European Area of Skills and Qualifications

Stakeholder consultation on EASQ School sector
Main messages

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EUROSTAT 1.480.000,

5-19yrs EU citizens living (studying) in another EU country

WHY IS RELEVANT FOR SCHOOLS SECTOR

POLICY LESSONS:

ET MONITOR OF 2013: "*there are still obstacles "for individuals to move between countries, across different education sub-systems and from education to work"*

ET MONITOR OF 2014: "*ET Education throughout an individual's life and one's learning mobility should be facilitated by better transparency and recognition of learning outcomes"*
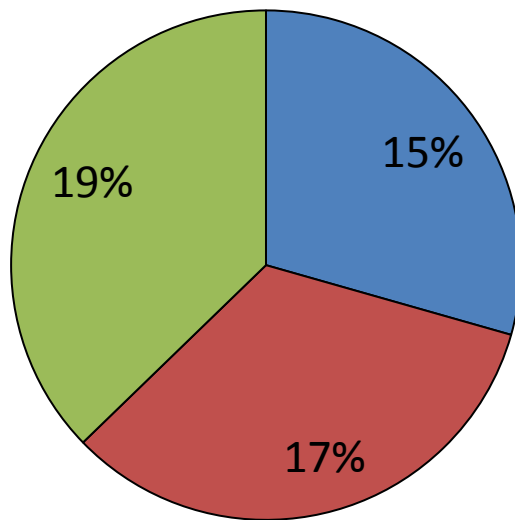
EUROBAROMETER EASQ 2014:
24% respondents: considered that periods of study abroad or exchanges abroad is an area for improvement in MS
57% respondents found that was difficult to find information needed on whether the skills and qualifications be recognised in another MS.

2014 ET 2020 National Reports:

Most MS refer to EQF as a good tool to progress in towards transparency, validation and recognition of diplomas (EQF Levels 1-4 school) and point out the need to work towards its implementation

Area of activity of the respondents by sectors

15%

17%

19%

Schools   Higher Ed   VET

Primary education – 4%
Secondary education – 11%

Rate of participation from school sector comparable to VET and HE

MAIN MESSAGES FOR SCHOOLS

Q1.How to place a stronger focus on higher and more relevant skills:

*Key points related to the **development of European reference frameworks for competences** include:*

Need to reinforce EQF implementation	Need to go beyond traditional skills (PISA); look at transversal skills from an early school education stage	Need to develop common assessment tools	Need to respect for national differences and context
Implementation on a voluntary basis	Need to provide guidance for implementation	Usefulness of PL and PR activities carried out at EU level with respect to subsidiarity	Importance of curriculum design and involvement of stakeholders

Q2. Further strengthening links between education/training, mobility & the labour market:

Concerning the **growing link between education and training and the labour market**, the main issues raised concern the:

Importance of facilitating the transition between different sectors, (mainly secondary general education to VET and HE) i.e. need for a more coherent approach across these divides	Development of a link between schools and universities

*Concerning the **improvement in the recognition of skills and qualifications for job-related mobility:*** need for strong support in guidance/counselling from early education, school- stages to prevent ESL and ensure employability

Q4. Ensuring overall coherence of tools and policies and further implementing the learning outcomes approach (keeping in mind sector specificities and the required time for implementation):

Regarding existing tools (For schools EQF levels 1-4):

o Need to communicate better and provide training and guidance for users (pupils, teachers, schools, parents, society, etc.)

o Eventually revise its content, if necessary, to analyse difficulties and identify obstacles in implementation

o Demand simplification, increase transparency and provide coherence, complementing existing tools to serve all sectors

o Need to allow permeability of education and training sub-systems and allow flexible learning pathways for individuals within and across borders

o Relevance of Peer Learning and Peer review at EU level

Concerning the European Qualifications Framework (EQF):

EQF is considered a tool that promotes comparability, transparency, trust and permeability across sectors, and Quality Assurance at EU level

In some cases it has been catalyst for national reform discussions

EQF implementation requires further monitoring to avoid discrepancies between MS

Q5. Ensuring clarity of rules and procedures for the Recognition of Skills and Qualifications for further education:

Regarding existing tools (EQF):

o Need to communicate better and provide training and guidance for users (pupils, teachers, schools, parents, society, etc.)

o Eventually revise its content, if necessary, to analyse difficulties and identify obstacles in implementation

o Demand for simplification, increase transparency and provide coherence, complementing existing tools to serve all sectors

o Need to allow permeability of education and training sub-systems and allow flexible learning pathways for individuals within and across borders

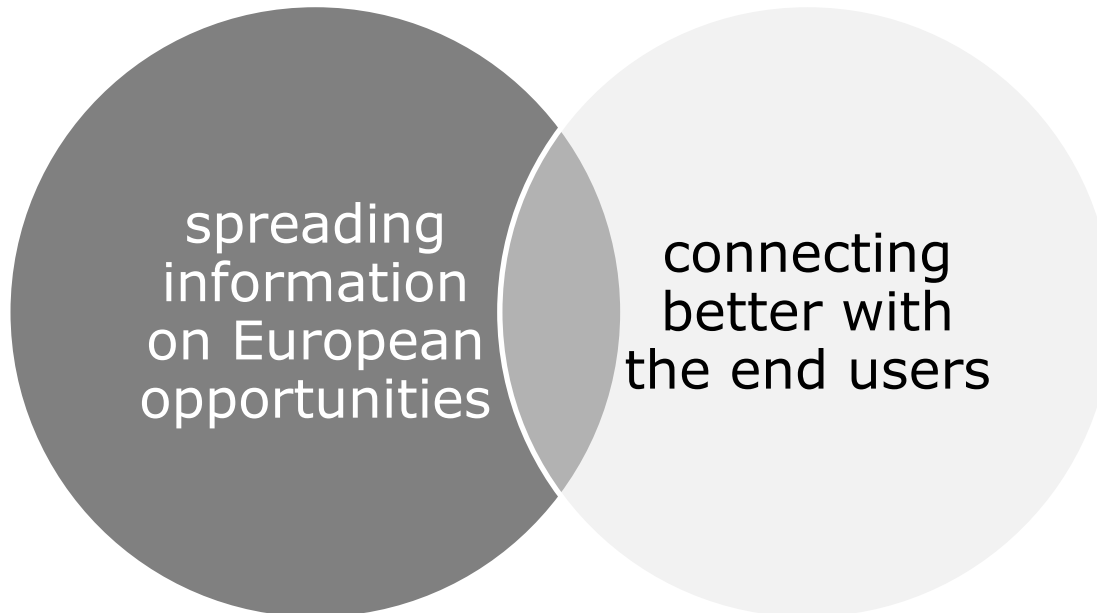o Relevance of Peer Learning and Peer review

Q6. Increasing the focus on quality assurance:

Concerning the **development of basic common and guidelines for quality assurance**, valid across sectors and applicable to all qualifications, the **responses to the open question (Q30) underline that such principles would have to be developed**:

o Involving all different types of actors, from experts to stakeholders and decision makers in order to promote ownership and commitment from all

o Taking into account existing tools and experiences in the context of learning outcomes

o Respecting country's specifies and sector specificities

o Having been drafted in a broad and flexible way providing coherence to education systems as a whole and allowing smooth transitions across sub-systems and sectors

o Showing and communicating their needs and benefits

Q7. Information single-access point of existing EU tools (EQF, Europass, etc):

➢ **Schools,** together with universities**, are recognised as excellent information points for:**

spreading information on European opportunities

connecting better with the end users

In summary:

- Existing school-related tool EQF (Levels 1-4) and the Learning Outcomes approach are overall accepted

- EQF is perceived as a possible starting point for further developments in terms of developing common QA principles in all sectors

- Required coherence between (existing and/or future) tools to allow permeability within sub systems and sectors; the guiding line could be a set of common principles that, despite respecting national contexts and sectoral specificities, link the educational pathway process

- There is a call to monitor EQF implementation in order to ensure that progress is made in all MS in a coherent way

- Success factors: Guidance and training for all those involved in its implementation and use (national authorities, teachers, pupils, etc.)

Some issues for discussion:

The consultation shows stakeholder concerns regarding facilitating transition between different sectors, (general secondary school to VET, HE) within countries and across borders

> *Which are the main sectorial barriers by sector, geographical barriers?*

> *How can schools policy makers contribute to better transitions?*

> *How can mutual recognition be promoted?*