

Implementing the open method of co-ordination

Lars Bo Jakobsen
DG Education and Culture A4: Analysis and Studies



Structure

- Introduction to the open method of co-ordination (OMC)
- Education and training 2020 and the OMC
- Supporting the OMC - gathering statistical evidence



What is the Open Method of Co-ordination?

Method of co-operation on policy which is based on:

- Guidelines and common objectives
- Benchmarks and indicators
- Learning from each other and sharing of best practices
- Agenda setting communications

Implementation: Soft law and peer pressure



The Open Method of Co-ordination when?



- Amsterdam treaty (1997) the launch-pad of the OMC in the field of employment
- The Lisbon European Council of 2000 extend its use to other policy fields such as Research, Health, Education and Social inclusion etc.
- The Europe 2020 strategy ensures stronger national ownership through national reform programmes, national targets and bottlenecks for growth



Why the Open Method of Co-ordination?



- Ambitious policy agenda « the worlds most competitive and dynamic knowledge-based economy... » covering policy areas with few EU legislative powers.
- Response to strengthened economic cooperation (EMU) and its impact on other policy fields





Education and Training 2020 and the OMC



The OMC for the Education and Training 2020 strategy



Four overall strategic objectives determined by the Council

1. Making LLL and mobility a reality
2. Improving quality and efficiency of education and training
3. Promoting equity, social cohesion and active citizenship
4. Enhancing creativity and innovation



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



Educational disadvantage should be addressed by providing high quality early childhood education and targeted support, and by promoting inclusive education. 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.



The OMC for the Education and Training 2020 strategy



Implementation instruments

- National reports on progress towards achieving agreed objectives.
- Learning from each other (Groups of experts on specific topics nominated by MS)
- European reference tools (EQF, Key competences framework, quality assurance etc.)
- The Copenhagen and Bologna processes
- Monitoring of progress (qualitative and quantitative)
- Evidence and data from European Agencies, European networks, and international organisations





Supporting the OMC – gathering statistical evidence



**Not everything that can be
counted counts and not
everything that counts can be
counted**

Albert Einstein



Monitoring and Analysing Progress

Education and Culture

FIVE EUROPEAN BENCHMARKS FOR 2020

95 % Participation in early childhood education

10 % Early school leavers (young people)

15 % Low performers in PISA (reading, math and science)

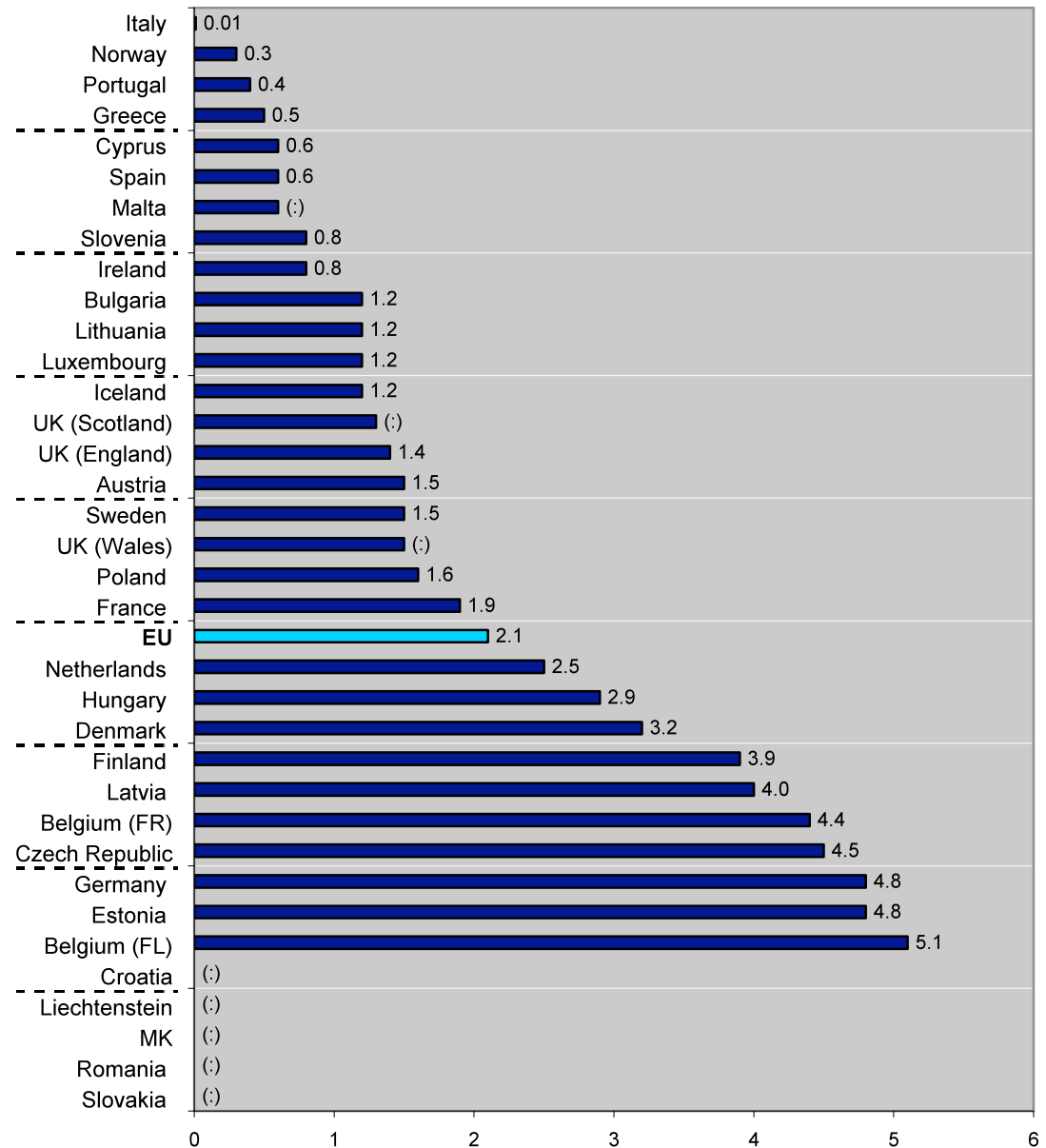
40 % tertiary completion (30-34 year olds)

15 % Lifelong learning participation (adults)

SIXTEEN CORE INDICATORS

1. Participation in pre-school education
2. Special needs education
3. Early school leavers
4. Literacy in reading, maths and science
5. Language skills
6. ICT skills
7. Civic skills
8. Learning to learn skills
9. Upper secondary completion rates of young people
10. Professional development of teachers
11. Higher education graduates
12. Cross-national mobility of students
13. Participation of adults in lifelong learning
14. Adults' skills
15. Educational attainment of the population
16. Investment in education and training

Percentage of pupils with SEN in segregated settings of total pupils in compulsory education (2008)



Pupils with special education needs by category of need and type of setting, 2005 (percentage distribution)

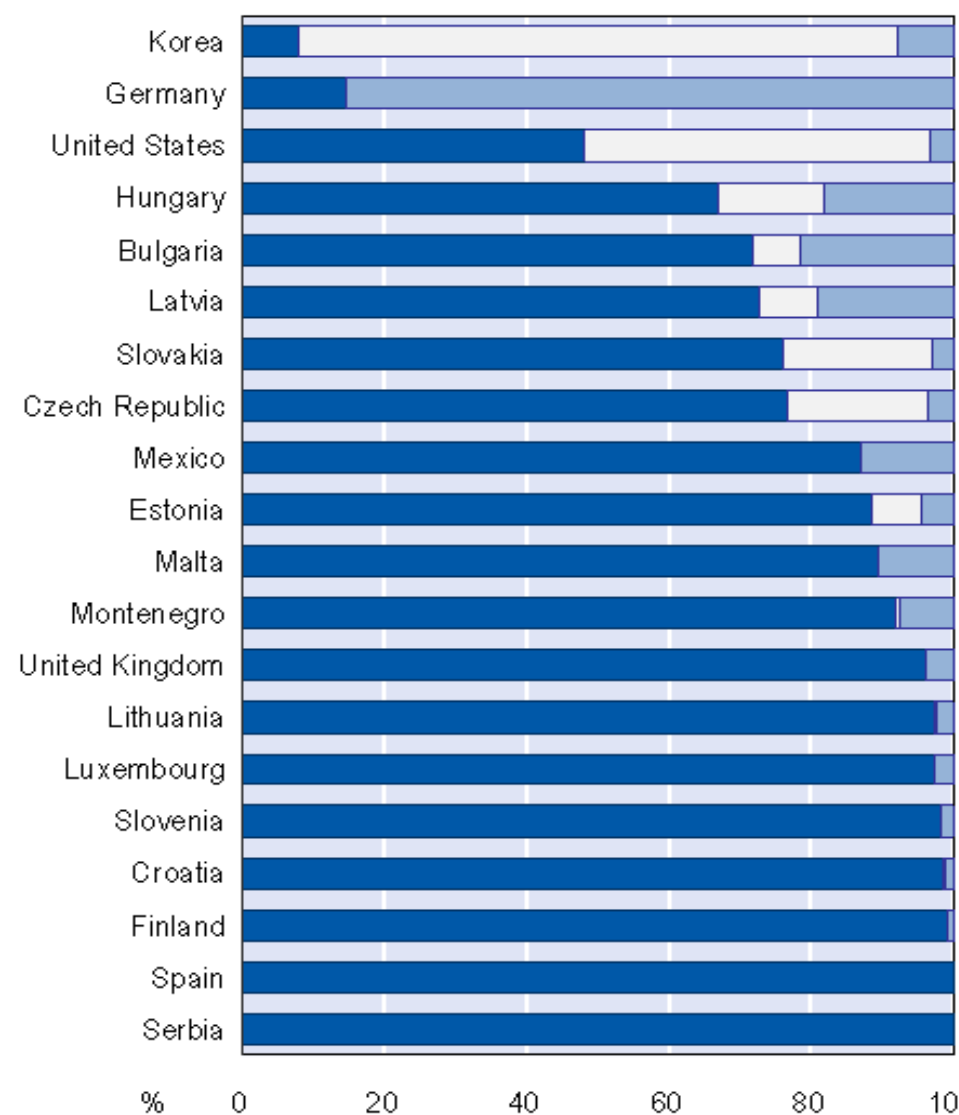
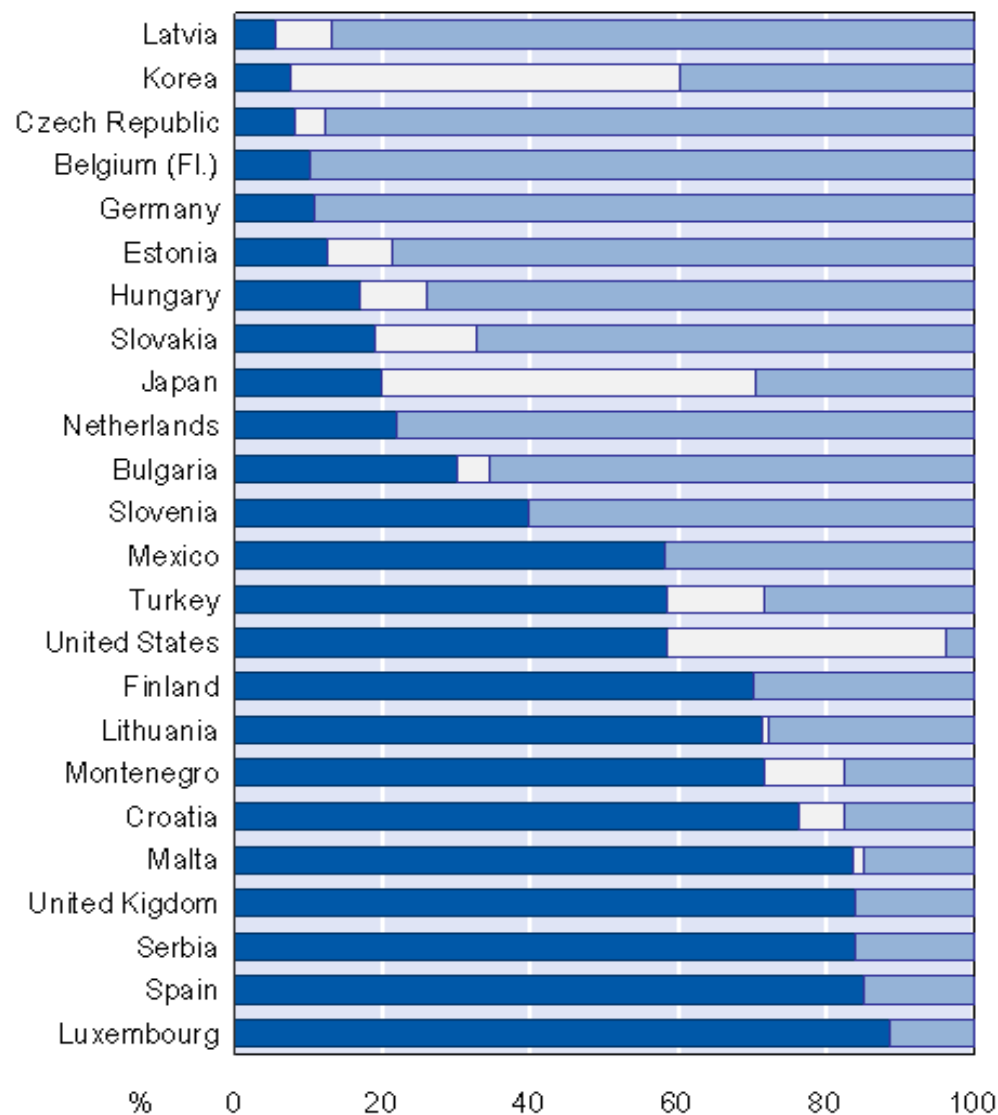


Pupils with disabilities

Pupils with learning difficulties

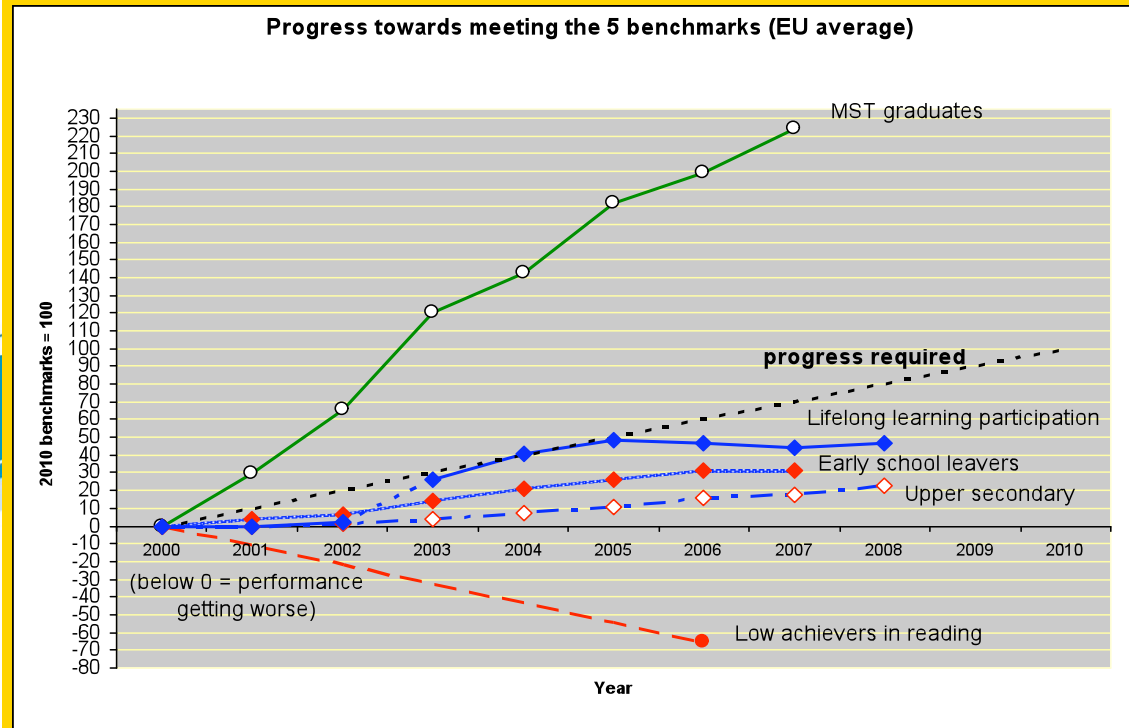
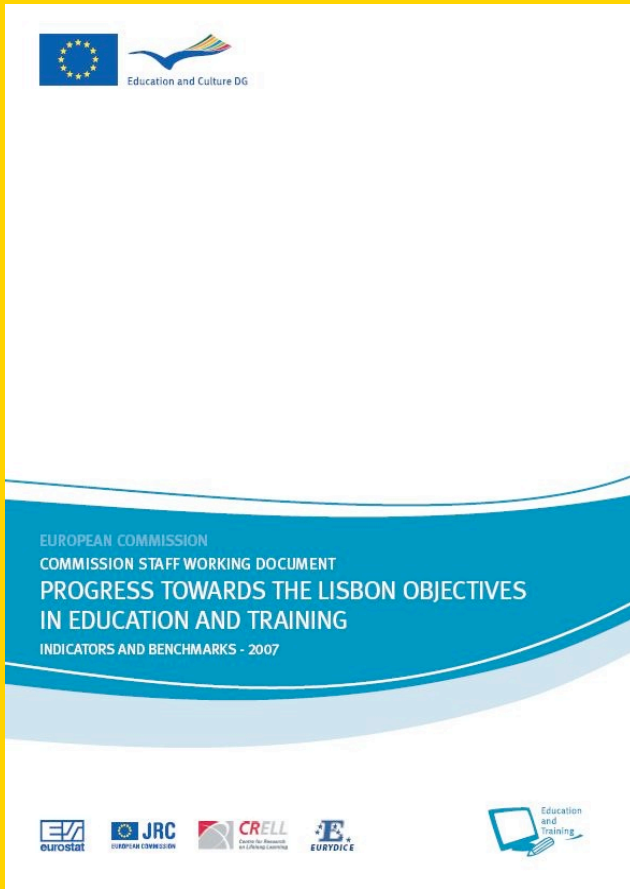
■ Regular classes □ Special classes ■ Special schools

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Annual Progress Report

2009 report released on 25 November



http://ec.europa.eu/education/policies/2010/progressreport_en.html

Conclusion

- The OMC ensures structured policy co-operation in policy fields where the EU has limited legislative powers.
- It allow a framework within which the Commission organises peer learning activities between Member States interested in sharing best practice and jointly developing national policies and systems in specific fields.
- The OMC demands a strong evidence base on which to draw policy messages, share best practice and measure progress.

