



COMMISSION OF THE EUROPEAN COMMUNITIES

Brussels, 07.09.2001
COM(2001) 501 final

**DRAFT DETAILED WORK PROGRAMME FOR THE FOLLOW-UP OF THE
REPORT ON THE CONCRETE OBJECTIVES OF EDUCATION AND TRAINING
SYSTEMS**

(COMMUNICATION FROM THE COMMISSION)

PART I : GENERAL PRESENTATION

Background

1. “To become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”. Such was the new strategic goal for the European Union set by the Lisbon European Council on 23-24 March 2000 and reaffirmed by the Stockholm European Council on 23 and 24 March 2001.
2. The Stockholm European Council ratified the “objectives report”, adopted by the Education Council on 12 February 2001, and re-emphasised the importance of education and training: “Improving basic skills, particularly IT and digital skills, is a top priority to make the Union the most competitive and dynamic knowledge-based economy in the world. This priority includes education policies and lifelong learning as well as overcoming the present shortfall in the recruitment of scientific and technical staff ... The Council and the Commission will present a report to the Spring European Council in 2002 containing a detailed work programme on the follow-up of the objectives of education and training systems ...”.
3. It is in response to this mandate that the Commission is proposing this work programme in the form of a communication. It will be discussed by the Education Committee and then presented to the Council on 29 November 2001. The joint final report will be put to the Council for adoption on 14 February 2002 and forwarded to the Barcelona European Council.
4. It is also through this initiative that the Council and the Commission intend to make education and training contribute to the effective implementation of the Luxembourg and Cardiff processes and the broad economic policy guidelines:
 - In the context of the European Employment Strategy, the guidelines for Member States’ employment policies put the emphasis on education and training policies designed to help citizens acquire and update the skills they need in order to adapt to economic and social changes throughout their lives. The 2001 guidelines stress the need for Member States to set out coherent overall strategies on lifelong learning. It is therefore essential for activities connected with the future concrete objectives of education systems to follow this approach and support the European Employment Strategy. The European Social Agenda also emphasises the importance of access to lifelong learning for everyone, particularly in the fields of information and communication technologies (ICT).
 - Furthermore, the Commission, with the backing of the Stockholm European Council, has set up a high-level task force on skills and mobility. On the basis of a report which the task force has to submit in December 2001, the Commission will prepare, for the Barcelona European Council, an action plan with a view to opening up the European labour markets to everyone by 2005.
5. Following up the debate on the Memorandum on Lifelong Learning, the Commission will concern itself with a proposal for an action plan to be submitted to the Education Council on 29 November 2001. This action plan should be implemented in a manner consistent with the present exercise. Furthermore, in rendering education and training

systems more responsive to the nature and demands of the world of work, the role of the social partners is crucial; indeed, their close involvement will be critical to the successful implementation of the proposed work programme.

6. Finally, the joint informal meeting of Education and Research Ministers at Uppsala on 1-3 March 2001 drew attention to the need to ensure sufficient scientific and technological skills in Europe, and to the role of education and training in attaining this objective. The Research Council at its meeting on 26 June 2001 recognised the need to promote interest in science education, in research and in careers in science among young people, especially women, and invited the Commission to present an Action Plan on Science and Society before the end of 2001 which will contribute to the establishment of the European Research Area. The work here proposed will complement that process.

PART II: IMPLEMENTATION OF THE OBJECTIVES

7. The Objectives report identified three major objectives: **quality, access, and opening up the education and training systems to the wider world**. It then sub-divided each of these further. This section looks at each of these sub-objectives as formulated in the objectives report adopted by the Council, suggests a number of issues which underlie it, considers the indicators which may be used to measure progress (these may be quantitative or qualitative), and sets out any existing benchmarks. Further benchmarks may emerge during the implementation of this work programme.
8. The following decisions were taken by the Education Council on 28 May 2001:
 - Work will start in the following three areas, which were also highlighted in the conclusions of the Stockholm European Council:
 - basic skills
 - information and communication technologies (ICT)
 - mathematics, science and technology.
 - The follow-up to the “objectives report” adopted on 12 February 2001 should include:
 - an assessment of the extent to which the objectives identified in the report have been achieved, to allow the Education Council to present a report to the European Council whenever this seems appropriate;
 - an improvement at all levels in the forming and implementing of education and training policies;
 - the strengthening of cooperation and exchanges of best practices among Member States, which will make this work more effective.
9. The methods which the Commission proposes to apply in order to achieve these objectives are described in part III of this document.

10. It should also be noted that care has been taken, in preparing this work programme, to avoid duplication of the work of the international organisations active in this field (OECD, Council of Europe, International Labour Office and UNESCO) by taking account of their activities and analysing the scope for cooperation.

OBJECTIVE 1: INCREASING THE QUALITY AND EFFECTIVENESS OF EDUCATION AND TRAINING SYSTEMS IN THE EU

Objective 1.1 – Improving education and training for teachers and trainers

11. Access to knowledge is of the highest importance in a knowledge society. Teachers and trainers are therefore key actors in any strategies targeted at stimulating the development of society and the economy. Attracting and retaining well qualified and motivated people in the teaching profession, which is faced with massive recruitment needs due to the ageing of the teaching population, is a short and medium term priority in most European countries.
12. If we are to succeed in this objective, which is becoming more difficult across Europe as a whole, we must improve the ways in which teachers and trainers are supported as their role changes, and as public perceptions of them change; we must ensure that we have a consensus, with those in the teaching and training professions, as to the minimum skills which they all should have (including ICT skills); and that all the issues which contribute to the overall “attractiveness” of the teaching and training professions have been given their proper weight, including such issues as salary, working conditions, class sizes, etc. Only when all these issues have been balanced, in the light of the differing circumstances of Member States, will it be possible to say that we have created the right conditions for teachers and trainers to contribute correctly to increasing the quality of education and training in all Member States. In this perspective, it is crucial to:
- **Ensure that teachers and trainers are properly supported as they respond to the challenges of the knowledge society, including through the development of in-service training**
 - **Define the skills, including the minimum ICT skills, that teachers and trainers should have, given their changing roles in the knowledge society**
 - **Provide an adequate supply of suitably qualified entrants to the teaching profession, across all subjects and levels, and make teaching and training even more attractive as professions**
13. Measuring the achievement of this objective requires a limited number of key indicators and the setting up of procedures for the exchange of national and international experiences in key strategic areas.
14. Indicators
- Proportion of those qualified to practise as teachers or trainers (at the different levels of education or training) who currently do so
 - The extent to which the content of initial and in-service training curricula for teachers and trainers matches the requirements of the knowledge society

– Progression in number of applicants for initial training of teachers and trainers.

15. The recently launched Eurydice survey on teachers (teaching and teacher profession) will provide a rich source of information based on quantitative and qualitative data. The final report will be published by the end of 2002.

16. Calendar

Activities should be started when the first results of the Eurydice survey on “Teachers” are available together with the results of CEDEFOP’s actions within the teachers and trainers network.

Start of activities: 1st half of 2002

Objective 1.2 – Developing skills for the knowledge society

17. Basic skills represent that package of skills and competencies which individuals need to flourish in today's society, and which should be developed by the end of the obligatory school or training, but updated when needed through Lifelong Learning. The foundation lies in literacy and numeracy, but the continuous acquisition and updating of all skills, in particular those required for the knowledge society and transversal skills (scientific and technological culture, ICT skills, foreign languages, entrepreneurship and social skills) are now increasingly needed. Lifelong Learning requires that individuals master at a very early stage the ability to learn, and that they maintain it in later life.

18. We need to reach a consensus on the package of skills and personal competences that individuals need as basic skills, and to ensure that this package is genuinely available to all. We know that many people have difficulty with reading, writing, arithmetic, science and technology, but these are core skills which lay the foundations not only for the professional and personal skills needed in life and work, but also for future learning. We therefore have to be sure that everyone has access to them, especially those who reach schools or training with difficulties behind them, or with obstacles which they have to overcome; those who leave schools early; or those who left initial education and training without having acquired them. We need to look at the way in which people acquire the personal skills that enable them to function as part of a team at home or in work; to see that creativity and initiative are stimulated; and to be sure that teachers and trainers pass them on effectively. The work here will be dominated by the following issues:

- **Identifying what the basic skills package should be, how these skills can be maintained, and how curriculum overload in obligatory school or training can be avoided**
- **Making basic skills genuinely available to everyone, and in particular to those less advantaged in schools, early school leavers and to adult learners**
- **Ensuring that basic skills are adequately taught and, if appropriate, certified**

19. Indicators

The key indicators in the field of basic skills are those on attainment levels. Considerable work has been done on literacy and numeracy; "input" indicators on the

learning of foreign languages (e.g., time allocated in curricula) could be complemented by indicators on attainment levels; and some work exists on civic education. Indicators on learning to learn skills, social skills, labour market related outcomes, are less developed although some international surveys are on-going. Data breakdown by gender and in relation to people with disabilities will be particularly important in this context.

- Attainment levels in basic skills (literacy, numeracy, science and technology)

20. Indicators to be developed

- Attainment levels in foreign languages
- Attainment levels in ICT
- Attainment levels in social and work-related skills and learning to learn skills.

21. Benchmarks

- Halving by 2010 the number of 18 to 24 year olds with only lower-secondary level education who are not in further education and training; (Employment Guidelines 2001)
- All pupils should be proficient in two languages in addition to the mother tongue at the end of compulsory education and training.

22. Calendar

This objective is included in the three priority areas identified by the Council ("Basic skills"). Work will therefore start immediately as soon as the Expert Group has been set up.

Start of activities: 2nd half of 2001

Objective 1.3 - Ensuring access to ICT for everyone

23. The conclusions of the Lisbon and Feira summits stress the importance of e-learning in a knowledge society, which is transforming learning systems and processes. The European Employment strategy stresses the strategic priority: e-learning for all, and digital literacy for workers. In the EU, national situations vary widely; but the common challenge is to catch up on the gap which is opening vis-à-vis some of our major world partners, and to give all our people the chance to benefit from the new opportunities which are available. If everyone is to benefit, we shall need to adapt the way in which teaching and learning happen, to be sure that the right resources are available to schools and training centres, and to think ahead about the ways in which we can use these technologies in years to come. New skills are required for accessing and using knowledge via ICT and taking further advantage of e-learning opportunities. For this, in practice, everybody needs to be able to use a computer and have an acceptable level of "digital literacy". We must therefore be sure that everyone has access to these new skills. Women should be particularly encouraged to take up such opportunities as they are still underrepresented in the ICT sector. To support this change it will be equally important to ensure adequate certification and certification procedures for acquired ICT skills: the European Council asked in

Lisbon for the establishment of a European diploma for basic information technology skills, with decentralised certification procedures by the end of 2001. The issues here are about:

- **widening the range of equipment and educational software so that ICT can be best applied in teaching and training practices**
- **adapting teaching methods and the role of teachers and trainers so as to make the best use of "real" and "virtual" teaching and learning techniques based on ICT**

24. This objective has been the subject of numerous national and Community initiatives, where experiences and good practice have been exchanged and indicators developed. The Commission action plan “eLearning” includes a number of indicators and benchmarks¹. The activities proposed will here concentrate on policy co-ordination around these strategic questions.

25. Indicators

Indicators proposed in the eLearning action:

- Hours of computer use in education and training institutions per pupil/student per week
- Presence of ICT in education and training programmes and teaching methods
- Percentage of teachers and trainers having received training in ICT
- Number of pupils per computer connected to the Internet

26. Benchmarks

A series of benchmarks have been mentioned in the Conclusions from the Lisbon Summit, in the Commission Communications on eLearning and in the context of the European employment strategy. Of those the most relevant for policy co-ordination are:

- All pupils should have the possibility of being digitally literate on leaving school by the end of 2002
- School curricula should be adapted to enable new ways of learning using ICT by the end of 2002.
- All workers should be given the opportunity to achieve information society literacy by 2003

27. Calendar

This objective (ICT) is second area included in the three priority areas identified by the Council. Work will therefore start immediately as soon as the Expert Group has been set up.

¹ COM(2001)172 final (28.03.01)

Start of activities: 2nd half of 2001

Objective 1.4 - Increasing recruitment to scientific and technical studies

28. Scientific and technological development is fundamental for a competitive knowledge society. General and specialised scientific or technological knowledge is increasingly called upon in professional and daily life, in public debates, decision making and legislation. All citizens need a basic understanding of mathematics, science and technology that should be acquired as basic skills. The number of young people going into scientific and technological studies and careers is diminishing, and is not sufficient to retain a substantial and sustainable scientific and research base in Europe. If Europe is to maintain, let alone to improve, its position in the world, and to meet the Lisbon targets, we must do more to encourage children and young people to take a greater interest in science and maths; and to ensure that those already in scientific and research careers find their careers, prospects and rewards sufficiently satisfactory to keep them there. The informal Meeting of Ministers of Education and Ministers of Research in Uppsala (March 2001) underlined the importance of increasing recruitment to scientific and technological disciplines, including a general renewal of pedagogy and closer links to working life and industry throughout the whole educational and training system. The issue is to:

- **Increase the numbers of young people choosing studies and careers in the field of science and technology, in particular research careers and scientific disciplines where there are shortages of qualified personnel, in a short and medium term perspective**
- **Ensure gender balance among people learning mathematics, science and technology**
- **Increase the numbers of qualified teachers; develop more attractive teaching methods and material and increase the use of e-learning facilities in these disciplines**

29. Key indicators

In the context of the follow-up of the Commission's Communication "Towards a European Research Area ", the Commission is publishing indicators in the field of science, technology and innovation which include indicators on RTD human resources.² A Progress Report on benchmarking of national research policies has also been issued in June 2001, in which additional indicators are presented, including on human resources.³

- Number of technicians, scientists and engineers graduating as a percentage of the active population
- Numbers of qualified teachers in Maths/Science/Technology at all levels of education and training

² Towards a European Research Area; science, technology and innovation key figures 2000
³ SEC(2001) 1002

- Number of entries into Science/Maths/Technology "options" at different levels in education and training, including as a proportion of the totals, and success rates.
- Employment/unemployment of the science and technology graduates

These indicators should be available by gender.

30. Calendar

This objective is the third priority area chosen by the Council (Maths, Science and Technology) where work should start immediately.

Start of activities: 2nd half of 2001.

Objective 1.5 - Making the best use of resources

31. Achieving our objective to provide Life-wide and Lifelong Learning in the knowledge society will increase the overall need for investment in education and training. Although public finance is becoming generally tighter in EU countries, we cannot afford to hold back here. The Lisbon conclusions point out that the future of the European economy depends very largely on the skills of its citizens, and these in turn need the continuous updating which is characteristic of knowledge societies. On the other hand, we must use the pressure on finance to encourage us further to distribute and use our resources as efficiently as possible, and to achieve with them the highest levels of quality. The main issues lie around:

- **Ensuring an equitable and effective distribution and use of financial resources within the education and training system**
- **Supporting quality evaluation and assurance systems using indicators and benchmarking**
- **Exploring the potential of public-private partnerships**
- **Developing cost-benefit analyses regarding investments in education and training**

32. Indicators

This objective raises the issues of cost efficiency and effectiveness in education and training, as well as of evaluation and quality assurance. Possible indicators are:

- Support provided by public authorities to the development of quality assurance and improvement schemes
- Proportion of education and training institutions carrying out regular self-evaluation to improve the quality of the institution
- Public expenditure on education (structural indicator)
- staff training intensity (in time or expenses) in companies

33. Benchmarks

- A substantial annual increase in per capita investment in human resources. (Lisbon Summit Conclusions (par. 26).

34. Calendar

This activity should be launched as soon as possible when an overview has been made of good practice in the field of evaluation of quality of school education. The follow-up to the Bologna process in the field of higher education and the recently established Forum on the quality of vocational training suggest an early start for these activities. Start of activities: 1st half of 2002.

OBJECTIVE 2: FACILITATING THE ACCESS OF ALL TO EDUCATION AND TRAINING SYSTEMS

Objective 2.1 - Open learning environment

35. The transformation to a knowledge society implies that access to education and training must be simplified and made more democratic; and that passage from one part of the education and training system to another must be made easier. At the same time, we need to make work available to as wide a cross-section of the population as possible, increasing not only the employment rate but also the general skills levels. The complexities in our education and training systems are normally the result of the intention to provide the best possible qualifications system; but we must simplify, so that if people need to change from one part of the system to another, they can use their previous efforts and achievements, and carry forward the appropriate levels of credit. The issues here are:

- **To deliver education and training so that adults can effectively participate and so that people can combine their participation in learning with other family and professional activities**
- **To ensure that learning is accessible for the elderly part of the population**
- **To enable easy transfer for students and trainees between the various parts of the education and training systems.**

36. Indicators

- Participation rates in education and training at all ages and all levels by gender
- Proportion of continuing education or training establishments offering child-care and/or flexible learning times
- % of working time spent by employees on training

37. Calendar

This activity requires further preparatory work in the field of indicators. Activities should be launched in relationship to the implementation of the Action Plan on Lifelong Learning.

Start of activities: 2nd half of 2002.

Objective 2.2 - Making learning attractive

38. Making learning attractive throughout life means first of all making learning relevant for the individual. We need to be sure that everyone understands, from an early age, that they should stay in touch with education and training throughout life. Education and training systems have a major role to play here, but families, local communities and employers play a major role too if learning is to become part of everyone's activity. We need to make learning attractive if we are to combine the higher employment rates we seek with the higher skills levels we need. If people do not see the value to themselves of continuing to learn, they will never make the effort needed and we shall not see the rise in skills levels that the knowledge society demands. The key issues here concern:
- **Encouraging young people to stay in education or training after the end of obligatory school or training; and motivating adults to stay in touch with education and training through later life**
 - **Overcoming the traditional barriers between formal and non formal learning settings, in particular as regards accreditation and the recognition of non-formal and informal learning**
 - **The use of research and development work to find ways of making learning more attractive, both within the formal education and training systems and outside them**

39. Indicators

- Proportion of adults (over 24) participating in formal or non-formal education and training

40. Calendar

The specific fields mentioned in this objective require surveys and research in the field of the role of individual perception of learning. Activities should start in relationship to the implementation of the Action Plan on Lifelong Learning.

Start of activities: 2nd half of 2002.

Objective 2.3 – Supporting active citizenship, equal opportunities and social cohesion

41. Education and training systems must help sustain the European model of society; and equity is an important dimension. All citizens should have equal access to education and training. We need to take care of the needs of vulnerable groups, particularly people with disabilities and people with learning difficulties as well as those living in rural/remote areas or having problems in reconciling their work and family commitments. We cannot accept that substantial proportions of people drop out of learning prematurely, and miss essential basic skills and qualifications to participate actively in society, without accepting also the loss to society and the economy as a whole which their unfulfilled potential represents. While other aspects that are inter alia related to citizenship, equal opportunities and social cohesion are essential

dimensions of education and training in their own right, the Lisbon targets oblige us in particular to work towards:

- **Ensuring that education and training establishments are more effective in promoting solidarity, tolerance, democratic values and interest in other cultures, and in preparing people for active participation in society**
- **Integrating fully equity considerations in the objectives and functioning of education and training systems and establishments**
- **Making the acquisition of basic skills fully accessible for those currently less well served by education and training systems, such as the disabled, elderly or immigrant populations , or those with learning difficulties .**

42. Indicators

- Proportion of the population aged 18-24 with only lower secondary education and not in education or training (structural indicator)⁴
- Attitudes and opinions of young people to fighting racism, intolerance and discrimination⁵
- Specific preparation of teachers and trainers in their initial or continuing training for the variety of pupils with difficulties
- Participation in education, training and apprenticeship schemes by gender, employment status and region

43. Benchmarks

- Halving the number of 18 to 24 year olds with only lower secondary education who are not in education and training by 2010 (Lisbon European Council objective integrated in the Employment Guidelines 2001).

44. Calendar

Start of activities: 1st half of 2002

OBJECTIVE 3: OPENING UP EDUCATION AND TRAINING SYSTEMS TO THE WORLD

Objective 3.1 - Strengthening links with working life and research and society at large

45. Europe's education and training systems have made great strides over the past decade, but in too many ways they are still turned in upon themselves. We must press for greater cooperation with a broad range of actors in business, research and society at large, including the social partners: education and training establishments need this to become learning organisations themselves, to stay open to outside changes, contributions, ideas and talent, and to remain relevant for the lives of the individuals they serve. This will enable institutions to stimulate the sense of enterprise and

⁴ Commission's synthesis report 2000

⁵ This quantitative indicator will be based on opinion poll data

initiative which students and trainees need. We must make sure that everyone in society with an interest in education and training is able to make their contribution, and we must see that schools and training establishments are open and able to receive the intellectual and practical contributions that the outside world can make. This means:

- **Promoting partnerships between education and training institutions and systems, and working life, research, industry and society in general**

46. Indicators

- Number of teachers and trainers with previous **or current** significant non-education professional experience as % of the total number of teachers and trainers
- % of vocational training participants spending at least 25% of their training time in a work environment
- % of vocational training participants enrolled on apprenticeship programmes

47. Calendar

Start of activities: 2nd half of 2002.

Objective 3.2 - Developing the spirit of enterprise

48. Education and training should provide an understanding of the value of enterprise, as well as models of successful entrepreneurship, of the value of risk-taking and of the need for everyone to have a sense of initiative. The changes in society and the economy that the knowledge society will bring, and the existing trend towards a services-based economy, will give the opportunity to millions of individuals to start their own business, and this should be seen by students as a viable career option. Over recent years we have seen the importance of developing new forms of business, often based on the needs of local communities; and yet too often our education and training systems convey the image that employment by someone else is the only desirable or proper objective. Developing the spirit of enterprise is important for individuals, for economy and for society at large. We must:

- **promote the spirit of enterprise (“entrepreneurship”) throughout the education and training system.**

49. Indicators

- Attitudes of young people towards enterprise and independent (self-employed) status.⁶
- Proportion of the active population who are self-employed

⁶ This quantitative indicator will be based on opinion poll data

50. Calendar

Since a survey of existing measures has been launched by the Commission, it will be appropriate to start this activity when the results are known.

Start of activities in the first half of 2003.

Objective 3.3 - Improving foreign language learning

51. Europe's diversity is nowhere clearer than in its languages. But if we are to benefit from that diversity, we have to be able to communicate with each other. Knowledge of foreign European languages is part of the basic skills that the Europe of the knowledge society requires; everyone should, as a general rule, be able to speak two foreign languages. We have to improve our foreign language learning; and this means that we have to improve the ways in which foreign languages are taught, and to increase contact between teachers and learners and the foreign languages they are working on. The training of language teachers is therefore central to this objective. The issue is to:

- **encourage everyone to learn at least two Community languages in addition to their mother tongue**
- **improve the ways in which foreign language teaching is delivered in schools and in training**

52. Indicators

- In-service training courses for foreign language teachers involving personal contact with the language/culture they teach
- Percentage of pupils in primary/secondary/vocational education and training learning one/two/three languages, by language studied

53. Benchmark

- All pupils should be proficient in two languages in addition to the mother tongue at the end of compulsory education and training.

54. Calendar

On the basis of the vast number of activities during the European Year of Languages 2001, the activity can start in 1st half of 2002.

Objective 3.4 - Increasing mobility and exchanges

55. Mobility helps to promote the feeling of belonging to Europe, the development of European awareness, and the emergence of European citizenship. It allows young people to improve their personal skills and employability, and offers trainers the chance to broaden their experience and enhance their skills. In an increasingly complex Europe we must use all the available means in the most effective way possible, so that people - in particular young people - can identify with Europe. Mobility in education or training, including (pre-doctoral) research training, also

plays a part in creating a European education and training area and can contribute to achieving a European Research Area.

56. The European Union already has a solid basis in this field. The Socrates, Leonardo and Youth programmes and the assistance provided for research worker mobility are among the areas where EU activities provide an example to the world, even though concrete experience also shows that mobility as an instrument has not yet reached its full potential in providing support for the Lisbon objective. Numerous other Community initiatives, such as the mobility action plan adopted by the Nice European Council, the recommendation of the European Parliament and the Council on the same subject, and the creation of the task force on new European labour markets (the establishing of which was backed by the Stockholm European Council) all testify to the importance of mobility and to the political recognition of that importance. These will be implemented in close coordination with the mobility initiatives in the European Research Area.

57. The issues are to:

- **ensure that less privileged establishments and individuals take part in mobility programmes**
- **measure and certify the skills acquired and the competences developed through mobility**

58. Indicators

- Socio-economic characteristics of schools taking part in mobility activities
- Proportion of national students continuing their studies in another EU country
- Proportion of foreign teachers employed (primary, secondary, university etc.)

59. Calendar

The Recommendation and the Action Plan on Mobility provide the basis for launching this activity early.

Start of activities: 1st half of 2002.

Objective 3.5 - Strengthening European cooperation

60. In the new Europe of the knowledge society, we must guarantee to everyone that they can learn and work throughout Europe, and make full use of their qualifications wherever they are. In the higher education area in particular, the obstacles to mobility and to recognition of qualifications are already being tackled, both through the EU instruments (such as the ECTS or the university partnerships within the Socrates programme) and through the inter-governmental “Bologna process”. However, in many areas there is substantial work to be done. We must therefore encourage universities and other bodies to develop compatible systems of qualifications across Europe and a common understanding of what are the minimum levels of quality required for accreditation. We must renew and strengthen our policies on the transparency and recognition of qualifications. We must support the development of joint and European degrees and qualifications and of the European accreditation

systems that will be needed if our education and training institutions are to be recognised world-wide as the centres of excellence they in reality are. The issues are to:

- **ensure that compatible accreditation systems and quality control are developed so that qualifications are equally valued throughout Europe**
- **increase flexibility and diversity of the emerging Europe wide learning system by promoting transparency and recognition of qualifications.**

61. Indicators

- Establishment of European recognition or accreditation systems
- Proportion of students and of pre-doctoral researchers continuing their studies in another EU country.
- Number of joint “European” degrees offered and number of diplomas delivered.

62. Calendar

The core subject matter highlighted in this objective and its strategic role for realising the overall European project of creating a European knowledge society requires that the objective is launched at an early date.

Start of activities: first half of 2002

PART III. WORKING METHODS, STRUCTURES AND TIMETABLE

Working methods

63. This new stage in European education and training policy should allow the European Union to realise its ambitions by:
- concentrating more on the objectives to be achieved through long-term political commitment and precise identification of targets (benchmarking);
 - drawing greater benefit from exchanges of experience as a result of pinpointing common objectives;
 - jointly discussing similar problems and appropriate solutions, particularly through the peer review system;
 - close monitoring of progress, using indicators and benchmarking.

The instruments available are:

64. Benchmarking

This will involve Member States adopting targets with a view to comparing the extent to which objectives have been achieved. These targets can be defined in relative terms in order to take account of the initial situations in the Member States, e.g. the target referred to in the conclusions of the Lisbon European Council:

- the number of 18 to 24 year olds with only lower-secondary level education who are not in further education and training should be halved by 2010.

65. Exchanges of best practices

Best practices will be exchanged at policy level. Specific subjects for these exchanges will be selected on the basis of predefined criteria, and the results will be disseminated in various ways (e.g. by organising seminars, setting up databases, providing information on the Internet, publishing brochures, etc.).

66. Peer review

Each Member State is able to submit one of its policies to a critical peer review (e.g. in the case of modernisation of this policy, where external involvement would be useful), in order to obtain opinions and comments on the questions raised. Community interest goes further than the benefit to the Member State concerned, in that the examination and discussion process is also useful to the other participants.

67. Indicators

A distinction should be made between:

- Existing indicators which meet the necessary criteria: clearly defined, reliable, up to date, comparable at European level and relevant to the objectives set.
- Indicators which exist at national level in a majority of Member States but which — although they meet the other criteria — are not comparable or up to date. After an identification phase it will be necessary, for the more relevant of these indicators, to carry out feasibility studies with a view to bringing them into line or updating them and to ensure maximum coverage with regard to the countries concerned.
- Indicators for which data do not exist or which do not meet the above criteria, but which would be essential with regard to achieving the objectives laid down. These indicators will be developed, although it is clear that the development of new indicators is a long and arduous task.

68. In this process, it will be necessary: to work primarily from indicators which already exist, whether at national or at European level, in particular those used in the Commission's synthesis report and the Luxembourg and Cardiff processes; to select a limited number of these; and to favour qualitative or dynamic indicators which allow time-series measuring progress to be created, and a breakdown by gender where appropriate.

Support structures

69. It is clear that these objectives will need expert input on their detail. It will therefore be necessary to organise a working group of experts to advise on issues within their areas of competence. Such a group will be familiar with work currently under way in international and national fora and will inform the process generally. In so doing, the formation of a number of sub-groups will be required. The working group will proceed in consultation and discussion where relevant with other appropriate bodies — particularly the Employment Committee in relation to the Luxembourg process. In

this context, activity to monitor progress on the basis of indicators and benchmarks will be pursued in close cooperation with, for example, the Employment Committee's Indicators Group and will put emphasis on the use of agreed indicators and benchmarks to allow for an objective and credible assessment of progress.

70. The working group and its sub-groups will have a mandate to consider the areas they cover; to propose indicators, and if appropriate benchmarks, which may be used to measure the achievement of the objective concerned; to propose subjects for the exchange of good practice; to organise that exchange, in cooperation with the Commission; and to report on work carried out. The working group and its sub-groups would be organised by the Commission; where appropriate, they might be existing groups with other responsibilities.
71. In making their advice, the groups would also need to take account of a number of horizontal issues, such as the mainstreaming of equity issues concerning gender, ethnic origin and disabilities, and the need to see education and training issues generally within a Lifelong Learning perspective.
72. As regards the three priority themes selected by the Stockholm European Council (basic skills, ICT, maths and science), it is proposed that the working groups concerned should be invited to meet as soon as possible in September.

The Candidate Countries

73. The Commission believes that these activities should, so far as possible be open to the candidate countries. It is therefore proposed to explore the possibilities for their involvement.

Timetable

74. This joint report from the Council and Commission to the Barcelona European Council was requested by the Stockholm European Council in March 2001. In its original report to the European Council, the Council suggested that it would "report ... at regular intervals ... on the implementation of the mandate it received at the Lisbon European Council, in order to actively contribute to the achievement of the strategic goals set there". The Commission suggests that this will involve a first report on the implementation of the work programme, to be considered during the autumn of 2003 and jointly submitted to the Spring Council of 2004; and a review of the objectives set in the initial report submitted to Stockholm which they would submit to the Spring European Council in 2005. The timetable for further reports, before the final report in 2010, can be set at a later date.
75. The Commission is proposing this draft as a basis for a policy debate at the Education Council on 29 November 2001 with a view to adopting a joint final report at the Education Council on 14 February 2002. The joint report would then be forwarded to the Barcelona European Council in spring 2002.

CONCLUSION

76. As can be seen from the previous section, and as is to be expected, the work programme which the Commission proposes to Member States to undertake is very substantial. This requires close cooperation and the will to succeed between the

various political levels concerned. It will involve the Member States and the Commission in new sorts of cooperation, as well as a coordinated approach to ensure that the various activities are mutually supportive. The strategic framework must be that of Lifelong Learning, as defined within the Memorandum on Lifelong Learning and the European Employment Strategy: *Lifelong Learning is seen as encompassing all purposeful learning activity, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.* It is only within this overarching concept that the exercise launched by the European Council at Lisbon, when it asked for a report on the concrete objectives of education, can be carried forward to achieve its maximum potential.

Annexes (A1)

1. Overview of Objectives of Education and Training Systems
2. Calendar
3. Indicators

ANNEX

Annex 1

Overview of Objectives of Education and Training Systems

OBJECTIVES	
Objective 1:	<u>Increasing the quality and effectiveness of education and training systems in the EU</u>
1.1	Improving education and training for teachers and trainers.
1.2	Developing skills for the knowledge society: (Increasing literacy and numeracy; Updating the definition of skills for the knowledge society; Maintaining the ability to learn)
1.3	Ensuring access to ICT for everyone: Equipping schools and learning centres; Involving teachers and trainers; using networks and resources.
1.4	Increasing recruitment to scientific and technical studies.
1.5	Making the best use of resources. Improving the quality assurance; Ensuring efficient use of resources
Objective 2:	Facilitating the access of all to education and training systems
2.1	Open learning environment
2.2	Making learning attractive
2.3	Supporting active citizenship, equal opportunities and social cohesion
Objective 3	Opening up Education and Training systems to the World
3.1	Strengthening links with working life and research and society at large
3.2	Developing the spirit of enterprise
3.3	Improving foreign language learning
3.4	Increasing mobility and exchanges
3.5	Strengthening European cooperation

Calendar – Launching of the Objectives

Objectives	2 nd half 2001	1 st half. 2002	2 nd half 2002	1 st half 2003	2 nd half 2003
Objective 1.1 Increasing the quality and effectiveness of education and training systems in the EU					
Objective 1.2 Developing skills for the knowledge society					
Objective 1.3 Ensuring access to ICT for all					
Objective 1.4 Increasing recruitment to scientific and technical studies					
Objective 1.5 Making the best use of resources					
Objective 2.1 Open learning environment					
Objective 2.2 Making Learning attractive					
Objective 2.3 Supporting active citizenship, equal opportunities and social cohesion					
Objective 3.1 Strengthening links with working life and research and society at large					
Objective 3.2 Developing the spirit of enterprise					
Objective 3.3 Improving foreign language learning					
Objective 3.4 Increasing mobility and exchange					
Objective 3.5 Strengthening European cooperation					

Launching of the activity



Indicators proposed to support the implementation of the Report on the Concrete Objectives of Education and Training Systems.

Objectives	Source
Objective 1.1 - Improving education and training for teachers and trainers	
Proportion of those qualified to practise as teachers or trainers (at the different levels of education or training) who currently do so	National data
The extent to which the content of initial and in-service training curricula for teachers and trainers matches the requirements of the knowledge society	Eurydice and Cedefop
Progression in number of applicants for initial training of teachers and trainers.	National data
Objective 1.2 - Developing skills for the knowledge society	
Attainment levels in basic skills (literacy, numeracy, science and technology)	OECD, (PISA ⁷), IEA ⁸ (TIMSS ⁹)
Attainment levels in foreign languages	To be developed
Attainment levels in ICT.	To be developed
Attainment levels in social and work related skills and learning to learn skills	To be developed
Objective 1.3 - Ensuring access to ICT for everyone	
Hours of computer use in education and training institutions per pupil/student per week	Eurobarometer
Percentage of teachers and trainers having received training in ICT	Eurobarometer
Presence of ICT in education and training programmes and teaching methods	Eurydice
Number of pupils per computer connected	National data

⁷ Programme for International Student Assessment

⁸ International association for the Evaluation of educational Achievement

⁹ Third International Mathematics and Science Study

to the Internet	
Objective 1.4 – Increasing recruitment to scientific and technical studies	
Number of technicians, scientists and engineers graduating as a percentage of the active population	Eurostat, UOE ¹⁰ data collection
Numbers of qualified teachers in Maths/Science/Technology at all levels of education and training	National Sources
Number of entries into Science/Maths/Technology "options" options at different levels in education and training, including as a proportion of the totals, and success rates.	National data, Eurostat, UOE data collection for higher education
Employment/unemployment of science and technology graduates	National data
Objective 1.5 - Making the best use of resources	
Public expenditure on education (structural indicator)	Eurostat, UEO data collection
Support provided by public authorities to the development of quality assurance and improvement schemes	Eurydice, OECD
Proportion of education and training institutions carrying out regular self-evaluation to improve the quality of the institution	National data
Staff training intensity (in time or expenses) in companies	Eurostat, Continuing Vocational Training Survey (CVTS)
Objective 2.1 - Open learning environment	
Participation rates in education and training at all ages and all levels by gender	Eurostat, UOE data collection
Proportion of continuing education or training establishments offering child-care and/or flexible learning times	National data

¹⁰ joint UNESCO-OECD-EUROSTAT data collection on education

% of working time spent by employees on training	Eurostat, Continuing Vocational Training Survey (CVTS)
Objective 2.2 - Making learning attractive	
Proportion of adults (over 24) participating in formal or non-formal education and training.	Eurostat, Labour Force Survey (LFS)
Objective 2.3 - Supporting active citizenship, equal opportunities and social cohesion	
Proportion of the population aged 18-24 with only lower secondary education and not in education or training. (structural indicator)	Eurostat, Labour Force Survey (LFS)
Attitudes and opinions of young people to fighting racism, intolerance and discrimination	Eurobarometer, IEA
Specific preparation of teachers and trainers in their initial or continuing training for the variety of pupils with difficulties	Eurydice, Cedefop, European agency for Special Need Education
Participation in education and training by employment status and region	Eurostat, Labour Force Survey (LFS)
Objective 3.1 - Strengthening links with working life and research and society at large	
Number of teachers and trainers with previous or current significant non-educational professional experiences as % of the total number of teachers and trainers	National data
% of vocational training participants spending at least 25% of their training time in a work environment	Eurostat, Vocational Educational and Training (VET) data collection
% of vocational training participants enrolled on apprenticeship programmes	Eurostat, Vocational Educational and Training (EU-VET) data collection
Objective 3.2 - Developing the spirit of enterprise	
Attitudes of young people towards enterprises and independent (self-employed) status	National data

Proportion of the active population who are self-employed	Eurostat, Labour Force Survey (LFS)
Objective 3.3 - Improving foreign language learning	
In-service training courses for foreign language teachers involving personal contact with the language/culture they teach	National data, Eurydice, Cedefop
Percentage of pupils in primary/secondary/vocational education and training learning one/two/three languages, by language studied	Eurostat foreign language learning questionnaire
Objective 3.4 - Increasing mobility and exchanges	
Socio-economic characteristics of schools taking part in mobility activities	National data
Proportion of national student continuing their studies in another EU country	(Proportion of non-national students enrolled in tertiary education) – source: Eurostat, UOE data collection
Proportion of foreign teachers employed (primary, secondary, university...)	National data
Objective 3.5 - Strengthening European cooperation	
Establishment of European recognition or accreditation systems	NARIC/ECTS
Proportion of national students continuing their studies in another EU country, and of early stage researches (pre-doctoral)	national data
Number of joint “European” degrees offered and number of diplomas delivered	National data