

## Instrumentos e Marcas de Referências – Estratégia de Lisboa

“A implementação desta estratégia passa pela melhoria dos procedimentos existentes, pela introdução de um **novο método aberto de coordenação** a todos os níveis, em conjugação com um reforço do papel de orientação e coordenação desempenhado pelo Conselho Europeu, por forma a assegurar uma direcção estratégica mais coerente e um acompanhamento mais eficaz dos progressos realizados. Deverá realizar-se todos os anos, na Primavera, uma reunião do Conselho Europeu tendo em vista definir os mandatos pertinentes e assegurar o respectivo acompanhamento.”

Conclusões da Presidência, Conselho Europeu de Lisboa 23 e 24 de Março de 2000, **p.3**

“Para tirar o maior partido possível desta oportunidade, o Conselho e a Comissão são convidados a elaborar um Plano de Acção abrangente "eEuropa", a apresentar ao Conselho Europeu de Junho deste ano, utilizando um método aberto de coordenação baseado na aferição (*benchmarking*) de iniciativas nacionais, em combinação com a recente iniciativa "eEuropa" da Comissão e com a sua comunicação "Estratégias de criação de empregos na sociedade da informação".

Conclusões da Presidência, Conselho Europeu de Lisboa 23 e 24 de Março de 2000, **p. 3**

26. “O Conselho Europeu solicita por conseguinte aos Estados-Membros, de acordo com as suas regras constitucionais, ao Conselho e à Comissão que tomem as medidas necessárias nas áreas da sua competência para alcançar as seguintes metas:

- um aumento anual substancial do investimento per capita em recursos humanos;
- o número de jovens da faixa etária dos 18-24 anos que apenas têm estudos secundários de nível inferior e que não estão a prosseguir os estudos ou a formação deverá ser reduzido para metade até 2010;”

Conclusões da Presidência, Conselho Europeu de Lisboa 23 e 24 de Março de 2000, p.10

29. “Neste contexto, convidam-se o Conselho e a Comissão a abordar as quatro áreas-chave seguintes:

- melhorar a empregabilidade e reduzir as lacunas de formação, em particular fornecendo aos serviços de emprego uma base de dados à escala europeia sobre empregos e oportunidades de aprendizagem; promover programas especiais para permitir às pessoas desempregadas colmatar as suas lacunas de formação;
- conferir uma maior prioridade à aprendizagem ao longo da vida como componente básica do modelo social europeu, inclusive através do incentivo a acordos entre os parceiros sociais em matéria de inovação e formação ao longo da vida; através da exploração da complementaridade entre a aprendizagem ao longo da vida e a adaptabilidade, assegurando uma gestão flexível do tempo de trabalho e da rotação de empregos; e através da introdução de um prémio europeu para as empresas particularmente avançadas neste capítulo. Os progressos feitos em relação a estes objectivos deverão ser aferidos (*benchmarked*);”

Conclusões da Presidência, Conselho Europeu de Lisboa 23 e 24 de Março de 2000, **p. 11**

37. "A consecução do objectivo estratégico será facilitada pela aplicação de um novo método aberto de coordenação conduzindo à divulgação de melhores práticas e favorecendo uma maior convergência no que respeita aos principais objectivos da UE. Este método, que foi delineado para ajudar os Estados-Membros a desenvolverem progressivamente as suas próprias políticas, implica:

- que sejam definidas, para a União, orientações combinadas com calendários específicos para a consecução dos objectivos nelas fixados a curto, médio e longo prazo;
- que sejam estabelecidos, sempre que necessário, indicadores quantitativos e qualitativos e *benchmarks* de entre os melhores do mundo, adequados às necessidades dos diferentes Estados-Membros e sectores como um método de comparação das melhores práticas;
- que essas orientações europeias sejam traduzidas em políticas nacionais e regionais, por via da definição de metas específicas e da adopção de medidas, tendo em conta as diferenças nacionais e regionais;
- que se proceda periodicamente à monitorização, à avaliação e à análise pelos homólogos, organizadas como um processo de aprendizagem recíproca."

Conclusões da Presidência, Conselho Europeu de Lisboa 23 e 24 de Março de 2000, p. 4

38. "Será aplicada uma abordagem plenamente descentralizada consentânea com o princípio da subsidiariedade, em que a União, os Estados-Membros, as instâncias regionais e locais, bem como os parceiros sociais e a sociedade civil, estarão activamente associados, através do recurso a formas variáveis de parceria. A Comissão Europeia, através de um trabalho em rede com os diversos fornecedores e utilizadores, designadamente os parceiros sociais, as empresas e as ONG, elaborará um método de *benchmarking* das melhores práticas de gestão da mudança.

39. O Conselho Europeu formula um apelo especial ao sentido de responsabilidade social das empresas no que toca às melhores práticas de aprendizagem ao longo da vida, organização do trabalho, igualdade de oportunidades, inclusão social e desenvolvimento sustentável.

#### ***Mobilizar os meios necessários***

41. O cumprimento do novo objectivo estratégico assentará principalmente no sector privado, bem como nas parcerias sector público-sector privado.

Dependerá da mobilização dos recursos existentes nos mercados, bem como dos esforços dos Estados-Membros. O papel da União é o de actuar como catalisador nesse processo, criando um quadro eficaz para a mobilização de todos os recursos disponíveis para a transição para a economia baseada no conhecimento, e acrescentando o seu próprio contributo para esse esforço através das políticas comunitárias existentes, no respeito da Agenda 2000."

Conclusões da Presidência, Conselho Europeu de Lisboa 23 e 24 de Março de 2000, **p. 15.**

In the light of these challenges and developments, with the aim of contributing to the "new strategic goal" for Europe, the Ministers of Education have adopted the following concrete strategic objectives for the coming ten years.

♦ **Increasing the quality and effectiveness of education and training systems in the European Union**

♦ **Facilitating the access of all to the education and training systems**

♦ **Opening up education and training systems to the wider world"**

Council of European Union, "The concrete future objectives of education and training systems", 2001, p. 7

"If the knowledge society is to become a reality, all actors in the education and training process have to be ready to learn; and mutual learning between Member States, as implicit within an "open method of co-ordination" is a way of increasing the quality of service delivered to the citizen."

Council of European Union, "The concrete future objectives of education and training systems", 2001, p. 16

"Achieving the agreed objectives will draw on policy cooperation using the new Open Method of Coordination in order to enhance the value added of European action, in accordance with Articles 149 and 150 of the Treaty. This is based on the identification of shared concerns and objectives, the spreading of good practice and the measurement of progress through agreed instruments, comparing achievements both between European countries and with the rest of the world."

Detailed Work Programme on the Follow-Up of the Objectives of Education and Training Systems in Europe, 2002, p. 4.

"4.1 (...) The Lisbon Conclusions defined the Open Method of Coordination as a *means of spreading best practice and achieving greater convergence towards the main EU goals* and indicated that it would be *a fully decentralised approach using variable forms of partnerships and designed to help Member States to develop their own policies progressively*. The Open Method of Coordination will draw on tools such as indicators and benchmarks as well as on comparing best practice, periodic monitoring, evaluation and peer review etc. organised as mutual learning processes."

Detailed Work Programme on the Follow-Up of the Objectives of Education and Training Systems in Europe, 2002, p.10

"4.3 The Open Method of Coordination will be used for each of these objectives thereby harnessing their European added value. It will be however applied in a differentiated way to the various objectives, drawing in each case on the most appropriate tools. This will make it possible to focus action and to use the limited financial and human resources available in the most efficient way. A monitoring of progress towards the objectives set will be ensured across the board, using in each case the most relevant quantitative and/or qualitative tools available."

Detailed Work Programme on the Follow-Up of the Objectives of Education and Training Systems in Europe, 2002, p.10

5.1 Within this framework of the Open Method of Coordination a single comprehensive strategy will be implemented as shown in the attached Detailed Work Programme It will consist of two main strands of activity : the work on common challenges aimed at supporting Member States in improving their own education and training systems, and efforts to release the potential of

transnational activity in education and training. The implementation of the Work Programme will bring coherence to the various sectoral policies in education and training while respecting the input and the particular focus of each. Specific or new strands of action such as those proposed in the Commission's Communication on Lifelong Learning will not lead to the launching of a parallel coordination process but will, where relevant, be integrated into the framework of the 3 strategic and 13 objectives in the Work.

Detailed Work Programme on the Follow-Up of the Objectives of Education and Training Systems in Europe, 2002, p.11

5.2. The implementation of the Detailed Work Programme will also be supported by European cooperation in other forms: Community programmes, action plans, visits of decision makers, comparative and prospective studies, statistical and other surveys, pilot projects, etc. Many of these build on and complement the work of other international organisations (such as the OECD and the Council of Europe), networks, cooperation schemes or pilot projects between Member States or with candidate countries (e.g. on sustainable professionalisation or basic skills.).

Detailed Work Programme on the Follow-Up of the Objectives of Education and Training Systems in Europe, 2002, p.11

**“[Objective 1. INCREASING THE QUALITY AND EFFECTIVENESS OF EDUCATION AND TRAINING SYSTEMS IN THE EUROPEAN UNION. Developing skills for the knowledge society - Increasing literacy and numeracy] Indicators for measuring progress (Indicative list to be reviewed as appropriate):**

- People completing secondary education
- Continuous training of teachers in areas of emerging skills needs
- Literacy Attainment Levels (PISA)
- Numeracy/ Mathematics Attainment Levels (PISA)
- Learning to learn Attainment Levels
- Percentage of adults with less than upper secondary education who have participated in any form of adult education or training, by age group.”

Detailed Work Programme on the Follow-Up of the Objectives of Education and Training Systems in Europe, 2002, p.17

“Na presente Comunicação, a expressão "parâmetros de referência" ("benchmarks") é utilizada em relação a objetivos concretos, classificados em seis áreas:

- Investimento na educação e formação
- Abandono escolar precoce;
- Diplomados em Matemática, Ciências e Tecnologias
- População que concluiu o ensino secundário superior
- Competências-chave
- Aprendizagem ao longo da vida.”

Comunicação da Comissão. Parâmetros de referência europeus para a educação e a formação: seguimento do Conselho Europeu de Lisboa, 2002, p. 4

A Comissão convida o Conselho a adoptar os seguintes parâmetros de referência europeus:

- Até 2010, todos os Estados-Membros deverão reduzir os níveis de abandono escolar precoce, no mínimo, para metade, com referência à taxa registada no ano 2000, por forma a atingir uma taxa média UE igual ou inferior a 10%.
- Até 2010, os Estados-Membros deverão garantir uma percentagem média na UE de cidadãos de 25-64 com habilitações mínimas correspondentes ao ensino secundário superior igual ou superior a 80%.
- Até 2010, o nível médio europeu de participação na aprendizagem ao longo da vida deverá ser equivalente, no mínimo, a 15% da população adulta em idade activa (25-64 anos), não devendo em nenhum país ser inferior a 10%.

Comunicação da Comissão. Parâmetros de referência europeus para a educação e a formação: seguimento do Conselho Europeu de Lisboa, 2002, p. 4

“A Comissão convida o Conselho a adoptar os critérios de referência propostos na presente comunicação até Maio de 2003, a fim de que sejam considerados no relatório intercalar sobre a aplicação do Programa de trabalho pormenorizado relativo aos objectivos concretos dos sistemas de educação e formação na Europa, que deverá ser apresentado ao Conselho Europeu da Primavera em 2004, (...)”

Comunicação da Comissão. Parâmetros de referência europeus para a educação e a formação: seguimento do Conselho Europeu de Lisboa, 2002, p. 4

“Na presente Comunicação, o termo "parâmetro de referência" é utilizado com referência a objectivos concretos com base nos quais é possível medir os progressos realizados. O conceito é utilizado quando são apresentados dados comparativos com vista a identificar o nível relativo de desempenho de cada país da UE ou no contexto mais vasto da Europa. Sempre que possível, a comparação será feita com o "resto do mundo", representado pelos Estados-Unidos e o Japão, utilizando-se para cada indicador dados relativos à média dos 15 Estados-Membros da UE e à média dos três Estados-Membros com melhores resultados.”

Comunicação da Comissão. Parâmetros de referência europeus para a educação e a formação: seguimento do Conselho Europeu de Lisboa, 2002, p. 7

“A Comissão analisou a possibilidade de traduzir os parâmetros de referência europeus propostos em parâmetros nacionais, em particular, de forma a considerar as amplas variações de desempenho entre Estados-Membros, como ilustrado pelos anexos ao presente documento. Por razões de subsidiariedade, mas também por acreditar que todos os Estados-Membros deverão permanecer mobilizados em tornos de objectivos ambiciosos, conforme estabelecidos pelo Conselho Europeu, a Comissão decidiu não o fazer nesta fase. Todavia, parece óbvio que os Estados-Membros com níveis de prestação baixos terão de realizar um esforço significativamente maior do que os outros Estados para que os parâmetros de referência europeus comuns possam ser cumpridos.”

Comunicação da Comissão. Parâmetros de referência europeus para a educação e a formação: seguimento do Conselho Europeu de Lisboa, 2002, p. 8

**“[1.2 A new and enhanced method of cooperation]** Learning from one another in a more systematic and more structured way, and thus improving national policies in relation to the objectives set jointly, is central to the open method of coordination applied in education and training. This enhanced approach to cooperation defined by the Lisbon European Council is based on the principle that the changes and reforms defined nationally become more effective when they can draw on successful experience acquired elsewhere and on the factors which determined this success.”

Commission Staff Working Document - Implementation of the "Education & Training 2010" programme, 2003, p. 9

“The recognition and validation of non-formal and informal learning and the development of appropriate guidance and counselling services are key dimensions of the policies to be implemented.”

Commission Staff Working Document - Implementation of the "Education & Training 2010" programme, 2003, p. 25

Indicators and European reference levels (“benchmarks”) are among the instruments of the open method of co-ordination which are important for the "Education & Training 2010" work programme. The Ministers of Education took a decisive step in May 2003 by agreeing on five European benchmarks to be attained by 2010, while stressing they do not define national targets nor prescribe decisions to be taken by national governments. Some countries have translated these into national objectives as a contribution to attaining the European reference levels.

"EDUCATION & TRAINING 2010" THE SUCCESS OF THE LISBON STRATEGY HINGES ON URGENT REFORMS,  
Brussels, 2004, p. 12

Completing upper secondary education is increasingly important not just for successful entry into the labour market, but also to allow students access to the learning and training opportunities offered by higher and further education. Member States therefore agreed that by 2010, at least 85% of 22-year olds in the European Union should have completed upper secondary education. The current level of completion of upper secondary education in the EU reached 76% in 2002. Inclusion of acceding countries, which have a completion rate of 90%, slightly improves the EU average to 78.8%. If present trends can be sustained, Member States should be on track to reach the objective in 2010.

"EDUCATION & TRAINING 2010" THE SUCCESS OF THE LISBON STRATEGY HINGES ON URGENT REFORMS,  
Brussels, 2004, p. 19

“In a knowledge-based society, people must continue to update and improve their competences and qualifications, and make use of the widest possible range of learning settings. An analysis of the national contributions received in follow-up to the Council Resolution on lifelong learning corroborates the progress and the shortcomings already observed in the context of the analysis

of the national action plans for employment and in the recent report of the Employment Task force. In many countries, certain links in the lifelong learning chain are insufficiently developed. (...) The objective of achieving a 12.5% rate of adult participation in further education and training calls for special attention in most (current and future) Member States. The rate of participation in 2002 has been estimated at 8.5% in the EU, i.e. a mere 0.1% higher than in 2001 and at only 5.0% in the acceding countries. What is more, that figure, which had been steadily rising since the mid-1990s, has been stable over the last years.”

”EDUCATION & TRAINING 2010” THE SUCCESS OF THE LISBON STRATEGY HINGES ON URGENT REFORMS,  
Brussels, 2004, p. 20

“The development of common European references and principles can usefully support national policies. Although such common references and principles do not create obligations for Member States, they contribute to developing mutual trust between the key players and encouraging reform. These common references and principles are being developed with regard to a number of major aspects of lifelong learning as part of the implementation of the work programme of the objectives of education and training systems and of the Copenhagen Declaration.”

”EDUCATION & TRAINING 2010” THE SUCCESS OF THE LISBON STRATEGY HINGES ON URGENT REFORMS,  
Brussels, 2004, p. 20

“[Strengthen co-operation and monitoring of progress] In order to maintain the momentum, which has been built, the Council and the Commission consider that it is essential to establish a regular follow-up of progress made towards the common objectives of education and training systems. This represents an important step forward in terms of increasing the impact and efficiency of the open method of co-ordination in the field of education and training. At the same time, such a follow-up mechanism should avoid creating too much bureaucracy.”

”EDUCATION & TRAINING 2010” THE SUCCESS OF THE LISBON STRATEGY HINGES ON URGENT REFORMS,  
Brussels, 2004, p. 32

“[Priorities for 2005] With so much implementation still to be done, **the Member States must now commit more firmly to pursuing the reforms** defined since the Lisbon European Council. Accordingly, the Commission proposes that the European Council take the necessary decisions, while emphasizing the importance of swift action, in the following three priority areas:

- **Improving investments in knowledge and networks**, by implementing the ‘Growth Initiative’, all the while giving greater priority to the level and quality of investments in research, education and training; (...)
- Finally, **promoting active ageing** by encouraging older workers to remain work force and through a modernisation of educational systems for lifelong learning, of work organisation, and of prevention and health care systems.”

Commission of the European Communities, Delivering Lisbon, Reforms for the Enlarged Union, 200 4, p.2

*“[Productivity still too low (...)... and education and training] Investment – both public and private – in human capital is still inadequate. Whereas the level of public expenditure on education as a proportion of GDP in the Union (4.9%) is comparable to that in the United States (4.8%) and even superior to that in Japan (3.6%), the level of private investment is markedly inferior. The private sector contributes three times more in Japan and five times more in the United States than in Europe. Recent studies demonstrate that one additional year of schooling can increase aggregate productivity by 6.2% for a typical European country. This improvement is particularly marked in Southern Europe, reaching 9.2% for Portugal.”*

Commission of the European Communities, Delivering Lisbon, Reforms for the Enlarged Union, 200 4, p. 11

– “[EUROPE OF KNOWLEDGE: REFERENCE LEVELS FOR EDUCATION/TRAINING] The proportion of adults aged from 25 to 64 with upper secondary education rose from 55.4% in 1995 to 64.6% in 2002. As regards the 20-24 year-old category, the average for the new Member States is much higher than that of the current Union (86% versus 73%). – The percentage of **young people dropping out of the school system without any qualifications** was 18.1% in 2003. However, this is still a long way away from the target of 10% by 2010, and the rate remains very high in Portugal (41.1% in 2003), which calls for urgent action. – Adult participation in **life-long learning and training** has increased a lot over the past few years, reaching 8.5% in 2002. Nevertheless, the aim of raising this rate to 12.5% by 2010 will require major efforts, via customised national strategies in particular. – 17.2% of young Europeans aged 15 do not have the **minimum necessary skills** (reading, writing, arithmetic).”

Commission of the European Communities, Delivering Lisbon, Reforms for the Enlarged Union, 200 4, p. 12

“On the one hand, the open method of co-ordination defines the common outcomes or objectives in a given policy area. On the other hand, the open method of co-ordination is an instrument for identifying best policy practices, using the diversity of policy approaches in European countries as a grand reservoir of ideas for possible policy measures to achieve the agreed objectives or outcomes. The full use of indicators and benchmarks is central for the success of the method. In Brussels, March 2003, the European Council called explicitly for “using benchmarks to identify best practice” in the follow-up of the Lisbon Objectives and especially in order to ensure efficient and effective investment in human resources.”

Commission staff working paper: Progress towards the common objectives in education and training - Indicators and Benchmarks, 200 4, p. 9

“The use of indicators for monitoring progress in the follow-up to the Lisbon conclusions is inherent to the process. In each one of the Commission reports to the Spring summits, the so-called Synthesis reports, an analysis is presented on progress made towards achieving the Lisbon ambition using a framework of structural indicators (including 42 indicators in 2003).”

Commission staff working paper: Progress towards the common objectives in education and training - Indicators and Benchmarks, 200 4, p. 10

“This report analyses performance and progress of education and training systems using 29 indicators. The decision on the indicators to be used within the framework of the Open Method of Co-ordination in the field of education and training should, in accordance with the Detailed Work Programme, be endorsed by the Council.”

Commission staff working paper: Progress towards the common objectives in education and training - Indicators and Benchmarks, 200 4, p. 12

#### **“Skills for the Knowledge Society**

Indicator n°4 **Completion of upper secondary education**

Indicator n°5 **Low-performing students in reading literacy**

Indicator n°6-8 **Performance in reading, mathematical and scientific literacy**

Indicator n°9 **Participation in education or training of initially low qualified people**

(...)

#### **Making Learning more Attractive**

Indicator n°20-21 **Participation in continuing**

Indicator n°22 **Participation rates in education”**

Indicator n°23 **Early school leavers**

Commission staff working paper: Progress towards the common objectives in education and training - Indicators and Benchmarks, 200 4, p. 13

“ [Melhor Governação] 38. É importante que as acções empreendidas pela UE e pelos Estados-Membros contribuam em maior escala e de forma mais concreta para o crescimento e para o emprego. Neste espírito, será criado um dispositivo simplificado. O seu objectivo é triplo: facilitar a identificação das prioridades, respeitando o equilíbrio global da estratégia e a sinergia entre os seus diferentes elementos; melhorar a execução dessas prioridades no terreno, velando por um maior envolvimento dos Estados-Membros; racionalizar o processo de acompanhamento, a fim de melhor compreender a forma como a estratégia é aplicada a nível nacional.

Conclusões da Presidência, Conselho Europeu, 22 e 23 de Março de 2005, p. 13

“Com base nas "orientações integradas",

- Os Estados-Membros elaborarão, sob a sua responsabilidade, "programas nacionais de reforma" que respondam às suas necessidades e à sua situação específica. Esses programas serão objecto de consulta com todas as partes interessadas a nível regional e nacional, designadamente as instâncias parlamentares, segundo os procedimentos próprios de cada Estado-Membro. Esses programas terão em conta os ciclos que afectam as políticas nacionais e poderão ser revistos caso a situação se altere. Os Estados-Membros reforçarão a respectiva coordenação interna, eventualmente mediante nomeação de um "coordenador nacional Lisboa";”

“Monitoring of performance and progress is an essential part of the Lisbon process. Periodic monitoring allows the identification of strengths and weaknesses, thereby providing guidance and strategic direction in implementing the Education & Training 2010 strategy. Consequently, an annual report “Progress towards the Lisbon Objectives in Education and Training” will be prepared.”

Commission Staff Working Paper, Progress towards the Lisbon Objectives in Education and Training, 2005, p. 5

“Completing upper-secondary education is increasingly important not just for successful entry into the labour market, but also to allow students access to the learning and training opportunities offered by higher education. It will take considerable efforts to raise the completion rate from its present level of 76.4% to the target of 85%, given that the completion rate has hovered between 76 and 77 % since 2000. The completion rate would have to improve by 1.5 percentage points per year in order to reach 85% by 2010. (...) **Portugal and Malta have low completion rates but have made rapid progress in recent years.**”

Commission Staff Working Paper, Progress towards the Lisbon Objectives in Education and Training, 2005, p. 16

“The Lisbon strategy and the open method of co-ordination radically changed European policy co-operation in the area of education and training. It provided a platform to discuss education and training policies at European level, and the OMC offered the opportunity to build a coherent policy framework without impinging on national competences. Recognising the pivotal role of education and training in the knowledge society, the European Council (Lisbon) invited Ministers of Education “to reflect on the concrete future objectives of education systems,” and to concentrate on “common concerns and priorities.””

Commission Staff Working Paper, Progress towards the Lisbon Objectives in Education and Training, 2006, p. 7

“However, in 2006 these goals still pose a serious challenge for education and training systems in Europe. There has been clear progress and accomplishment of the EU benchmark on increasing the number of maths, science and technology graduates. But there is too little progress against the benchmarks related most closely to the knowledge based society and social inclusion. Unless significantly more efforts are made in the areas of early school leaving, completion of upper-secondary education, and key competences, a high proportion of the next generation will face social exclusion, at great cost to themselves, the economy and society.”

Commission Staff Working Paper, Progress towards the Lisbon Objectives in Education and Training, 2006, p. 7

[“The core indicator: **Share of the population with high educational attainment**] The Council Conclusion of May 2007 adopted educational attainment of the population as one of sixteen core indicators for measuring progress on education and training systems. The Commission emphasised the **Share of the population with high educational attainment** as the central indicator for monitoring progress towards the knowledge-based economy. Whereas the basic

requirement for the post-war economy was secondary education, the one for a knowledge-based economy is higher education.”

Commission Staff Working Document **PROGRESS TOWARDS THE LISBON OBJECTIVES IN EDUCATION AND TRAINING** Indicators and Benchmarks, 2009, p. 63