



Rethinking Education

**Investing in skills for better
socio-economic outcomes**

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DG EAC
EUNEC meeting
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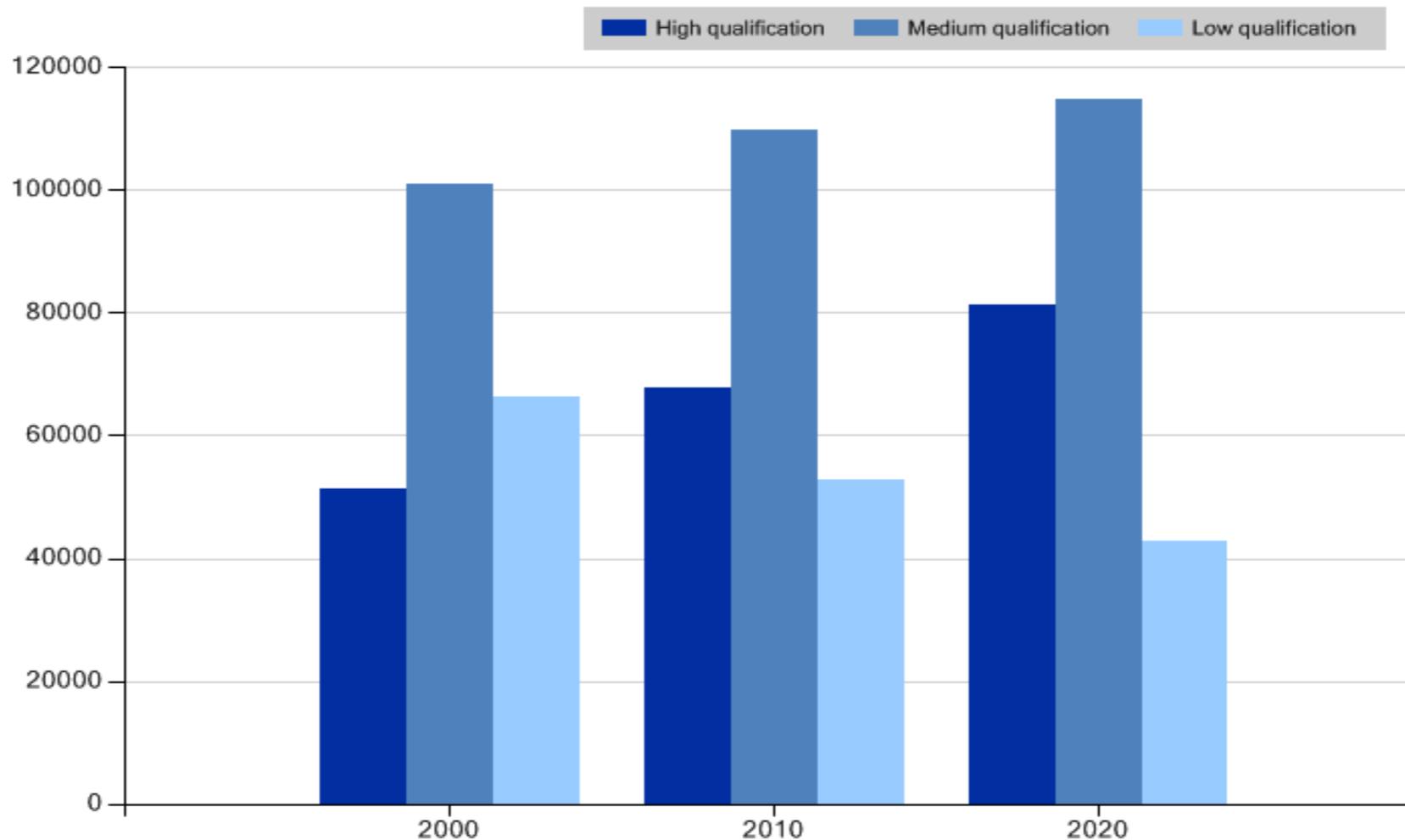




What qualifications will Europe need by 2020?



Skills forecast: Employment trends by qualification (in 000s), EU27+



Source: Cedefop | Skills Forecasts | Data published in 2012



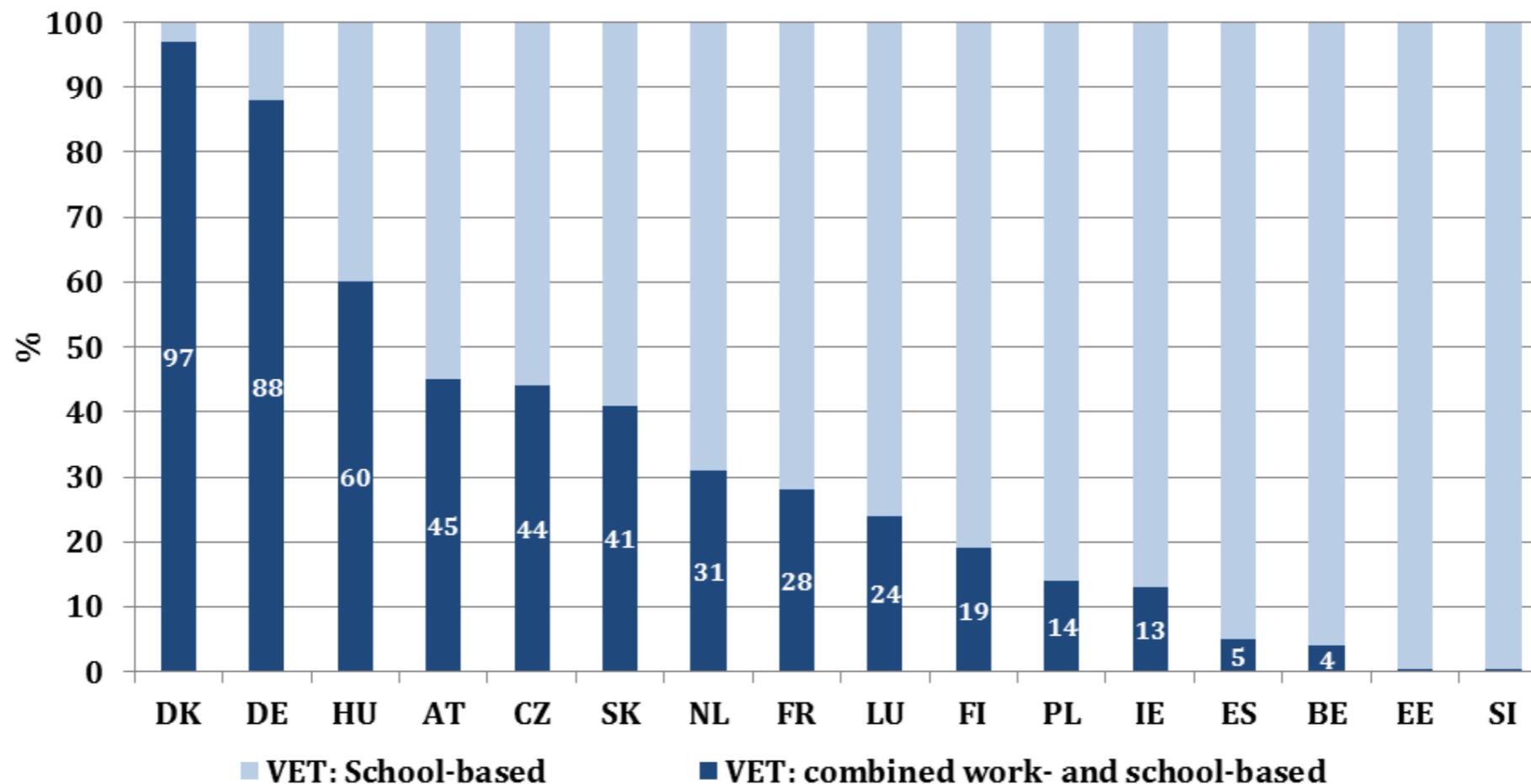
1. Promote excellence in vocational education and training (VET).

Key actions:

- high-quality dual VET systems,
- align VET policies with regional/local economic development strategies,
- enable permeability with other educational offers,
- developing short cycle tertiary qualifications (2 years) focused on identified areas of skills shortage (such as ICT, healthcare and green skills), and
- strengthening local, national and international partnerships and networks between companies, especially SMEs, and VET providers.

Work-Based Learning is still an exception

Proportion of VET students enrolled in combined work- and school-based VET, as a % of all students in upper secondary VET (2010)



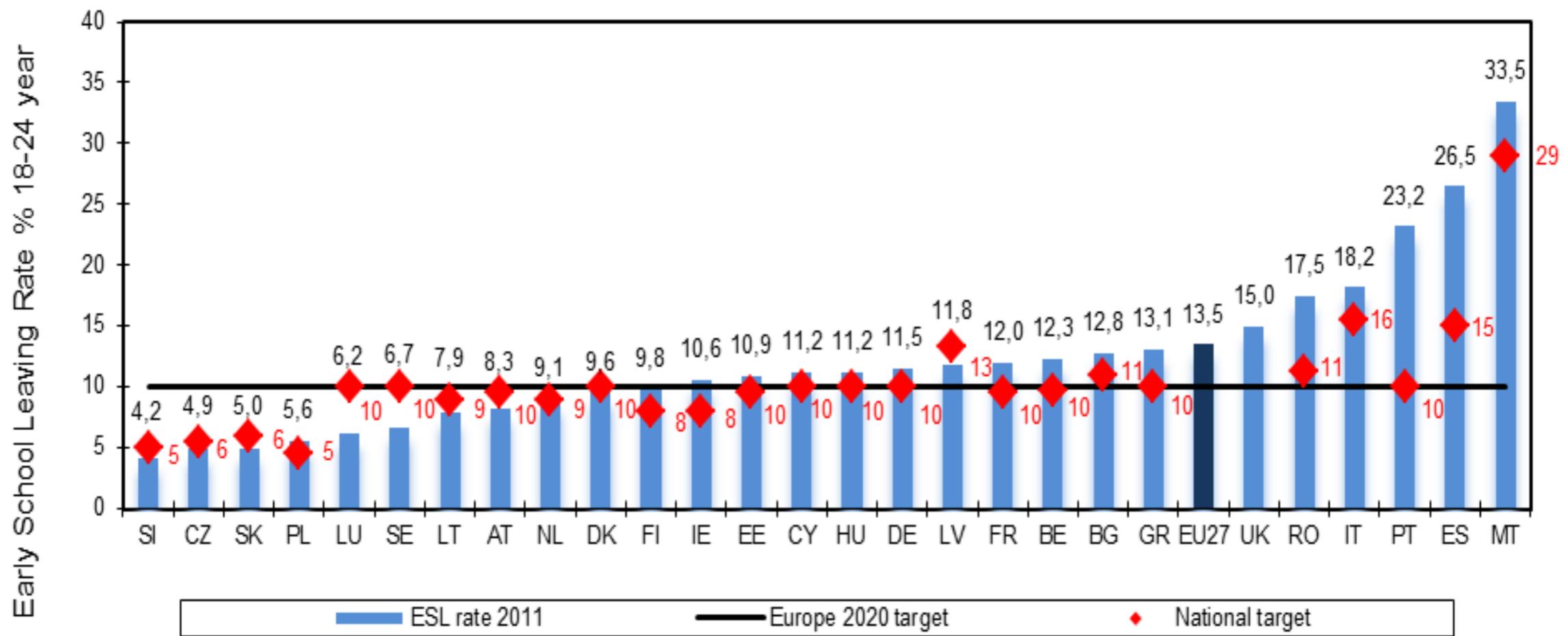


Key action on EU level:

Accelerate improvements in work-based learning,

- establishing an EU-level Alliance for Apprenticeships
- the Commission will support a Memorandum on European cooperation in vocational education and training, bringing together a number of Member States to learn from successful approaches and schemes.

Rates of Early School Leaving (ESL) must improve significantly to reach the 2020 target

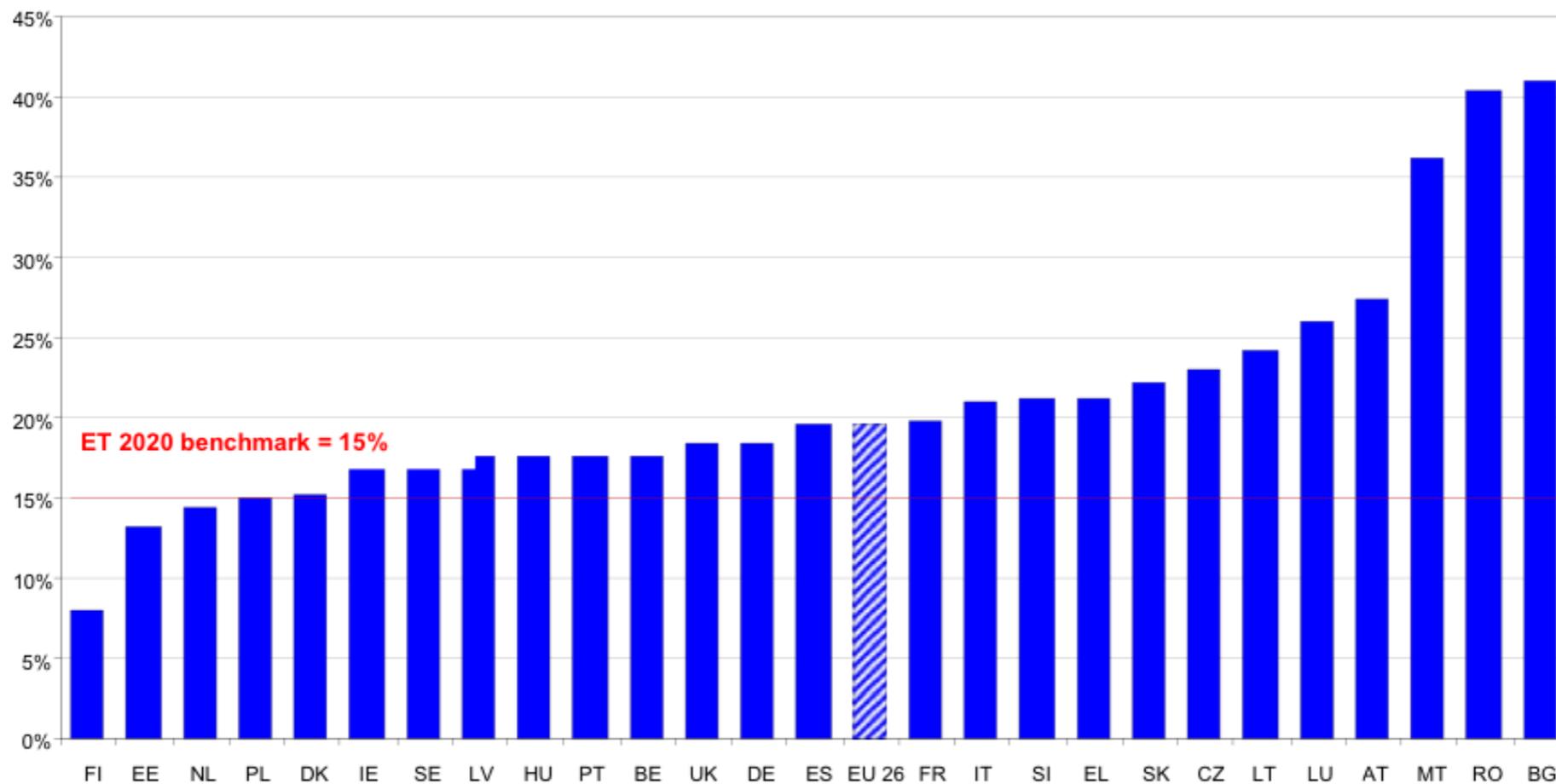


Source: Eurostat (LFS 2011)



Basic skills levels are still lacking in many countries

Percentage of low achievers in reading (15 year-olds, %), 2009



Source: OECD (PISA)



2. Improve the performance of student groups with high risk of early school leaving and low basic skills.

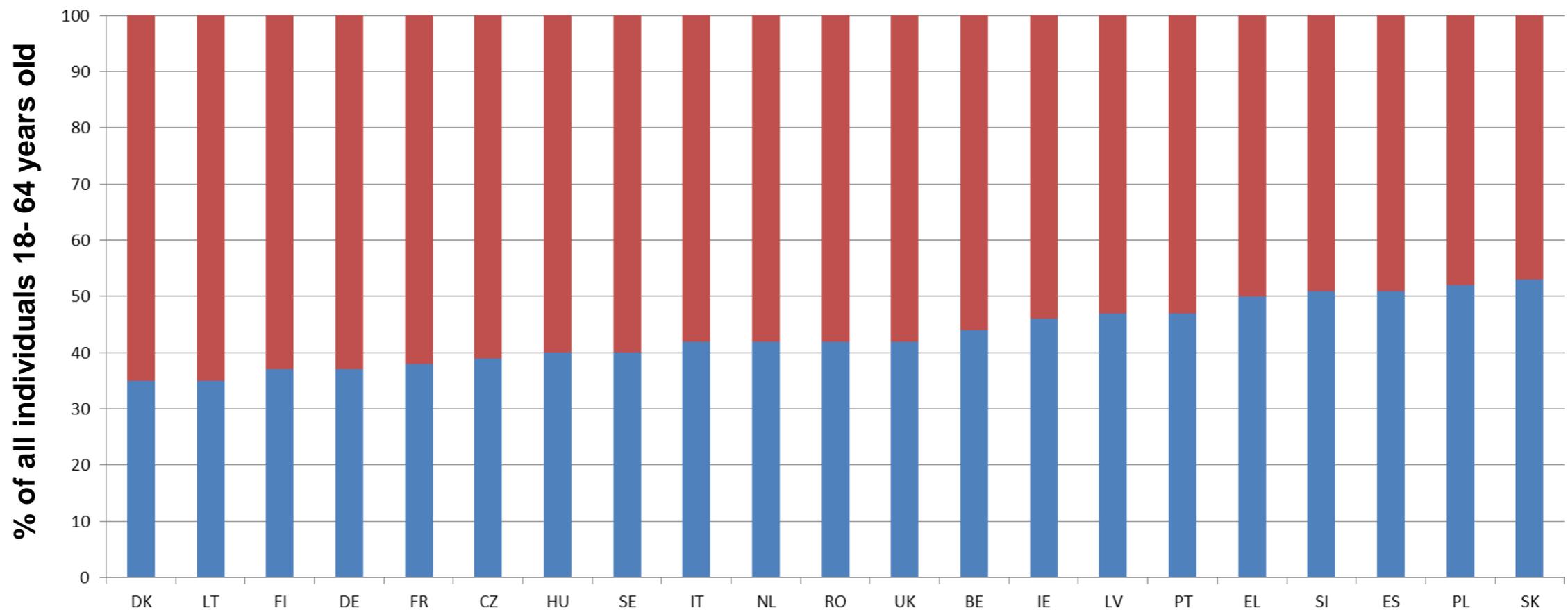
Key actions:

- high quality and accessible ECEC,
- the learning of basic skills such as literacy, numeracy and basic maths and science,
- early detection of low achievers in basic skills across all phases of schooling, and
- providing individualised support
- implementing evidence-based strategies to reduce early school leaving.



Europe needs to be more entrepreneurial

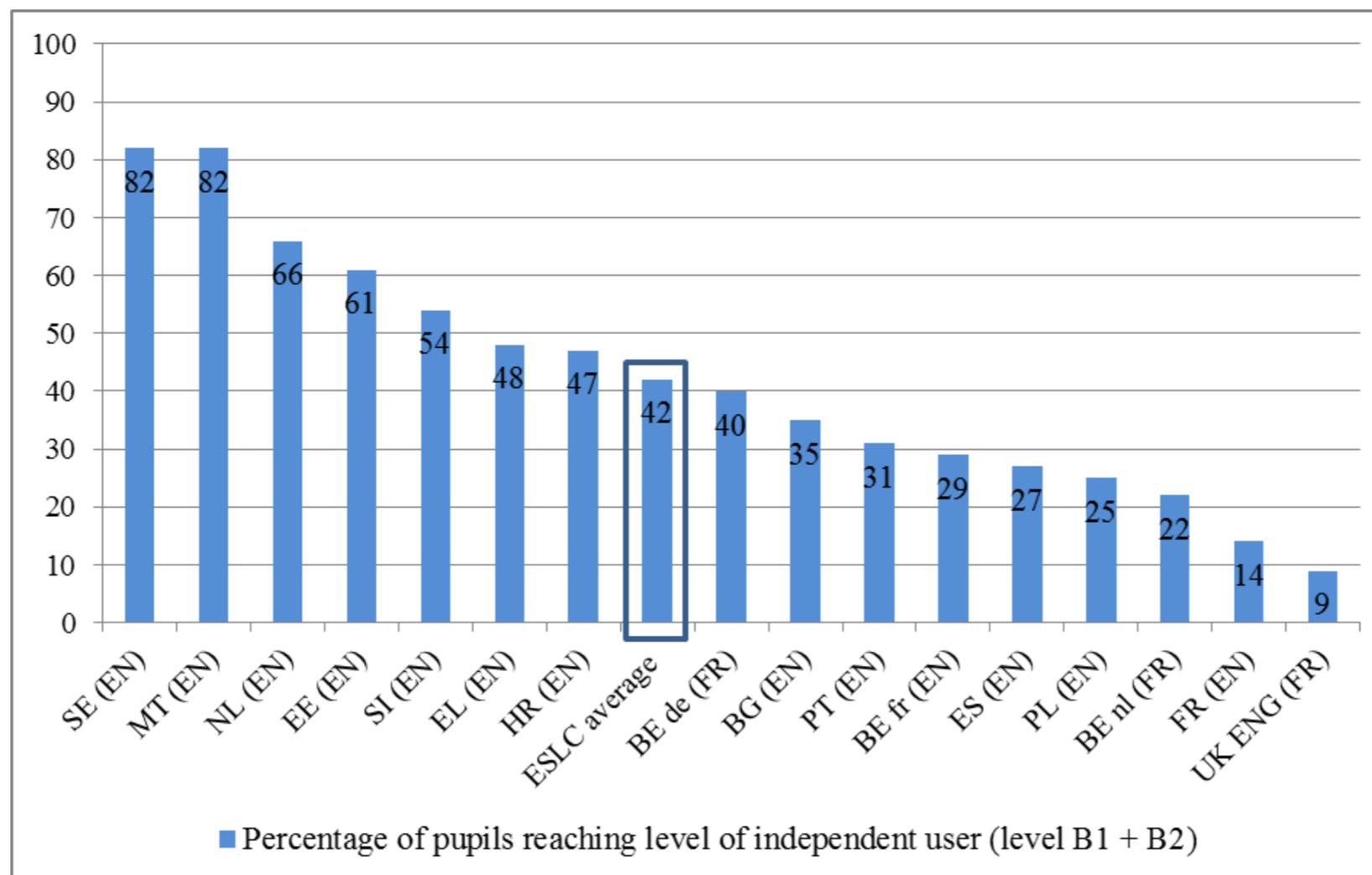
Percentage of individuals aged 18-64 who believe they have the required knowledge to start a business (2011)



Source: Global Entrepreneurship Monitor 2011 Note: Italian result is from 2010

Language skills must be improved

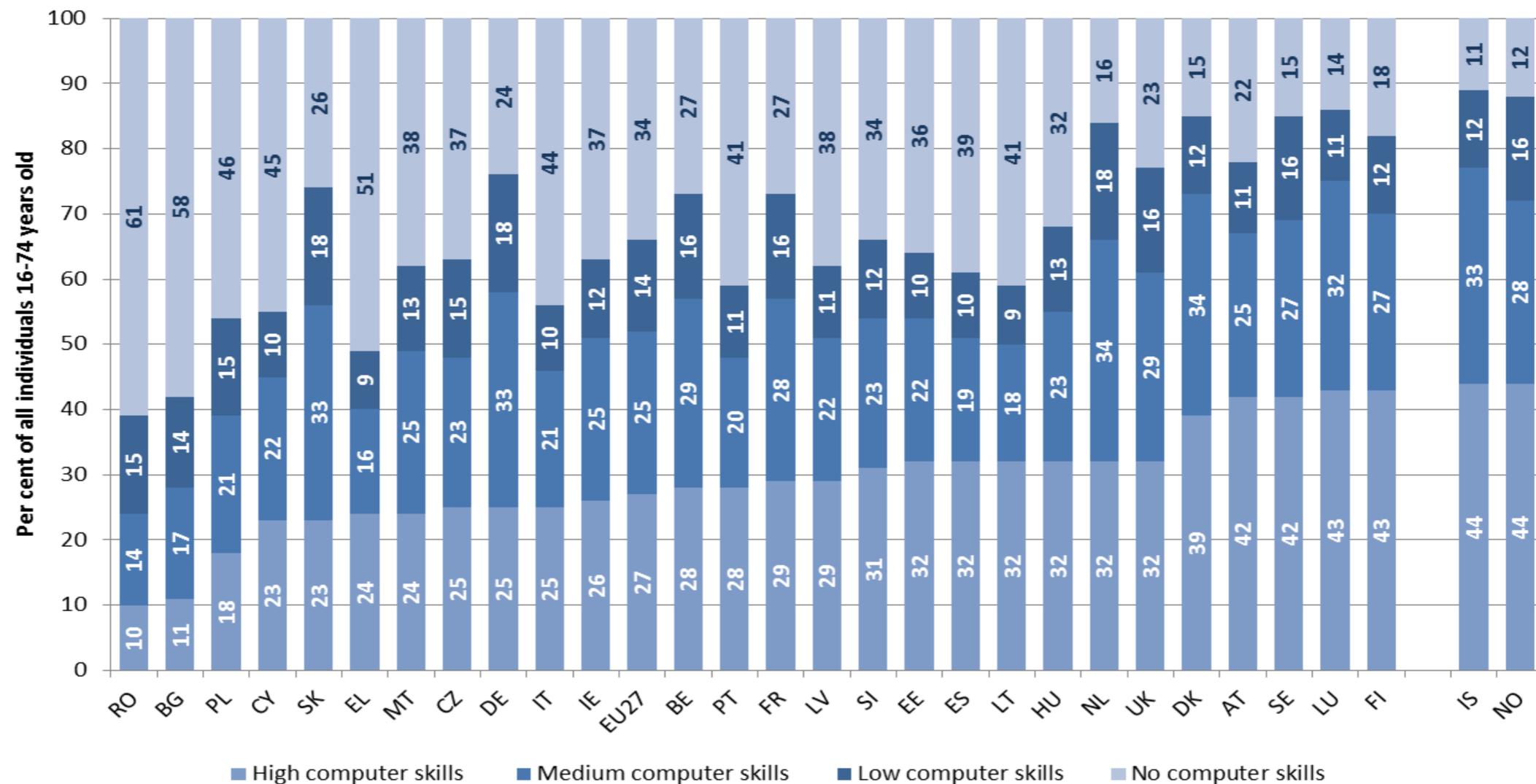
First foreign language: percentage of pupils who have reached the level of independent user (B1 or higher)



Source: European Commission, 2012. First European Survey on Language Competences

ICT skills levels vary greatly between countries

% of individuals with low, medium and high computer skills (2011)



Source: Eurostat, Information society Statistics, 2011



3. Strengthen the provision of transversal skills that increase employability such as entrepreneurial initiative, digital skills and foreign languages.

Key actions:

- introduce **transversal skills** across all curricula from early stages of education up to higher education,
- using innovative and **student-centred pedagogical approaches**,
- design effective **assessment tools** for competences
- at least one practical **entrepreneurial experience** before leaving school for all young people



4. Reduce the number of low-skilled adults.

Key actions:

- setting **national targets** and strategies,
- **increasing incentives** for adult training by companies,
- **validating skills and competences** acquired outside formal education, and
- setting up **access points** (one-stop shops) that integrate different lifelong learning services such as **validation and career guidance** offering tailored learning to individual learners.



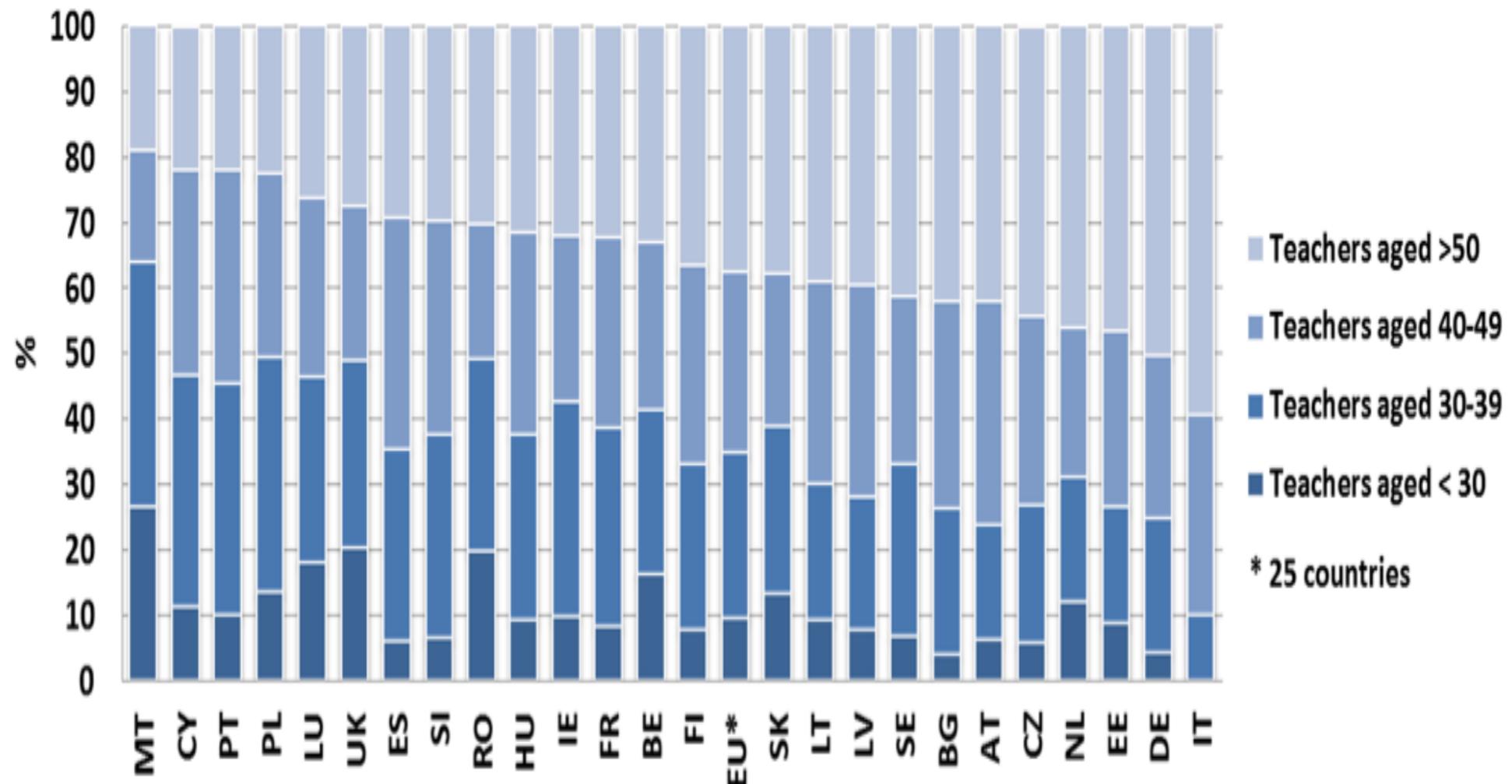
5. Scale up the use of ICT-supported learning and access to high quality OER.

Key actions:

- modernising the ICT infrastructure of schools,
- supporting ICT-based teaching and assessment practices,
- promoting the transparency of rights and obligations of users of digitalised content,
- establishing mechanisms to validate and recognise skills and competences acquired through OER
- supporting education and training institutions to adapt their business models to the emergence of OER.

Teachers are an ageing profession in most countries

Age distribution of teachers in lower and upper secondary, 2010





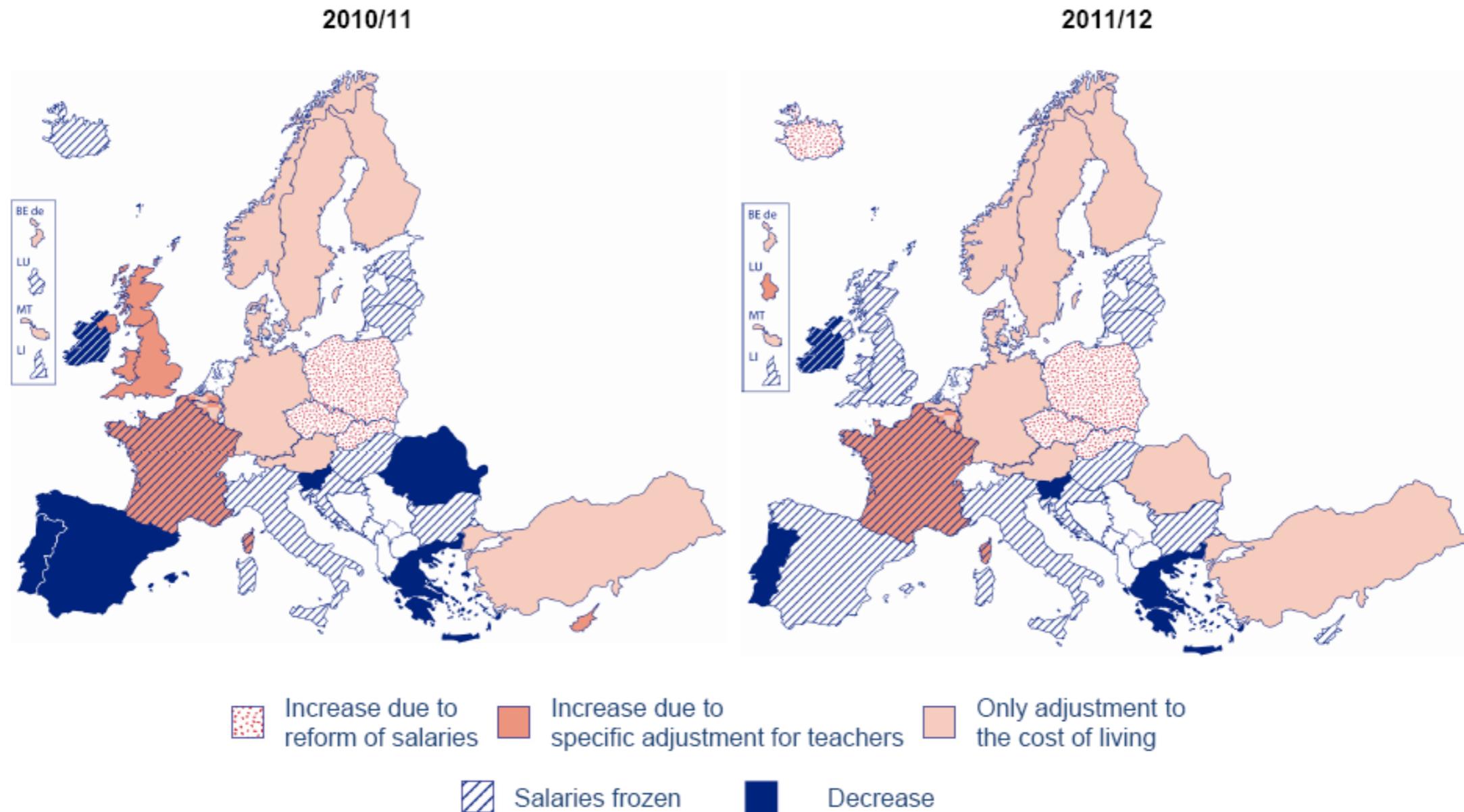
6. *Revise and strengthen the professional profile of all teaching professions (teachers, school leaders, teacher educators).*

Key actions:

- review the academic and pedagogical **quality of Initial Teacher Education**,
- introduce coherent and adequately resourced systems for: ***recruitment, selection, induction and professional development of teaching staff***
- *based on* clearly defined competences needed at each stage of a teaching career, and
- increasing teacher digital competence.

There are financial constraints in the sector

Evolution of teacher salaries compared with the previous year





Implementation of these reforms will not be successful without increasing the efficiency of funding in education.

- the Commission calls on Member States to stimulate national debates on ways **to provide sustainable funding mechanisms** to enhance stability and efficiency,
- support towards those **who tend to participate less.**
- developing funding schemes for VET and adult learning financed (incl.: public authorities, enterprises and appropriate individual contributions)
- attracting large companies and SMEs **to provide work-based VET training.**



One Commission Communication, with seven accompanying Staff Working Documents:

- **Education and Training Monitor**
- **Country analysis**
- **Key Competences**
- **Partnerships and flexible pathways for LL skills development**
- **Supporting the teaching professions**
- **Language competences for employability, mobility and growth**
- **Vocational Education and Training for better skills, growth and jobs**



New Commission initiatives

- **Enhanced support to Member States – Monitoring of progress, OMC, ORCD collaboration...**
- **European area of skills and qualifications**
- **EU-level Alliance for Apprenticeships**
- **Funding Education for Growth**
- **Opening up Education – ICT and OER**
- **A new language benchmark**
- **Entrepreneurship education actions**
- **Partnerships between Education, enterprises and research, promoted through new programme Erasmus 4 All**



European
Commission



For more information:

http://ec.europa.eu/education/news/rethinking_en.htm

