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COUNCIL

Detailed work programme on the follow-up of the objectives of Education and training systems in Europe

(2002/C 142/01)

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EXECUTIVE SUMMARY

Political Cooperation on the future objectives of education and training systems in Europe

Policy cooperation in education and training is gaining momentum in the EU with the approval of the work programme on the future objectives of education and training systems on 14 February. It focuses on the following three strategic objectives, which are broken down into 13 associated objectives:

— *improving the quality and effectiveness of education and training systems in the EU,*

— *facilitating the access of all to education and training systems,*

— *opening-up education and training systems to the wider world.*

Policy advances in education and training cooperation have a decisive contribution to make to the success of the Lisbon strategy, as has been acknowledged in the Commission's Synthesis Report forwarded to the Barcelona European Council. The broader mission of education and training systems must continue to be recognised in order to secure their full contribution to the Lisbon goals and the crucial support needed from educators and society as a whole. In view of this the Council and the Commission jointly request that the Education and Training Area now be explicitly recognised as a key priority domain in the Lisbon strategy.

The Council and the Commission underline their determination to provide a comprehensive response to the challenges of the knowledge society, globalisation and the enlargement of the EU, and therefore set themselves ambitious but realistic goals. For the benefit of citizens and the Union as a whole the following should be achieved in education and training by 2010:

— *the highest quality will be achieved in education and training and Europe will be recognised as a world-wide reference for the quality and relevance of its education and training systems and institutions,*

— *education and training systems in Europe will be compatible enough to allow citizens to move between them and to take advantage of their diversity,*

— *holders of qualifications, knowledge and skills acquired anywhere in the EU will be able to get them effectively validated throughout the Union for the purpose of career and further learning,*

— *Europeans, at all ages, will have access to lifelong learning,*

— *Europe will be open to cooperation for mutual benefits with all other regions and should be the most-favoured destination of students, scholars and researchers from other world regions.*

The work on those three objectives dealing with new basic skills, information technologies and mathematics, science and technology has already started, and action will be launched for all other objectives no later than 2003. Achieving the agreed objectives will draw on policy cooperation using the new open method of coordination in order to enhance the value added of European action, in accordance with Articles 149 and 150 of the Treaty. This is based on the identification of shared concerns and objectives, the spreading of good practice and the measurement of progress through agreed instruments, comparing achievements both between European countries and with the rest of the world. Arrangements for the effective participation of Candidate Countries will be worked out at the next informal meeting of Education ministers from EU and candidate countries in June 2002 in Bratislava. The Council (Education) in cooperation with the Commission will assure the responsibility for steering and monitoring the strategy as a whole. They plan to send their next joint report to the European Council in 2004.

1. Introduction

1.1. At its meeting in Lisbon in March 2000, the European Council acknowledged that the European Union was confronted with a quantum shift resulting from globalisation and the knowledge-driven economy and agreed a strategic target for 2010: to 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. Stressing that these changes require not only a radical transformation of the European economy, but also a challenging programme for the modernisation of social welfare and education systems the European Council at the same time asked the Education Council to 'undertake a general reflection on the concrete objectives of education systems, focusing on common concerns while respecting national diversity, with a view to contributing to the Luxembourg and Cardiff processes and presenting a broader report to the European Council in the Spring of 2001'.

1.2. The report on the future concrete objectives of education and training systems was presented to the Stockholm European Council in March 2001. It sets out the following 3 strategic objectives that were agreed and refines them into 13 associated objectives:

— improving the quality and effectiveness of education and training systems in the EU,

— facilitating the access of all to education and training systems,

— opening up education and training systems to the wider world.

The Stockholm Conclusions requested that the follow-up work on the future objectives of education and training systems be pursued and a work programme be submitted to the spring 2002 European Council, including an assessment of their achievement 'in the framework of the open method of coordination and in a world-wide perspective'.

1.3 The attached detailed Work programme was jointly adopted by the Council and the Commission on 14 February 2002. It sets out the key issues that need to be addressed in order to achieve the 3 strategic objectives and their 13 associated objectives that have been agreed. It addresses various elements and levels of education and training, from basic skills to vocational and higher education having particular regard to the principle of lifelong learning. It identifies the main instruments that will be used for measuring progress, comparing Europe's achievements both internally and with other world regions.

1.4 On this basis, the Council (Education) and the Commission jointly submit the present report to the European Council meeting in Barcelona in March 2002. It stresses the essential role of education and training in enhancing the level of qualification of people in Europe and hence in meeting not only the Lisbon challenge, but also the broader needs of citizens and society. This joint report reflects the Council and the Commission's commitment to, and ambitions for Education and Training as a fundamental part of the European Knowledge Area. Finally, it sets out the way in which progress should be achieved, applying the Open Method of Coordination to education and training in accordance with Articles 149 and 150 of the Treaty (cf. sections 4 and 5 below).

2. **Education and training, a key priority domain in the Lisbon strategy**

2.1. Since the Lisbon European Council two years ago numerous initiatives have been taken by Member States and at the European level and significant results have already been achieved in the fields of mobility, lifelong learning, professional, vocational and higher education, quality evaluation and assurance, *e-learning* and international cooperation.

In November 2001, following the wide-ranging consultation on lifelong learning, the Commission presented to the European Parliament and the Council a Communication establishing lifelong learning as a guiding principle for education and training and setting out concrete priority actions. The e-learning action plan is moving forward and two Forums dealing respectively with the transparency of vocational qualifications and the quality of vocational training have been established.

The European Year of Languages in 2001 underlined the importance of linguistic diversity in education and training in Europe. The Bologna process for fostering the compatibility and attractiveness of European higher education moved forward at the Ministerial Conference in Prague in May 2001 and the Council (Education) sees it as supporting the work on future objectives of education and training systems in the EU context.

The communication on the strengthening of cooperation with third countries in higher education was presented to the Council and the European Parliament in September 2001 and the reflection on the crucial role of educational cooperation in general across political and cultural boundaries has been widening since then. The White Paper on Youth includes reflections on the role of formal as well as non-formal education. Finally the Commission has recently proposed an action plan based on the report of the High Level Task Force on skills and mobility set up after the Stockholm European Council.

2.2. Since the Lisbon European Council, all these events and initiatives show that the development of education and training systems in a lifelong learning and in a worldwide perspective has increasingly been acknowledged as a crucial factor for the future of Europe in the knowledge era.

2.3. While education and training systems need to change in view of the challenges of the knowledge society and globalisation, they pursue broader goals and have broader responsibilities to society. They play an important role in building up social cohesion, in preventing discrimination, exclusion, racism and xenophobia and hence in promoting tolerance and the respect for human rights.

The role of education and training systems in disseminating the fundamental values shared by European societies is stressed both in the Report on concrete future objectives of education and training systems and in the communication on lifelong learning. Both documents also emphasise that the general goals attributed by society to education and training go beyond equipping Europeans

for their professional life, in particular concerning their personal development for a better life and active citizenship in democratic societies respecting cultural and linguistic diversity.

The Council (Education) and the Commission re-affirm that, notwithstanding their essential role in the Lisbon strategy, education and training are more than instruments for employability. Their broader mission must continue to be recognised in order to secure their full contribution to the Lisbon goals and the crucial support needed from the education and training community and from society as a whole.

2.4. The numerous events and initiatives taken in the area of education and training show its growing importance but their number, diversity and multiple links to other policies (in particular to the employment strategy and the strategy to fight social exclusion) have increased the need for greater strategic coherence. The Council and the Commission will focus their efforts on setting in place with this comprehensive work programme a consistent framework bringing such coherence to the various education and training policy strands in the European Community context.

2.5. The Council and the Commission request that an Education and Training Area now be explicitly recognised as a key priority domain in the Lisbon strategy. This would transmit the clear message that, however effective the policies in other areas, making the European Union the leading knowledge-based economy in the world will only be possible with the crucial contribution from education and training as factors of economic growth, innovation, sustainable employability and social cohesion. Ministers in charge of education and training acknowledge their responsibility in this process and re-affirm their determination to meet the challenge.

3. **Pursuing ambitious but realistic goals**

3.1. Beyond answering the invitation of the European Council to work on common objectives for education and training systems and to present a joint detailed work programme, the Council and the Commission are determined to take all initiatives required for a comprehensive response to the challenges of the knowledge society and globalisation, as well as of EU enlargement.

3.2. The Council and the Commission therefore set themselves ambitious but realistic goals which should also be shared by the countries joining the EU in the coming years. For the benefit of citizens and the Union as a whole the following should be achieved in education and training by 2010:

1) *The Highest quality will be achieved in education and training and Europe will be recognised as a world-wide reference for the quality and relevance of its education and training systems and institutions;*

2) *Education and training systems in Europe will be compatible enough to allow citizens to move between them and take advantage of their diversity;*

3) *Holders of qualifications, knowledge and skills acquired anywhere in the EU will be able to get them effectively validated throughout the Union for the purpose of career and further learning;*

4) *Europeans, at all ages, will have access to lifelong learning;*

5) *Europe will be open to cooperation for mutual benefits with all other regions and should be the most-favoured destination of students, scholars and researchers from other world regions.*

4. **The way ahead: applying the 'open method of coordination' to education and training**

4.1. The new open method of coordination will be applied as an instrument for the development of a coherent and comprehensive strategy in education and training within the framework of Articles 149 and 150 of the Treaty. The Lisbon Conclusions defined the open method of coordination as a means of 'spreading best practice and achieving greater convergence towards the main EU' goals and indicated that it would be a fully decentralised approach using variable forms of partnerships and designed to help Member States to develop their own policies progressively.

The open method of coordination will draw on tools such as indicators and *benchmarks* as well as on comparing best practice, periodic monitoring, evaluation and peer review etc. organised as mutual learning processes.

4.2. In the detailed work programme the three strategic objectives are broken down into thirteen objectives and forty-two key issues reflecting the wide spectrum of areas related to education and training. The work on their implementation has already started for three objectives (those dealing with new basic skills, information technologies, mathematics, science and technology). It will begin during 2002 or 2003 for the other ten according to the agreed timetable. The work on all objectives will thus have been launched by 2004.

4.3. The open method of coordination will be used for each of these objectives thereby harnessing their European added value. It will be however applied in a differentiated way to the various objectives, drawing in each case on the most appropriate tools. This will make it possible to focus action and to use the limited financial and human resources available in the most efficient way. A monitoring of progress towards the objectives set will be ensured across the board, using in each case the most relevant quantitative and/or qualitative tools available.

5. **A single comprehensive strategy for education and training**

5.1. Within this framework of the open method of coordination a single comprehensive strategy will be implemented as shown in the attached detailed work programme It will consist of two main strands of activity: the work on common challenges aimed at supporting Member States in improving their own education and training systems, and efforts to release the potential of transnational activity in education and training.

The implementation of the work programme will bring coherence to the various sectoral policies in education and training while respecting the input and the particular focus of each. Specific or new strands of action such as those proposed in the Commissions Communication on lifelong learning will not lead to the launching of a parallel coordination process but will, where relevant, be integrated into the framework of the 3 strategic and 13 objectives in the Work.

5.2. The implementation of the detailed work programme will also be supported by European cooperation in other forms: Community programmes, action plans, visits of decision makers, comparative and prospective studies, statistical and other surveys, pilot projects, etc. Many of these build on and complement the work of other international organisations (such as the OECD and the Council of Europe), networks, cooperation schemes or pilot projects between Member States or with candidate countries (e.g. on sustainable professionalisation or basic skills.).

5.3. Furthermore, synergy will be sought with other activities, in particular with those concerning the enhancement of transparency, recognition and quality assurance in all sectors of the education and training systems in the EU and with other sectors of EU activity such as research.

The same applies concerning activities carried out in a non EU context, like the Bologna process or the Lisbon recognition convention in the area of higher education.

5.4. The Council (Education) in cooperation with the Commission will steer and monitor the strategy and the implementation process as a whole in accordance with the Council conclusions of November 2001 on the follow-up to the Report on the concrete future objectives of education and training systems. A report on progress achieved will be submitted to the spring European Council of 2004.

6. **Opening up the process to other European countries**

The European Council meeting in Stockholm in March 2001 has already agreed that the Candidate Countries should be involved in the goals and procedures of the Lisbon strategy. Change and reform in education and training systems require a medium to long term perspective and it is necessary to start a dialogue in these fields without delay, not least because the Candidate Countries may in many areas contribute examples of good practice. Arrangements for their effective participation in this process will be worked out at the regular meeting of Education ministers of the EU and the Candidate Countries scheduled in June 2002 in Bratislava.

DETAILED WORK PROGRAMME FOR THE IMPLEMENTATION OF THE 13 OBJECTIVES

Strategic objective 1

IMPROVING THE QUALITY AND EFFECTIVENESS OF EDUCATION AND TRAINING SYSTEMS IN THE EU

OBJECTIVE 1.1 — IMPROVING EDUCATION AND TRAINING FOR TEACHERS AND TRAINERS

Access to knowledge is of the highest importance in a knowledge society. Teachers and trainers are therefore key actors in any strategies targeted at stimulating the development of society and the economy. Attracting and retaining well qualified and motivated people in the teaching profession, which is faced with massive recruitment needs due to the ageing of the teaching population, is a short and medium term priority in most European countries.

If Europe is to succeed in this objective, which is becoming more difficult across the continent as a whole, it must improve the ways in which teachers and trainers are supported as their role changes, and as public perceptions of them change; it must be supported by a general consensus, with those in the teaching and training professions, as to the skills which they all should have.

A. **Key issues**

1. Identifying the skills that teachers and trainers should have, given their changing roles in knowledge society

2. Providing the conditions which adequately support teachers and trainers as they respond to the challenges of the knowledge society, including through initial and in-service training in the perspective of lifelong learning

3. Securing a sufficient level of entry to the teaching profession, across all subjects and levels, as well as providing for the long-term needs of the profession by making teaching and training even more attractive

4. Attracting recruits to teaching and training who have professional experience in other fields

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B. **Organisation of the follow-up**

a) *Starting period:* during 2002 (second stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— Shortage/surplus of qualified teachers and trainers on the labour market,

— Progression in number of applicants for training programmes (teachers and trainers),

— Percentage of teachers and trainers who follow continuous professional training.

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— evaluation of training programmes for teachers and trainers,

— conditions for becoming a teacher or trainer according to educational level,

— inclusion of the following subjects in study and training plans: ICT, foreign languages, European dimension of education and intercultural education,

— promotion systems in the teaching profession during a teacher's career,

— improvement of working conditions of teachers.

OBJECTIVE 1.2 — DEVELOPING SKILLS FOR THE KNOWLEDGE SOCIETY

Across the EU, there is currently no common understanding of what *basic skills* are. For many, 'basic' has a strong connotation of numeracy and literacy and the word 'skills' is generally considered not to cover attitudes, aptitudes and knowledge, the way 'competencies' does. The Commission is producing a first document outlining a view of what *key competencies* might be. Bearing in mind both the Conclusions of the Lisbon summit and the Uppsala informal meeting of education and research ministers, as well as life-long learning, readiness for personal effort and cultural dimensions, the 'key competencies' could consist of the following principal areas:

Numeracy and literacy (foundation skills)

Basic competencies in mathematics, science and technology

Foreign languages

ICT skills and use of technology

Learning to learn

Social skills

Entrepreneurship

General Culture

The quality of teaching is an essential criterion for the acquisition of key competencies. There must therefore be a close link with objective 1.1. 'Improving Education for Teachers and Trainers'.

Ensuring and monitoring the acquisition of key competencies by all involves both appropriate curriculum design for those at school, and the provision and effective use of Life Long Learning opportunities for adults, paying special attention to disadvantaged groups.

Validation of key competencies, through appropriate instruments, is necessary. Methodological work is required in these areas even if evaluation may be difficult in some areas such as acquisition of social competencies. These are however needed in the interest of social cohesion and active citizenship.

A. **Key issues**

1. Identifying new basic skills, and how these skills together with the traditional basic skills can be better integrated in the curricula, learned and maintained through life

2. Making attainment of basic skills genuinely available to everyone, including those less advantaged, those with special needs, school drop-outs and to adult learners

3. Promoting official validation of basic skills, in order to facilitate ongoing education and training and employability

B. **Organisation of the follow-up**

a) *Starting period:* 2nd half of 2001 (1st stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— people completing secondary education,

— continuous training of teachers in areas of emerging skills needs,

— literacy Attainment Levels (PISA),

— numeracy/ Mathematics Attainment Levels (PISA),

— learning to learn Attainment Levels,

— percentage of adults with less than upper secondary education who have participated in any form of adult education or training, by age group.

c) *Themes for exchanging experience, good practice, and, as appropriate, peer review (Indicative list):*

— performance and results in the mother tongue, foreign language and mathematics up to the end of compulsory education,

— literacy and numeracy developments in schools and in provision for adults.

OBJECTIVE 1.3 — ENSURING ACCESS TO ICT FOR EVERYONE

The provision of adequate equipment and educational software, as proposed under the first key issue, calls for action on various points. There is a need to provide all schools with an appropriate infrastructure, one of the preconditions for a quality education, that would integrate capacity for full use of ICT. This includes equipment, broadband communication facilities (Internet/Intranet) and general maintenance. There is also a need to ensure the provision of services and content that addresses the broad scope of educational requirements: high quality digital educational content, educational software, remote and local (virtual/real) services, tutoring, guidance, adequate levels of teaching and managerial support.

There are other crucial conditions concerning the best use of innovative teaching and learning techniques based on ICT, as emphasised by the second key issue:

— ICT should be used for the purpose of enhancing the quality of education provided. There is a need to foster practices where ICT has a positive impact on teaching and learning so that education systems can incorporate learner-centred approaches which take fully into account variations in learning styles and pedagogical requirements among the student population. In this context, it is important to support the teachers in their widening roles.

— It is important to assess if and how ICT is actually used to its full extent, and how ICT impacts on the outcomes of learning processes in terms of skills and knowledge acquisition.

— There is a need to support decision makers, at all levels, with a view to addressing current education policy issues such as integration of new learners, innovation, European and international collaboration, and providing them with means to implement 'ICT-induced' changes in the curriculum.

Finally, the Employment guidelines for 2001 recalled the following:

— all schools to have access to the internet and multimedia resources by the end of 2001,

— all teachers needed are skilled in the use of these technologies by the end of 2002 in order to provide pupils with a broad digital literacy.

A. **Key issues**

1. Providing adequate equipment and educational software so that ICT and e-Learning processes can be best applied in teaching and training practices

2. Encouraging the best use of innovative teaching and learning techniques based on ICT

B. **Organisation of the follow-up**

a) *Starting period:* 2nd half of 2001 (1st stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— percentage of teachers that have been trained in ICT use in schools,

— percentage of pupils and students using ICT in their studies,

— percentage of learning sessions in teaching and training institutions in which ICT is used.

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— quality hardware and software in schools,

— use of ICTs in various subjects,

— use of ICTs in non-formal education,

— qualitative assessment of the use of ICT in education.

OBJECTIVE 1.4 — INCREASING RECRUITMENT TO SCIENTIFIC AND TECHNICAL STUDIES

Scientific and technological development is fundamental for a competitive knowledge society. General and specialised scientific or technological knowledge is increasingly called upon in professional and daily life, in public debates, decision making and legislation. All citizens need a basic understanding of mathematics, science and technology. If Europe is to maintain, let alone to improve, its position in the world, and to meet the Lisbon targets, it must do more to encourage children and young people to take a greater interest in science and mathematics; and to ensure that those already in scientific and research careers find their careers, prospects and rewards sufficiently satisfactory to keep them there. In this context, gender balance must be encouraged.

The informal Meeting of ministers of Education and Ministers of Research in Uppsala (March 2001) underlined the importance of increasing recruitment to scientific and technological disciplines, including a general renewal of pedagogy and closer links to working life and industry throughout the whole educational and training system. This would contribute to the construction of the European research area.

A. **Key issues**

1. Increasing the interest in mathematics, science and technology from an early age

2. Motivating more young people to choose studies and careers in the fields of mathematics, science and technology in particular research careers and scientific disciplines where there are shortages of qualified personnel, in a short and medium term perspective, in particular through the design of strategies for educational and vocational guidance and counselling

3. Improving gender balance among people learning mathematics, science and technology

4. Securing a sufficient numbers of qualified teachers in mathematics and scientific and technical subjects

B. **Organisation of the follow-up**

a) *Starting period:* 2nd half of 2001 (1st stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*
   — increase in number of entries into mathematics, science and technology courses (upper secondary advanced levels and tertiary levels, by gender),
   — increase in number of graduates in mathematics, science and technology, by gender,
   — increase in number of scientists and engineers in society, by gender,
   — increase in number of qualified teachers in MST (secondary level).

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*
   — inclusion of scientific and technical subjects in secondary education,
   — development strategies aiming at the performance of schools in encouraging pupils to study natural science, technology and mathematics and in teaching these subjects.

OBJECTIVE 1.5 — MAKING THE BEST USE OF RESOURCES

Achieving the objective to provide Life-wide and Lifelong Learning in the knowledge society will increase the overall need for investment in education and training. This goes for public spending in human resources, spending in private enterprises and investment by each individual. Although public finance is becoming generally tighter in EU countries, Europe cannot afford to hold back here. The Lisbon conclusions [1] call for a substantial annual increase in *per capita* investment in human resources, pointing out that the future of the European economy depends very largely on the skills of its citizens, and these in turn need the continuous updating which is characteristic of knowledge societies. On the other hand, the education and training sector must use the pressure on finance to encourage as an efficient as possible distribution and use of resources, and to achieve the highest levels of quality.

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[1] paragraph 26, 1st indent.

A. **Key issues**

1. Increasing investment in human resources while ensuring an equitable and effective distribution of available means in order to facilitate general access to and enhance the quality of education and training

2. Supporting the development of compatible quality assurance systems respecting diversity across Europe

3. Developing the potential of public-private partnerships

B. **Organisation of the follow-up**

a) *Starting period*: During 2002 (2nd stage).

b) *Indicators for measuring progress to be reviewed as appropriate (Indicative list):*

— increase in *per capita* investment in human resources (Structural indicator).

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— self-evaluation to improve the quality of education provided,

— public and private expenditure on education (structural indicator).

Strategic Objective 2

FACILITATING THE ACCESS OF ALL TO EDUCATION AND TRAINING SYSTEMS

OBJECTIVE 2.1 — OPEN LEARNING ENVIRONMENT

The transformation to a knowledge society implies that access to education and training must be simplified and made more democratic; and that passage from one part of the education and training system to another must be made easier. At the same time, work must be made available to as wide a cross-section of the population as possible, increasing not only the employment rate but also the general skills levels. The complexities in the education and training systems are normally the result of the intention to provide the best possible qualifications system; but they must be simplified, so that if people need to change from one part of the system to another, they can use their previous efforts and achievements, and carry forward the appropriate levels of credit.

A. **Key issues**

1. Broadening access to lifelong learning by providing information, advice and guidance, on the full range of learning opportunities available

2. Delivering education and training so that adults can effectively participate and combine their participation in learning with other responsibilities and activities

3. Ensuring that learning is accessible for all, in order to better respond to the challenges of the knowledge society

4. Promoting flexible learning paths for all

5. Promoting networks of education and training institutions at various levels in the context of lifelong learning

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B. **Organisation of the follow-up**

a) *Starting period:* between 2nd half of 2002 and end of 2003 (3rd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— percentage of the population between 25 and 64 participating in education and training (structural indicator)

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— availability of child-care and flexible learning times to learners,

— possibilities of educational leave for employees,

— accreditation of prior learning,

— funding mechanisms and incentives for adults.

OBJECTIVE 2.2 — MAKING LEARNING MORE ATTRACTIVE

Making learning attractive throughout life means first of all making learning relevant for the individual. Everyone needs to understand, from an early age, the importance of education and training throughout life. Education and training systems have an major role to play here, but families, local communities and employers play must play an important role too if learning is to become part of everyone's activity. Learning needs to be made attractive if the higher employment rates sought are to be combined with the higher skills levels needed. If people do not see the value to themselves of continuing to learn, they will never make the effort needed and the rise in skills levels that the knowledge society demands as foreseen by the Lisbon European Council will not be reached.

The Employment guidelines 2001 goal of halving the number of 18 to 24 years olds with only lower secondary education who are not in education and training by 2010 is one way of measuring if the young adults find the learning attractive.

A. **Key issues**

1. Encouraging young people to remain in education or training after the end of compulsory education; and motivating and enabling adults to participate in learning through later life

2. Developing ways for the official validation of non-formal learning experiences

3. Finding ways of making learning more attractive, both within the formal education and training systems and outside them,

4. Fostering a culture of learning for all and raising the awareness of potential learners of the social and economic benefits of learning

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B. **Organisation of the follow-up**

a) *Starting period:* between 2nd half of 2002 and end of 2003 (3rd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— percentage of working time spent by employees on training per age groups,

— participation in tertiary education,

— proportion of the population aged 18-24 with only lower secondary education and not in education or training (Structural indicator).

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— ongoing training courses in order to motivate learners

— possibility of following open courses, on-line or distance learning

— validation of experience acquired.

OBJECTIVE 2.3 — SUPPORTING ACTIVE CITIZENSHIP, EQUAL OPPORTUNITIES AND SOCIAL COHESION

Education and training systems have an important role in helping to sustain democratic societies in Europe. All citizens should have equal access to education and training. Member States need to take care of the needs of vulnerable groups, particularly people with disabilities and people with learning difficulties as well as those living in rural/remote areas or having problems in reconciling their work and family commitments. It cannot be accepted that substantial proportions of people drop out of learning prematurely, and miss essential basic skills and qualifications to participate actively in society, without accepting also the loss to society and the economy as a whole which their unfulfilled potential represents. Other aspects related to citizenship, equal opportunities and social cohesion are essential dimensions of education and training in their own right.

A specific goal already agreed by the Member States according to the Lisbon conclusions is to halve, by 2010, the number of 18 to 24 year olds with only lower secondary education who are not in education and training (Employment guidelines 2001, no. 4).

A. **Key issues**

1. Ensuring that the learning of democratic values and democratic participation by all school partners is effectively promoted in order to prepare people for active citizenship

2. Integrating fully equal opportunity considerations in the objectives and functioning of education and training

3. Ensuring fair access to acquisition of skills for the less privileged or those currently less well served and motivating them to participate in learning

B. **Organisation of the follow-up**

a) *Starting period:* During 2002 (2nd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— proportion of the population aged 18-24 with only lower secondary education and not in education or training (structural indicator).

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— participation of pupils, parents and other stakeholders in school governance,

— gender equality in tertiary education and continuous training,

— models for integration of and giving access to disadvantaged groups to education and training; models for encouraging them to pursue formal qualifications.

Strategic Objective 3

OPENING UP EDUCATION AND TRAINING SYSTEMS TO THE WIDER WORLD

OBJECTIVE 3.1 — STRENGTHENING THE LINKS WITH WORKING LIFE AND RESEARCH, AND SOCIETY AT LARGE

Education and training systems in Europe have made great strides over the past decade, but in too many ways they are still turned in upon themselves. Greater cooperation with a broad range of actors in business, research and society at large, including the social partners is needed: education and training establishments need this to become learning organisations themselves, to stay open to outside changes, contributions, ideas and talent, and to remain relevant for the lives of the individuals they serve. This will enable institutions to stimulate the sense of enterprise and initiative which students and trainees need. Everyone in society with an interest in education and training must be able to make their contribution, and education and training establishments must be open and able to receive the intellectual and practical contributions that the outside world can make.

A. **Key issues**

1. Promoting close co-operation between education and training systems and society at large

2. Establishing partnerships between all types of education and training institutions, firms and research facilities for their mutual benefit [1]

3. Promoting the role of relevant stakeholders in developing training, including initial training, and learning at the work place

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[1] Cf. Lisbon Conclusions paragraph 26, third indent.

B. **Organisation of the follow-up**

a) *Starting period:* between 2nd half of 2002 and end of 2003 (3rd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— percentage of students and trainees in initial training benefiting from placement arrangements (éducation en alternance).

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— participation of parents in school life and in children's learning in general,

— participation of local representatives in school life,

— collaboration of schools with local organisations,

— cooperation of education and training institutions with business enterprises, for example concerning placements and training opportunities,

— participation of teachers in training organised and carried in cooperation with business,

— descriptive studies about how education and training establishments seek to attract and involve those currently outside education and training systems.

OBJECTIVE 3.2 — DEVELOPING THE SPIRIT OF ENTERPRISE

Education and training should provide an understanding of the value of enterprise, as well as models of successful entrepreneurship, of the value of risk-taking and of the need for everyone to have a sense of initiative. The changes in society and the economy that the knowledge society will bring, and the existing trend towards a services-based economy, will give the opportunity to millions of individuals to start their own business, and this should be seen by students as a viable career option. Over recent years the importance of developing new forms of business has been recognised, often based on the needs of local communities. Developing the spirit of enterprise is important for individuals, for economy and for society at large.

Promoting education for entrepreneurship and self-employment is also an agreed goal included in the Employment guidelines 2001 (no. 9).

A. **Key issues**

1. Promoting the sense of initiative and creativity throughout the education and training system in order to develop the spirit of enterprise ('entrepreneurship')

2. Facilitating the acquisition of skills needed to set up and run a business

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B. **Organisation of the follow-up**

a) *Starting period:* between 2nd half of 2002 and end of 2003 (3rd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— proportion of self-employed in various sectors of the knowledge economy (particularly age group 25-35),

— percentage of education and training institutions providing counselling and guidance for setting up business.

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— qualitative assessment of young graduates starting enterprises according to economic sector; viability of these enterprises,

— promotion of self-employment,

— teaching of entrepreneurship at various educational levels.

OBJECTIVE 3.3 — IMPROVING FOREIGN LANGUAGE LEARNING

Europes diversity is nowhere clearer than in its languages. But if it is to benefit from that diversity, its citizens have to be able to communicate with each other. Knowledge of languages is part of the basic skills that the Europe of the knowledge society requires; everyone should, as a general rule, be able to speak two foreign languages. Foreign language learning, including where appropriate at an early age, must be improved; and this means improving the ways in which foreign languages are taught, and increasing contact between teachers and learners and the foreign languages they are working on. The training of language teachers is therefore central to this objective.

Since 1995, the Community has repeatedly promoted the objectives concerning the learning of languages apart from the mother tongues (Council resolutions of 31 March 1995 and 14 February 2002 as well as the recommendation on mobility of 10 July 2001). A specific way to reach the objectives set in the Recommendation and the resolutions would be a significant reduction of the number of citizens over 15 not knowing any other language than their mother tongue(s).

A. **Key issues**

1. Encouraging everyone to learn two, or where appropriate, more languages in addition to their mother tongues, and increasing awareness of the importance of foreign language learning at all ages

2. Encouraging schools and training institutions in using efficient teaching and training methods and motivating continuation of language learning at a later stage of life

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B. **Organisation of the follow-up**

a) *Starting period:* between 2nd half of 2002 and end of 2003 (3rd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

The Council and the Commission note that no reliable data on the foreign language skills of young people are available; further work must therefore be carried out to obtain them. In the meantime, the following indicative list is adopted.

— percentage of pupils and students who reach a level of proficiency in two foreign languages [1],

— percentage of language teachers having participated in initial training or in-service training courses involving mobility providing direct contact with the language/culture they teach.

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— methods and ways of organising the teaching of languages,

— early language learning,

— ways of promoting the learning of foreign languages.

OBJECTIVE 3.4 — INCREASING MOBILITY AND EXCHANGE

Mobility helps to promote the feeling of belonging to Europe, the development of European awareness, and the emergence of European citizenship. It allows young people to improve their personal skills and employability, and offers trainers the chance to broaden their experience and enhance their skills. In an increasingly complex Europe all the available means for facilitating and promoting mobility must be used in the most effective way possible, so that people — in particular young people — can identify with Europe. Mobility in education or training, including pre-doctoral research training, also plays a part in creating a European education and training area and can contribute to achieving a European Research Area.

The European Union already has a solid basis in this field. The Socrates, Leonardo and Youth programmes and the assistance provided for research worker mobility are among the areas where EU activities provide an example to the world, even though concrete experience also shows that mobility as an instrument has not yet reached its full potential in providing support for the Lisbon objective.

Numerous other Community initiatives, such as the mobility action plan approved by the Nice European Council, the recommendation of the European Parliament and the Council on the same subject, and the creation of the task force on new European labour markets (the establishing of which was backed by the Stockholm European Council) all testify to the importance of mobility and to the political recognition of that importance. These will be implemented in close coordination with the mobility initiatives in the European Research Area.

Specific goals are included in the conclusions of the Lisbon European Council (no. 13 concerning mobility of researchers and no. 26 concerning mobility of students, teachers and training and research staff).

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[1] For instance, to level B2 of the Council of Europe's Common European Framework of Reference.

A. **Key issues**

1. Providing the widest access to mobility to individuals and to education and training organisations, including those serving a less privileged public and reducing the remaining obstacles to mobility

2. Monitoring the volume, directions, participation rates as well as qualitative aspects of mobility flows across Europe

3. Facilitating validation and recognition of competencies acquired during mobility

4. Promoting the presence and recognition of European education and training in the world as well as their attractiveness to students, academics and researchers from other world regions

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B. **Organisation of the follow-up**

a) *Starting period:* During 2002 (2nd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— proportion of national students and trainees carrying out part of their studies in another EU or third country,

— proportion of teachers, researchers and academics from other EU countries employed at different educational levels,

— number and distribution of EU and non-EU students and trainees in education and training.

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— financing, participation and geographical distribution of EU and national exchange programmes,

— social benefits, i.e. in public transportation, museums etc, granted to people during mobility,

— evaluation of the results and development of Europass,

— information on mobility offers and conditions of the EU and the Member States

— ECTS in vocational training,

— development of 'certificate supplement' in vocational training (similar to diploma supplements in higher education),

— Transferability of national grants for foreign education and training periods.

OBJECTIVE 3.5 — STRENGTHENING EUROPEAN CO-OPERATION

In the new Europe of the knowledge society, citizens should be able to learn and work throughout Europe, and make full use of their qualifications wherever they are. In the higher education area in particular, the obstacles to mobility and to recognition of qualifications are already being tackled, both through the EU instruments (such as the ECTS or the university partnerships within the Socrates programme) and through the 'Bologna process'. However, in many areas there is substantial work to be done. Therefore higher education institutions and other educational authorities should be encouraged to develop more compatible systems of qualifications across Europe and a common understanding of what are the minimum levels of quality required for accreditation. The policies on the transparency and recognition of qualifications, must be strengthened. The development of joint degrees and qualifications and of the accreditation systems must be supported if the education and training institutions in Europe are to be recognised world-wide as centres of excellence.

A. **Key issues**

1. Enhancing the effectiveness and timeliness of recognition processes for the purpose of further study, training and employment throughout Europe

2. Promoting co-operation between responsible organisations and authorities in view of more compatibility in quality assurance and accreditation

3. Promoting transparency of information on education and training opportunities and structures in view of the creation of an open European area for education

4. Promotion of the European dimension of teaching and training

B. **Organisation of the follow-up**

a) *Starting period:* During 2002 (2nd stage).

b) *Indicators for measuring progress (Indicative list to be reviewed as appropriate):*

— proportion of undergraduate and postgraduate students and researchers continuing their studies in another EU or third country,

— percentage of graduates obtaining joint degrees in Europe,

— percentage of students and trainees within ECTS or Europass and/or obtaining Diploma/Certificate Supplement.

c) *Themes for exchanging experience, good practice and, as appropriate, peer review (Indicative list):*

— promotion of accreditation in higher education,

— promotion of joint courses and degrees in Europe which are internationally recognised; promotion of relevant *marketing* initiatives,

— inclusion of the European dimension in education and training.

TIMETABLE TO START FOLLOW-UP WORK FOR OBJECTIVES

Stage 1 (starting: 2nd half of 2001)

Objective 1.2 — Developing skills for the knowledge society

Objective 1.3 — Ensuring access to ICT for everyone

Objective 1.4 — Increasing the recruitment to scientific and technical studies

Stage 2 (starting: during 2002)

Objective 1.1 — Improving education and training for teachers and trainers

Objective 1.5 — Making the best use of resources

Objective 2.3 — Supporting active citizenship, equal opportunities and social cohesion

Objective 3.4 — Increasing mobility and exchange

Objective 3.5 — Strengthening European co-operation

Stage 3 (starting: between 2nd half of 2002 and end of 2003)

Objective 2.1 — Open learning environment

Objective 2.2 — Making learning attractive

Objective 3.1 — Strengthening the links with working life and research, and society at large

Objective 3.2 — Developing the spirit of enterprise

Objective 3.3 — Improving foreign language learning

By end of 2002, the first results concerning the indicators and, where appropriate, benchmarks for stage 1 will be available. The first results for stage 2 will be available md-2003 and for stage 3, by end of 2003.

It is foreseen that results for exchanging experience for stage 1 will be available by end 2003. Furthermore, peer reviews will be launched as requested by Member States.

An intermediate report on the implementation of the work plan will be submitted jointly by the Council and the Commission to the European Spring Council 2004.

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Table

Model to be used in the follow-up of quantitative indicators to support the implementation of the objectives using the open method of coordination

	Present levels			Progress		Benchmarks (where feasible)/Reference Criteria (see note below) (¹)	
	Average (EU)	Average of 3 best performing (EU)	USA and Japan	2004	2010	for 2004	for 2010
Indicator							
Indicator							
Indicator							

(¹) On the basis of chosen indicators for each objective an interim report foreseen in 2004 and the final report foreseen in 2010 will include an evaluation of progress made. Where feasible, European-wide benchmarks could be set by the Council by consensus within the scope of articles 149 and 150 of the EC Treaty. Furthermore, the reference criteria (*benchmarks*) for 2004 and 2010 will be communicated by the Member States on a voluntary basis. This process of implementation will require the availability of national statistical data according to the indicators chosen

Source: ...

STATISTICAL DATA

OBJECTIVE 1.2 — DEVELOPING SKILLS FOR THE KNOWLEDGE SOCIETY

	Presents levels			
	EU Average ([1])	Average of 3 best performing in EU	USA	Japan
Numeracy/mathematics (scores)	494	536	493	557
Literacy (scores)	498	535	504	522

([1]) NL not included — average 14 member States.

Source: PISA, OCDE, 2001

OBJECTIVE 1.4 — INCREASING THE RECRUITMENT TO SCIENTIFIC AND TECHNICAL STUDIES

Number of graduates as percentage of total number (2000 for most countries)

	Presents levels			
	EU Average	Average of 3 best performing in EU	USA	Japan
Natural Science	5,1 %	8,3 %	—	—
Mathematics and Computer Science	3,8 %	7,3 %	—	—
Engineering, Manufacturing and construction	14,3 %	20,1 %	—	—

Notes:

GR: missing.
L: The country does not have a complete education system. Natural Science includes also Mathematics and Science.
A: Professionally oriented tertiary education (ISCED 5B) is not included.
NL: PhD level studies (ISCED 6) missing.

Source: Eurostat., UOE data collection 2000 — provisional data.

OBJECTIVE 1.5 — MAKING THE BEST USE OF RESOURCES

Public expenditure on education as a percentage of the GDP [1]

	Presents levels			
	EU Average [1] (1999)	Average of 3 best performing in EU (1999)	USA (1998)	Japan (1998)
	5,0 %	7,3 %	5,0 %	3,5 %

[1] Based on the structural indicator (http://europa.eu.int/comm/eurostat/Public/datashop/print-product/EN?catalogue=Eurostat&product=1-ir010-EN&mode=download).

Notes:

F: Educational expenditure figures do not include DOM(Departements d'Outre Mer).
UK: Estimates, based on data for UK financial years which run from 1 April to 31 March.
L: Missing.

OBJECTIVE 2.2 — MAKING LEARNING MORE ATTRACTIVE

	Presents Levels			
	EU Average	Average of 3 best performing in EU	USA	Japan
Proportion of students in tertiary education (ISCED 5, 6) as a percentage of all pupils and students, 1999/2000 [a]	15 %	20,8 %	—	—
Percentage of people who do not have an upper secondary qualification aged 25-34, 2000 [b] [1]	25,9 %	12,1 %	—	—

[1] IRL: missing. UK: GCSEs are considered upper secondary qualifications

Source:

a) Eurostat, UOE.
b) LFS.
Calculation:
a) Students at ISCED5,6 / total number of students.
b) (Respondents aged 25-34 with educational attanmment <=ISCED2) / total numer of respondentsaged 25-34.

OBJECTIVE 2.3 — SUPPORTING ACTIVE CITIZENSHIP, EQUAL OPPORTUNITIES AND SOCIAL COHESION

	Presents levels			
	EU Average	Average of 3 best performing in EU	USA	Japan
Proportion of the population aged 18-24 with only lower secondary education and not in education or training (2000) [1]	17,8 %	7,8 % [1]		

[1] IRL: missing. UK: GCSEs are considered upper secondary qualifications

Source: LFS (Structural indicator: Early school leaver).