

The Agenda for New Skills and Jobs and the modernisation of European Vocational Education and Training

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Europe 2020 and ET 2020

A new policy context for ET 2020:

- Europe 2020 alters the overall policy context in which ET 2020 operates
- Europe 2020 and ET 2020 are not only compatible – they support each other
- Both strategies have a shared interest in LLL and investment in education and training



Implementing Europe 2020 (1):

Europe 2020 is based on three inter-linked priorities:

- 1.) **Smart growth**: developing an economy based on knowledge and innovation
- 2.) **Sustainable growth**: promoting a more efficient, greener and more competitive economy
- 3.) **Inclusive growth**: fostering a high-employment economy delivering social and territorial cohesion



Implementing Europe 2020 (2):

Education and training play a central role within Europe 2020.

Their importance is exemplified in the choice of:

- **Headline Targets**
- **Flagship Initiatives**



Implementing Europe 2020 (3): **Headline target** for 2020 and flagship initiatives linked to ET 2020



Headline Target:

The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree or equivalent

ET 2020 contribution to Flagships Initiatives:

« Youth on the move »

« An agenda for new skills and jobs »



7 flagship initiatives

Smart Growth	Sustainable Growth	Inclusive Growth
Innovation <i>« Innovation Union »</i>	Climate, energy and mobility <i>« Resource efficient Europe »</i>	Employment and skills <i>« Agenda for new skills and jobs »</i>
Education and employment <i>« Youth on the move »</i>	Competitiveness <i>« An industrial policy for the globalisation era »</i>	Fighting poverty <i>« European platform against poverty »</i>
Digital society <i>« A digital agenda for Europe »</i>		

Implementing Europe 2020 (4): the first European Semester

- **First Annual Growth Survey (AGS) (January 2011)**
- **March European Council gave general orientations**
- **Member States submitted National Reform Programmes (NRP) in spring**
- **Commission presented its assessment and guidance to MS, including draft country-specific Recommendations in June**
- **Political debate at June European Council**
- **Council adopted CSR (July).**



Implementing Europe 2020 (5):

Reform needs are highlighted in CSR.

CSR linked to E&T have been addressed to 16 Member States.

They refer to:

- lifelong learning, VET, and skills on the labour market (AT, BG, CY, CZ, DK, EE, ES, FI, FR, LU, MT, PL, SI, SK, UK);
- to early school leaving (AT, DK, ES, MT, UK);
- tertiary education (BG, CZ, MT, PL, SK);
- pre-school education (BG, DE, EE) and
- school education (BG).

Implementing Europe 2020 (6):

Next steps:

Commission monitors and assesses

- the policy responses Member States are giving to the CSR
- the progress made in implementing NRP

2012 Annual Growth Survey launches the next European Semester



Implementing ET 2020 (1): the autumn package



Before the end of the year, the Commission will present a package, consisting of three documents:

1. A Communication proposing the draft 2012 Joint Report (JR)
2. A staff working document setting out a cross-country assessment of the progress achieved in key thematic areas since the last JR
3. A staff working document setting out the situation country-by-country



Implementing ET 2020 (2): The Communication proposing the draft Joint Report

The draft JR:

- Takes stock of the implementation of ET 2020 during the first cycle (2009 – 2011) in key thematic areas (building on the Staff Working Document)
- Sets out a fresh set of priority areas for the second cycle (2012 – 2014) that are in line with the Europe 2020 objectives
- Outlines steps for implementing Europe 2020 and ET 2020 in a coordinated way that creates synergies between both processes.



Implementing ET 2020 (3): Progress in key thematic areas

The draft JR takes stock of the developments in the following key thematic areas:

1. Education budgets;
2. Transversal lifelong learning policies;
3. Early school leaving;
4. Tertiary attainment;
5. Learning mobility;
6. New Skills and Jobs

Implementing ET 2020 (4): Preliminary findings

1. Education budgets

- Education budgets are affected by the crisis but available data do not yet allow to draw detailed conclusions.
- During the European Semester, the Commission stressed that expenditure for education is good for growth and should be given priority when consolidating budgets.
- Further development warrants close monitoring.

2. Lifelong learning

- LLL concept is an integral part of E&T policies in most countries;
- But: slow progress towards LLL strategies;
- Little systematic cross-sector cooperation;
- Focus of LLL strategies rather on up-skilling of the workforce than on sustainable competences for whole population.



Implementing ET 2020 (5): preliminary findings

3. Early School Leaving: the challenge

- In 2010, 14.1% of all 18 – 24 year old left E&T prematurely
- Recent data suggest that on current trends the Europe 2020 Headline Target (ESL less than 10% by 2020) will not be reached

Early School Leaving - key elements for reforms:

- Increased focus on prevention
- Address ESL in context of initial VET
- Better Early Childhood Education and Care
- Better involvement of stakeholders (parents, local communities, non-education actors)
- Better policy-design through stronger empirical basis and data

4. Tertiary Education attainment: the challenge

- Further efforts are needed to achieve the Headline Target of 40% tertiary education attainment.

Tertiary Education attainment: key elements for reforms:

- (1) diversifying the student population to under-represented groups and
- (2) improving completion rates , e.g. through better guidance and counselling, better financial support or better support for those who have dropped out.



Flagship 'An agenda for new skills and jobs'



- Better functioning of EU labour markets & flexicurity
- Right skills for right jobs
- Improving the quality of work and working conditions
- Creating jobs



Skills gap: current and future challenges



- **Education and training are still the best insurance against unemployment**
- **Skills are crucial for innovation**
- **Jobs becoming more knowledge- and skills-intensive: by 2020 35% of all jobs will require high-level qualifications**
- **Over 80 million adults hampered by low levels of basic skills**
- **Skills shortage in some sectors: ICT, sciences, mathematics, and engineering, health**



Right skills for right jobs

- Labour market intelligence and skills governance
- Providing the right mix of skills
- Matching people's skills and job opportunities
- Enhancing geographical mobility within the EU
- Reaping the potential of migration



The EU Skills Panorama

- **Factual information on:**
 - **Skills needs and supply**
 - **Skills mismatches**
 - **Jobs and occupation trends**
 - **Students and adults' employability-**
- **Single access-point to national and international research findings**
- **Syntheses and thematic analyses**
- **Target different groups: from intermediary actors to citizens**
- **EU network: Key national anticipation institutions**



EU Sector Councils, a network of existing national sectoral organisations: state of play

Start of phase 1 in 2011?

**Culture
Education
Construction
Fishery
Chemicals
Shipbuilding
Gaz
Nurses
Electricity
Furniture**

Phase 1: Assessment

Steel: Jul 2011

Automotive:: Dec 2011

Phase 2: creation

Textile, clothing and leather: end 2011

Commerce: 2012



To improve levels of basic skills and education...

- **Proposal on reducing early school leaving**
- **A new impetus for lifelong learning**
- **High Level Expert Group on literacy**
- **Working group on math, science and technology**

Modernization of education and training systems

- **A new communication on Higher Education**
- **Excellence in Vocational Education and Training**
- **New initiatives on ‘transversal’ skills:**
 - **languages**
 - **digital literacy and fluency**
 - **creativity and entrepreneurial skills**

To match skills and jobs...

- **The European Skills passport**
- **European Skills, Competences, qualifications and Occupations classification (ESCO) – developing a common language to bridge gap between education and labour markets**
- **University-Business Forum, VET-Business Forum, Knowledge Alliances – more ambitious cooperation between education and business**
- **Leonardo da Vinci, Marie Curie and Erasmus - employability and mobility**



Joint Challenges

- Ageing population
- Low-carbon economy
- Technological changes
- 80 million people with low or no qualification

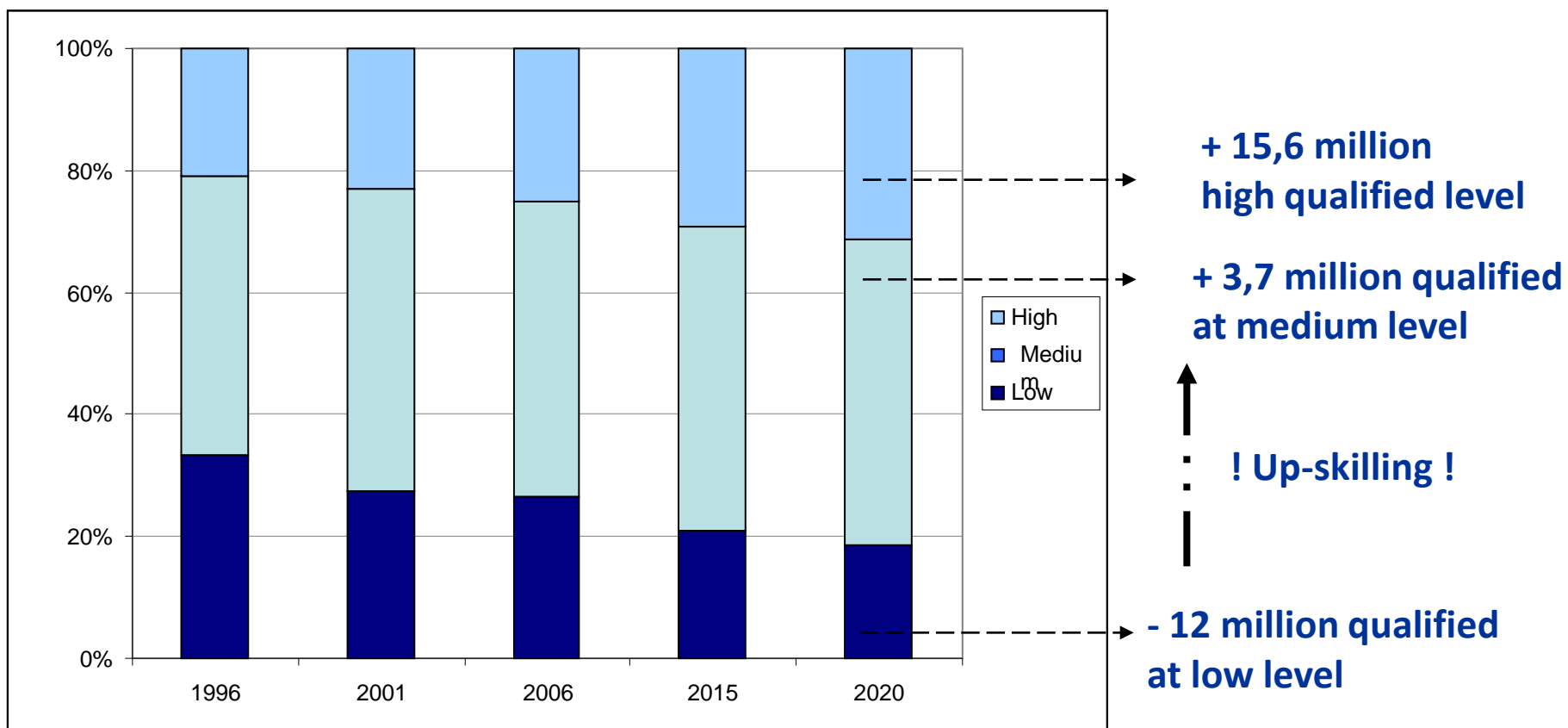
Role for initial and continuing VET in terms of update and upgrade of skills

Dual objective of VET:

- a) employability and growth
- b) social cohesion

A need for higher levels of skills

Past and future structure of jobs by education attainment level



Source: Cedefop, data for EU 27 + Switzerland and Norway



Context of the new VET agenda

Europe 2020

EU is setting the strategy for the next decade - focusing on « smart, sustainable and inclusive growth »



Bruges Communiqué 2010

Contribution of VET to support Europe 2020 strategy

- **Specific roles of VET cooperation in the Flagship initiatives:**
 - ✓ An Agenda for new skills and jobs
 - ✓ Youth on the Move
- **Bruges Communiqué:**
 - ✓ A new impetus for VET in Europe for the next decade
 - ✓ Setting a global vision of VET, 11 strategic objectives and 22 short-term deliverables



A global vision for VET in 2020

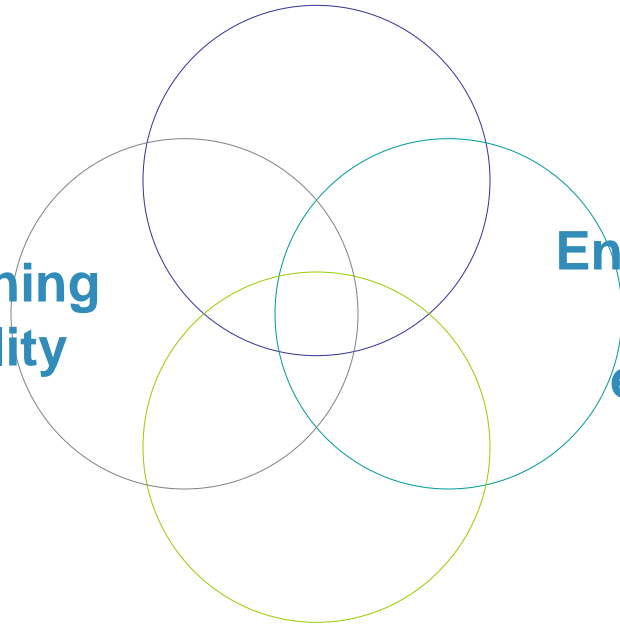
- **Attractive and inclusive VET**
- **High quality initial VET**
- **Easily accessible and career-oriented continuing VET**
- **Flexible systems of VET based on a learning outcomes approach which cater for validation of non-formal and informal learning**
- **European education and training area with transparent qualifications systems**
- **Substantially increased opportunities for transnational mobility in VET**
- **Easily accessible and high-quality lifelong information, guidance and counselling services**



Strategic objectives for 2011-2020

**Quality & efficiency to enhance
attractiveness and relevance**

**Making lifelong learning
and mobility a reality**



**Enhancing creativity,
innovation &
entrepreneurship**

**Promoting equity, social cohesion
& active citizenship**

I. Improving the quality and efficiency of VET and enhancing its attractiveness and relevance

1. Making I-VET an attractive learning option

2. Fostering the excellence, quality and relevance of both I-VET and C-VET

- Quality assurance in line with EQAVET
- Quality of teachers, trainers and other VET professionals
- Labour market relevance of I-VET and C-VET

II. Making lifelong learning and mobility a reality

3. Enabling flexible access to training and qualifications

- In C-VET to contribute to 15% adult participation in LLL by 2020
- In both I-VET and C-VET, facilitate transitions, pathways and develop higher VET

4. Developing a strategic approach to internationalisation of I-VET and C-VET and promoting mobility

- strategies for cross-border cooperation in VET
- use of European transparency tools (EQF, ECVET, Europass)
- promotion of foreign languages



III. Enhancing creativity, innovation and entrepreneurship

5. Fostering innovation, creativity and entrepreneurship as well as the use of ICT (both in I-VET and C-VET)

- forming of knowledge partnerships between VET providers and enterprises, HE institutions, design centres and cultural sector
- a use of ICT to maximise access to training and promote active learning
- support to entrepreneurship initiatives
- support to start-ups for VET graduates and mobility of young entrepreneurs

IV. Promoting equity, social cohesion and active citizenship

6. Realising inclusive I-Vet and C-VET

- key competences alongside with vocational competences
- reduction of early school leaving through more work-based learning
- access to VET for groups at risk
- promotion of active citizenship through partnerships with civil society

- 7. Greater involvement of VET stakeholders and greater visibility for the achievements of European cooperation in VET**
- 8. Coordinated governance of European and national instruments in the areas of transparency, recognition, quality assurance and mobility**
- 9. Intensifying cooperation between VET policy and other relevant policy areas**
- 10. Improving the quality and comparability of data for EU policymaking in VET**
- 11. Making good use of EU support**

Thank you for your attention!

More information available at

http://ec.europa.eu/education/news/news2697_en.htm

