



Education and Culture DG

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Education and Culture DG



Education  
and  
Training



# EU Vocational Education and Training Policy

## *The Copenhagen Process*

Copenhagen process aims to improve the performance, quality and attractiveness of VET

## **The political process**

Agreeing common goals and objectives; inspiring national reforms

## **Developing common tools**

Common frameworks and tools; transparency and quality of competences and qualifications, facilitating mobility (Europass, EQF, ECVET, EQARF....)

## **Fostering mutual learning**

Supports cooperation, working together, learning from others, sharing ideas, experience and results; evidence based policy making

## **Involving stakeholders**

Enables their contribution to common goals



# Copenhagen process

## Key elements



- Integrated part of the overall **Lisbon strategy** and to the follow up of common objectives  
“**Education and training 2010**” process
- Since 2002, Based on a **voluntary approach** & providing concrete and **practical results**
- **Inclusive**; based on an agreement between 33 countries, the European social partners and the Commission
- Based on a **lifelong learning** perspective
- **Reviewed** every two years  
(Maastricht 2004, Helsinki 2006, Bordeaux 2008)



# EU developments 2002-2008

## main instruments and initiatives



- **Europass**
- Common principles on **validation of non-formal learning**
- Recommendation on **lifelong guidance**
- Reference Framework for **Key competences**
- **European Qualifications Framework (EQF)** - driving the establishment of National Qualifications Frameworks
- European Credit system for VET (**ECVET**)
- European Quality Assurance Reference Framework for VET (**EQARF**)
- **Euroskills** - initiative to promote craftsmanship skills in a innovative manner (through the ESPO)



## 4 priority areas:

- 1) **Implementing the tools** and schemes for promoting cooperation in the field of VET
- 2) Heightening the **quality and attractiveness** of VET systems
- 3) Improving the links between VET and the **labour market**
- 4) **Strengthening European cooperation** arrangements



## ***Priority 1 - Implementing the tools and schemes for promoting cooperation in the field of VET***

- i) establishing National Qualifications Frameworks on the basis of learning outcomes,
- ii) the European Credit system for Vocational Education and Training, and
- iii) the European Quality Assurance Reference Framework.



## **Priority 2 - Heightening the quality and attractiveness of VET systems**

### **i) Promoting the attractiveness of VET to all target groups**

*Equity, guidance and counselling, facilitate pathways between education sectors, skills competitions (e.g. Euroskills)*

### **ii) Promoting the excellence and quality of VET systems**

*Quality assurance, Mutual trust, Teachers, trainers and guidance officers, focus on learning outcomes based on EQF/NQF, Creativity and Innovation, language learning and general skills, permeability of learning paths between sectors, evidence base of policy setting (research, statistics, etc.)*





## **Priority 3 - Improving the links between VET and the labour market**

- i) Develop forward-planning tools focusing on jobs and skills in line with the Council Resolution on "New skills for new jobs",
- ii) Ensuring the involvement of the social partners,
- iii) Improve guidance and counselling (throughout life) to ease transitions from training to work,
- iv) Promoting adult training, in particular in the workplace with special attention to SMEs,
- v) Developing validation and recognition of learning outcomes acquired in non-formal and informal contexts,
- vi) Increasing mobility, and
- vii) Increase role of higher education in VET



## ***Priority 4 - Strengthening European cooperation arrangements***

- i) Increasing the efficiency of mutual learning activities,
- ii) Strengthen linkages between VET, school education, higher education and adult training, and
- iii) Consolidating exchanges and cooperation with third countries and international organisations, such as the OECD, the Council of Europe, the ILO and UNESCO



## Implementation and reporting arrangements

- i) Appropriate public and private funding, including use of EU resources
- ii) Improve scope, comparability and reliability of VET statistics
- iii) Further develop anticipation of skills needs and skills mismatches
- iv) Cooperation with third countries, in particular enlargement and ENP countries
- v) Cooperation involving all Member States, the Commission, candidate and EFTA/EEA countries, and the social partners
- vi) Cedefop and European Training Foundation have key role in supporting Commission (including monitoring and reporting)





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For further information:

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