

Follow-up Report on the European and Scientific Agendas (FR4)

Education and training towards a Knowledge Society

March 2005

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Social sciences and humanities can make a relevant contribution to the construction of Europe by identifying possible answers to some of its main challenges: achieving enlargement, enhancing competitiveness with social cohesion, fostering sustainable development and quality of life, combining European with national identities, enhancing the role of Europe in international governance, reforming political institutions at European and national levels.

In order to enhance the strategic monitoring of FP6, the European Commission – DG Research has created an Advisory Group on “Social Sciences and Humanities in the European Research Area” (SSH-ERA).

The Advisory Group on Social Sciences and Humanities should give advice to the European Commission and stimulate the European research community regarding the following objectives:

- a/ Identifying the research priorities in the thematic priority 7;
- b/ Enhancing the interface between SSH and the other thematic priorities;
- c/ Developing the interfaces between SSH and Community policies;
- d/ Anticipating new problems and scientific and technological needs;
- e/ Exploring a SSH approach on Research and Innovation;
- f/ Defining the strategy to build the European Research Area.

The present project - SSHERA - is designed to provide tools to explore the development of the research agenda.

In order to underpin the general development of this project, it is important to carry out a regular follow-up of the scientific agenda and the European agenda, with the aim of fostering their interaction. The central purpose of this Follow-up Report will be to provide general background information on a concrete theme which might be useful for researchers who are focusing on European issues.

Introduction

This Follow-up Report will deal with education and lifelong learning policies in the broader context of the European knowledge society.

Firstly, we will present the main European and national references concerning both these policies.

Secondly, we will present some quotations of these documents or of relevant European news agencies concerning these issues.

Thirdly, we will introduce major indicators in these fields.

Fourthly, we will identify some recent academic references which might be relevant to illustrate the new trends in the scientific agenda.

Finally, we will suggest some key-issues for possible interactions between the European policy and scientific agendas.

1. Sources

1.1. European level

European Commission – Directorate General for Education and Training

http://europa.eu.int/comm/education/index_en.html

Rapid – Press Releases

<http://europa.eu.int/rapid/searchAction.do>

CEDEFOP

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

Training Village

http://www.trainingvillage.gr/etv/Projects_Networks/Skillsnet/Work/w_view.asp

1.3. National level

Ireland

Taoiseach – Social Policy

<http://www.taoiseach.gov.ie/index.asp?locID=219>

National Development Plan

http://www.ndp.ie/newndp/displayer?page=main_tmp_7195

Portugal

Portuguese Government Portal

<http://www.portugal.gov.pt>

Ministry of education

<http://www.min-edu.pt/>

Sweden

Swedish Government

<http://www.sweden.gov.se/>

Ministry of Education, Research and Culture

<http://www.sweden.gov.se/sb/d/2063>

OECD

<http://www.oecd.org>

1.4. News Agencies

Agence Europe

<http://www.agenceeurope.com>

Euractiv

<http://www.euractiv.com/>

Sources d'Europe

<http://www.info-europe.fr/>

1.5. Benchmarking and Indicators

[Eurostat](#)

<http://europa.eu.int/comm/eurostat/newcronos/>

OECD

<http://www.oecd.org>

2. References concerning the European Agenda

2.1. European Union –Recent Official Publications

Council of the European Union (2001), *Report from the Council (Education) to the European Council on the concrete future objectives of education and learning systems*, 5680/01 EDUC23, 12.02.2001.

Council of the European Union (2002), *Council Resolution – Education and Lifelong Learning*, Ref. 8944/02, 30.05.2002.

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Council of the European Union (2004), *Draft Council Resolution on Guidance throughout life in Europe*, Ref. 8448/04, 16.04.2004.

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European Commission (2001), *Communication from the Commission - Making a European area of lifelong learning a reality*, COM (2001) 678 final, 21.11.2001.

European Commission (2002), *Action Plan for skills and mobility*, COM (2002) 72 final, 13.02.2002.

European Commission (2002), *Communication from the Commission – European Benchmarks in Education and Training: Follow-up to the Lisbon European Council*, COM (2002) 629 final, 20.11.2002.

European Commission (2002), *Investing in Human Capital: The efficiency of public expenditure and other policies*, COM (2002), ECFIN/634/02, 17.12.02.

European Commission (2003), *Communication de la Commission Investing efficiently in education and training: an imperative for Europe*, COM (2002), 779 final, 10.01.2002.

European Commission (2003), *Communication from the Commission – The role of the universities in the Europe of knowledge*, COM (2003) 58 final, 05.02.2003.

European Commission (2003), *Proposal for a Council Decision on Guidelines for the Employment Policies of the Member States*, COM (2003) 176 final, 08.04.2003.

European Commission – Directorate-General for Employment and Social Affairs (2003), *Human capital in a global and knowledge-based economy – Part II: assessment at the EU country level*, Final report, April 2003

European Commission (2003), *"Education & Training 2010" -The success of the Lisbon strategy hinges on urgent reforms*, (Draft joint interim report on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe), COM(2003) 685 final, 11.11.2003.

European Commission – Directorate-General for Education and Culture (2003), *Implementing lifelong learning strategies in Europe: Progress report on the follow-up to the Council resolution of 2002 – EU and EFTA/EEA countries*, 17.12.2003.

European Commission, (2004) *Jobs, Jobs, Jobs – Creating more Employment in Europe*, Report of the Employment Taskforce, Luxembourg: Office for Official Publications of the European Communities.

European Commission (2004), Report on the Implementation of the Commission's Action Plan for Skills and Mobility [COM(2002)72 final], COM(2004) 66 final, 06.02.2004

European Commission (2004), The new generation of Community Education and Training Programmes after 2006, COM (2004) 156, 09.03.2004

European Commission (2004), *Proposal for a Decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning*, COM (2004) 474 final, 14.07.2004

European Ministers of Vocational Education and Training and European Commission (2002), *The Copenhagen Declaration” - Declaration of the European Ministers of Vocational Education and Training, and the European Commission, on Enhanced cooperation in vocational education and training*, Copenhagen, 29 and 30 November 2002.

European Ministers of Vocational Education and Training and European Commission (2004), *Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET) (Review of the Copenhagen Declaration of 30 November 2002)*, 2004.12.14

European Parliament and Council of the European Union (2003), Decision No. 2318/2003/EC of the European Parliament and of the Council of 5 December 2003 adopting a multiannual programme (2004 to 2006) for the effective integration of information and communication technologies (ICT) in education and training systems in Europe (eLearning Programme).

CEDEFOP

Bainbridge, Steve, Julie Murray, Tim Harrison and Terry Ward (2004), *Learning for employment – Second Report on vocational education and training in Europe*, Luxembourg: Office for Official Publications of the European Communities and CEDEFOP.

CEDEFOP, *Skillsnet: about the network*, 2004, in <http://www.trainingvillage.gr>

CEDEFOP (2004), *Getting to Work on LifeLong Learning – Policy, Practice & Partnership*, Luxembourg: Office for Publications of the European Communities.

CEDEFOP (2004), *Learning for Employment – Second Report on Vocational Education and Training Policy in Europe*, Luxembourg: Office for Publications of the European Communities.

CEDEFOP (2002), *Consultation Process on the European Commission’s Memorandum on Lifelong Learning – Analysis of National Reports*, Luxembourg: Office for Official Publications of the European Communities.

Chisholm, Lyne (2003), *Lifelong Learning: Citizens’ Views*, CEDEFOP Luxembourg: Office for Official Publications of the European Communities.

Descy, Pascaline and Manfred Tessaring (2001), *Training and Learning for competence*, Luxembourg: Office for Official Publications of the European Communities and Cedefop.

Griffiths, Toni and David Guile (2004), *Learning through work experience for the knowledge economy – Issues for educational research and policy*, Luxembourg: Office for Official Publications of the European Communities and Cedefop.

Janssens, Jos (2002), *Innovations in Lifelong Learning – Capitalising on ADAPT*, Luxembourg: Office for Publications of the European Communities and CEDEFOP.

Méhaut, Philippe and Jacques Delcourt (1995), *The Role of the Company in Generating Skills: The Learning Effects of Work Organisation – Synthesis Report*, Luxembourg: Office for Official Publications of the European Communities and CEDEFOP.

Pukkinen, Tommi; Clemens Romijn and Sarah-Elson Rogers (2001), *Funding Continuing Training in Small and Medium-sized Enterprises – Discussion and Case Studies from Across the EU*, Luxembourg: Office for Official Publications of the European Communities and CEDEFOP.

Sellin, Burkart (2002), *Scenarios and Strategies for Vocational Education and Lifelong Learning in Europe – Summary of Findings and Conclusions of the Joint Cedefop/ETF Project (1998-2002)*, Luxembourg Office for Official Publications of the European Communities and CEDEFOP.

Sultana, Ronald G. (2004), *Guidance Policies in the Knowledge Society – Trends, Challenges and Responses Across Europe – A Cedefop Synthesis Report*, Luxembourg: Office for Official Publications of the European Communities and CEDEFOP.

2.2. National Documents

Ireland

Taoiseach, *Building an Inclusive Society - Review of the National Anti Poverty Strategy under the Programme for Prosperity and Fairness*, February 2002.

OECD, "The role of national qualifications systems in promoting lifelong learning – Background report for Ireland, 2003

Portugal

OECD, Structural reforms - COUNTRY NOTES, Portugal, March 2005

OECD, Economic Survey - Portugal 2004: Structural policies to lift Portugal's living standards, 16.09.2004

Sweden

Government of Sweden, "Innovative Sweden", (*Innovativa Sverige: En strategi För Tillväxt Gennem Förnyelse*), Regeringskansliet, Näringsdepartementet, 2004

OECD, *Developing highly skilled workers – Review of Sweden*, 2004

2.3. News Agencies

Agence Europe, "Ministers call on March European Council to adopt "European Youth Pact", Brussels, 22.02.2005

Agence Europe, *Conclusions on mid term review of Lisbon strategy - efficiency and fairness of national education systems* Brussels, Brussels, 21.02.2005.

3. Quotations

3.1. EU official publications

Education

“The concrete objectives proposed:
Raising the standard of learning in Europe
Improving Training for Teachers and Trainers
Increasing Literacy and Numeracy

Making access to learning easier and more widespread at all times of life
Access to Lifelong Learning
Internal coherence within education systems
Education and social cohesion

Updating the definition of basic skills for the knowledge society
Information and Communication Technologies for everyone
Professional skills and personal competences
Specific Skills

Opening education and training to the local environment, to Europe and the world
Foreign language teaching
Increasing mobility and exchanges
Strengthening links with business
Developing the spirit of enterprise

Making the best use of resources
Quality Assurance systems
Matching resources to needs

Developing a new partnership with schools

In: European Commission (2001), Report from the Commission the concrete future objectives of education systems, COM (2001) 59 final, 31.01.2001.

“The way ahead: applying the ‘open method of coordination’ to education and training
The new open method of coordination will be applied as an instrument for the development of a coherent 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 decentralized approach using variable forms of partnerships and designed to help Member States to develop their own policies progressively.”

Council of the European Union (2002), Detailed work programme on the follow-up of the objectives of Education and training systems in Europe, (2002/C 142/01)

“(…) The Heads of State and Government agreed some concrete common objectives of education and training systems in Europe, within the overarching principle of lifelong learning, in view of:

- 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 2002 European Council in Barcelona stressed the importance of education and training in the achievement of the Lisbon ambitions, by setting a new overall goal "to make Europe's education and training systems a world quality reference" by 2010.

As Articles 149 and 150 of the EC Treaty make clear, Member States have full responsibility for the content and organisation of their education and training systems. It is therefore primarily the Member States who should take action to follow up the conclusions of the Lisbon Summit.

The Commission invites the Council to adopt the following European benchmarks:

- By 2010, all Member States should at least halve the rate of early school leavers, with reference to the rate recorded in the year 2000, in order to achieve an EU-average rate of 10% or less.
- By 2010, Member States will have at least halved the level of gender imbalance among graduates in mathematics, science, technology whilst securing an overall significant increase of the total number of graduates, compared to the year 2000.
- By 2010, Member States should ensure that average percentage of 25-64 years olds in the EU with at least upper secondary education reaches 80% or more.
- By 2010, the percentage of low-achieving 15 year olds in reading, mathematical and scientific literacy will be at least halved in each Member State.
- By 2010, the EU-average level of participation in lifelong learning should be at least 15% of the adult working age population (25-64 age group) and in no country should it be lower than 10%.

The Commission invites Member States to continue to contribute to the achievement of the Lisbon objective of substantial annual increases in per capita investments in human resources, and, in this respect, to set transparent benchmarks to be communicated to the Council and Commission as the Detailed Work programme on the Objectives sets out.

The Commission invites the Council to adopt the benchmarks proposed in this communication no later than May 2003, so that they can be taken into account in the interim report on the implementation of the detailed work programme on the objectives of education and training systems in Europe, which the European Council has asked the Commission and the Council to submit to the Spring European Summit in 2004. In addition, Member States will (as agreed in the joint detailed work programme) on a voluntary basis communicate the national benchmarks that have been adopted in the fields."

In: European Commission (2002), *Communication from the Commission – European Benchmarks in Education and Training: Follow-up to the Lisbon European Council*, COM (2002) 629 final, 20.11.2002.

"THE THREE LEVERS OF SUCCESS

The objectives set for education and training in the detailed work programme adopted in 2002 remain fully valid for the years ahead. They must naturally be flexible enough to adapt to changing needs. It is the responsibility of Member States to identify the areas most in need of action according to their national situations, and in view of the common objectives.

However, in order to support the efforts of the Member States, the following three levers should be acted upon simultaneously and without delay:

- concentrate reforms and investment on the key areas;
- make lifelong learning a concrete reality;
- establish at last a Europe of education and training.

2.1 Focus reform and investment on the key areas

(...)

At national level

- A higher level of public sector investment in certain key areas: targeted increases in public investment can be achieved within the current budgetary constraints; this can be done by reducing pockets of inefficiency and by relevant rechanneling of existing resources towards education and training;
- A bigger contribution from the private sector, particularly in higher education, adult education and continuing vocational training. In these areas where public authorities must preserve their role, particularly in terms of ensuring equitable access to quality education and training, the private sector contribution should be encouraged, given the demands of the knowledge society and the constraints of public budgets, through incentive measures. In particular, enhanced private investment should reflect the shared responsibility between employers and employees for the development of competences.

At Community level

Community funding, including the Structural Funds and the European Investment Bank, also has to play an increasing part in supporting the development of human capital. Member States should make greater use of them for investments in education and training, taking due account of the objectives set by the Lisbon strategy.

[1] Make lifelong learning a concrete reality

Put in place comprehensive, coherent and concerted strategies

Target efforts at the disadvantaged groups

Apply common European references and principles

[2] Establish a Europe of education and training

The need for a European qualifications framework

Increase mobility through removing obstacles and active promotion

Consolidate the European dimension of education

European Commission (2003), *"Education & Training 2010" -The success of the Lisbon strategy hinges on urgent reforms*, (Draft joint interim report on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe), COM (2003) 685 final, 11.11.2003.

"3.3. Areas where additional effort could be beneficial

Human capital development, and the place of occupational and geographic mobility as part of that development, will remain a major issue for the Structural Funds in general and the ESF in particular, both in the context of the mid-term review (2003-2004) of the Structural Funds, as well as in the next programming period from 2007 onwards. (...)

There is acknowledgement of the shared responsibility of the multiple stakeholders: national, regional and local public bodies and administrations, social partners and civil, in promoting a lifelong learning culture centred on the individual. There is general agreement on the responsibility of the State for funding initial education and training, as well as acceptance of free access to basic and further education and training programmes for adults who lack educational qualifications. While many countries demonstrate recognition of the importance of shared ownership by social partners, for example in designing and implementing dual system approaches, this recognition is less evident in acceding and candidate countries.

The statistical monitoring of lifelong learning and human capital through the European Statistical System needs to be improved. Relevant comparable data are lacking on some key aspects like participation in non-formal education and informal learning or the skill level of the adult population.

(...) One of the fundamental challenges of the future will be to increase the awareness of the disadvantaged groups of the advantages of education and training and to make the systems more attractive, more accessible and tailored more closely to their needs.

Reflection on further extension of the recognition of professional qualifications to third country nationals generally will continue once the Directive on the recognition of professional qualifications has been finally adopted.

The European labour market cannot function effectively and smoothly without a European framework to stand as a common reference for the recognition of qualifications (as stressed in the Communication taking stock of the implementation of the "Education & Training 2010" work programme). A framework of this kind in Europe should encompass higher education as well as vocational education and training and be based on the national frameworks which themselves must be coherent and cover the various levels of initial and continuing training.

Such a common European framework of reference for qualifications which is transparent to both learners and employers and integrates learning at all levels (general and vocational, secondary and tertiary, and acquired in a formal as well as in non-formal way) is required to link education and employment in Europe smoothly, but also to facilitate the individual's lifelong learning pathway.

(...)

The role of the information society in the development of skills, knowledge and competencies has to be recognised and its potentialities put in practice. In this context, it may be worth emphasising the emergence of cyber organisations or truly virtual organizations which provide alternatives to mobility requirements by allowing companies to take advantage of location independence and multilocational skills. While this type of work organisation still represents a minor and emerging paradigm it may grow and provide a serious alternative and response to mobility issues. The development of indicators to monitor this phenomenon of "virtual mobility" based on networking and knowledge sharing would ensure a better understanding of its potential."

European Commission (2004), Report on the Implementation of the Commission's Action Plan for Skills and Mobility [COM(2002)72 final], COM(2004) 66 final, 06.02.2004

"In preparation for the next joint report of the Council and Commission to the European Council in 2006, further action be taken at European and national level, having regard to the Lisbon Mid-Term Review according to the priority levers of "Education and Training 2010", as they were stated in the 2004 Joint Interim Report :

Focus reform and investment on the key areas for the knowledge-based society

- • Realise the Lisbon objective of a substantial increase in, and efficient use of public and private investment in education and training.
- • Develop a culture of excellence as well as evaluation systems to ensure that EU education and training systems become a world quality reference.
- • Improve governance at national level by involving all relevant stakeholders, including the social partners, and by improving coordination among the public authorities concerned.
- • Strengthen synergies and complementarity between education and other policy areas such as employment, research and innovation, and macroeconomic policy.

Making lifelong learning a reality:

National strategies for lifelong learning should aim to ensure that all citizens, acquire the key competences they need in a knowledge society and that open, attractive and accessible learning environments are created. The following measures, among others, can contribute to achieving these goals:

- Multiply opportunities of lifelong learning, for example by means of distance-learning especially through the use of ICT.
- Stimulate lifelong learning demand through measures to reconcile work and family life.
- Identify cost sharing models of continuing training (employers, employees and public service).
- Develop national strategies, aiming inter alia at filling the current gap in terms of access to lifelong learning opportunities between large and small companies, and between high and low skilled people.
- Adopt the future integrated action programme in the field of lifelong learning.

Establish a European area of Education and Training:

- Strengthen the open method of coordination, for example by:
 - working in 'peer learning' clusters, allowing Member States to focus on their priority areas;
 - improving the scope, precision and reliability of education and training statistics;
 - identifying indicators in new fields and making them operational, as envisaged in the Joint Interim Report, including the foreign language competence indicator requested by the Barcelona European Council, in March 2002.
- adopt common reference points at European level in fields such as key competences and the training of teachers and trainers;
- Strengthen the role of higher education institutions in the Lisbon Strategy and improve the quality of higher education in order to enhance its international attractiveness and the mobility of the students and staff.
- Enhance the synergy and the complementarity between Higher Education and Research to stimulate innovation and employment through the mobility of young researchers and the networking of centres of excellence.
- Develop by the end of 2006 a European Qualifications Framework as a common reference covering both VET and general education (secondary and higher), based on competences and learning outcomes.

INVITES THE EUROPEAN COUNCIL :

- To reaffirm that lifelong learning is a sine qua non for achieving the Lisbon goals. In this context, the successful implementation of the "Education and Training 2010" Work Programme is essential in order both to develop knowledge and innovation and to create more and better jobs.
- To seize the momentum of the Mid-Term-Review, by giving priority to:
 - the putting in place of coherent and comprehensive lifelong learning strategies in the Member States by 2006 encompassing all levels and dimensions of education and training to develop the skills and competences needed, with the involvement of all stakeholders concerned.
 - the promotion of excellence at all levels of Education and Training systems in support of jobs and growth, as well as social cohesion.
 - the implementation in the Member States of the "Education and Training 2010" Work Programme, including the necessary increase in and more efficient use of investment in education and training;
 - enhanced European cooperation in education and training in order to stimulate and support reform, particularly through
 - peer learning, made more relevant to Member States' needs;
 - improving the quality of the monitoring of progress;
 - enhancing the contribution of VET, higher Education and Research to the Lisbon strategy;
 - developing and implementing a European Qualifications Framework.
- To include the initiative of a European Pact for Youth, in the framework of the Mid-Term Review of the Lisbon strategy, in order to promote a generation of young Europeans with quality jobs, a higher level of education and undergoing training to improve their adaptability and to define orientations for concrete measures for this purpose in the framework of "Education and Training 2010" and of existing programmes."

In: Council of the European Union (Education/Youth/Culture), Council conclusions on Education in the framework of the Mid-Term Review of the Lisbon Strategy, 5971/05 EDUC 9 SOC 31, 2004.02.14

"Three million "Europass" by 2010: Ján Figel' calls for more transparency in qualifications and competences during Luxembourg Conference

On 31 January - 1 February 2005, the Luxembourg Presidency of the EU together with the European Commission has launched the implementation of Europass with a conference that has gathered in the Grand Duchy 300 representatives of education and training stakeholders, as well as social partners, from 32 European countries. Europass is a direct service to citizens that will help them to make their qualifications and competences clearly understood throughout Europe. It will therefore facilitate their mobility for both occupational and lifelong learning purposes."

Rapid, IP/05/120, 2005.02.02

Vocational education and training

"The following main priorities will be pursued through enhanced cooperation in vocational education and training:

On the basis of these priorities we aim to increase voluntary cooperation in vocational education and training, in order to promote mutual trust, transparency and recognition of competences and qualifications, and thereby establishing a basis for increasing mobility and facilitating access to lifelong learning.

European dimension

Strengthening the European dimension in vocational education and training with the aim of improving closer cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives, all in order to raise the profile of the European education and training area in an international context so that Europe will be recognised as a world-wide reference for learners.

Transparency, information and guidance

Increasing transparency in vocational education and training through the implementation and rationalization of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma supplements, the Common European framework of reference for languages and the EUROPASS into one single framework.

Strengthening policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training, and the transferability and recognition of competences and qualifications, in order to support occupational and geographical mobility of citizens in Europe.

Recognition of competences and qualifications

Investigating how transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels, could be promoted by developing reference levels, common principles for certification, and common measures, including a credit transfer system for vocational education and training

Increasing support to the development of competences and qualifications at sectoral level, by reinforcing cooperation and co-ordination especially involving the social partners. Several initiatives on a Community, bilateral and multilateral basis, including those already identified in various sectors aiming at mutually recognised qualifications, illustrate this approach.

Developing a set of common principles regarding validation of non-formal and informal learning with the aim of ensuring greater compatibility between approaches in different countries and at different levels.

Quality assurance

Promoting cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training.

Giving attention to the learning needs of teachers and trainers within all forms of vocational education and training."

In: European Ministers of Vocational Education and Training and European Commission (2002), *"The Copenhagen Declaration" - Declaration of the European Ministers of Vocational Education and Training, and the European Commission, on Enhanced cooperation in vocational education and training*, Copenhagen, 29 and 30 November 2002.

"An Integrated Programme for education and training

The Integrated Programme will comprise four specific programmes: **Comenius**, for general education activities concerning schools up to and including upper secondary level; **Erasmus**, for education and advanced training activities at higher education level; **Leonardo da Vinci**, for all other aspects of vocational education and training; and **Grundtvig** for adult education. In addition, the proposal incorporates a "transversal" programme incorporating four key activities, to cover the policy issues outlined above, and to make specific provision for language learning and ICT-related activity where these fall outside the specific programmes; and for a more substantial dissemination activity; and a **Jean Monnet** programme to support action related to European integration and European institutions and associations in education and training.

The Integrated Programme shall have the following specific objectives:

- (a) to contribute to the development of quality lifelong learning and to promote innovation and a European dimension in systems and practices in the field;
- (b) to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;
- (c) to reinforce the contribution of lifelong learning to personal fulfilment, social cohesion, active citizenship, gender equality and the participation of people with special needs;
- (d) to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;
- (e) to contribute to increased participation in lifelong learning by people of all ages;
- (f) to promote language learning and linguistic diversity;
- (g) to reinforce the role of lifelong learning in creating a sense of European citizenship and encouraging tolerance and respect for other peoples and cultures;
- (h) to promote co-operation in quality assurance in all sectors of education and training in Europe;
- (i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme."

European Commission (2004), *Proposal for a Decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning*, COM (2004) 474 final, 14.07.2004

"The necessary reforms and investment should be focused particularly on:

- the image and attractiveness of the vocational route for employers and individuals, in order to increase participation in VET.
- achieving high levels of quality and innovation in VET systems in order to benefit all learners and make European VET globally competitive.
- linking VET with the labour market requirements of the knowledge economy for a highly skilled workforce, and especially, due to the strong impact of demographic change, the upgrading and competence development of older workers.

- the needs of low-skilled (about 80 million persons aged between 25-64 years in the EU) and disadvantaged groups for the purpose of achieving social cohesion and increasing labour market participation.

VET is increasingly taking place at all educational levels and, therefore, the parity of esteem and links between VET and general education, in particular with higher education, need to be fostered by innovative strategies and instruments at the national and European levels. This should include designing VET systems which attract more students to higher qualifications. This will contribute to innovation and competitiveness.

The national level: strengthening the contribution of vet systems, institutions, enterprises and social partners to the achievement of the Lisbon goals.

Priority should be given to:

- i) the use of common instruments, references and principles to support the reform and development of VET systems and practices, for example regarding transparency (Europass), guidance throughout life, quality assurance and identification and validation of non-formal and informal learning. This should include the strengthening of mutual links between these instruments and the raising of stakeholders' awareness at national, regional and local levels in Member States to enhance visibility and mutual understanding;
- ii) improving public and/or private investment in VET, including by public-private partnerships and, where appropriate, by the "training incentive effects of tax and benefit systems"^{xii} as recommended by the Lisbon European Council;
- iii) the use of the European Social Fund and the European Regional Development Fund to support the development of VET. Subject to an agreement on the future EU structural funds, and in accordance with the policy orientations of those funds during 2007-2013, they should support the key role of education and training in promoting economic development and social cohesion, as well as the "Education and Training 2010" objectives, in particular the needs of small and medium sized enterprises, the innovative reform of VET systems and the related challenges of, on the one hand, equipping young people with the key competences they will require throughout life and, on the other, renewing and updating the skills of an ageing population.
- iv) the further development of VET systems to meet the needs of people or groups at risk of labour market and social exclusion, in particular early school leavers, low skilled, migrants, persons with disabilities and the unemployed. This should be based on a combination of targeted investment, assessment of prior learning and tailored training and learning provision.
- v) the development and implementation of open learning approaches, enabling people to define individual pathways, supported by appropriate guidance and counselling. This should be complemented by the establishment of flexible and open frameworks for VET in order to reduce barriers between VET and general education, and increase progression between initial and continuing training and higher education. In addition, action should be taken to integrate mobility into initial and continuing training
- vi) the increased relevance and quality of VET through the systematic involvement of all key partners in developments at national, regional and local level, particularly regarding quality assurance. To that effect, VET institutions should be enabled and encouraged to participate in relevant partnerships. More emphasis on the early identification of skills needs and planning of VET provision is particularly important and key partners, including the social partners, will play a major role in this.
- vii) the further development of learning-conducive environments in training institutions and at the workplace. This entails enhancement and implementation of pedagogical approaches which support self-organised learning and utilise the potential provided by ICT and elearning, thus improving the quality of training.
- viii) continuing competence development of teachers and trainers in VET, reflecting their specific learning needs and changing role as a consequence of the development of VET.

The European level: developing transparency, quality and mutual trust to facilitate a genuine European labour market priority should be given to:

- i) the consolidation of priorities of the Copenhagen process and facilitating the implementation of the concrete results.
- ii) the development of an open and flexible European qualifications framework, founded on transparency and mutual trust. The framework will provide a common reference to facilitate the recognition and transferability of qualifications covering both VET and general (secondary and higher) education, based mainly on competences and learning outcomes. It will improve permeability within education and training systems, provide a reference for the validation of informally acquired competences and support the smooth and effective functioning of the European, national and sectoral labour markets. The framework should be underpinned by a set of common reference levels. It should be supported by instruments agreed at European level, particularly quality assurance mechanisms to create the necessary mutual trust. The framework should facilitate the voluntary development of competence based solutions at the European level enabling sectors to address the new education and training challenges caused by the internationalisation of trade and technology.
- iii) the development and implementation of the European credit transfer system for VET (ECVET) in order to allow learners to build upon the achievements resulting from their learning pathways when moving between learning systems. ECVET will be based on competences and learning outcomes, taking account of their definition at national or sectoral levels. It will take into account the experience of the ECTS in the field of higher education and the Europass framework. The practical implementation should include the development of voluntary agreements between VET providers throughout Europe. The system will be broadbased and flexible to enable its progressive implementation at the national level, with priority given initially to the formal learning system.
- iv) the examination of the specific learning needs and changing role of vocational teachers and trainers and of the possibilities of making their profession more attractive including continuous updating of their professional skills. Teachers and trainers should be supported in their essential role as innovators and facilitators in the learning environment. A coherent framework should be envisaged to support the improvement of the quality of vocational teaching and training.
- v) the improvement of the scope, precision and reliability of VET statistics in order to enable evaluation of progress in making VET efficient, effective and attractive. Adequate data and indicators are the key to understanding what is happening in VET and what additional interventions and decision-making are required by all parties involved."

In: Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET) (Review of the Copenhagen Declaration of 30 November 2002)

3.2. National official publications

"Government's Strategy to Tackle Poverty and Social Exclusion

The objective is to reduce substantially and, ideally, eliminate poverty in Ireland and to build a socially inclusive society. This Strategy sets out the overall objectives, overall targets within the key areas and the arrangements to mobilise actions. Supporting policy actions are set out in the *Framework Document*. Tackling poverty therefore involves a multi-policy approach. This can be achieved only through the combined effort of Government, social partners, communities and families working together to achieve the collective aim. The Government, for its part, commits to a wide-ranging and comprehensive approach to achieve this objective across the range of public services and programmes. It commits to new key targets in the areas of income adequacy, health, education, and housing and to associated actions targeted at vulnerable groups. It pledges sustained and vigorous action through appropriate economic and social policy measures to achieve the goals of this Strategy. In addition, the Government will be keeping under review the effects of other policies regarding tax changes, the minimum wage and measures to assist progression to better paid and higher skilled employment.

Employment and unemployment

If consistent poverty is to be eliminated and the risk of poverty reduced, policies must address the patterns of risk and incidence that underlie poverty processes. This is especially important in the case of persistent poverty, which gives rise to the erosion of resources and a qualitatively different experience of deprivation. Persistent poverty¹ in Ireland is particularly associated with unemployment and thus with particularly low levels of education or skill. Accordingly, an objective is to provide maximum opportunity for the most vulnerable members of society to gain employment and to progress to better-paid and more fulfilling employment. It will involve providing a range of life-long learning options designed specifically to assist people currently in low paying jobs to acquire the skills which will lift them out of poverty.

Key Targets

- To eliminate long-term unemployment as soon as circumstances permit but in any event not later than 2007.
- To reduce the level of unemployment experienced by vulnerable groups towards the national average by 2007.
- To achieve the objectives set out in the National Employment Action Plan to increase employment rates.

Education

The objective is to ensure that all young people leave the educational system with an adequate education and related qualifications to support their full participation in the economy, in employment and in society. In addition all those who have already left school must have the opportunity to address any lack of educational experience and related qualifications that militates against their ability to participate fully in the economy, in employment and in society.

Key Targets

- To halve the proportion of pupils with serious literacy difficulties by 2006.
- To reduce the proportion of the population aged 16-64 with restricted literacy to below 10 to 20 per cent by 2007 (restricted literacy being defined as falling below 200-225 on the IALS scale or equivalent).
- To reduce the number of young people who leave the school system early, so that the percentage of those who complete upper second level or equivalent will reach 85 per cent by 2003 and 90 per cent by 2006."

In: Taoiseach, *Building an Inclusive Society - Review of the National Anti Poverty Strategy under the Programme for Prosperity and Fairness*, February 2002.

"Percentage of those aged 22 who have successfully completed at least upper secondary education (ISCED 3), 2002

The current average level in the Union is 76%. It should be kept in mind that while several countries have only increased these figures slightly in recent years, others have made significant progress, like, for instance, Portugal. On average, in the Union and the acceding countries, almost 79% of 22-year-olds have successfully completed at least upper secondary education. Several EU countries are at present achieving completion rates beyond 80% such as Belgium, France, Greece, **Ireland**, Austria, Finland and Sweden. Conversely, Portugal has the lowest percentage (45%), a level that should however be seen in the context of its rapid growth during recent years. The average level of completion of upper secondary level education in the acceding countries is 90.1%. In all the acceding countries, the completion rate for upper secondary education lies around the EU average figure or above. The cases of Slovakia (94.6%), the Czech Republic (93.4%) and Poland (91.0%) are especially noteworthy."

European Commission (2003), *"Education & Training 2010" -The success of the Lisbon strategy hinges on urgent reforms*, (Draft joint interim report on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe), COM(2003) 685 final, 11.11.2003.

Portugal

“Are insufficiencies in the education and training systems being appropriately addressed?”

Despite a big improvement in the past decade, Portugal still ranks close to the bottom of the OECD in terms of educational attainment of the population and student performance. Value for money in the schooling system is poor, as evidenced by the combination of below-average student performance with a close to average level of spending per student. The acquisition of higher skills, in school or on the job, would make the labour force more adaptable; it would also foster the use of new technologies and innovation in production processes and management. More educated workers would be able to move to higher productivity jobs or to positions where their productivity can grow more rapidly over time.

Aware of the urgent need to further raise the quality of education services, reforms have been undertaken: i) measures have been launched at all levels of formal schooling, modernising the curricula and introducing flexibility, although the Framework Law setting the principles for the reform of compulsory schooling was still being legislated in mid-2004; ii) a new focus is put on professional schooling and technical education; iii) changes are being made to the operating and financing of tertiary education; iv) rationalisation of the network of schools has started with the regrouping of very small schools. The strategy to push forward the transformation of Portugal into a knowledge-based economy and to improve the cost-effectiveness of the education system seems broadly adequate. Measures starting to be implemented, such as systematic evaluations of schools and teachers and allowing universities to set their fees and recruitment requirements more freely, are promising. Educational reforms will be more effective when the Framework Law for compulsory education is approved and implemented throughout the education system.

Revamping of vocational training and life-long learning is envisaged. Some of the framework conditions are being developed, such as the national certification system and evaluation tools. But plans to make recurrent education effective and promote lifelong learning are at a more preliminary stage. Ongoing discussions with social partners are promising. They should lead to policy measures; thereafter, swift implementation and close monitoring of results will be key, given the importance of upskilling the existing workforce.”

In: OECD, *Economic Survey - Portugal 2004: Structural policies to lift Portugal's living standards*, 16.09.2004

“Convergence in living standards with the more advanced OECD average seems to have halted in recent years. With employment rates above EU average, the income gap essentially reflects low productivity.

Priorities supported by indicators

Improve upper-secondary education attainments

Portugal's human capital base still lags the rest of the OECD, with low educational attainment of the population (even for young adults) and poor student performance. Reducing the gap would help boost growth by improving the quality of labour input and by facilitating the adoption of new technologies.

Actions taken: Current reforms aim to reduce drop-out rates and improve the quality of education outcomes *via* new curricula, a new focus on technical education, regrouping of very small schools and changes to operating and financing of tertiary education. Systematic evaluation of schools and teachers has been introduced.

Recommendations: Implement current reform programme at a steady pace. Further develop adult training as a complement."

OECD, Structural reforms - COUNTRY NOTES, Portugal, March 2005

"Share of the population aged 18-24 with only lower secondary education and not in education or training (2002)

The current EU average rate of early school leavers is 18.5%. In acceding countries, only around 8.4 % of the population aged 18-24 leaves school with only lower secondary education. These countries thus perform better than EU-countries when it comes to the percentage of early school leavers. In a number of countries the percentage of early school leavers has been decreasing steadily since the early 1990's. This is the case for instance in Greece, France and Luxembourg. In Denmark and **Portugal**, however, a downward trend in the beginning of the 90's has been reversed from the mid 90's, so the rate of early school leavers is close to the level of the beginning of the 90's."

In: European Commission (2003), *"Education & Training 2010" - the success of the Lisbon strategy hinges on urgent reforms*, (draft joint interim report on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe), COM (2003) 685 final, 11.11.2003.

Sweden

"Assessment and recommendations

Sweden has among the highest levels of educational attainment, worker training, and research and development (R&D) expenditures in the OECD. Large public investments in education and research and easy access to lifelong learning have resulted in a highly skilled workforce, which has contributed to Sweden's recently improved productivity performance. Sweden's productivity growth rate was on average 0.6% above the OECD average in the period 1990-2003. However, in the longer-term, a mismatch between job offers and available skills may be exacerbated by demographic changes, as the Swedish workforce ages at a pace similar to the rest of Europe. In addition, the technology-based small firm sector remains under-developed, and worker mobility across sectors could be enhanced.

In particular, more flexibility is needed in higher education and wage-setting to enhance the responsiveness of these institutions to changes in industry demand for skilled workers. Although co-operation with the social partners has created effective worker training provisions, collective bargaining and a sharply progressive income tax have dampened the role of wage signals in allocating human resources to jobs. There remains a gender-based wage gap which reduces full-time employment of skilled females. In addition, projections suggest that home-grown labour will not satisfy increasing demand for the highly skilled human capital needed to maintain current rates of economic growth. Policies must also focus on other sources of skilled workers such as immigrant residents with under-utilised skills, new immigrants and expatriate Swedes.

The government has recently initiated a new innovation strategy, Innovative Sweden (*Innovativa Sverige: En Strategi För Tillväxt Gennem Förnyelse*), focusing on some of these problems, particularly the need to develop a more innovative small firm sector through venture financing and links to research. A summary of progress and recommendations concerning policies for highly skilled workers in Sweden is given in [the following table].

Area	Recent/planned action	Recommendations
Monitoring supply and demand of the highly skilled	Long and short-term forecasting of skill needs and employment trends by both governmental and non-governmental institutions.	Enhance integration of labour market forecasting by different actors to provide firmer basis for educational planning.
Measures to increase enterprise and individual training	Training tax deductions, study leave for workers, and AVE and other support schemes.	Develop a more comprehensive strategy to increase technical and managerial training in small and medium-sized enterprises.
Measures to increase national worker mobility	Attempts to disaggregate wage bargaining; <i>Validation Commission</i> to develop recommendations for accreditation of skills and competencies.	Modify wage bargaining system and other policies which limit mobility of skilled workers; accelerate development of more harmonised accreditation approach.
Measures to adjust to international worker mobility	Tax incentives and temporary visas available for highly skilled labour and to alleviate specific skill shortages.	Enhance longer-term labour market access for foreign skilled workers and students.
Measures to increase workforce participation by highly skilled women	Generous benefits include extended parental leave and childcare supports.	Adopt active policies to address gender-based wage gaps and sectoral employment segregation.
Measure to develop human resources in science and technology (HRST)	High public and private R&D spending; targets to increase number of researchers.	Promote R&D in small and medium-sized firms and increase number of women researchers.

In: OECD, Developing highly skilled workers – Review of Sweden, 2004

“Percentage of those aged 22 who have successfully completed at least upper secondary education (ISCED 3), 2002

The current average level in the Union is 76%. It should be kept in mind that while several countries have only increased these figures slightly in recent years, others have made significant progress, like, for instance, Portugal. On average, in the Union and the acceding countries, almost 79% of 22-year-olds have successfully completed at least upper secondary education. Several EU countries are at present achieving completion rates beyond 80% such as Belgium, France, Greece, Ireland, Austria, Finland and **Sweden**. Conversely, Portugal has the lowest percentage (45 %), a level that should however be seen in the context of its rapid growth during recent years. The average level of completion of upper secondary level education in the acceding countries is 90.1%. In all the acceding countries, the completion rate for upper secondary education lies around the EU average figure or above. The cases of Slovakia (94.6%), the Czech Republic (93.4%) and Poland (91.0%) are especially noteworthy.

(..)

Percentage of population aged 25-64 participating in education and training in 4 weeks prior to the survey (2002)

The average EU-15 percentage is 8.5%, meaning that, for any period of a month, 8-9 out of 100 people will have participated in education and training activities. The average trend across EU-15 has been steady for the last four years. It will be however lowered with the enlargement, as the estimated average for the acceding countries for 2002 is 5.0. There is a very high variation between countries. The four best performing countries are the UK, **Sweden**, Finland and Denmark, followed closely by the Netherlands. The average level of the best performing countries is above 20% while much lower levels are registered in a number of Member States and of acceding countries.”

In: European Commission (2003), *"Education & Training 2010" -The success of the Lisbon strategy hinges on urgent reforms*, (Draft joint interim report on the implementation of the

detailed work programme on the follow-up of the objectives of education and training systems in Europe), COM(2003) 685 final, 11.11.2003.

3.3. News Agencies

“Youth Ministers of the Member States of the European Union adopted conclusions on the role of young people in the Lisbon Strategy. The ministers welcome the initiative of the Heads of State and Government of Germany, France, Spain and Sweden to propose the adoption of a “European Youth Pact” recognising the very important position of young citizens in the achievement of the Lisbon objectives, an initiative supported by the European Commission.

(...)

“The European Youth Pact should come under existing mechanisms of the Lisbon Strategy, from which it should draw its pace and follow-up mechanisms. It aims neither to set up new Community programmes in favour of youth, nor to create a new process, nor to become a new financial instrument. The processes and programmes underway are already a sufficient platform to achieve the objectives of the Pact”.

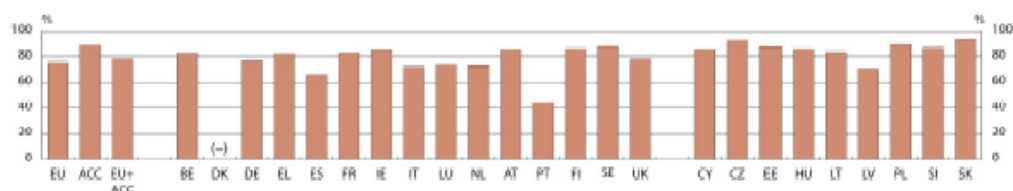
In: Agence Europe, 22.02.2005

“Education ministers in the 25 adopted conclusion on Monday on the role of education in our knowledge-based society. This forms part of the contribution to the work of the European Council of 22-23 March on the mid term review of the Lisbon Strategy. (...) There was broad consensus but some slight divergences on the need to integrate education and training into the Lisbon strategy. Most contributions echoed each other: the need to focus on jobs, competencies certainly, but education and training are indispensable preliminaries, underlines the ministers. The latter also held an exchange of views on the effectiveness and fairness of the European education systems. These themes are very important in the “education dimension” of the Lisbon strategy. (...)

In: Agence Europe, 21.02.2005

4. Indicators

Percentage of those aged 22 who have successfully completed at least upper secondary education (ISCED 3), 2002



BE	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	UK		
82.6	(-)	77.4	82.1	66.6	82.9	85.6	72.9	74.2	73.9	86.5	44.9	87.3	89.3	78.7		
EU	ACC	EU + ACC						CY	CZ	EE	HU	LT	LV	PL	SI	SK
76.0	90.1	78.8						86.9	93.4	89.2	87.2	83.5	71.2	91.0	88.1	94.6

Source: Eurostat, Labour force survey, 2002.

- Notes: (1) comparable data for Denmark on the completion rate of 22 year olds not available. However, the structural indicator on educational attainment shows that, in Denmark, 79.6% of the 20-24 year olds had at least completed upper secondary education (2002).
 (2) data for UK only provisional. Malta: data not available

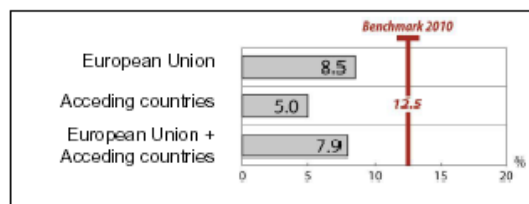
Early school leavers: total
Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
EU (25 countries)	:	:	:	:	:	:	:	17.2 ⁽ⁱ⁾	16.9 ⁽ⁱ⁾	16.5 ⁽ⁱ⁾	15.9 ^(b)	15.9 ⁽ⁱ⁾
EU (15 countries)	:	:	:	21.7 ^(e)	20.7 ^(e)	:	20.5 ⁽ⁱ⁾	19.3 ⁽ⁱ⁾	18.8 ⁽ⁱ⁾	18.5 ⁽ⁱ⁾	18.1 ^(b)	18.0 ⁽ⁱ⁾
Euro-zone	:	:	:	:	:	:	21.3 ^(e)	20.1 ^(e)	19.4 ^(e)	19.0	18.7 ^(b)	18.7 ^(p)
Euro-zone (12 countries)	:	:	:	:	:	:	21.1 ^(e)	20.0 ^(e)	19.4 ^(e)	19.0	18.7 ^(b)	18.7 ^(p)
Belgium	17.4	16.1	15.1	12.9	12.7	14.5	15.2 ^(b)	12.5	13.6	12.4	12.8	11.9 ^(b)
Czech Republic	:	:	:	:	:	:	:	:	:	5.5	6.0 ^(b)	6.1
Denmark	8.5	8.6	6.1	12.1	10.7	9.8	11.5	11.6	8.8	8.4	10.0 ^(b)	8.1
Germany	:	:	:	13.3	12.9	:	14.9	14.9	12.5	12.6	12.8 ⁽ⁱ⁾	12.8 ^(p)
Estonia	:	:	:	:	:	12.6	14.0	14.2	14.1	12.6	11.8	13.7
Greece	25.0	23.2	22.4	20.7	19.9	19.8	17.8	17.1	16.5	16.1	15.3 ^(b)	15.3 ^(p)
Spain	37.7	36.4	33.8	31.5	30.3	29.8	29.5	28.8	28.6	29.0	29.8	30.4
France	17.2	16.4	15.4	15.2	14.1	14.9	14.7	13.3	13.5	13.4	13.7 ^(b)	14.2
Ireland	24.0	22.9	21.4	18.9	18.9	:	:	:	:	14.7	12.1 ^(b)	12.9 ^(p)
Italy	37.1 ^(b)	35.1	32.8	31.7	30.1	28.4	27.2	25.3	26.4	24.3	23.5	23.5 ^(p)
Cyprus	:	:	:	:	:	:	15.0	15.1	14.8	14.0	15.1 ^(b)	18.4
Latvia	:	:	:	:	:	:	:	:	:	19.5	18.1	15.6
Lithuania	:	:	:	:	:	:	:	16.7	13.7	14.3 ^(b)	11.8	9.5 ^(b)
Luxembourg	36.8	34.4	33.4	35.3	30.7	:	19.1 ^(b)	16.8	18.1	17.0	17.0 ^(p)	:
Hungary	:	:	:	:	17.8	15.9	13.0	13.8	12.9	12.2	11.8 ^(b)	12.6
Malta	:	:	:	:	:	:	:	54.2	54.4	53.2	48.2	45.0 ^(b)
Netherlands	:	:	:	17.6	16.0	15.5	16.2	15.5	15.3	15.0	15.0 ^(p)	:
Austria	:	:	13.6	12.1	10.8	:	10.7	10.2	10.2	9.5	9.2 ^(b)	9.2
Poland	:	:	:	:	:	:	:	:	7.9	7.6	6.3	5.7 ^(b)
Portugal	46.7	44.3	41.4	40.1	40.6	46.6 ^(b)	44.9	42.6	44.0	45.1	40.4	39.4 ^(b)
Slovenia	:	:	:	:	:	:	:	:	7.5	4.8 ^(u)	4.3 ^(u)	4.2 ^(u)
Slovakia	:	:	:	:	:	:	:	:	:	5.6	4.9 ^(b)	7.1
Finland	:	:	:	11.1	8.1	7.9	9.9	8.9 ^(b)	10.3	9.9	8.3 ^(b)	8.7
Sweden	:	:	:	7.5	6.8	:	6.9	7.7	10.5 ^(b)	10.4	9.0 ^(b)	8.6
United Kingdom	36.3	32.3	:	:	:	:	19.7 ⁽ⁱ⁾	18.3 ⁽ⁱ⁾	17.6 ⁽ⁱ⁾	17.7 ⁽ⁱ⁾	16.7 ⁽ⁱ⁾	16.7 ^(p)
Bulgaria	:	:	:	:	:	:	:	:	20.3	21.0	22.4	21.4
Croatia	:	:	:	:	:	:	:	:	:	:	8.4	:
Romania	:	:	:	:	19.7	19.1	21.5	22.3	21.3	23.2	23.2	23.6 ^(b)
Turkey	:	:	:	:	:	:	:	:	:	:	:	:
Iceland	:	:	:	:	:	:	29.8	28.6	30.0	27.3	27.3 ^(p)	:
Norway	:	:	:	10.9	7.3	:	:	13.3	9.2	14.0	6.6 ^(b)	4.5
United States	:	:	:	:	:	:	:	:	:	:	:	:
Japan	:	:	:	:	:	:	:	:	:	:	:	:

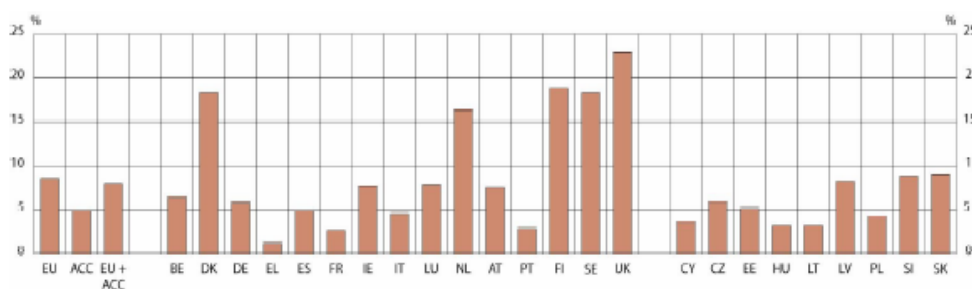
- (:) Not available
(b) Break in series
(e) Estimated value
(p) Provisional value
(u) Unreliable or uncertain data

Source: Eurostat, Structural indicators, Social Cohesion

Percentage of population aged 25-64 participating in education and training in 4 weeks prior to the survey (2002)



Data source: Eurostat, Labour force survey



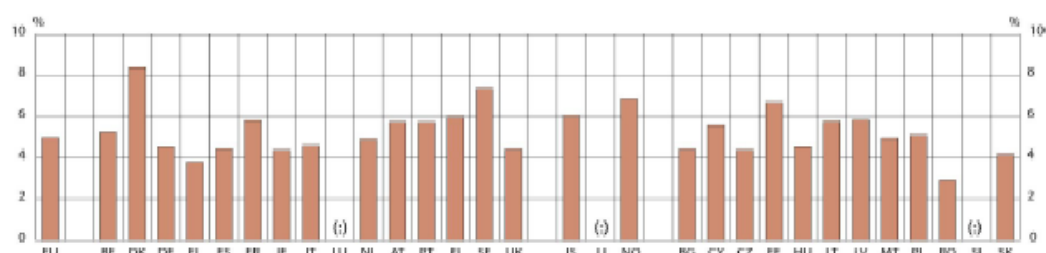
	BE	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	UK
Total	6.5	18.4	5.9	1.2	5.0	2.7	7.7	4.6	7.8	16.4	7.5	2.9	18.9	18.4	22.9
Females	6.3	20.7	5.6	1.1	5.4	3.0	8.8	4.7	6.6	15.9	7.4	3.3	21.4	21.2	26.8
Males	6.8	16.1	6.2	1.2	4.5	2.4	6.5	4.5	9.1	16.9	7.6	2.4	16.5	15.6	19.3

	EU	ACC	EU + ACC		CY	CZ	EE	HU	LT	LV	PL	SI	SK
Total	8.5	5.0	7.9		3.7	6.0	5.2	3.3	3.3	8.2	4.3	8.8	9.0
Females	9.2	5.4	8.5		3.8	5.8	6.7	3.7	4.2	10.9	4.7	9.2	9.4
Males	7.9	4.5	7.3		3.6	6.2	3.6	2.9	2.3	5.2	3.9	8.4	8.7

Data source: Eurostat, Labour Force Survey

Note: FR: information on education and training is collected if these are under way on the date of the survey, instead of the 4 weeks preceding the survey as in the other countries. Additional note: Malta: data not available

Public expenditure on education as a percentage of GDP, 2000



EU-15	EU + ACC	BE	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	UK
4.94	4.94	5.21	8.38	4.53	3.79	4.43	5.83	4.36	4.58	(:)	4.87	5.75	5.74	5.99	7.39	4.41

IS	LI	NO	ACC	BG	CY	CZ	EE	HU	LT	LV	MT	PL	RO	SI	SK
6.04	(:)	6.84	4.86	4.41	5.60	4.38	6.66	4.54	5.78	5.86	4.91	5.06	2.89	(:)	4.15

Data source: Eurostat, UOE

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6. Some key-issues for the future

Many issues arise from this Follow-up Report, namely the need to turn European societies into learning societies, and the contribution of the open method of coordination and of the strategies for lifelong learning to this overarching goal, both at European and national level.

A knowledge-based society is a society based on people and their ability to learn more systematically throughout their lives. Having trained elites to deal with the pace of change deriving from the transition to knowledge-based economies and societies is not enough. Not only is learning important to increase economic performance, but also to enhance their capacity to play a full part in their community, family, neighbourhood, workplace and public space. Moreover, without a learning society, this transition to a knowledge-based society will create new and deep social divides.

With the development of the open method of coordination, a more powerful political framework is now in place in order to support the Member States to address some common problems in spite of their different national traditions in education. The Community programmes, such as Socrates and Leonardo can help in exploring and diffusing new solutions for these problems. Some of them should be underlined:

- how can the institutional framework for a learning society be developed combining all available means from open learning centres, to digital TV, knowledge resource centres and companies?;
- what should be the basic competences of the European citizens to be included in a "European Framework" to spread as a reference?;
- what are the best solutions to share the costs of lifelong learning between the stakeholders involved in each situation?;
- how should working time be managed in order to generalise the opportunities for lifelong learning?

From what was said above, it is also possible to draw some conclusions regarding the need to improve governance to develop lifelong learning.

The preliminary issue is the very political status of lifelong learning. In terms of public policies and public administration, lifelong learning is not only a matter for education and training policies, but also for employment, innovation, information society, regional development policies. More effective mechanisms should be created in order to coordinate these policies at European, national and local levels.

The open method of coordination should now be improved in order to be more instrumental for the next step which will involve all Member States: to prepare their national strategies for lifelong learning.

The development of a European Learning Area can also be fostered by the diffusion of some common European instruments, such as the recently adopted (Council 9283/04) Europass and Common Quality Assurance Framework.

Social partners at European level, both in the interprofessional and sectoral social dialogues, are developing a very promising experience regarding the development of lifelong learning, which should now be more actively translated into the national level.

The reinforcement of *Skillsnet* as well as other expert communities organised at European level for each issue can also play a key role of catalyst of the above mentioned processes.

Finally, lifelong learning, turning into a movement of an active civil society could be based on different kinds of partnerships, such as:

- at regional level, the local partnerships for learning, pooling all the available resources;
- at sectoral level, the partnerships for innovation and employment, exploring new areas of jobs creation and competence building;
- at company level, the innovation agreements combining technological and organisational change with internal flexibility, training and working conditions.

In order to create a stronger momentum for lifelong learning, a more systematic debate should be launched in order to define common goals and to clarify the responsibilities of each main actor (See Table below).

Building on a comprehensive analysis of the learning system, some priorities should be taken into account in the national strategies for lifelong learning:

- to define the goals for lifelong learning in terms of not only educational levels but also new jobs profiles and competences;
- to develop a new infrastructure for lifelong learning;
- to create a diversified supply of learning opportunities able to provide more customised solutions:
 - to develop the new instruments of e-learning and to explore the potential of the digital TV
 - to turn schools and training centres into open learning centres
 - to encourage companies to adopt learning organisations
 - to shape the appropriate learning modes for each target group
 - to spread new learning solutions for the low skilled workers
- to foster the various demands for learning and to create a demand-led system:
 - to improve the framework conditions for lifelong learning
 - to develop a dynamic guidance system over the life course
 - to renew the validation and recognition system
 - to create compensations for the investment in learning
- to spread new financial arrangements in order to share the costs of lifelong learning between the various stakeholders and encourage the initiative of companies and individuals;
- to improve governance for lifelong learning.

Sharing Responsibilities for Lifelong Learning

MAIN ACTORS PRIORITIES FOR LIFELONG LEARNING DEVELOPMENT	PUBLIC AUTHORITIES	COMPANIES	INDIVIDUALS	SOCIAL PARTNERS	PUBLIC AND PRIVATE TRAINING SUPPLIERS
To define the goals for lifelong learning: new jobs profiles and competences	<ul style="list-style-type: none"> Forecasting institutions Partnerships for jobs creation 	<ul style="list-style-type: none"> Human resources management Partnerships for jobs creation 		<ul style="list-style-type: none"> Innovation agreements Partnerships for jobs creation 	<ul style="list-style-type: none"> Training development Partnerships for jobs creation
To develop a new infrastructure for lifelong learning	<ul style="list-style-type: none"> Telecommunications and TV regulation Knowledge resource centres 	<ul style="list-style-type: none"> Digital equipment 	<ul style="list-style-type: none"> Digital equipment 		<ul style="list-style-type: none"> Broadband providers Content providers
To develop e-learning activities					<ul style="list-style-type: none"> e-learning products and services
To turn schools and training centres into open learning centres	<ul style="list-style-type: none"> Education and training systems regulations 	<ul style="list-style-type: none"> New kinds of demand 	<ul style="list-style-type: none"> New kinds of demand 		<ul style="list-style-type: none"> Organisational development
To adopt learning organisations		<ul style="list-style-type: none"> Organisational development 		<ul style="list-style-type: none"> Innovation agreements 	
To shape the appropriate learning mode for each target group		<ul style="list-style-type: none"> New kinds of demand 	<ul style="list-style-type: none"> New kinds of demand 	<ul style="list-style-type: none"> Negotiation of training in collective agreements 	<ul style="list-style-type: none"> Product development Marketing
To spread new learning solutions for the low skilled workers	<ul style="list-style-type: none"> To support new solutions To ensure basic education for all 	<ul style="list-style-type: none"> Organisational development 	<ul style="list-style-type: none"> Stronger personal commitment 	<ul style="list-style-type: none"> Special conditions for training 	<ul style="list-style-type: none"> Specialised courses Focus on new basic skills
To improve the framework conditions for lifelong learning: time management, care services...	<ul style="list-style-type: none"> Family care services 	<ul style="list-style-type: none"> Family care services 		<ul style="list-style-type: none"> Negotiation of working time management Time accounts and training leaves 	
To develop a guidance system over the life course	<ul style="list-style-type: none"> To provide guidance services 		<ul style="list-style-type: none"> To develop a personal development plan 		<ul style="list-style-type: none"> To provide guidance services
To renew the validation and recognition system	<ul style="list-style-type: none"> To create centres of competence validation 	<ul style="list-style-type: none"> Intellectual capital reports 	<ul style="list-style-type: none"> To get a personal portfolio Europass 	<ul style="list-style-type: none"> To create centres of competence validation 	
To create compensations for investment in learning		<ul style="list-style-type: none"> Productivity gains Corporate assets 	<ul style="list-style-type: none"> Wage increases Career improvements Personal development 	<ul style="list-style-type: none"> Reciprocal compensations in the labour contracts and collective agreements 	
To spread new financial arrangements to share the costs	<ul style="list-style-type: none"> Basic education for all Improving education of young people Supporting target adult people by tax reliefs or direct incentives 	<ul style="list-style-type: none"> Funding job-related training 	<ul style="list-style-type: none"> Learning accounts or special entitlements for training 	<ul style="list-style-type: none"> Sharing costs in labour contracts or collective agreements 	<ul style="list-style-type: none"> Investment plans

