STRATEGIC FRAMEWORK FOR EUROPEAN COOPERATION IN EDUCATION AND TRAINING « ET 2020 »

… and the study visits programme
Knowledge sharing seminar,
Thessaloniki, 14 – 15 September 2009

- Proposal from the European Commission.
- Logical continuation of:
  - the Lisbon Strategy;
  - the Copenhagen process;
  - the Bologna process.
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GENERAL BACKGROUND :

- Barcelona summit: solid framework for European cooperation in education and training
- Including the Copenhagen and Bologna processes
- Lot of progress made, but substantial challenge remains
  the European ambition « to become the most competitive and dynamic knowledge-based economy in the world ». 
GENERAL BACKGROUND:

- Crucial role of education and training;
- Need for investment in human capital to deliver sustainable knowledge-based growth and jobs;
- While valuing diversity, a strategic framework could provide continuing benefits and support for E&T systems in MS.
- E&T should remain firmly anchored in the broader European strategy.
Substantial challenge:

- « To achieve Europe’s ambition to become the most competitive and dynamic knowledge-based economy in the world».

- **Reminder**: in the Lisbon declaration the heads of state and government stressed the substantial role of education and training policies in this process.
The 4 strategic objectives:

1. Making lifelong learning a reality;
2. Improving the quality and efficiency of education and training;
3. Promoting equity, social cohesion and active citizenship;
4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.
PURPOSE OF THIS PRESENTATION:

- To take a fresh look at what could be the possible role and contribution of the study visits programme in this strategic framework «ET 2020».
- To examine if the programme needs substantial changes to take up a possible new role?
Back in time: how did we get where we are right now?

- 1978 – ARION study visits
- 1 single topic
- Simple objectives
- The basic idea was there: sharing experience amongst peers.
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Back in time: how did we get where we are right now?

1983 – Cedefop study visits
- Start as a small programme;
- Almost tailor made study visits;
- Taking account of specific needs of partners;
- Exchange of information between the two programmes was there at all times.
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UP TO WHERE WE ARE RIGHT NOW.

- As from the early eighties: new topics
  ➔ Closer link with policy development
- Total number of topics in the merged programmes: 40
- Merger of the programme:
  ➔ looking for the right balance
  ➔ Lifelong Learning approach
  ➔ pilot phase.
CLOSER LINK TO POLICY DEVELOPMENT

How could this be assured?

- The thematic approach;
- The quality of the programmes;
- The quality of the reporting;
- The pilot action
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CLOSER LINK TO POLICY DEVELOPMENT:

THE THEMATIC APPROACH

- Key competences for all.
- Improving access, equity, quality and efficiency in education and training.
- Keeping teaching and training attractive and improving leadership.
- Education and training for employability.
- Implementation of common European tools, principles and frameworks for lifelong learning.
- Trends and developments in lifelong learning strategies.
- Development of learning communities, involving all actors in education and training.
- Promoting mobility in lifelong learning.
- Other measures.
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CLOSER LINK TO POLICY DEVELOPMENT:
The Quality of the Programmes

- Growing awareness need for top quality programmes;
- Knowledge sharing seminars;
- Enhanced interest of Member States;
- Good documentation;
- Handbooks;
- Development of quality tools
CLOSER LINK TO POLICY DEVELOPMENT:  
THE QUALITY OF THE REPORTING

- Template for group reporting
- Good reporting = good information flows
- Need for good individual reporting
CLOSER LINK TO POLICY DEVELOPMENT:
THE PILOT ACTIONS

- Study visit 190 in the Netherlands on "Regional cooperation of IVET and CVET and the labour market" from 25 to 27 November 2009

- Study visit 245 in Poland on "New trends in training and developing civil servants" from 19 to 21 October 2009
CLOSER LINK TO POLICY DEVELOPMENT: 
THE PILOT ACTIONS

The principle: enclosed in the catalogue:

- enhancing mutual awareness between
  * normal stakeholders in current study visits
  * policy makers in pilot action visits

P.S. Call for new pilot actions for 2010 – 2011
CONCLUSION

- Belief that study visits could actively contribute to the « ET 2020 » strategy.
- What are the elements:
  - Work cycles – (first work cycle 2009 – 2011);
  - Priority areas;
  - Mutual learning;
  - Dissemination of results;
  - Progress reporting;
  - Monitoring of the process;
  - Take a look at the specific priorities of the first work cycle.
The 4 strategic objectives:

1. Making lifelong learning a reality.
2. Improving the quality and efficiency of education and training.
3. Promoting equity, social cohesion and active citizenship.
4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.
THE EUROPEAN BENCHMARKS

- Adult participation in Lifelong Learning;
- Low achievers in basic skills;
- Tertiary level attainment;
- Early leavers from education and training;
- Early childhood education;
- And in addition: mobility, employability, language learning.
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PRIORITY AREAS FOR THE FIRST CYCLE:

Strategic objective 1:
Making lifelong learning and mobility a reality

- Lifelong learning strategies (p)
- European qualifications framework (p)
- Expanding learning mobility (d)
Priorities for the First Cycle:

**Strategic objective 2:** Improving the quality and efficiency of education and training

- Language learning (p)
- Professional development of teachers and trainers (p)
- Governance and funding (p)
- Basic skills in reading, mathematics and science
- New skills for new jobs (d2last)
PRIORITY AREAS FOR THE FIRST CYCLE:

**Strategic objective 3:**
Promoting equity, social cohesion and active citizenship

- Early leavers from education and training (p)
- pre-primary education (d)
- Migrants (d)
- Learners with special needs (d)
PRIORITY AREAS FOR THE FIRST CYCLE:

**Strategic objective 4:**
Innovation and creativity, including entrepreneurship

- Transversal key competences (p)
- Innovation-friendly institutions (d)
- Partnerships (d)
CONCLUSIONS

- The programme of study visits is ready to play a pivotal role in «ET 2020».
- Awareness of specific needs and quality assurance.
Thank you very much for your attention !!!