



Qualifications and
Curriculum Authority

14 to 19 Education in Europe Challenges Opportunities Innovation

Tom Leney
International Unit
QCA
LeneyTO@qca.org.uk

Cambridge Assessment 150
May 2008



Themes

- 1. EU: A range of countries and approaches**
- 2. An ambitious economic and social agenda**
- 3. At the European level, we have identified priorities**
- 4. Key challenges**
- 5. Areas for reform and innovation in '14-19'**
- 6. Cooperation between EU member states and stakeholders**





Education and Culture

Achieving the Lisbon goal: The contribution of VET

2005



Lisbon: Oriente station

European Commission



The Shift to Learning Outcomes: Policies and Practices in Europe

**Tom Leney
Jean Gordon
Stephen Adam**

**QCA under contract to CEDEFOP
European Centre for the Development of Vocational Training
To be published in 2008**



The diversity/growth of EU member states

- **In 2004 15 member states become 25**
- **In 2007, Romania and Bulgaria join**
- **Candidate countries: Turkey and Croatia**
- **Plus: Norway, Iceland, Liechtenstein**

- **The Bologna Process (for higher education) involves more countries**
- **E&T relations with other countries (e.g. MENA)**



The priorities that prime ministers have agreed

Context: global, ITs - uncertainty; demography

- **Aims: competitiveness, more and better jobs, social inclusion and cohesion, environment**
- **Europe values/links: economic performance and social progress (Lisbon agenda)**
 - **European social agenda: flexibility and security**
- **A key role for education and training, as lifelong learning (E&T2010)**



Priorities for Education & Training 2010

- **The main objectives**
 - Quality of provision
 - Openness to outside work (LM)
 - Access for all learners
- **Six key indicators / three refer to 14-19 year olds**
 - Reduce the numbers of young people lacking basic skills (PISA)
 - Reduce the % of early school leavers
 - Increase the % completing upper secondary education



14 – 19: Key challenges

- **Ensure that general education and VET are high quality, and innovative**
- **Innovate to make provision responsive to labour market, social, individual needs**
- **Attractiveness agenda: to users, families, employers as well as higher education**
- **Open up pathways between general education, VET and workplace learning.**
- **No dead ends for learners!**



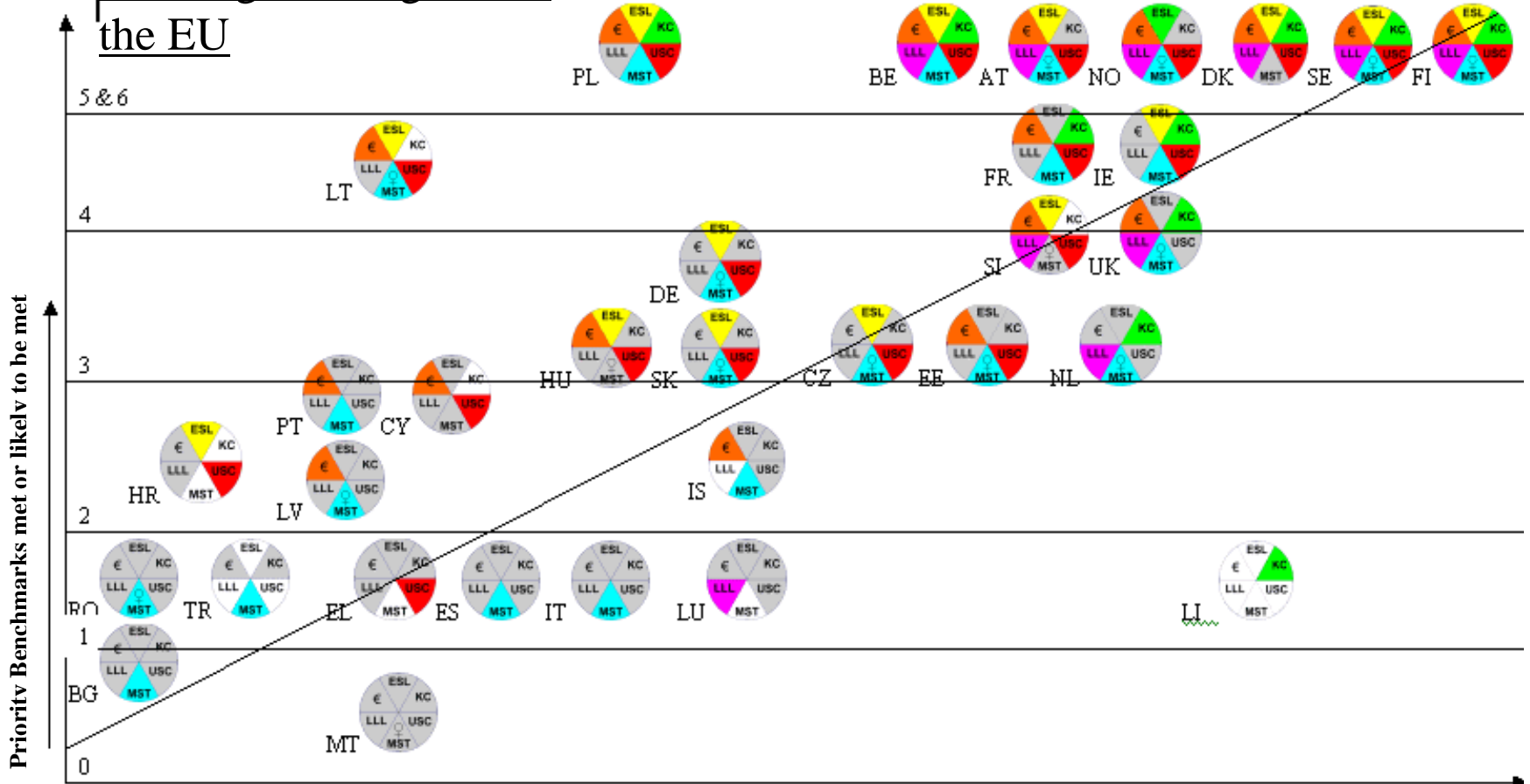
14 – 19: Innovation and reform / lifelong learning

- **Make a strategic shift to the use of learning outcomes, not just inputs (curriculum and traditional tests)**
 - **Evidence-based policy and practice We are not good at this, yet**
 - **The importance of VET in many European countries' post-compulsory transitions: status; quality**
- ‘Competence based VET is aimed at the key issues or problems in professions and careers, and prepares the learner to deal with them....(This) is the pivot around which content, programming, organisation and pedagogic design should be developed’

DGVT Report, The Netherlands, 2004



Lifelong learning across the EU



Initiatives but no coherent strategic approach

Some coherence between strategies

Coherent Strategic approach emerging, but a lot to do for implementation

Coherent strategic approach articulated but quite a lot to do for implementation

Coherent strategy and probably on the way to achieving most objectives

European (EU) mechanisms for voluntary collaboration

- **Rule of subsidiarity**
- **The open method of coordination (32 countries)**
 - Identify priorities
 - Benchmarking
 - Identify innovation and good practice
 - Peer learning
- **Developing networks and clusters for policy learning and knowledge exchange**



USEFUL SOURCES

EC DGEAC – http://ec.europa.eu/education/index_en.html

OECD - <http://www.oecd.org>

ETF – <http://etf.europa.eu>

CEDEFOP – <http://cedefop.europa.eu>

REFERNET UK – <http://www.refernet.org.uk>

QCA – <http://www.qca.org.uk>

