



Education and Training 2020 (ET 2020)

Resumimos a continuación el documento ET 2020 que define el marco de la política de la U. Europea en el terreno educativo. Subrayamos las referencias a la participación de las partes implicadas.

“Education and Training 2020” (ET 2020) is a new strategic framework for European cooperation in education and training that builds on its predecessor, the “Education and Training 2010” (ET 2010) work programme. It provides common strategic objectives for Member States, including a set of principles for achieving these objectives, as well as common working methods with priority areas for each periodic work cycle.

Council Conclusions of 12 May 2009 on a [strategic framework for European cooperation in education and training](#) (ET 2020) [Official Journal C 119 of 28.5.2009].

These conclusions provide for a **strategic framework** for European cooperation in education and training up until 2020. This framework builds on the achievements of the [“Education and Training 2010”](#) (ET 2010) work programme, with a view to responding to the challenges that remain in creating a knowledge-based Europe and making lifelong learning a reality for all.

In order to measure progress achieved on these objectives, they are accompanied by indicators and European benchmarks.

A set of **principles** are also provided that should be observed when working towards the objectives mentioned above. This includes the implementation of European cooperation in education and training from a lifelong learning perspective, whereby the open method of coordination (OMC) is used more effectively and synergies are developed between the different sectors involved. European cooperation in education and training should be cross-sectoral as well as transparent, thus involving the related policy areas and all relevant stakeholders. The outcomes from the cooperation should be disseminated and reviewed regularly.

The Commission is invited to support cooperation between Member States, evaluate the progress made on the objectives and the benchmarks, as well as to continue work on benchmarks for mobility, employability and language learning.

Furthermore, the Commission, together with the Member States, should examine how the [coherent framework of indicators and benchmarks](#) based on the ET 2010 work programme could be harmonised with the ET 2020.

Four strategic objectives for the framework

In the period up to 2020, the primary goal of European cooperation should be to support the further development of education and training systems in the Member States which are aimed at ensuring:

- (a) the personal, social and professional fulfilment of all citizens;
- (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue.”

“European cooperation in education and training for the period up to 2020 should be established in the context of a strategic framework spanning education and training systems as a whole in a lifelong learning perspective. Specifically, the framework should address the following four strategic objectives:

Strategic objective 1: Making lifelong learning and mobility a reality

The challenges posed by demographic change and the regular need to update and develop skills in line with changing economic and social circumstances call for a lifelong approach to learning and for education and training systems which are more responsive to change and more open to the wider world. While new initiatives in the field of lifelong learning may be developed to reflect future challenges, further progress with ongoing initiatives is still required, especially in implementing coherent and comprehensive lifelong learning strategies. In particular, work is needed to ensure the development of national qualifications frameworks based on relevant learning outcomes and their link to the European Qualifications Framework.

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

High quality education and training systems which are both efficient and equitable are crucial for Europe's success and for enhancing employability. The major challenge is to ensure the acquisition of key competences by everyone, while developing the excellence and attractiveness at all levels of education and training that will allow Europe to retain a strong global role. To achieve this on a sustainable basis, greater attention needs to be paid to raising the level of basic skills such as literacy and numeracy, making mathematics, science and technology more attractive and to strengthening linguistic competences. At the same time, there is a need to ensure high quality teaching, to provide adequate initial teacher education, continuous professional development for teachers and trainers, and to make teaching an attractive career-choice. It is also important to improve the governance and leadership of education and training institutions, and to develop effective quality assurance systems. High quality will only be achieved through the efficient and sustainable use of resources — both public and private, as appropriate — and through the promotion of evidence-based policy and practice in education and training.

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

Education and training policy should enable all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue. Education and training systems should aim to ensure that all learners – including those from disadvantaged backgrounds, those with special needs and migrants – complete their education, including, where appropriate, through second-chance education and the provision of more personalised learning. Education should promote intercultural competences, democratic values and respect for fundamental rights.

Strategic objective 4: Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

As well as engendering personal fulfilment, creativity constitutes a prime source of innovation, which in turn is acknowledged as one of the key drivers of sustainable economic development. Creativity and innovation are crucial to enterprise development and to Europe's ability to compete internationally. A first challenge is to promote the acquisition by all citizens of transversal key competences such as digital competence, learning to learn, a sense of initiative and entrepreneurship, and cultural awareness. A second challenge is to ensure a fully functioning knowledge triangle of education-research-innovation. Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted with a view to creating a climate conducive to creativity and better reconciling professional and social needs, as well as individual well-being.

European benchmarks

As a means of monitoring progress and identifying challenges, as well as contributing to evidence-based policy making, a series of reference levels of European average performance ("European benchmarks") should support the strategic objectives outlined in the above conclusions for the period 2010-2020.

Adult participation in lifelong learning

- By 2020, an average of at least 15 % of adults should participate in lifelong learning

Low achievers in basic skills

- By 2020, the share of low-achieving 15-years olds in reading, mathematics and science [3] should be less than 15 %.

Tertiary level attainment

- By 2020, the share of 30-34 year olds with tertiary educational attainment [4] should be at least 40 %.

Early leavers from education and training

- By 2020, the share of early leavers from education and training [5] should be less than 10 %.

Early childhood education

- By 2020, at least 95 % of children between 4 years old and the age for starting compulsory primary education should participate in early childhood education.