cooperation, mobility schemes and integrated programmes of study, training and research...”



#### Education and training in the context of enhancing living standards in the world

Education and training play an essential role in enhancing living standards and in development. The European Commission has set out three priorities, namely:

- basic education, in particular primary education, and teacher training;
- work-related training;
- higher education, in particular at regional level.

In spite of the vital role of basic education, it is also important to ensure balanced development of education, in other words improved education systems at all levels.

#### Priority 1: basic education

As regards the development of basic education, nine main actions are on target:

- increasing substantially the total resources channelled into education, in particular primary education;
- improving the efficiency of education systems by drawing up strategies that take account of the specific situation of each country;
- improving school access opportunities and moving towards free and compulsory access to primary education;
- gearing budgets towards the most urgent needs for poor and vulnerable population groups which have only limited access to schools.

These groups include women, people living in rural areas, indigenous peoples, children and disabled adults, etc;

- reducing existing gender-based inequalities in relation to access to education by promoting the participation of women;
  - placing emphasis as much on the quality as the quantity of education.
- In this context, teacher training and the availability of teaching materials are priorities;
- paying greater attention to the impact of AIDS on education systems and improving the prevention of the disease through education;
  - protecting and restoring education in conflict and post-conflict periods;
  - increasing knowledge of education programmes relevant to development.

### **Priority 2: work-related training**

Priority should be given to work-related training, in other words consideration should be given to education demand. To this end, four priority actions are identified:

- establishing an education system which provides an opportunity to learn more technical skills through vocational training. Specialist centres and apprenticeships are some examples of services that could be created for this purpose;
- supporting educational strategies, systems and processes that promote the demand for education and the acquisition of qualifications needed to pave the way for the country's economic growth;
- introducing innovative approaches that go beyond the formal education sector, focusing on women in particular. These could include promoting self-employment and access to other forms of capital (land, loans, for example);
- introducing active policies to ensure a closer link between training and employment.

These policies could integrate job-seeking aid and direct assistance for job creation.

### **Priority 3: higher education**

Support for higher education is particularly necessary in order to ensure successful teacher training and general institutional development. In this respect, four specific actions are identified:

- developing information and communication technologies (Internet, telephone, etc.);
- encouraging cooperation between European and third-country institutions, especially at regional level;
- ensuring greater vigilance in regard to the impact on these countries of a brain drain to developed countries;
- enhancing the institutional capacities of developing countries.

### **Implementation**

Implementation of the above actions requires substantial investment on the part of the developing countries and the European Union. European Community funding in the field of education and training will come via two main instruments: macroeconomic and budgetary support and the implementation of a sectoral approach. It is important to ensure effective cooperation and coordination among all donors. The Commission also considers that ownership of the activities and strategies in this field by the people of the developing country, and in particular the poorest and most vulnerable groups, is vital. The Commission possesses strategic options for the implementation of the actions, in particular:

- political and strategic dialogue with the countries and integration of the policies in this field into the development strategies drawn up for each country and the poverty reduction strategies;
- a sectoral approach to provide a framework for the activities in this field;
- macroeconomic and budgetary support;
- consideration of the needs of the poor and their participation;
- participation by education actors and civil society in the broad sense, including the private sector;
- support for institutional development and capacity-building;
- monitoring of activities via indicators

This is borne out by a series of initiatives undertaken at international level. The Dakar Forum (' Education for All ') in April 2000 reaffirmed and broadened the international community's commitment in this field and the Millennium development objectives highlighted the importance of education, particularly education for girls and basic education. As far as the European Union is concerned, the November 2000 statement on development policy identified the promotion of access to social services such as education as a priority field.

European Union's commitments in 2003 for country-specific education programmes and projects reached a total of approximately **€250 million**, of which around €135 million was for the African, Caribbean and Pacific countries (ACP). These country-specific education programmes and projects cover basic, vocational and higher education programmes, each incorporated in the partner country's development programmes and monitored through a set of indicators agreed with the partner government

Since 1992, The European Union's Tacis Programme alone has served this idea in a multitude of initiatives. Practically all initiatives funded under EU budgets have components addressing education, vocational and/or higher education. For the years to come, the European Union has proposed to concentrate in Uzbekistan on people-to-people activities with a focus on higher education and on vocational education in agro-industries' sectors.

<b>Education and Training 2010</b>	
<b>The European Union's Strategic Objectives</b>	
<b>Increasing the Quality and Effectiveness of Education and Training Systems in the European Union</b>	<p>In the light of the new requirements of the knowledge society and the changing patterns of teaching and learning:</p> <ul style="list-style-type: none"> <li>• Improving education and training for teachers and trainers</li> <li>• Developing skills for the knowledge society</li> <li>• Ensuring access to ICTs for everyone</li> <li>• Increasing the recruitment to scientific and technical studies</li> <li>• Making the best use of resources</li> </ul>
<b>Facilitating the Access of All to Education and Training Systems</b>	<p>In the light of the guiding principle of lifelong learning, fostering employability and career development as well as active citizenship, equal opportunities and social cohesion</p> <ul style="list-style-type: none"> <li>• Open learning environment</li> <li>• Making learning more attractive</li> <li>• Supporting active citizenship and social cohesion</li> </ul>
<b>Opening up Education and Training Systems to the Wider World</b>	<p>In the light of the fundamental need to foster relevance to work and society and to meet the challenges resulting from globalisation:</p> <ul style="list-style-type: none"> <li>• Strengthening the links with working life and research</li> <li>• Developing a spirit of enterprise</li> <li>• Improving foreign language learning</li> <li>• Increasing mobility and exchanges</li> <li>• Strengthening European cooperation</li> </ul>