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Main policy lines of international organisations, relevant for education councils

State of affairs January - May 2010

I. The EU

1 Institutional context

1.1 The Presidencies of the EU.

1.1.1 Draft 18 month programme of the Council prepared by the Spanish, Belgian and Hungarian Presidencies.

27 November 2009

The first part contains the strategic framework (long-term objectives); the second part constitutes the operational programme.

Strategic framework.

'We need to work towards a Union closer to its citizens and their concerns. We will therefore promote targeted policies that directly benefit citizens.'

The revision of the Lisbon Strategy is a major priority. One of the key objectives of the new Strategy must be to tackle the negative economic and social effects of the financial crisis. Research, Development and Innovation should continue to play a key role in this respect.

'We need to ensure a strengthened involvement of relevant stakeholders, including an the local and regional levels, in order to best deliver growth and jobs.'

Operational programme.

Following subchapters are relevant for education and training:

Competitiveness.

The three Presidencies will take full account of the importance of Research and Development and Innovation in the renewal of the post-2010 Lisbon Strategy.

The full development and consolidation of the ERA (European Research Area) through a close interaction between Higher Education, Research and Innovation policy will remain a priority aim with a view to promoting Europe's competitiveness and addressing the major societal and technological challenges.

The three Presidencies will closely follow the implementation of the knowledge triangle, including the first knowledge and innovation communities (KICs) of the European Institute for Technology and Innovation (EIT).

Employment, social policy, health and consumer affairs.

Improving anticipation and matching of skills with labour market needs will be a key issue.

Education, training, youth, sport, culture and audiovisual policy.

Education and training are key drivers for the achievement and improvement of employability, competitiveness, innovation, cultural development, social inclusion and consequently for the attainment of greater economic welfare.

The Education and Training 2020 Strategic Framework.

The three Presidencies will contribute to defining and strengthening the link between the new strategic framework for European cooperation in education and training (ET2020) and the post-2010 Lisbon Strategy, while fully taking into account those aspects of education and training that are not directly linked to growth and jobs.

Evidence based education and training policies should be underpinned by sound data.

The Open Method of Coordination will be pursued with regard to the four strategic objectives.

As regards lifelong learning the implementation of the European Qualifications Framework (EQF) will be closely followed.

Social dimension of education and training.

Promotion of equity, social cohesion and active citizenship. (equitable access to early childhood education, combating early school leaving and promoting inclusive education policies for learners from disadvantaged groups).

Schools for the 21st century.

Implementation of the agenda for schools in the 21st century.

Vocational education and training – the Copenhagen process.

ECVET and EQARF are of utmost importance. In addition, particular attention to promoting adult learning, to anticipating and matching labour market needs and skills to improving the quality of guidance systems and to institutional governance, as well as to enhancing cooperation between education and training institutions, on the one hand, and business and industry, on the other.

Modernising higher education.

Mid-term review of the lifelong learning programme.

Mobility is an essential element of lifelong learning and an important means for enhancing employability and flexibility.

Youth issues.

The three Presidencies will follow up the Council Resolution establishing a renewed framework for European cooperation in the youth field. (EU strategy of Youth – Investing and Empowering).

<http://register.consilium.europa.eu/pdf/en/09/st16/st16771.en09.pdf>

1.1.2 Spanish Presidency

<http://www.eu2010.es>

Activities in the field of education and training:

http://www.eu2010.es/export/sites/presidencia/comun/descargas/Ministerios/AgendaEuropea_ING_FINAL_online.pdf

1.2 Commission Work Programme 2010: Time to act

Communication from the European Commission, 31 March 2010

The new Commission will take action along four main strands:

- Tackling the crisis and sustaining Europe's social market economy.
- Building a citizens' agenda which puts people at the heart of European action.
- Developing an ambitious and coherent external agenda with global outreach.
- Modernising EU instruments and ways of working.

The focus of this first Work Programme is on delivering strategic initiatives in 2010. It also highlights in a non exhaustive way initiatives under consideration for the coming years and the necessary flexibility to adapt to changing circumstances.

The first political act of the new Commission was to immediately put forward its centrepiece initiative 'Europe 2020' – a strategy for smart, sustainable and inclusive growth. The Spring European Council endorsed the main elements. The June European Council is expected to confirm the cornerstones of the strategy and the Commission will then work with the Member States to deliver results.

Annex I presents the strategic initiatives schedules for adoption in 2010. Relevant for education and training:

- Youth on the move initiative
- Communication on Youth Employment
- Agenda for new skills and jobs

Annex II presents an indicative list of possible strategic and priority initiatives under consideration. Relevant for education and training:

- Proposal for a Council Recommendation on Early School Leaving
- Proposal for an integrated Youth on the Move programme 2014-2020
- Proposal for an EP and Council decision on the Strategic innovation agenda of the EIT
- Communication on a new impetus for European Vocational Education and Training cooperation 2010-2020 (input to the Bruges Ministerial meeting late 2010)
- Proposal for a Council Recommendation on promoting learning mobility of young people
- Communication on the initiative for new European competencies (building on the 2006 Key Competencies recommendation and including a proposal for a European Skills Passport)
- Communication: proposal for benchmarks on mobility and on employability
- Communication on Early Childhood Education
- Proposal for a Council Recommendation on informal and non-formal learning
- Communication: proposal for a new benchmark on language skills.

http://ec.europa.eu/atwork/programmes/docs/cwp2010_en.pdf

1.3 Agreement with Switzerland on its participation in 'Youth in Action' and lifelong learning programmes

Brussels, 15 February 2010 (in the margins of the Education Council)

This agreement will allow the EU and Switzerland to strengthen their cooperation in the area of youth, education and training.

<http://register.consilium.europa.eu/pdf/en/09/st13/st13104-re02.en09.pdf>

2 The Lisbon Strategy – Europe 2020

The Lisbon Strategy for growth and jobs, launched in 2000 by the European Council, was the EU's joint response to facing the challenges of globalisation, demographic change and the knowledge society. It aimed at making Europe more dynamic and competitive to secure a prosperous, fair and environmentally sustainable future for all citizens.

Despite of joint European efforts these objectives were achieved only partly and the serious economic downturn has made challenges even more pressing. To emerge from the crisis and to prepare Europe for the next decade the European Commission has launched "Europe 2020 Strategy".

2.1 The Lisbon Strategy evaluation

Commission Staff Working Document

2 February 2010

The document contains two parts: the first part contains the main findings, the second describes in more detail developments, progress (and shortcomings) across different policy areas.

Main findings

The Lisbon Strategy has helped build broad consensus on the reforms that the EU needs and it has delivered concrete benefits for EU citizens and businesses but increased employment has not always succeeded in lifting people out of poverty.

Structural reforms have made the EU economy more resilient and helped us weather the storm. However, the Lisbon Strategy was not sufficiently equipped to address some of the causes of the crisis from the outset.

Whilst much has been achieved, the overall pace of implementing reforms was both slow and uneven.

The importance of interdependence in a closely integrated economy, particularly in the euro area, has not been sufficiently recognised.

A stronger link between the Lisbon strategy and other EU instruments and sector-specific initiatives or policy measures would have improved its effectiveness.

Earmarking of Structural Funds has helped mobilise considerable investments for growth and jobs although there is further to go.

The partnership between the EU and Member States has generally been a positive experience. But implementation has suffered from variable ownership and weak governance structures.

The impact of country-specific recommendations has been variable.

Policy learning and exchange of good practices has been stepped up.

Communication has been an Achilles' heel of the Strategy.

More could have been done to strengthen the euro-area dimension.

The external dimension could have been stronger.

Progress across different policy areas.

In point 4 'Investing in people' we read:

'Youth unemployment continues to be a severe and increasing problem. Young people are particularly badly affected by the crisis, and in many Member States they suffer unemployment rates of more than twice the rate for the rest of the work force. Youth unemployment is intrinsically linked to skills policy, and despite some focus on this issue under the Lisbon Strategy, progress has been insufficient. Despite some progress in terms of reducing early school leaving, nearly 15% young people in the EU (or approximately 7 million young people) still leave the education system prematurely with no qualifications. Alongside this, there has been virtually no increase in the average levels of educational attainment of the young, and those who become unemployed often do not receive the support they need. In spite of EU-level activations targets which were set in 2005 and stepped up in 2007, many Member States still fail to ensure that every unemployed young person receives a new start in terms of active job search support or re-training within the first four months of becoming unemployed.

Education and skills policy is at the heart of creating a knowledge-based economy, but it is apparent that the EU has some way to travel in this regard. Progress in increasing youth educational attainment levels has been too slow, with outcomes only improving moderately since 2000. Since 2004, the level of adult participation in lifelong learning has remained stable or even decreased in 12 out of 27 Member States.'

http://ec.europa.eu/growthandjobs/pdf/lisbon_strategy_evaluation.pdf

2.2 EUROPE 2020 – public consultation. Overview of responses.

Commission Staff Working Document

2 February 2010

The Commission has received well over 1500 contributions from a wide range of interested parties: Member States, EU and national organisations, social partners from the EU and national levels, regional and local authorities, business and professional federations, individual companies, NGOs, 'think thanks', representatives of the academic community and numerous European citizens. Some non-EU countries and stakeholders also responded.

In the part '**Stakeholders from the education and/or research community**' we read:

'Stakeholders from the education community underline the importance of education to achieve social inclusion as well as active citizenship. They also stress that the focus of the new strategy should not only be on higher education but also on primary and secondary education. Pre-primary education is also mentioned by some stakeholders. Educational

stakeholders highlight that a broad range of skills is key to social inclusion. Many stakeholders call for the partnership between the private sector and universities to be extended.

Stakeholders from the research community generally agree with the three priorities defined by the Commission for the new strategy. The general view is that a thriving European Research Area based on openness and excellence is key to the achievement of the three priorities. Synergies between the current research, education, and innovation programmes are encouraged. Many stakeholders point out that the new strategy should not attempt to spread out excellence equally across all institutions. The majority of stakeholders underline that the importance of research in the new strategy should also be reflected in the future EU budget; Finally, the proposal to appoint a Chief Scientific Advisor is welcomed by some stakeholders.'

http://ec.europa.eu/eu2020/pdf/overview_responses.pdf

2.3 EUROPE 2020. A European strategy for smart, sustainable and inclusive growth.

European Commission, 3 March 2010

It identifies three key drivers for growth, to be implemented through concrete actions at EU and national levels:

- smart growth (fostering knowledge, innovation, education and digital society),
- sustainable growth (making our production more resource efficient while boosting our competitiveness) and
- inclusive growth (raising participation in the labour market, the acquisition of skills and the fight against poverty).

The "Europe 2020 Strategy" sets five targets which define where the EU should be by 2020 and against which progress can be tracked.

- 75 % of the population aged 20-64 should be employed.
- 3% of the EU's GDP should be invested in R&D.
- The "20/20/20" climate/energy targets should be met.
- The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree or diploma.
- 20 million less people should be at risk of poverty.

Education, training and lifelong learning play a key role to achieve these strategic priorities, in particular when it comes to smart and inclusive growth. In order to meet the set targets, the Commission proposes a Europe 2020 agenda consisting of a series of flagship initiatives. Implementing these initiatives is a shared priority, and action will be required at all levels: EU-level organisations, Member States, local and regional authorities, and civil society.

Two of these flagship initiatives will be particularly linked to education and training:

- **Youth on the move:** the aim is to enhance the quality and international attractiveness of Europe's higher education system by promoting mobility of students and trainees. As a concrete action, the EU's mobility programmes should be

enhanced and linked to national programmes, the modernisation agenda of higher education pursued, and professional experience should be properly recognised.

- **An agenda for new skills and jobs** has the objective of creating the right conditions to modernise labour markets and to allow people to acquire new skills in order to raise employment levels and to ensure the sustainability of our social models, while baby-boomers retire. The concrete actions to be taken include the implementation of the [Strategic framework for European cooperation in education and training "ET 2020"](#), the acquisition and recognition of learning throughout general, vocational, higher and adult learning, and the implementation of the European Qualifications Framework.

The Commission proposes that each Member State tailors the Europe 2020 strategy to its situations and translates these targets into national targets and trajectories.

http://ec.europa.eu/archives/growthandjobs_2009/pdf/complet_en.pdf

2.4 Europe 2020: Conclusions of the European Council of 25-26 March 2010 on the new strategy for jobs and growth.

Council of the EU, 25-26 March 2010

Following the Commissions' Communication 'Europe 2020: a strategy for smart, sustainable and inclusive growth' and the discussions held in the Council, the European Council agreed on the following elements of this new strategy, which will be formally adopted in June.

The Council agreed on the following headline targets:

- Aiming to bring to 75% the employment rate for women and men aged 20-64.
- Improving the conditions for research and development (bring combined public and private investment levels to 3% of GDP).
- Reducing gas emissions by 20% compared to 1999; increasing the share of renewable in final energy consumption to 20% and moving towards 20% increase in energy efficiency.
- Improving education levels, in particular by aiming to reduce school drop-out rates and by increasing the share of the population having completed tertiary or equivalent education; taking into account the Commission's proposal, the European Council will set the numerical rates of these targets in June 2010.
- Promoting social inclusion, in particular through the reduction of poverty. Further work is needed on appropriate indicators. The European Council will revert to this issue at its June 2010 meeting.

Some targets are reflected in EU legislation; others are not of a regulatory nature; they represent a common aim to be pursued through a mix of national and EU level action.

Member States will set national targets, taking into account their relative starting positions and national circumstances (June 2010).

Efficient monitoring mechanisms are key for the successful implementation of the strategy

- Yearly assessment of progress achieved by the European Council
- Regular debates

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/113591.pdf

2.5 Europe 2020 integrated guidelines for the economic policies of the Member States and of the Union.

The Council is to adopt broad economic policy guidelines and employment guidelines; these guidelines are presented as two distinct – but intrinsically interconnected – legal instruments:

- A Council Recommendation on broad guidelines for the economic policies of the Member States and of the Union – Part I of the Europe 2020 Integrated Guidelines.
- A Council Decision on guidelines for the employment policies of the Member States – Part II of the Europe 2020 Integrated Guidelines.

These guidelines set out the framework for the Europe 2020 strategy and reforms at Member State level.

Out of the ten Guidelines, three are directly linked to education and training:

Guideline 4: Optimising support for Research and Development and innovation, strengthening the knowledge triangle and unleashing the potential of the digital economy.

Guideline 8: Developing a skilled workforce responding to labour market needs, promoting job quality and lifelong learning.

Guideline 9: Improving the performance of education and training systems at all levels and increasing participation in tertiary education.

http://ec.europa.eu/eu2020/pdf/COMM_PDF_SEC_2010_0488_F_EN_RECOMMANDATION.pdf

http://ec.europa.eu/eu2020/pdf/COMM_PDF_COM_2010_0193_F_FR_PROPOSITION_DE_DECISION.pdf

2.6 Next step: European Council of 17-18 June 2010.

The June European Council is expected to set the numerical rates for the school drop outs and for the share of the population having completed tertiary education.

3 Education and Training 2020

3.1 February Council Education, Youth and Culture

Brussels, 15 February 2010

The Council discussed the role of education and training in Europe's strategy to promote growth and jobs, and underlined its place at the heart of an economy based on knowledge and innovation.

Presidency discussion paper

This paper is intended to serve as the basis for exchange of views between Ministers on 'Education and Training for the Europe of 2020' during the EYC Council meeting on 15 February.

The paper refers to the economic and financial crisis and to the role of education and training in economic growth and social equity. It recalls the four long-term objectives of ET 2020 Framework:

- Making lifelong learning and mobility a reality
- Improving the quality and efficiency of education and training

- Promoting equity, social cohesion and active citizenship
- Enhancing creativity and innovation

and the three priorities of the 'EU 2020 Strategy':

- Creating value by basing growth on knowledge
- Empowering people in inclusive societies
- Creating a competitive, connected and greener economy.

The paper stresses the need for more efficient and targeted investment and the promotion of learning mobility.

Ministers are asked to discuss the following points:

- How do you see the role of education and training in Europe's efforts to promote growth and jobs, together with social equity and social cohesion?
- How – in practical terms- can Education Ministers contribute to the future 'EU2020' agenda and to ensuring adequate resources for the education and training sector?

<http://register.consilium.europa.eu/pdf/en/10/st05/st05395.en10.pdf>

In her [opening speech](#), Androulla Vassiliou, European Commissioner responsible for Education, Culture, Multilingualism and Youth, formulated remarks on 'Education and Training for the Europe of 2020'.

Main results of the Council

The Council adopted the 2010 joint progress report on the implementation of the 'ET2010' programme in the period of 2007-2009. Overall, the report shows an improvement in education performance across Europe, with EU policies helping to promote reforms at national level. At the same time, important challenges remain, in particular concerning literacy levels.

Ministers emphasised that education was central to Europe's efforts to promote growth and jobs. Equally, Ministers stressed the social dimension of education and its importance in terms of imparting European values and ensuring that all individuals have a contribution to make to society. Education systems should strive for both excellence and quality. Moreover, in the transition to a more sustainable, 'greener' economy, education would be critical in adapting to changing lifestyles and business practices.

A number of ministers suggested to include a specific educational target (such as increasing the number of tertiary education graduates) in the objectives of the future EU 2020 strategy. Several delegations also indicated that they would like to see the importance of education reflected in the forthcoming reform of the EU budget.

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/112903.pdf

3.2 Informal meeting of education ministers

Madrid, 13-14 April 2010

European Commissioner Vassiliou stated that the EU States and the European Commission will reach a consensus agreement on the European and national targets by 2020

- For reducing the number of premature school leavers (now: about 15%; the target would be around 10%)
- For raising the figure of higher education qualification holders (now: about 30%; the target would be around 40%).

There will be an annual monitoring process.

The targets will respect the specific situation of each country. This means also that, France, for instance, who is already achieving high levels in the proportion of students in higher education, will also have to improve them.

Ministers also discussed the Youth in Movement initiative.

Next steps:

High Level Meeting 27 April 2010

Formal Council of Education Ministers, Brussels, 10 May 2010

European Council, 17-18 June 2010

Angel Bagilondo, Spanish Minister of Education, stated that he would like this informal meeting to lead to people fully accepting that education is a decisive factor for the economy, and he insists on the fact that nothing does more for social inequality than education.

<http://www.eu2010.es/en/agenda/informalesministros/evento11.html>

3.3 May Council Education, Youth and Culture

Brussels, 10 May 2010

Presidency conclusions on education targets in the Europe 2020 Strategy.

The Council agreed to propose to the European Council in June 2010 the numerical rates of the EU headline targets to improve education levels of the new strategy Europe 2020, building on the two corresponding levels of European average performance ('European benchmarks') approved in the strategic framework for European cooperation in education and training (ET 2020), that is by 2020, the school drop-out rate should be less than 10% and the share of the populations having completed tertiary or equivalent education should be at least 40% (i.e. the % of those who have successfully completed education at ISCED levels 5 and 6. Member States may in justified cases include national qualifications currently classified at ISCED level 4 into the definition of their national target for tertiary or equivalent education).

In line with the responsibility for their education and training systems, the competence of the Member States regarding the setting and implementation of quantitative national targets in the area of education and training is fully maintained. The principles and working methods agreed under the strategic framework for European cooperation in this field play their full role in monitoring progress towards the EU headline targets for education.

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/114361.pdf

4 Specific policy lines within Education and Training

4.1 Council conclusions on competences supporting lifelong learning and the 'new skills for new jobs' initiative.

The text emphasises how important it is for individuals to develop competences so as to improve employment prospects. Reports say that there is a particular need in Europe to strengthen those competences required to engage in future learning. The conclusions also assert that more should be done to adequately assess and record citizens' competences acquired throughout their lives.

The text invites Member States to help teachers implement a competence-based approach to learning as well as to develop a common terminology to designate such skills. The Commission is encouraged to facilitate the exchange of best practices in this area and to report back to the Council by 2011 on how this agenda could be further pursued.

<http://register.consilium.europa.eu/pdf/en/10/st08/st08798.en10.pdf>

4.2 Council conclusions on the social dimension of education and training.

The Council adopted, in the context of the European year for combating poverty and social exclusion 2010, conclusions on the social dimension of education and training, a key priority for the Spanish presidency. Education systems which are both efficient and equitable contribute significantly to reducing the risk of unemployment and social exclusion in a knowledge-based economy.

The conclusions seek to examine how all levels of education – from schools through to vocational education and training, higher education and adult learning – can contribute to fostering social inclusion, for instance through

- the provision of high quality early childhood education and care
- the acquisition of key competences at school, particularly literacy and numeracy
- greater participation in vocational education and adult learning to acquire new competences;
- more equitable access to higher education so that capable students are not excluded due to socio-economic circumstances or insufficient support.

<http://register.consilium.europa.eu/pdf/en/10/st08/st08797.en10.pdf>

4.3 The Bologna Process

On 12 March 2010, the Ministers of the now 47 countries participating in the Bologna Process adopted the [Budapest-Vienna declaration](#) and officially launched the European Higher Education Area.

The conference was followed by a meeting with Ministers from different parts of the world in the Second Bologna Policy Forum on 'Building the Global Knowledge Society: Systemic and Institutional Change in Higher Education', that was concluded with the [Vienna Bologna Policy Forum Statement](#).

The Eurydice network produced a report for the European Commission: '[Focus on Higher Education in Europe 2010: The impact of the Bologna Process](#)'.

The report was presented at the Budapest-Vienna conference; it shows that the Bologna Process has largely met its initial objectives, thanks to a joint approach.

The three cycle degree system and higher quality standards are now the norm across Europe, although recognition of qualifications is still a problem in some cases.

The report highlights responses to the economic crisis; action to encourage socially disadvantaged groups and adult learners to participate in higher education needs to be accelerated. The study also underlines that countries need to do more to encourage student mobility.

Council conclusions on the internationalisation of higher education.

The conclusions note that progress towards making degree structures more compatible in Europe has made higher education in the EU more attractive. Moreover, they insist that cooperation in higher education should be an integral part of the EU external cooperation policies.

The Council encourages Member States to adopt measures aimed at fostering a truly international culture in higher education institutions, increasing their international attractiveness and promoting their global dimension and awareness of their social responsibility. The Council invites the Commission to develop an EU international higher education strategy to improve coherence between existing cooperation initiative and to promote the attractiveness of EU higher education.

<http://register.consilium.europa.eu/pdf/en/10/st08/st08799.en10.pdf>

4.4 European Qualifications Framework

Two years after the adoption of the recommendation of the Council and the European Parliament on the establishment of the EQF for lifelong learning (23 April 2008), we are into the implementation of the EQF.

From April 2010 on, information about progress will be spread to the wider public in a newsletter. This EQF newsletter presents news and articles on developments related to the implementation of the EQF. The newsletter is produced by GHK Consulting on behalf of the European Commission.

Register to the EQF newsletter by sending an email to the following e mail address: eac-eqf-newsletter@ec.europa.eu.

5 Background: the European years

5.1 The European Year For Combating Poverty and Social Exclusion

About 80 million Europeans live at risk of poverty, which means they face insecurity. Living in poverty may result in a variety of problems, from not having enough money to spend on food and clothes to suffering poor housing conditions and even homelessness. Poverty also means having to cope with limited lifestyle choices that may lead to social exclusion. Inspired by its founding principle of solidarity, the EU has joined forces with its Member States to make 2010 the European Year For Combating Poverty and Social Exclusion. Civil society organisations and social partners will join participating countries and the European Commission to run a series of activities throughout 2010. Along with public figures, people who have experienced poverty will act as campaign ambassadors.

The Year has been launched officially on 21 January 2010 in the presence of the Prime Minister of Spain, José Luis Rodríguez Zapatero and the President of the European Commission, José Manuel Barroso.

<http://www.2010againstopoverty.eu>

Link to the decision (Council 22 October 2008)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2008:298:0020:0029:EN:PDF>

5.2 The European Year for Creativity and Innovation

The ambassadors for Creativity and Innovation present their manifesto, which sets out priorities and recommendations for action.

Manifesto:

1. Nurture creativity in a lifelong learning process where theory and practice go hand in hand.
2. Make schools and universities places where students and teachers engage in creative thinking and learning by doing.
3. Transform workplaces into learning sites.
4. Promote a strong, independent and diverse cultural sector that can sustain intercultural dialogue.
5. Promote scientific research to understand the world, improve people's lives and stimulate innovation.
6. Promote design processes, thinking and tools, understanding the needs, emotions, aspirations and abilities of users.
7. Support business innovation that contributes to prosperity and sustainability.

In the manifesto, the ambassadors propose seven action lines.

http://ec.europa.eu/education/lifelong-learning-policy/doc/year09/manifesto_en.pdf

6 Studies and Conferences

6.1 Jean Monnet Conference, in cooperation with the Spanish Presidency: 'The role of Education and Training in the New European Economy'.

Madrid, 25-26 January 2010

Conference participants underlined the importance of having education and training at the heart of the EU2020 Strategy to ensure a sustainable, socially equitable economic development of Europe in the longer term.

The Conference also attached particular importance to

- The need to follow up the new Strategic Framework for European cooperation in education and training adopted in 2009
- The further enhancement of links between higher education institutions and the world of work
- The promotion of learning mobility and the free circulation of people and knowledge as part of the vision for a European Knowledge Area
- The need for higher, more efficient and targeted investment in education and training at national and EU level.

Programme, speakers' profiles, participants and conclusions on

http://ec.europa.eu/education/jean-monnet/doc2078_en.htm

6.2 Future skill supply in Europe. Medium-term forecast up to 2020.

CEDEFOP synthesis report, 9 June 2009

This publication complements the forecast of skills published by Cedefop in 2008.

The forecast suggests a substantial increase of the adult labour force with high and medium qualification. In contrast, the number and share of people with low levels or no qualifications is projected to decline in almost all European countries.

<http://www.cedefop.europa.eu/EN/publications/5069.aspx>

6.3 Key Competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education

July 2009

The aim of this study, commissioned by the European Commission and undertaken by CASE (Centre for Economic and Social Analysis, Poland) in partnership with QCA, is to provide a comparative overview of policy and practice concerning the development and implementation of key competences in the education systems in the 27 member States of the EU. In particular, the study assesses the implementation of the 8 key competences contained in the European Reference Framework of Key Competences in primary and secondary schools across the EU as well as the extent to which initial and in-service education and training of teachers equips them with the skills and competences necessary to deliver key competences effectively.

The methods used for the study comprise a literature review, the elaboration of country fiches for the 27 member States and the preparation of six case studies.

The report concludes with recommendations addressed to specific partners and stakeholders: the European Commission, Member States, regional and local authorities, the research community and professionals responsible for teacher education and teachers and school leaders.

http://ec.europa.eu/education/more-information/doc/keysum_en.pdf

6.4 Study on Indicators of ICT in Primary and Secondary Education

October 2009

Just like reading and writing are traditional competencies transmitted through education, the effective use of ECT for learning, communication and cooperation is one of the basic competencies which schools need to care for. Monitors are needed in order to determine to what extent education systems realize these competencies and in which areas improvements are needed. The main issues addressed in this study concern the characteristics of educational monitoring, policy concerns regarding the introduction and use of ECT in education, indicator needs and availability of international comparative data, and recommendations and potential actions by the European Commission.

The report presents conclusions linked to the following questions:

- Which information from indicators regarding the use and impact of ECT in education is needed for policy making?
- Which indicators and data are available and what is missing?
- How can missing indicators and data be collected?
- What are the desired characteristics for educational monitoring in the EU?

The report presents an overview of actions that could be undertaken by different actors, in the short, medium and long term.

http://ec.europa.eu/education/more-information/doc/ictindicsum_en.pdf

6.5 European Guidelines for validating non-formal and informal learning

CEDEFOP, November 2009

Validating non-formal and informal learning is increasingly seen as a way of improving lifelong and lifewide learning. More European countries are emphasising the importance of making visible and valuing learning that takes place outside formal education and training institutions, for example at work, in leisure time activities and at home.

The guidelines presented in the publication aim to support this process by identifying the main challenges facing policy makers and practitioners and pointing to possible ways to respond. They should be seen as a practical tool, providing expert advice to be applied on a purely voluntary basis.

It is stressed that validation requires the involvement of a broader range of stakeholders than certification in the formal system.

These guidelines provide a starting point for further European cooperation in validation. It is agreed that this cooperation must have the practical aim of improving practices at national and local levels, and, eventually, support individual users.

The guidelines refer to the set of [common European principles](#) for identifying and validating non-formal and informal learning, adopted by the European Council in May 2004.

The report sets out the fundamental principles underpinning validation, and the guidelines from different perspectives.

http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/553/4054_en.pdf

6.6 Education on Online Safety in Schools in Europe

Eurydice, December 2009

This report summarises the main findings of a survey carried out on education on online safety in primary and secondary schools in 30 European countries. The main topics of this exploratory study are related to issues such as school curriculum, methods of teaching, specific teacher training and qualifications, as well as cooperation between the educational authorities and other public or private organisations in the field. 34 Eurydice units collaborated on the report which covers the 2008/09 school year.

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/121EN.pdf

6.7 Creativity in Schools in Europe: A survey of Teachers

December 2009

The European Commission presented the results of a survey on creativity and innovation in schools (at the closing conference of the European Year of Creativity and Innovation in Stockholm, on 16-17 December 2009).

The first aim of the survey has been to understand how teachers in Europe frame and conceptualise creativity. The second has been to collect information on the support they receive and need to foster students' creativity.

http://ftp.jrc.es/EURdoc/JRC55645_Creativity%20Survey%20Brochure.pdf

6.8 The Skill matching challenge: Analysing skill mismatch and policy implications.

CEDEFOP, February 2010

Better understanding of skill mismatch can help policy makers in their efforts to match skills and jobs. Skill mismatch is a complex phenomenon affecting individuals, enterprises, economies and societies; it does not only refer to skill gaps and skill shortages, but also to skills exceeding job requirements.

This report provides a broad overview of skill mismatch and the factors that contribute to it, analyses its economic and social costs, and argues why skill mismatch should be a concern for national and European policy makers. The report also discusses how skill mismatch can be better approached and measured in surveys.

The study focuses on the following research questions:

- What do we know about skill mismatch in Europe?
- What causes skill mismatch?
- What are the links between the different types of skill mismatch?
- What impact do business cycles have on skill mismatch?
- What are the implications of skill mismatch?
- What is the most appropriate method of measuring skill mismatch?

- What types of data are needed to assess and analyse skill mismatch in Europe?

http://www.cedefop.europa.eu/EN/Files/3056_en.pdf

6.9 Transversal Analysis on the Evolution of Skills Needs in 19 Economic Sectors

March 2010

In order to enhance strategic human resource management, and thereby improve European competitiveness in the global economy, the European Commission has pointed to the importance of developing better methods and tools to anticipate trends and changes in the European labour market. On this background, the Commission has carried out in depth studies of the 19 economic sectors in Europe.

One of the conclusions of the study is that education and training Institutions are playing a key role in facilitating the transformation of Europe. The flexibility of the education system needs to be increased, inter- and multidisciplinary approaches need to be applied and greater emphasis to be placed on also teaching cultural and social skills. The sector needs to open up itself for more cooperation with its stakeholders in order to promote sector specific skills at an early stage, increase the use of apprenticeship and mentoring programmes, engage in EU standardisation and certification of education and skills and to develop joint education and training programmes especially for SME's.

https://ec.europa.eu/employment_social/anticipedia/document/showFile.do?id=2945&idDigest=ceef006b44240ac1303c5116f4c21cedcde1a35f

6.10 Guiding at-risk youth through learning to work. Lessons from across Europe.

CEDEFOP, April 2010

This report draws attention to guidance measures and initiatives applied across Europe to aid school completion and education-to-work transitions of young people who risk dropping out of mainstream education and training or who already have done so.

http://www.cedefop.europa.eu/EN/Files/5503_en.pdf

6.11 Study of the impact of Comenius In-Service Training activities.

2010, study on behalf of the European Commission, DG Education and Culture

The aim of the study is to identify opportunities of increasing the effectiveness of the programme. The target group consisted of successful applicants from all eligible countries who took part in training between January and July 2009.

http://ec.europa.eu/education/comenius/doc/istsum_en.pdf

7 Developments in other policy domains

7.1 Culture

Council conclusions on the contribution of culture to local and regional development.
10 May 2010, Council of EYC, Brussels

The Council agrees that there is an evident link between culture, creativity and innovation contributing to social and economic progress. Therefore, it is essential to consolidate the contribution of culture, especially the cultural and creative industries, to the Europe 2020 strategy for smart, sustainable and inclusive growth.

The Council identifies priority areas with due regard to the principle of subsidiarity:

- Mainstream culture in local and regional development policies;
- Stimulate a favourable environment at local and regional level for a better development of cultural and creative industries, especially SMEs;
- Deepen the contribution of culture to sustainable tourism;
- Promote creativity in education and training with a view to developing new skills, improving human capital and fostering social cohesion;
- Reinforce cross-border, transnational and interregional cultural cooperation.

<http://register.consilium.europa.eu/pdf/en/10/st08/st08263.en10.pdf>

7.2 Youth

Resolution on the active inclusion of young people: combating unemployment and poverty.
11 May 2010, Council of EYC, Brussels

One out of five people under 25 years is unemployed in the EU whereas one out of five people between 18 and 24 is at risk of poverty. In addition 10% of youth in work are counted as poor, showing that not all jobs provide sufficient security. In the context of the European year for combating poverty and social exclusion 2010, this issue is a priority for the Spanish presidency.

The Council identifies the four following general objectives:

- facilitate access for young people to the labour market and provide opportunities for more secure employment on non-discriminatory terms;
- provide improved access to quality education and facilitate smooth transitions to the labour market from education and training or from unemployment and inactivity;
- facilitate the reconciliation of private, family and working life;
- prevent poverty and the social exclusion of young people, as well as the perpetuation of these problems for one generation to the next.

Both the member states and the Commission are invited to cooperate, in the framework of the OMC, so as to implement initiatives in the youth field and to integrate a youth perspective into relevant other policies.

<http://register.consilium.europa.eu/pdf/en/10/st09/st09018.en10.pdf>