



Towards a European Area of Skills and Qualifications

European Lifelong Guidance Policy Network
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*When moving to a new job or to further learning, whether within or across borders, learners and workers need to see **their skills and qualifications quickly and easily recognised.***

*This is essential to **raise skill levels, help combat unemployment and complete the project of the single market.***

Progress of a decade



Various European transparency tools in ET2020 and the Bologna processes

aim to support the lifelong learning and mobility of learners and workers

through better transparency and easier recognition of what they know, understand and are able to do.

Progress of a decade



Qualifications frameworks - EQF, QH-EHEA

European passports – Europass (CV, Skills Passport), Youthpass

Quality assurance arrangements – ESG, EQAVET

Credit systems – ECTS, ECVET

Recognition tools – Lisbon Recognition Convention, NARICs

Info centres and webtools – Ploteus, EQF, Europass, Euroguidance

Validation and guidance policies

Skills intelligence – Skills Panorama, ESCO

Still a long way to go...



- **High unemployment rate (10.9%), especially among young people (23%), coexists with over 2 million vacancies across Europe**
- **In 2025: 44.1% high-skilled, 44.7% medium-skilled and only 11.2% low-skilled jobs**
- **PIAAC Survey: 20% of the EU working age population has low literacy and numeracy skills and that 25% of adults lack the digital skills needed to effectively use ICT**

Still a long way to go...



Adaptation needed to new developments :

- **Open technologies allow individuals to learn, anywhere, anytime, through any device, with the support of anyone**
- **Emergence of innovative models for teaching and learning (e.g. MOOCs)**
- **International and sectoral qualifications**
- **Internationalisation of education & training**

Need to focus on...



- ❖ **Higher and more relevant skills**
- ❖ **Link between the worlds of education/training and the world of employment**
- ❖ **Quality assurance and the learning outcomes approach**
- ❖ **Rules and procedures for the recognition of skills and qualifications for further learning**
- ❖ **Overall coherence of tools and policies**
- ❖ **Single access point to reach the citizen**



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EU policies and instruments should:

- ❖ *be centred on the learner, promoting flexible learning pathways,*
- ❖ *support new phenomena such as the growing use of digital learning and internationalisation of education,*
- ❖ *provide better services to learners and workers,*
- ❖ *be simpler, better understandable and more coherent, and*
- ❖ *support national structural reforms that aim to achieve these objectives.*

Next steps...



- **2013-2014 – evaluation and review of European transparency tools** (EQF, Europass, EQAVET, ESG, ECVET, ECTS)
- **December 2013: launch of a public consultation/debate** addressed to stakeholders and the general public
- **Early 2014: possible Eurobarometer survey**
- **Early 2014: launch of a study** (empirical evidence on remaining obstacles)
- **First half of 2014: closing conference** of the public consultation and debate
- **First half of 2015: possible launch of a political initiative** by the Commission



THANK YOU!

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