



Towards a European Area of Skills and Qualifications

Joint meeting of the European networks
EUROPASS, EUROGUIDANCE and EQF NCPs,
Brussels 6 November 2013



Progress of a decade in European cooperation in education and training

Various European transparency tools in ET2020 and the Bologna processes

aim to support the lifelong learning and mobility of learners and workers

through better transparency and easier recognition of what they know, understand and are able to do.



Progress of a decade in European cooperation in education and training

Qualifications frameworks - EQF, QH-EHEA

European passports – Europass (CV, Skills Passport), Youthpass

Quality assurance arrangements – ESG, EQAVET

Credit systems – ECTS, ECVET

Recognition tools – Lisbon Recognition Convention, NARICs

**Info centres and webtools – Ploteus, EQF, Europass, Eurodesks,
Euroguidance**

Validation and guidance policies

Skills intelligence – Skills Panorama, ESCO

Still a long way to go...



- **High unemployment rate (10.9%), especially among young people (23%), coexists with over 2 million vacancies that cannot be filled**
- **In 2025: 44.1% high-skilled, 44.7% medium-skilled and only 11.2% low-skilled jobs**
- **PIAAC Survey: 20% of the EU working age population has low literacy and numeracy skills and that 25% of adults lack the digital skills needed to effectively use ICT**

Still a long way to go...



- **Overall coherence of tools and policies**
- **Implementation of the learning outcomes approach**
- **Dialogue between the worlds of education/training and the world of employment**
- **Rules and procedures for the recognition of skills and qualifications for further learning**
- **Reaching the citizens: lack of a single access point to information on mobility**

Still a long way to go...



European
Commission

The example of European quality assurance tools

ESG - since 2005

- addresses HE institutions, HE QA agencies
- no explicit support to learning outcomes approach
- weak link to other transparency instruments

EQF common QA principles for VET and HE

- addresses VET and HE qualifications; but no school, adult education or sectoral qualifications
- Focus on outputs

EQAVET – since 2009

- addresses VET systems and providers
- no explicit support to learning outcomes approach
- weak links to other transparency instruments



programme

Still a long way to go...



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The example of European credit systems

ECTS - since 1989

- Higher education institutions – 75% of programmes
- Clear link to the first and second cycle of QF EHEA
- Credits still calculated in different ways (hours of class time/self-study);
- Variable link to learning outcomes



ECVET – since 2009

- Vocational education and training institutions
- Strong emphasis on units of learning outcomes
- Mainly project level implementation
- Credit points – not yet defined



Still a long way to go...



Adaptation needed to new developments :

- **Open technologies allow individuals to learn, anywhere, anytime, through any device, with the support of anyone**
- **Emergence of innovative models for teaching and learning (e.g. MOOCs)**
- **International and sectoral qualifications**
- **Internationalisation of education & training**



Towards a European Area of Skills and Qualifications

creating **flexible learning pathways across borders**

ensuring **adaptation to new phenomena**, including internationalisation and developments in digital learning

promoting the **coherence and simplification of European transparency tools**

Next steps...



- **2013-2014 – evaluation and review of European transparency tools** (EQF, Europass, EQAVET, ESG, ECVET, ECTS)
- **Late 2013: launch of a public consultation/debate** addressed to stakeholders and the general public
- **Early 2014: possible Eurobarometer survey**
- **Early 2014: launch of a study** (empirical evidence on remaining obstacles)
- **First half of 2014: closing conference** of the public consultation and debate
- **First half of 2015: possible launch of a political initiative** by the Commission