



Communications from the European Commission

11th ELGPN Plenary Meeting

Larnaca, 25-26 October 2012

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Presentation Overview

- ESCO
- Validation of non-formal & informal learning
- Literacy
- Rethinking Education
- Youth Employment Package



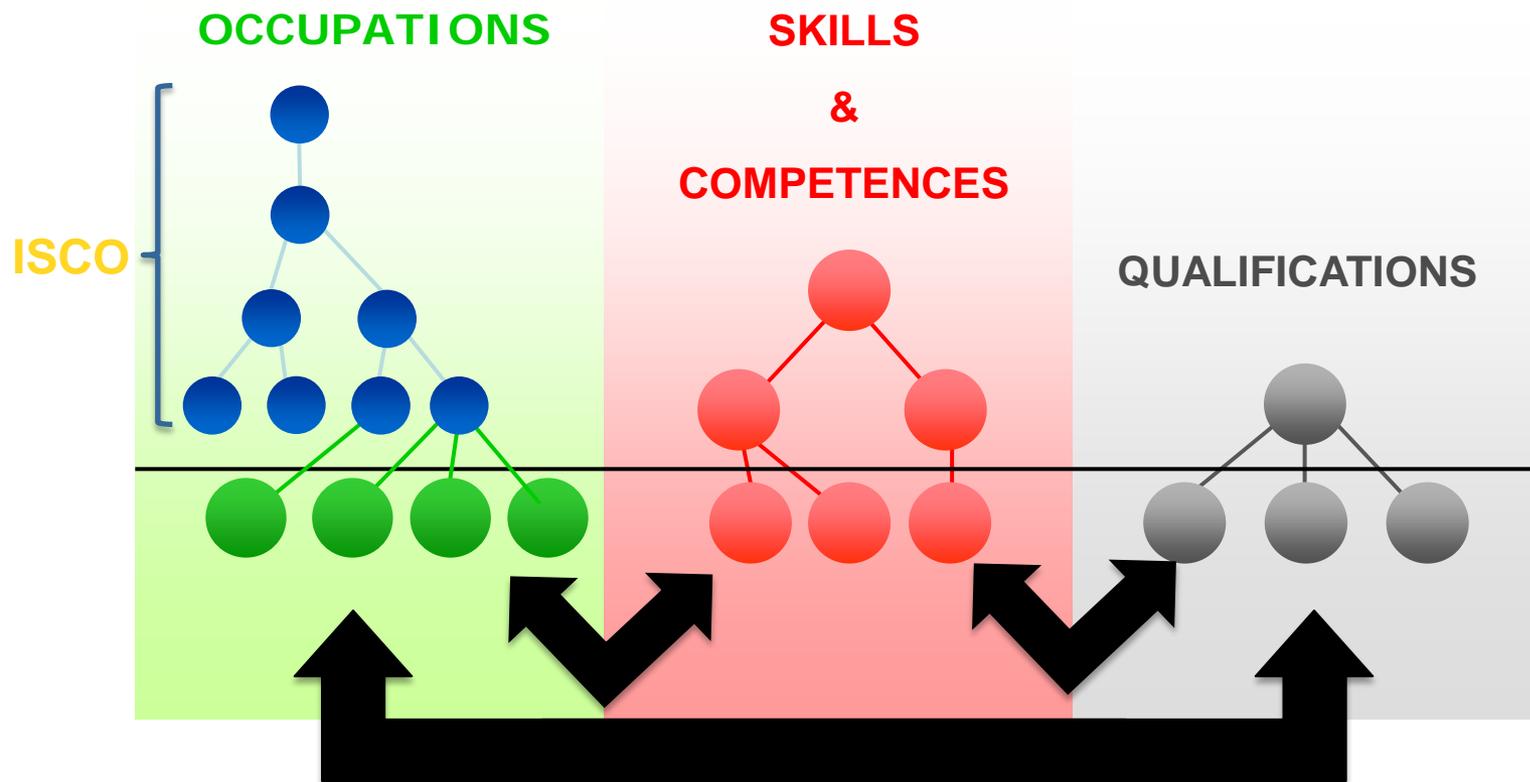
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ESCO

ESCO STRUCTURE (V1)



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Legend:

- ESCO Occupation
- ESCO Skill/Competency
- ESCO Qualification
- ISCO Occupation group

ESCO Versions

- Pre-ESCO v0: EURES taxonomy (to be released): 5000 S/C, 5000 occupation concepts, 800/900 qualifications concepts without structure
- ESCO v0: starting point revision by Reference Groups (30 Sectoral, 1 Cross Sectoral), expected first half of 2013: three pillars: O, S/C Q
- ESCO v1: Result of the revision by 2017

ESCO Occupations Pillar

- Based on ISCO ([International Standard Classification of Occupations](#), ILO)
- Revision process: further details than ISCO (one or two layers)

Skills / Competences

- Central in ESCO
- Job specific S/C, transversal S/C
- Challenge: bridging the worlds of education/training and employment:
 - S/C required by employers and related to occupational profiles
 - S/C acquired through education and training (EQF Process: qualifications should focus on describing learning outcomes)

Developing the Qualifications pillar of ESCO

- *National qualifications* will be addressed via the [EQF-portal](#) (allowing for the comparison between qualifications and in the future linked to national qualifications databases) and will be *indirectly included* in ESCO
- *Qualifications* awarded/recognised at *European and/or international* level will be *directly included* in ESCO

How could ESCO be used?

- *Jobseekers*: to describe their skill set when developing a CV for automatic matching
- *(Public) Employment Services*: closer matching of jobseekers to jobs through the EURES European Job Mobility Portal
- *Employers*: to define a set of skills and competences required when developing job descriptions
- *Learners*: to build personal skill profiles & to record their learning outcomes
- *Education and training institutions*: to improve planning and curriculum development related to emerging skill needs & to facilitate the recognition of foreign qualifications
- *HR managers & guidance professionals*: to enhance planning & enrich aptitude/ability tests, skills and interest inventories/tools



Proposal for a Council Recommendation on the validation of non-formal and informal learning

Europe 2020 Strategy

- Validation makes an essential contribution to smart, sustainable and inclusive growth and to achieving the Europe 2020 headline targets
- Validation of NFIL impacts positively on the labour market, social inclusion (of the younger and older) and in addressing skills shortages
- Individual perspective: validation enhances employability, career prospects and improved access to further learning



Building on Europe's policy agenda

- Lifelong Learning policy (since 2001)
- Common European principles on validation (2004)
- European Qualifications Framework (2008)
- European Guidelines on validation (2009)
- European Inventory on validation (2004-2010)
- Europass (+ other passes)
- Credit systems (ECVET, ECTS)

Need for action now

- Only a limited number of Member States have comprehensive systems for the validation of NFIL (F, Fin, L, NL)
- Validation opportunities are underused in the majority of Member States (skills remain invisible)
- Lack of comparability and transparency of validation systems – need for enhancing mutual trust
- Urgent need for increased mobility to reduce shortages of skilled workforce

Recommendations to Member States (I)

- By 2015: National **systems** for validation of NFIL:
 - Opportunities for citizens to validate their knowledge, skills and competences acquired through NFIL
 - Opportunities to obtain a full or partial qualification on the basis of learning outcomes, no matter how they were acquired (formal, non-formal and informal learning)
- Validation systems should include:
 - Support for **identification** of learning outcomes
 - **Documentation** of learning outcomes
 - **Assessment** of an individual's learning outcomes
 - **Certification** of learning outcomes (e.g. credits or a full qualification)

Recommendations to Member States (II)

- National systems to respect the following **principles**:
 - Be a coherent and integral part of the **NQF**
 - **Information** on validation opportunities to be widely available
 - Specific targeting of **disadvantaged groups**
 - Individuals in unemployment or unsecure employment: opportunity to undergo an **audit** of their **skills** and **competences**
 - Access to validation to be **affordable**
 - **Guidance** and counselling to be available and affordable
 - Transparant **quality assurance** measures
 - Professional **development of staff** involved in validation
 - For qualifications obtained on the basis of NFIL: **same or equivalent standards** as for qualifications obtained through formal programmes
 - Use of **Europass** framework tools
 - Synergies with **credit systems** (e.g. ECTS, ECVET)

Recommendations to Member States (III)

- Ensure the involvement of all relevant stakeholders in the development and implementation of validation systems
- Incentives to employers, youth organisations and civil society organisations to facilitate the documentation of learning outcomes by using relevant tools
- Incentives to E&T providers to facilitate access to further learning and to award exemptions/credits for NFIL
- Ensure coordination between education, training, employment and youth implementation services and relevant policies



Recommendations to the Member States and the Commission

- Follow up by the EQF AG
- Involvement of relevant youth organisations and representatives of the voluntary sector in the EQF AG for this purpose
- Reporting under ET 2020 in 2015 and in subsequent Joint Reports
- Using expertise of European Agencies, in particular Cedefop (European Inventory on validation, annual reporting on EQF developments)

Recommendations to the Commission

- Facilitating peer learning and exchange of good practice
- Regular updating the European Guidelines for validation
- Further developing Europass tools on non-formal and informal learning experiences
- Support through the future Education, Training, Youth and Sports programmes and the Structural Funds (ESF)
- Evaluate and report to the Council by 31 July 2017

State of Play / Timetable

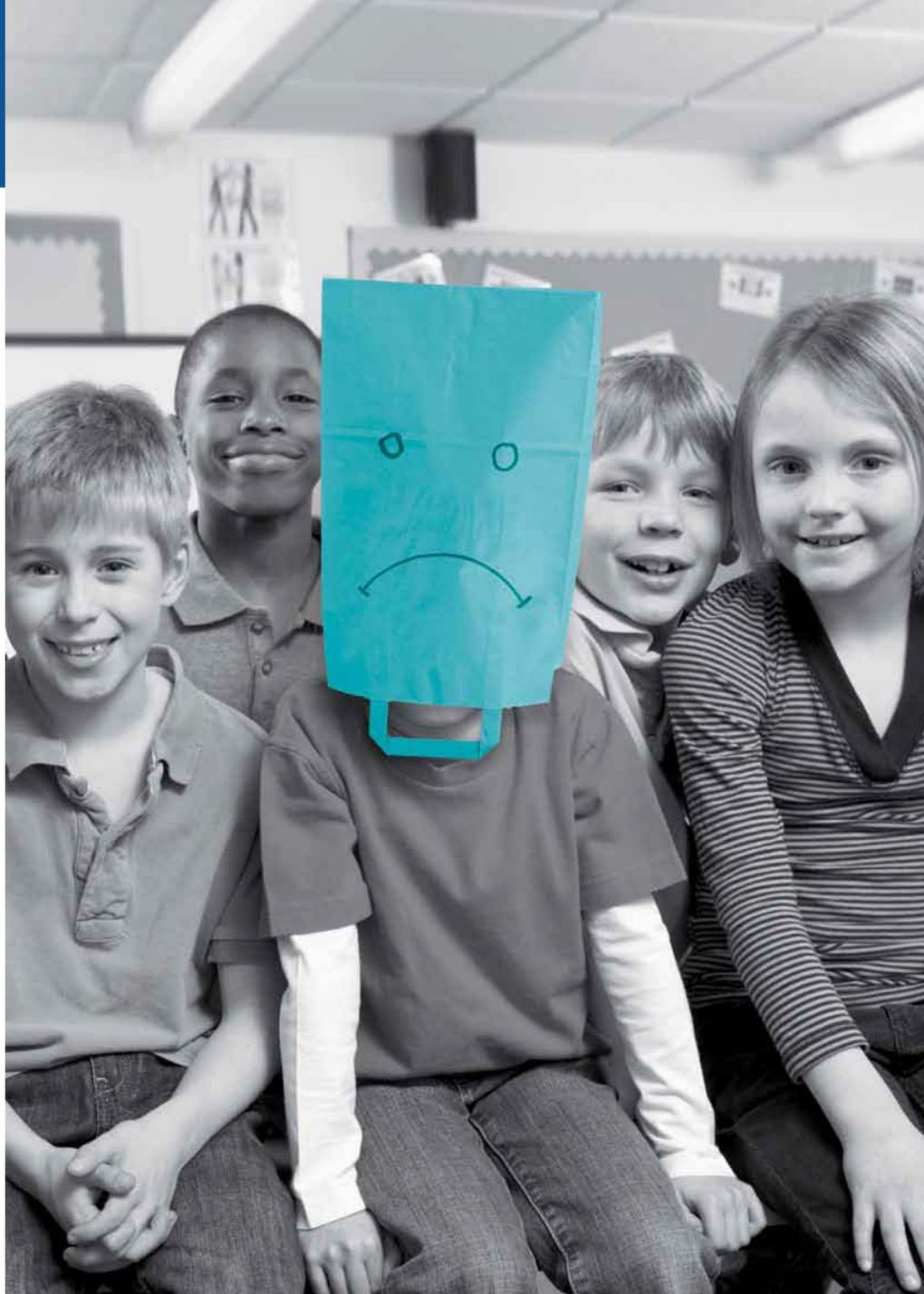
- Adoption of proposal by the Commission: 5 September 2012
- Target for adoption by the Council: November 2012
- Stakeholder Conference on implementation: first semester 2013



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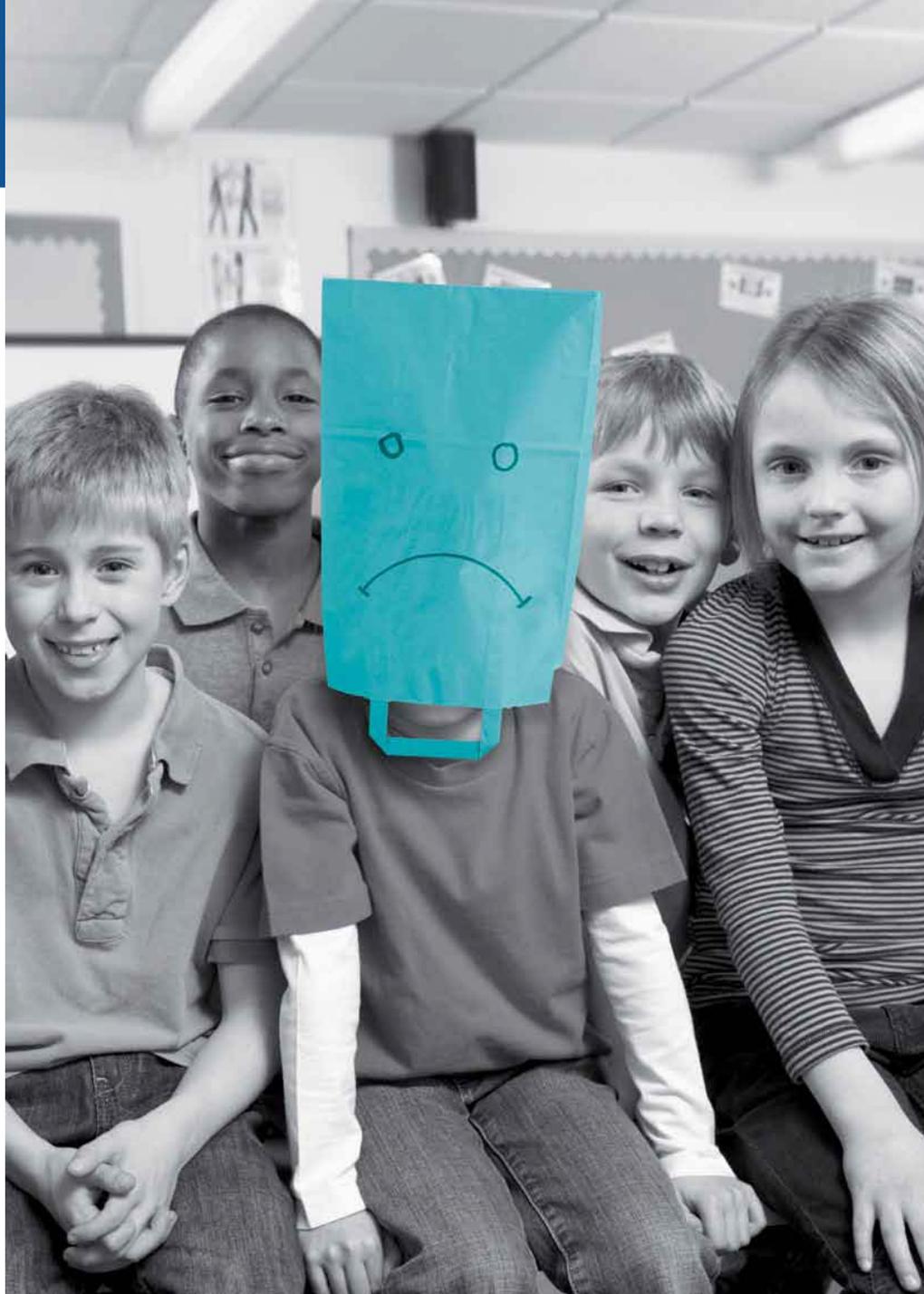
Literacy

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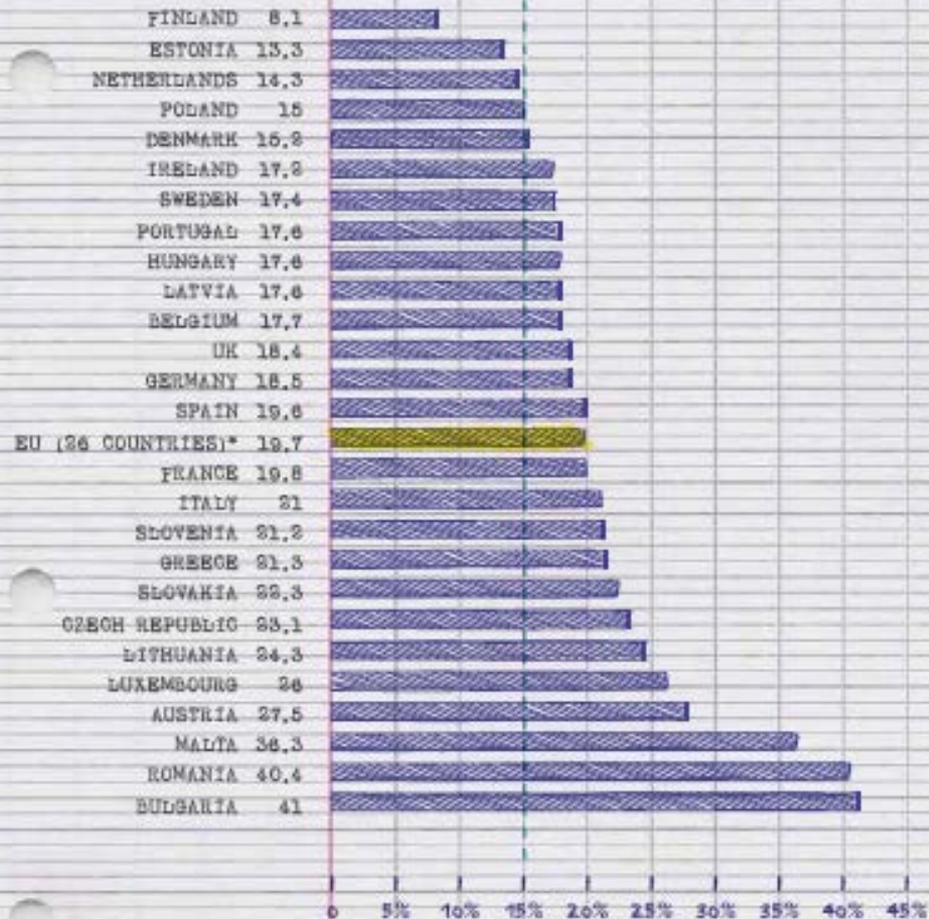
THE WORLD
IS HARD TO
READ

Why a High level group on Literacy?

- ET2020: benchmark to reduce the percentage of low achievers in reading by 2020 to less than 15%
- In light of this benchmark Council conclusions Basic Skills were adopted in November 2010. Ministers requested to establish a HLG on Literacy
- PISA results 2009, published in 2010: 20% fifteen-year-olds in EU still has insufficient reading and writing skills

Percentage of low achievers in reading literacy

PISA 2009



Share of 15-year-olds scoring at or below Level 2
in PISA 2009

* Cyprus did not participate in PISA 2009.

Why is literacy a big deal?

- Large numbers of citizens lack the necessary literacy skills
- Investments in literacy are crucial for the wellbeing of citizens and make economic sense
- While reading and writing are more important and relevant than ever before in the context of our digitised world, our literacy skills are not keeping up

Recommended actions

- Overarching recommendations
 - **Create a literate environment**
 - **Raise the level of literacy teaching and provide more reading support**
 - **Increase participation and inclusion**
- Age specific recommendations
 - **Young children**
 - **Primary school years**
 - **Adolescents**
 - **Adults**

Next steps:

- Dedicated literacy website
http://ec.europa.eu/education/literacy/index_en.htm
- Council conclusions on Literacy to be adopted in the November Council
- Proposal to LLP committee to establish network of Literacy organisations
- Re-focus Grundtvig workshops on adult literacy teaching
- Annual European reading week "Europe Loves Reading"



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Rethinking Education



What is Rethinking Education?

An evidence based blueprint for reform of E&T, implementing the **Agenda for new skills and jobs**

Focusing on the **supply of skills**

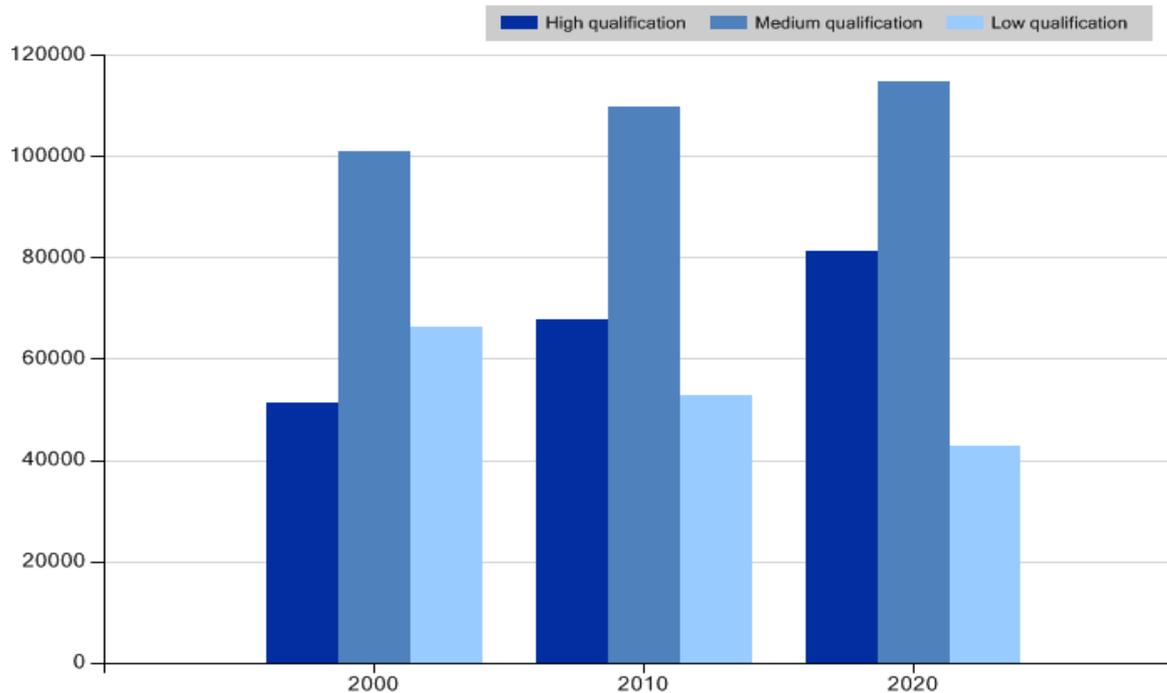
Reinforcing and complementing the **Employment and Youth packages**

Incorporating **policy guidance** developed through the Open method of coordination

Product of a **broad consultation**

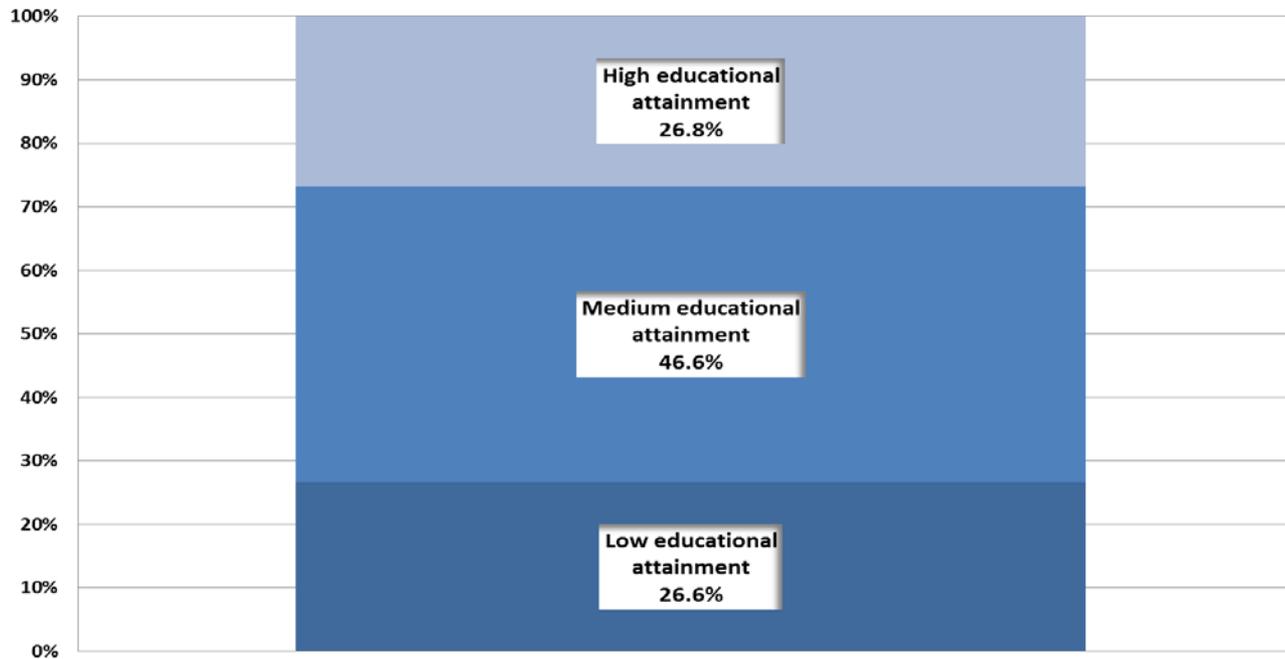
What qualifications are needed?

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



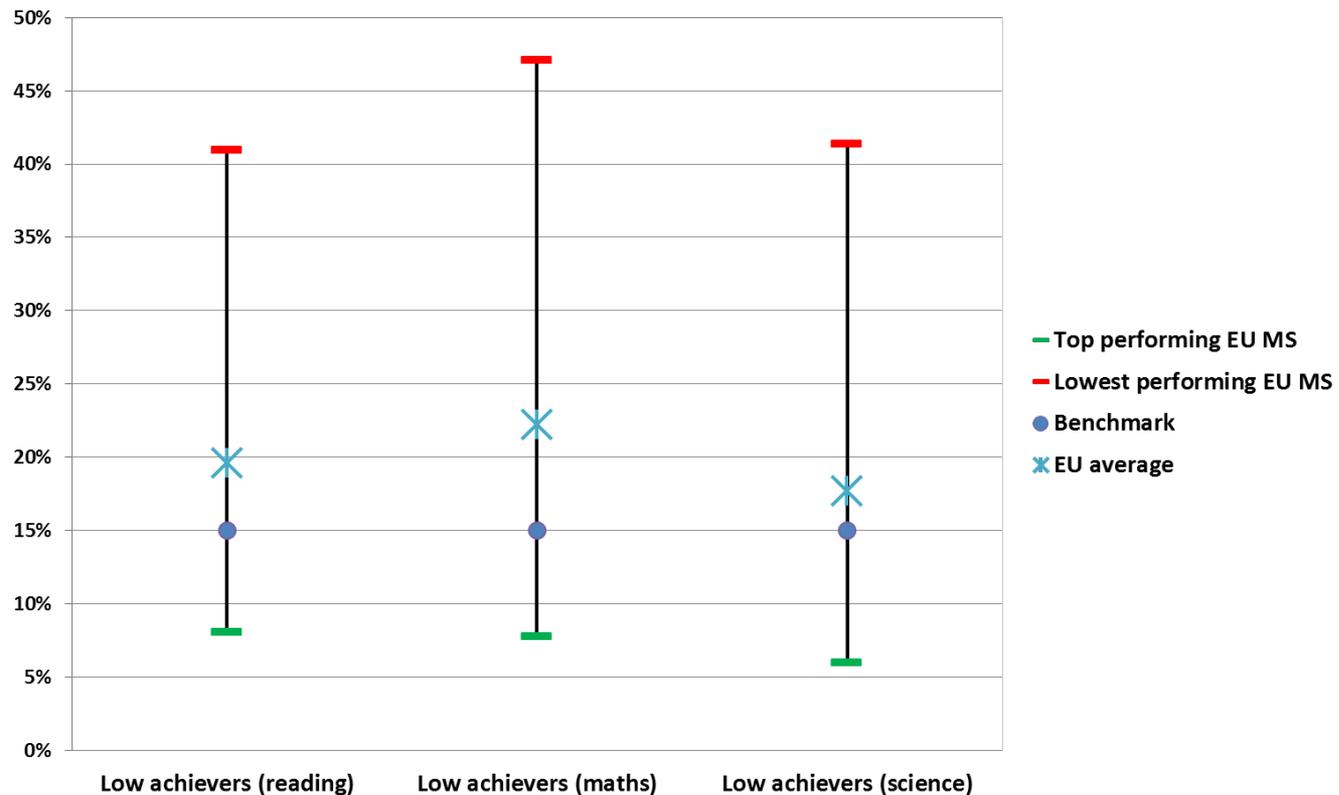
The supply is lagging behind

Distribution of the population 25-64 years by educational attainment level.
%. 2011. EU27



Even the basics are lacking

Percentage of low achievers in reading, maths and science. 2009. EU25





One Communication and seven Commission 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



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Youth Employment Package

Package composed of:

- A chapeau Communication
- A proposal for a Council Recommendation on Youth Guarantees
- A second stage quality framework for traineeships

Chapeau Communication

- Update on recent trends in youth (un)employment
- Overview of issues addressed in the first two European Semesters
- State of play on « Your First EURES job »
- Role of EU funds (including for the next MFF)
- Country-fiches with information on the implementation of the Youth Opportunities Initiative

Council Recommendation on Youth Guarantees

- Key recommendation on offering to persons up to the age of 25, a quality offer of employment, continued education, apprenticeship or traineeship within 4 months of becoming unemployed or leaving formal education
- Further recommendations on how to achieve this objectives:
 - Partnerships, early intervention and activation, supportive measures to labour market integration, EU funding, assessment and monitoring, awareness raising
- Staff working document with further background



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