Regional Governance and Lifelong Learning Policies

Building a broad strategy for the next European planning period

Proceedings e report

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Building a broad strategy for the next European planning period

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PRESENTATION

As the Committee of the Regions maintains: any important strategic community reform must be accompanied by a territorial plan of action, it must be founded on multilevel governance, i.e. on coordinated action of the Union, of the Member States and of the regional and local entities founded on partnership and aimed at defining and implementing EU policies.

This is why Earlall and the Member Governments are committed to drawing up this Comparative Paper, the purpose of which is to identify the contribution that the Regions can make in implementing European strategy in the field of lifelong learning within the framework of European cooperation in the education and training sector in the 2020 perspective.

The conclusions of the Lisbon Strategy evaluation documents published by the Commission on 2nd February 2010 also aim at this. The Commission also recognises that the Lisbon Strategy did not have the necessary tools for dealing with some of the causes of the crisis. Thus, between commitments and concrete actions there is an implementation gap and it points out how the involvement of regional, local and social partners was less significant than what was due; even though in the sectors concerned by the Lisbon Strategy the regional and local actors often had important political competences and considerable resources.

The response of 120 Regional Governments to the consultation on Europe 2020 gave precise indications about some of the decisions to be taken on the matter: it deals with "reinforcing the role of regional and local authorities in the strategy, in order to guarantee a full and equal partnership among the various government levels, i.e. "multilevel governance".

In the lifelong learning field, many regional and local authorities demand important competences since they are the institutional subjects that can make a significant contribution to creating *in loco* reforms. The same can be said for educational and innovation policies, infrastructures, the job market, social inclusion, the environment, high quality public services and ICT policy.

An analysis of the regional policies described in the first part of this document shows how the Regional Governments have an essential role regarding:
- Qualifying the offer of competences
- Reform and qualification of training systems
- Preparation of such duties through governance that implies the commitment of all public and private actors.

The conclusion of this study is unequivocal: the local strategies and policies determine the likelihood of success of a lifelong learning strategy that will not be content to just stop at stating goals. This is the level where institutional competences and the capability for directing and managing expenses for developing the offer of competences must be reinforced.

Gianfranco Simoncini-President of Earlall

INTRODUCTION: REGIONAL POLICIES FOR LIFELONG LEARNING NEEDS AND RESPONSES IN THE CONTEXT OF THE ECONOMIC CRISIS

Regional policies in education and training are particularly suitable to address issues of skills supply, such as those caused by the impact of the economic recession:

- The impact of the economic recession varies from Region to Region. Some Regions are hit harder than others due to prominence of sectors that are particularly affected (manufacturing, textile etc). This means that people who already have sector specific knowledge, (sometimes a lot) skills and competence will be laid off and require targeted re-training in order to find employment in other sectors or to set up an enterprise. Regions are much better placed to design targeted actions based on analysis of existing needs and opportunities than, for example, state or European authorities.
- Similarly, the way the labour markets will restructure in the future will also vary across Regions. These will see different economic sectors rising through the influence of the regional development policies they will establish. This will influence the future skills demand at regional level and should impact on the content of the education and training being provided locally.
- All governmental policies depend on local or regional networks of institutions (such as education and training institutions, Public Employment Services, employers) that are in contact with and take in charge the final target group – i.e. the individual. The quality, relevance and efficiency of these interventions are closely related to regional conditions and opportunities for cooperation among these stakeholders.

This study starts from this supposition. Therefore the work is aimed above all at collecting basic information that would give evidence about the institutional competences pertaining to the Regional and Local Governments. The sample considered is limited but meaningful. It includes a national Government operating within a state context (Wales), an age-old autonomist Regional Government (Generalitat de Catalunya), two Regional Governments operating within regionalised States (Spain with Andalusia and Italy with Tuscany), a province of a unitarian State (Jämtland in Sweden), a province of a regionalised State (Livorno in Italy).

For each of the Regional and Provincial Governments considered, correspondence between regional policies and European policies was examined, then the aims of regional policies and planning processes

was described, meaning the different methods of governance and programming.

Materials were collected by experts in the Regional and Local Governments that were involved. A homogenous describer device was used for data collection to aid comparison between the different models. This comparison was accompanied by peer learning work, the object being specific measures of regional policies. These materials will not be published since they are accessible on line at: www.mutual-learning.eu where a database is available in which the description of policy measures relative to the various lifelong learning sectors have been accumulated since 2005.

For the purposes of this paper, and in the interests of clarity, we have avoided use of the terms 'national' or 'country' to refer to the EU Member State level of government – preferring instead the term 'State' or the full 'Member State'. Precoll project partners recognise that in parts of the EU the words 'country' or 'nation' can and are also widely used to refer to areas within Member States (for the purposes of this paper, referred to as Regions).
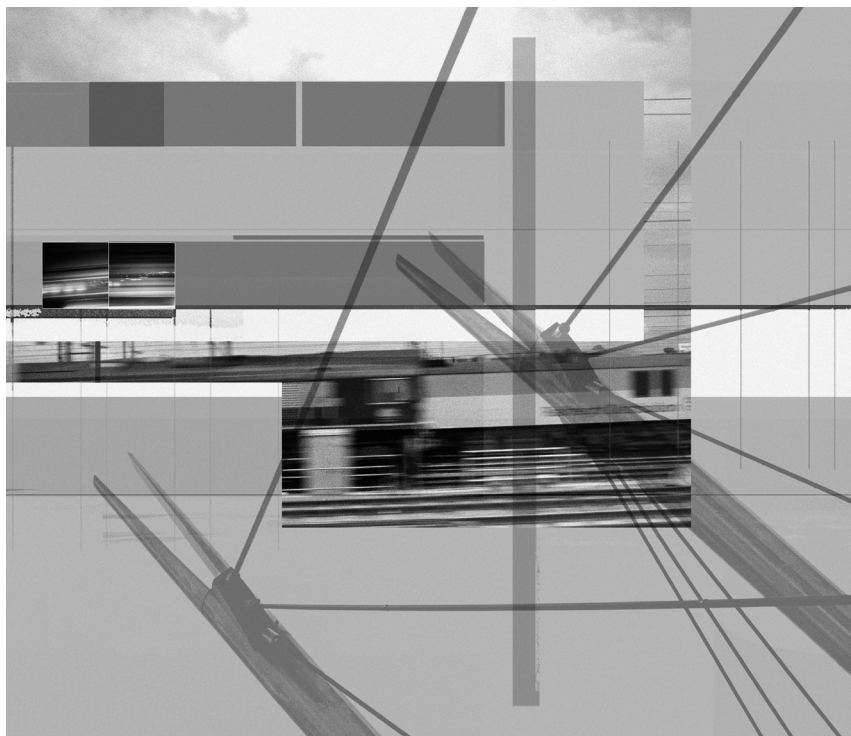
1. REGIONAL GOVERNMENTS LIFELONG LEARNING POLICIES IN THE EUROPEAN PERSPECTIVE

1.1. Autonomy and powers of the Regions and regional governance systems (social partners)

Regional public policies, which support the creation of know-how via education, training and research, are a key factor in regional economic growth. The Regional Governments support change in the Regions by creating infrastructures (high quality sites, basic infrastructures, technologies and know-how), nurturing a context that favours development (enterprise culture, specialist poles or clusters, finance, etc.), backing the presence of a skilled workforce, which is the result of managing demographic dynamics and the distribution of high-level training.

Many Regions have institutional powers and responsibilities with regard to training human and social capital within their territories.
To ensure their policies are at their most effective, or in response to social or cultural need, a number of Member States have increased the powers of Regional and Local Government. There has been an increased tendency to devolve the government of factors influencing economic and social development to the regional and local level.

At present, approximately two-thirds of the European population live in countries where power has to varying degrees been decentralised to regional parliaments and local authorities. Regions which in total account for 203 million inhabitants in eight member states have legislative powers. In others, such as France or Poland, a degree of regionalisation has taken place but Regions do not have legislative power as such, while in many Nordic state policies are driven by local or municipal authorities.

The majority of Europe's 495 million citizens live in states where regional and local authorities have competences in the field of lifelong learning and employment policy. In these States, Regional and Local Governments operate in conjunction with the central state government and their actions have a profound impact on the equity and efficiency of the education and training systems, levels of innovation and the degree of modernisation of training systems.

As set out in the last Cohesion reports, over the past ten years there has been an increase in the share of investment under the control of local authorities. This means that activating the Copenhagen Process and its

priorities, and attaining the benchmarks of the Lisbon strategy and the goals of 2020 EU Strategy is possible only through the commitment and effort of Local and Regional Governments.

Regional and Local Governments have - in several countries - a major role in financing education and training measures. They also make decisions on which type and content of training will be funded and they are instrumental in cooperating with employers.

1.2. Examples from Regional Governments

1.2.1. Junta de Andalucía[1]

The State Government retains responsibility for the general regulation of the system, inspection, general grants and guarantee for all Spanish people in the exercise of educative rights.

Decentralized Educational System: Educative responsibilities have been transferred and developed by the 17 Regional Governments (Autonomous Communities).
The "Junta de Andalucía" is the institution of government in the Andalusia Autonomous Community. It is constituted by three main bodies: Parliament of Andalusia, the Chair of the Board of Andalusia and the Governing Council. By 2005, it managed a budget of more than 25,000 million euros, and has over 200,000 employees. The Parliament of Andalusia is the Legislative Assembly of the Autonomous Community, with the capability to develop and adopt laws and the election and dismissal of the Chairman of the Board of Andalusia. It is composed by deputies elected by direct universal suffrage, which represents the people of Andalusia. The Parliament of Andalusia was founded in 1982, following the adoption of the Statute of Autonomy in 1981.
The Governing Council is the highest administrative and political body of the Community, to which the exercise of regulatory power and performance of the executive and administrative functions of the Board of Andalusia. It comprises the Chairman of the Board of Andalusia, as Chairman, and the Directors appointed by him to take charge of various departments. The current Government (2008-2012) was formed at the beginning of the VIII Legislature, after the elections on March 9, 2008. The President appointed 15 Ministers, among which there are two vice presidents.

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[1] Most of the information and figures given in this document has been directly provided by the Educational Departments in Junta de Andalucía and extracted from the Annuary Reports in Junta de Andalucía.

The Ministry of Education in Andalusia is the administrative authority with all competences transferred from the state government in educational matters. It is regulated by the Education Law for the Andalusia Region, the first autonomous education law which develops and adapts to the Andalusian national identity the content of the National Organic Education Law (LOE-*Ley Orgánica 2/2006, de 3 de mayo, de Educación*). In these two updated bodies of law, the Lisbon Agreements are generally considered and the European Benchmarks thoroughly adopted.

The Regional Ministry of Education has been developed since the last election to face new education challenges and agreement of the Lisbon European Summit. Its structure consists of seven General Directorates, apart from the cabinet of the Minister and Deputy Minister.
These General Directorates include: Treasury; School Planning; Evaluation and Education Policy; Management; Vocational Education, Training and Lifelong Learning; and Participation and Equality in Education. The management of financial and human resources at all levels of public education, except for Universities, is the responsibility of the Regional Education Authority.

In the National Education Law 2/2006 (*Ley Orgánica de Educación*), curricula contents are established in a common format with specific details according to objectives, basic competences, subject contents, didactic and teaching methods, assessment and evaluation procedures for the different education levels. In order to guarantee a basic general framework of contents, 55% are common for all the Autonomous Communities with a co-official language (such as Catalunya and the Basque Country) and a 65% for the monolingual communities (such as Andalucía).

The remaining curriculum elements are adapted by the regional authorities to the particular regional requirements and specific contents. Following the last government legislature, responsibility for Universities does not fall under the regulations of the Ministry of Education, but is located within the Innovation Ministry. Each dilatational level has a specific strategic action plan.

The implementation of the education policies are carried out by Ministry of Education central services regulations and decisions taken in a hierarchical organisation. In each of the provinces the Educational Provincial delegation are supported by Counselling, Inspection and Human resources teams. Each educational Institution has its own strategic action plan.

Tab. 1 – Powers of the Junta de Andalucía

	Pre-school	Primary	Secondary	Post-obligatory	Adult and Voc training	Continuing
Legislative power	A National Education Law (LOE 2/2006). A Regional Education Law (LEA 17/2007).	A National Education Law (LOE 2/2006). A Regional Education Law (LEA 17/2007).	A National Education Law (LOE 2/2006). A Regional Education Law (LEA 17/2007).	A National Education Law (LOE 2/2006). A Regional Education Law (LEA 17/2007).	A National Education Law (LOE 2/2006). A Regional Education Law (LEA 17/2007).	This educative level belongs to the Ministry of Work policies.
Planning	Non-compulsory. 1st cycle 0-3. 2nd cycle 4-6.	Compulsory Education 6-12.	Compulsory Secondary school 12-16. Vocational training. Low grade.	Non-Compulsory. Secondary School. Post Compulsory (Bachillerato). University oriented Courses 16-18.	Vocational training Upper grade. Chapter V in LEA.	Lifelong Learning Education. Chapter VI.
Management	General Directorate of Educational Regulation.			General Directorate of Educative Regulation General Directorate of VET and LL.	General Directorate of Vocational Training and Lifelong Learning.	Ministry of Work. Out of the Ministry of Education Scope.
Financing	Ministry of Education.					Ministry of Work.
Additional comments on the level of autonomy	Regulated by the Chapter I in 2/2006 LOE. The LEA is implemented by means of regional regulatory policies and action plans such as the 66/2005 decree or Work and life plans. Support families grants for nursery schools.	Regulated by the Chapter II in 2/2006 LOE. The LEA is implemented by means of regional regulatory policies and action plans. Plans outside the school timetable: Early morning classroom. After school activities. Plurilingualism.	Regulated by the Chapter III n 2/2006 LOE. The LEA is implemented by means of regional regulatory policies and action plans Plans: Purilingualism. ICT Schools. Special needs students programme. Equality and Co-education. Reading and libraries. Promoting literacy. Grants.	Regulated by the Chapter IV /2006 LOE. The LEA is implemented by means of regional regulatory policies and action plans Grants to improve language skills by means of English courses in other European countries.	Flexibility in the access and pathways (blended and e-learning), Vocational training Upper grade. Chapter V in LEA. Lifelong Learning Education. Chapter VI Vocational training: Work placements internship in companies period in other European countries. On-line Vocational EducationInstitute of Vocational Certification.	Ministry of Work. Out of the Ministry of Education Scope.

1.2.2. Generalitat de Catalunya

The management of financial and human resources of public education, except for University, is the responsibility of the Regional Education Authority. Pre-school, Primary, Secondary, Tertiary and Adult Education is led by the Education Department of the Generalitat de Catalunya with full powers. Continuing Education is led by Employment Department of Generalitat de Catalunya through of "*Servei d'Ocupació de Catalunya*" (SOC) plus social partners with full powers.

- **LEGISLATIVE POWER**

The legislative powers are based in the Spanish Constitution of 1978 and the Autonomous Catalonian Law of July 2006 (which amend the Autonomous Catalonian Law of 1979). The legislative power is the Parliament of Catalunya and at the same time is the representation of Catalan people. The Parliament of Catalunya is unicameral, independent and inviolable, with 135 members elected by universal suffrage.

In 2009 the Catalan Parliament approved the Education Law of Catalunya *(Ley 12/2009, de 10 de julio, de Educación. Comunidad Autónoma de Cataluña).*

- **PLANNING**

Plan of Government 2007-2010 of Generalitat de Catalunya. Planning in relation to local learning strategies in Catalunya includes the 2nd General Plan of Catalonian VET 2007-2010.

- **MANAGEMENT**

The management of VET is the responsibility of the General Directorate of VET. Consequently, the General Directorate of VET is a part of the Ministry of Education of the Catalan Government.

- **FINANCING**

Financed through own annual budget of the Generalitat de Catalunya.

- **ADDITIONAL COMMENTS ON THE LEVEL OF AUTONOMY**

Catalunya has full competences in respect of planning/management and implementation at all education levels up to university studies. The Ministry of Education can change up to 45% of curricular contents of all educational qualifications and initial VET. Catalunya has the following institutional tools:

- 2nd General Plan of Catalonian Vocational Education and Training 2007-2010.
- Government Plan 2007-2010.

- Decree 240/2005, 8th November, to establish various flexible measures of specific VET.
- Agreement GOV/205//2008, 2nd December, to approve the interdepartmental programme of Generalitat de Catalunya for the integration of VET in Catalunya.

- **GOVERNANCE PROCESSES**

The "*Departament d'Educació*" has full competences in education. There is a process of local government implication in VET. In February 9th, 1999 the Catalan Council for VET was founded. It is the advisory body of the Catalan Regional Government with regard to Vocational Education and Training. It consists of business organisations, trade unions and public entities.

The objectives of Catalan Council for VET are:
- To promote relations, co-operation or integration of the various systems that converge on VET.
- To draw up and propose to the Government, for approval, the corresponding General Plan for VET, and its subsequent monitoring and assessment.
- To act as a reference body for VET matters, towards similar bodies of regional, national and international scope.

The functions of Catalan Council for VET are:
- To propose the criteria for the preparation of the General Plan for VET in Catalunya.
- To propose studies in order to detect educational needs or adapt to qualification demands.
- To analyse the modification of professional accreditations, qualifications and certifications, and their respective correspondences or validations.
- To encourage collaboration of enterprises with regard to in-company training, vocational information and guidance, and monitoring and assessment of the General Plan.
- To suggest measures to promote collaboration of business organisations and trade unions with regard to in-company training.
- To propose criteria for adapting the educational offer of VET to the needs of the labour market.
- To propose criteria for the territorial and sectorial distribution of specific VET in Catalunya.
- To make proposals of educational and "professionalizing" programmes answering to the needs of job placement of students finishing the obligatory education without reaching the objectives of the same.

1.2.3. Tuscany Region

The reform of Title V of the Italian Constitution, approved in 2001, redefined the role of the State and Regions in matters concerning education and vocational training. In general terms, the distinction can be illustrated as follows:

– *in matters of education*, the state defines the essential levels of services and general rules governing the system; the Regions are responsible for coordination of provision at the local level, and the organisation and governance of the system;

– *in matters of vocational training*, the distinction is more marked: the state defines the essential levels of services while the Regions have sole competence in defining policies and their implementation strategies.

Central government still has different, wider roles in a number of specific strands of the system, especially as regards on-the-job training in apprenticeship schemes, and lifelong learning. On these issues, recent rulings by the Constitutional Court (2005) determined that the *principle of concurrent competence* applies, which entails the need for state and Regions to operate under principles of fair collaboration.

In this framework, the Tuscany Region issued the important *Law nr. 32/2002* with which it regulates the actions that the Region of Tuscany promotes for the development of education, instruction, vocational guidance, vocational training and employment, in order to build an integrated regional system that ensures, in accordance with the strategies of the European Union, the development of human resources, the full realization of individual freedom and social integration, as well as the right to lifelong learning as a necessary base for the right to education and to work.

Tab. 2 – Power of Tuscany Region

	Pre-school	Primary	Secondary	Tertiary	Adult	Continuing
Legislative power	A National Education 0-36 months of Tuscany Region power from 3 to 6 years: State and State – Tuscany Region mixed.	State			Formal: State Non formal: Region	State
Planning	The planning of the scholastic network is delegated on a regional level with 20% of the curricula and the scholastic calendar and its design. The 0-26 months and adult education planning is allocated to the Territorial Conferences for Education. Planning takes place with regional and provincial instruments in upper secondary school and for continuous training.					
Management	0-36 months municipalities. 3-6 years: state and municipal + scholastic autonomy.	State and scholastic autonomy			Region and Local Authorities.	State – Region and Local Authorities.
Financing	0-36 months State, Region and Local Authorities. 3-6 years State.	State		State and Region (for special projects also through ESF).	Region mainly through ESF.	State – Region and Local Authorities.
Additional comments on the level of autonomy	0-36 months Tuscany Region exclusive. from 3-14: State exclusive and mixed State – Tuscany Region.	State exclusive	State exclusive	Concurrent State-Region Local Authorities.	Concurrent State-Region Local Authorities.	Concurrent State-Region Local Authorities.

The fundamental institutional tools are:

- – Regional Law July 26 2002, n.32 "Consolidation Act of Tuscany Regional Law on Education, Orientation, Professional Training and Employment" and following amendments and integrations".
- – Determination of Regional Council President, August 8 2003 n.47/R "Regulation for the Implementation of Regional Law July 26 2002, n.32" and following amendments and integrations.
- – Regional Council resolution September 20 2006 n. 93 "Integrated General Plan of Orientation 2006-2010 pursuant of article 31 of Regional Law July 26 2002, n.32 (Unified Tuscany Regional Law on Education, Orientation, Professional Training and Employment) – PIGI".
- – Resolution of Regional Council June 3 2008 n.426 "Active and responsible education for citizenship: orientation towards scholastic institutions for 20% total time of the Learning Plan".
- – Resolution of Regional Council November 24 2008. n.979 "Implementing Guidelines for Compulsory Education in Tuscany".

Planning processes of the Tuscany Region with regards to education, training, work and orientation are implemented through "Territorial Governance" as mentioned below.

- • **FUNCTIONS AND TASKS OF THE VARIOUS INSTITUTIONAL LEVELS**

Non formal adult education

a) The Region, through planning provisions, defines:
- – the focus to ensure coherence and alignment of local networks;
- – focus for adult educational and informative initiatives;
- – general education objectives, intervention type and quality standards.

The Tuscany Region, pursuant of adult education process promotion (art. 5 Regional Law 32/2002) adopts a governance system accounting for all parties traditionally involved in this sector. Parties include: the CTP (*Centro Territoriale Permanente per l'educazione e l'istruzione in età adulta*/Permanent Territorial Centre for adult education and training), network CPIA (*Centri per l'Istruzione degli Adulti*/Provincial Centres for Adult Education), network of CRED (*Centro Risorse Educative e Didattiche*/Didactic and Educational Resource Centre), Public and Third Age Universities, public and private training agencies, association formation that can be fostered through specific indications to the Province so that they receive directories accepted by training

agencies operating in the non formal adult education sector (*Albo EdA delle agenzie per l'Educazione degli Adulti*/Register of Adult Education agencies). The scope is to ensure that training programmes and educational interventions are distributed evenly, in regards to quality, across the entire territorial Region.

b)   Given that they are the institutional bodies with closest citizen ties, Municipalities have a privileged degree of observation for a complete assessment of needs reflecting territorial reality. They develop all proposals relating to non formal adult education, and through Zonal Conferences, they establish procedures for network adherence as well as activity development and implementation. Areas of local planning encompass pre-school education services, non formal education interventions for adolescents/youths/adults, development of projects integrated by area (*PIA-Progetti Integrati di Area/*Integrated Area Projects) in regards to the fight against scholastic dispersion and the development of the education system, the definition of integrated Environmental Education projects as set out in the various regional orientations for every area of learning.

Once local proposals have been defined, they must be sent to the relative Province of reference.

The Provinces have intermediary planning and coordination functions in regards to actions aimed at system development. They process the guidelines of the offer integrated in the various sectors of competence, specified by art. 29 Regional Law. 32/2002. In unison with the Municipalities, they establish the consultation process modalities regulating institutional, associational and private parties operating on the territory. Provinces have the task of adopting a multi-year orientation plan in-line with all legislation in act. Moreover, the plan must state programmes by year, and be updated with the expiring date of the fiscal balance.

All guidelines regarding the offer over the entire Province must be integrated with proposals put forward by Mayoral Conferences. These Conferences take the form of Zonal Conferences of Education, Mountainous Municipalities or of the administrative district. Provinces must adopt a form of coercive decisional methodology through the province Committee of budgetary conciliation and planning in order to integrate all levels of participation. In turn, the Committees are presided over by the Presidents of the Province or an assigned delegate, Mayoral Conference or an assigned delegate, Mountain Municipalities, Administrative District or assigned delegates.

The Committee is open to other institutional associations and private parties that operate on the territory, though in this case participation is limited to mere advisory functions. Furthermore, the Provinces draft the provincial plan, collecting Municipal proposals through Zonal Conferences of Education.

Formal Adult Education

a)   With regards to its objective in promoting adult-related initiatives for the achievement of a tertiary-level diploma, the Region of Tuscany issues public announcements to define and establish: specific objectives, intervention typology, offer and/or Managing Party typology, target audience, conditions for project acceptance, education programme duration and content cost parameters, project assessment criteria financial resources, allocation and division of resources on a territorial basis for province clusters permissible expenses matters to ensure a capillary and homogenous diffusion of the activities listed in the public announcement across the territory.

b)   The Provinces handle functions relevant to assessment, monitoring, and control of financially supported activities and interventions.

1.2.4.   Welsh Assembly Government

The National Assembly for Wales has existed only since 1999 and is now the legislature in Wales with 60 elected Assembly Members, from which the Government is formed (and Government Ministers are selected).

The primary driver of Welsh Assembly Government's (WAG) activity is the current coalition Government 'One Wales – A Progressive Agenda for the Government of Wales' document – which sets out targets and priorities for the current administration, up to the next election in spring 2011. The WAG Department for Children, Education, Lifelong Learning and Skills' (DCELLS) primary strategic document is 'The Learning Country – Vision into Action'-which is generally in line with One Wales and sets out ambitions up to 2010.

Welsh Assembly Government funding is overseen by UK Government Treasury rules for the use and management of public finances, and is subject to UK National Audit Office assessment. The management arrangements are translated into operational guides for use by the Welsh Assembly Government (which again has its own internal audit inspections) and these requirements are passed on to recipients of

funding through the various mechanisms that exist for the different types of learning provider and programme activity (Grant, Grant-in-aid, contracting, procurement etc). These mechanisms for funding also contain requirements in terms of accountability and monitoring arrangements.

The WAG and Local Education Authorities-LEAs (for schools etc.) manage their own oversight arrangements to ensure delivery against agreed activity, and this is also supplemented by supporting arrangements to improve the quality and effectiveness of learning programmes and activity. Such supporting activity includes, for example, mechanisms for sharing of good practice, links to professional development opportunities, and development of frameworks for quality effectiveness (the School Effectiveness Framework and the Quality and Effectiveness Framework for post-16 learning).

Governance of individual learning providers is a matter for the institution themselves and/or in conjunction with local LEAs, particularly in respect of schools delivering compulsory education. Such governance requirements are set out in appropriate legislation, on which guidance and training is also made available.

Tab. 3 – Powers of Welsh Assembly Government

	Pre-school	Primary	Secondary	Tertiary	Adult	Continuing
Legislative power	Sections 62 and 71 of the Government of Wales Act 2006 enable Welsh Ministers may make appropriate representations about any matter affecting Wales and may do anything which is calculated to facilitate, or is conducive, or incidental to, the exercise of any of their functions. Functions for education are set out in various Acts – such as Section 10 of the Education Act 1996 (a duty to promote the education of the people of Wales), Section 14 of the Education Act 2002 (enables the funding of education provision); and Sections 32 and 33 of the Learning and Skills Act 2000 (duty to provide proper education facilities for 16-18 year olds and reasonably facilities for those aged 19+). These examples of very broad "primary" laws agreed by the National Assembly for Wales.					
Planning	Strategic level planning undertaken by the WAG in conjunction with operational planning by 22 Welsh Local Education Authorities (LEAs) – part of the local authority network. Planning relates to demographics, and also includes careers advice and guidance from primary school play based activities.			Strategic level planning undertaken by the WAG, including tertiary, vocational training (institutional and work-based), adult continuing education, higher education (universities), and all-age careers advice and guidance. Planning relates to assessed needs of employers, local areas and individuals.		
Management	Day to day management of schools rests with the school senior management team, as overseen by school governors. The 22 LEAs assume overall responsibility for supporting management and coordinating role. WAG sets overall strategic direction for learning inspection (via HM Inspectorate, Estyn) , with schools and LEAs responsible for performance improvement etc.			Learning institutions generally independent in management terms (though some dependant on LEAs). WAG sets overall strategic direction for learning inspection via HM Inspectorate, Estyn. Institutions (further education colleges, local authority training centres, private sector training providers, universities etc) responsible for performance improvement. Quality performance linked to funding.		
Financing	Annual Welsh Assembly Government funding, channelled to schools through LEAs. Funding based on indicators, such as student levels, with supporting capitol expenditure programmes.			Annual funding for school sixth forms, further education, higher education, adult learning, careers guidance, work-based training etc agreed by WAG in blocks. All post-16 provision in Wales (other than Higher Education) is funded on an equitable basis using the National Planning and Funding System which allocates funding using a formula based on the relative costs of delivery. Some funding, such as for universities, is distributed by the WAG via an intermediary organisation (HEFCW-Higher Education Funding Council for Wales). Learning providers are also able to generate their own income from business, research and private students (international or otherwise).		
Additional comments on the level of autonomy	Wales enjoys near autonomy in decision making in the field of education. Examples of the few responsibilities still reserved to the UK Government / Parliament include levels of school teacher (ie compulsory education) salaries; and religious education in the curriculum. The UK government also provides a 'Joint International Unit (JIU) to coordinate international education interests between UK Government Departments in England, Wales, Scotland and Northern Ireland. The JIU also directly supports UK Member State education interests in Europe.					

1.3. Examples from County Governments

1.3.1. Province of Livorno (Italy)

As already mentioned, the *Tuscany Region Law nr 32/2002* regulates the actions that the Region of Tuscany promotes for the development of education, instruction, vocational guidance, vocational training and employment, in order to build an integrated regional system that ensures, in accordance with the strategies of the European Union, the development of human resources, the full realization of individual freedom and social integration, as well as the right to lifelong learning as a necessary base for the right to education and to work.

To achieve these aims, the Region, respecting the principle of subsidiarity provided for by the Article 118 of the Italian Constitution, determines the allocation of administrative functions to the level the government closer to its citizens and promotes the integration functional contributions of private subjects.

In this context the tasks and functions of the Provinces are:

1. The Provinces hold the functions relating to vocational training and counselling.
2. The Provinces are holders of the functions of intermediate planning and coordination for the steps on the right to study at school and for the actions of developing the system of non formal education of adolescents, young people and adults, as well as the education system with particular reference to the formulation of provincial plans of organisation of provincial educational network.
3. The functions relating to compulsory education are assigned to the provinces that carry them out through Job centres.
4. Provinces are assigned all functions related to the labour market and employment policies not expressly reserved to the Region.
5. Provinces ensure the integration of functions with regard to labour and employment policies with those related to vocational training and education.
6. Provinces contribute to the integration of the functions with the tools of economic development and territorial cohesion planning, and contribute to the establishment of guidelines and objectives of regional planning.

Tab. 4 – Powers of the Livorno Province

	Pre-school	Primary	Secondary	Tertiary	Adult	Continuing
Legislative power	No power					
Planning	No power		Some competences delegated by the Region of Tuscany	No power	Some competences delegated by the Region of Tuscany	
Management	No power		Some competences delegated by the Region of Tuscany			
Financing	No power		Some competences delegated by the Region of Tuscany		European Social Fund	European Social Fund

The policy implementation is driven through Guidelines of the President of the Province (Mandate programme – in debate in Provincial Council, once approved it becomes the Body programme for the next five years also for education and training). For the following years, the strategic objective regarding training is: "making possible, for all ages to improve knowledge, skills and expertise to improve living conditions and enhancing the personal knowledge. In the belief that everyone has the right to learn throughout life, it is intended to continue and update actions to involve a wider range of people in active learning".

- **OPERATIONAL PROVINCIAL PLAN 2009 AND 2010 FOR VOCATIONAL TRAINING**

Acts of the Institutional Boards of the Province on which rely the planning and implementation of the policies of the Body: Provincial Committee, Council and the Tripartite Commission. The Tripartite Commission is a body set up at both regional (Law nr 32/2002), and provincial level to ensure the participation of trade unions in the determination of labour policies and the establishment of related policy and indicative choices of the Region and Province.

At provincial level the Provincial Tripartite Commission is a permanent body for cooperation and consultation of Provincial Administration with the trade unions with regard to planning of:

- Active labour policies
- Vocational training
- Oversight committee for labour market
- Career guidance

- The management of the Employment Service and of the area Job Centres
- Actions of equal opportunities for women's employment.

The Provincial Tripartite Commission carries out activities and functions assigned by Legislative Decree nr 469/1997, by Regional Law nr 32/2002, as well as by the acts that will be adopted by the Provincial Government in implementing both state and regional provisions.

The Provincial Tripartite Commission is composed of:

- President of the Province or Provincial Local Minister delegated by him;
- Equal Opportunities Provincial Councillor or his/her deputy;
- Six permanent members and six temporary members appointed by the most representative organisations in the field of agriculture, crafts, trade, cooperation, industry, tourism;
- Six permanent members and six temporary members representing organisations of employers and by those appointed;
- Six permanent members and six temporary members representing the trade unions and by those appointed;
- Seven permanent members and seven temporary members representing the Associations of disabled people.

The Commission is chaired by the President of the Province or by the local minister delegated by him.

- **GOVERNANCE PROCESSES**
- Decisions of Provincial Tripartite Commission.
- Management process of the Vocational Training through:
  > Appointment under public call of training activities to accredited training agencies
  > Direct appointment to in house companies
  > Appointment of external expertise to consultants.

1.3.2. *Jämtland County Council (Sweden)*

In Sweden the state parliament has all the legislative power, which means that all policies and plans on regional or local level have to be in accordance with state legislation. Hence, all education is controlled by the government which, in addition to legislation, also sets the curriculum for compulsory school (primary and secondary school) as well as for upper secondary school.

The municipality council or the county council makes the plans on how to achieve the goals set by the government. For students between 17 and 19, the municipalities run upper secondary schools with both vocational training and general education programmes in arts, economics or sciences, while the county council runs education that is important for the development of the Region, such as agriculture and forestry, which are important industries in the Region. Education can be provided by others than the government, municipality and county council, for example private companies or religious groups.

The inspections of all schools are undertaken by the state school inspection, in order to ensure that the quality is high enough regardless of who runs the school.

Adult and continuing education or activities for lifelong learning are less regulated. It can be run by for example the adult education association, county councils, religious groups, or municipalities. The municipalities run for example LärCentrum, adult education on secondary or upper secondary level including vocational training.

They follow the plan of education for the municipality. The folk high schools (independent adult education colleges) receive financial support from the government and have to follow their legislation but they have no centrally established standard curriculum. In Jämtland there are two folk high schools run by the county council and one run by a religious group. The Adult Education Association is freer to do what they want and they often offer non formal education.

They can be financially supported by the municipality, political parties or religious groups but are not obliged to give courses that are controlled by the government. Education at university level is held by the government, with little influence from regional or local authorities.

Tab. 5 – Powers of the Jämtland County Council

	Pre-school	Primary	Secondary	Tertiary	Adult	Continuing
Legislative power	Government Law for the schools 1985:1100.					
Planning	Government through the municipality. Through taxes the government gives out compensatory transfer-payment to the municipality for running pre-compulsory, upper secondary school and adult education.				Municipality, County Council, Government.	Government, County Council, Adult Education Association.
Management	Municipality			State Government	Municipality, County council, government, Adult Education Association.	Government, County Council, Adult Education Association.
Financing	Municipality			Municipality, County council, government	Municipality, County Council, Government, Adult Education Association.	Government, County Council, Municipality.
Additional comments on the level of autonomy	Each pre-school, primary school or secondary school plans their activities according to the municipality education plan which is linked to the national legislation and curriculum.			Universities are run by Government and Municipalities and County Councils have little influence.	Each school plans their activities according to the Municipality, County Council or Government educational plan which is linked to the national legislation and curriculum. The schools run by the Government also have a letter of regulations to consider.	Adult Education Association can plan their activities all by themselves, but they are dependent on financial support from the Government, Municipalities, political parties and Country Councils.

Seven of the eight municipalities have a "plan for education" that in most cases includes lifelong learning. The municipalities' plans for education concern all ages from pre-school to adult education.

The County Council has a "Plan for activity in education and development" for the whole Region which focuses on tertiary and adult education. There are no plans for pre-school, primary or secondary education on a regional level.

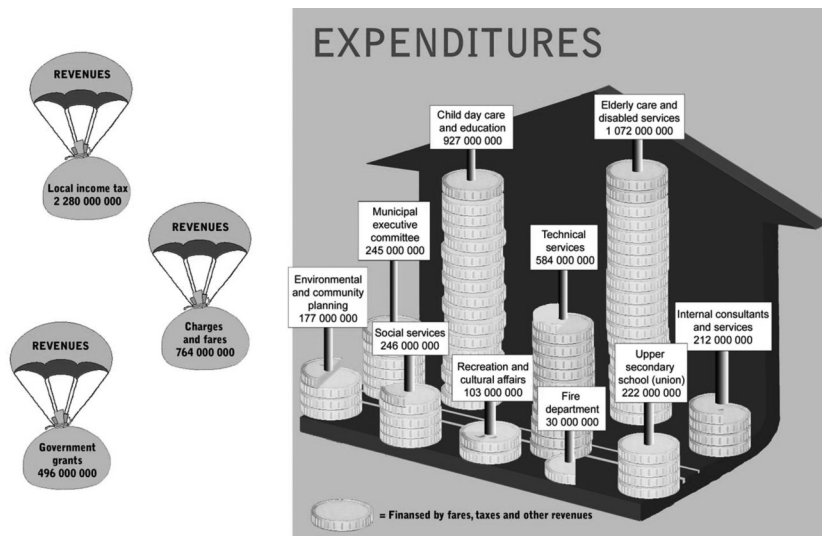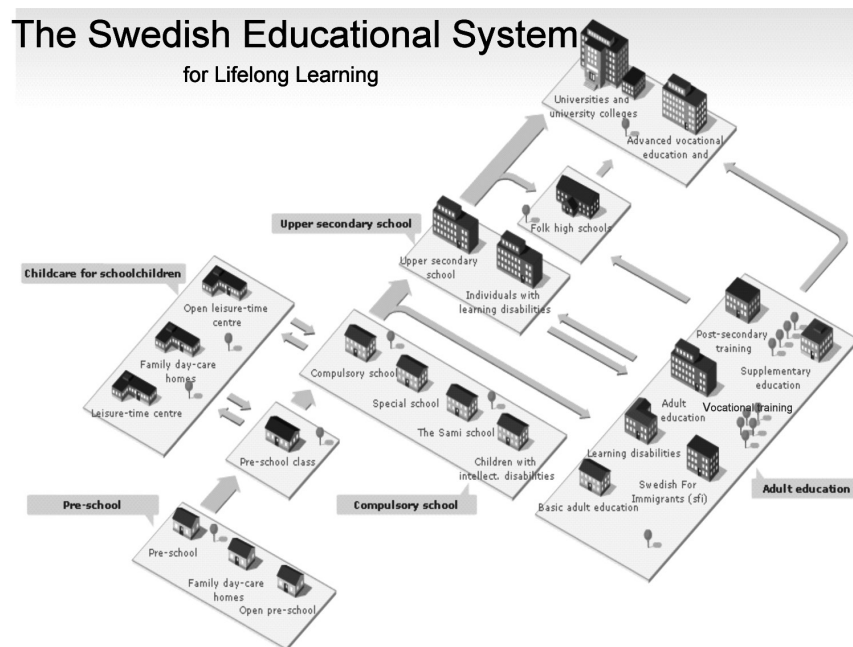*Figure 1 -* Example of financing of education, municipality of Östersund.

Figure 2 - Schedule over the Swedish education system.

2. REGIONS-LOCAL AUTHORITIES PERFORMANCE IN RELATION TO EUROPEAN BENCHMARKS

2.1. Common trends

The importance of the objectives introduced by the Lisbon Strategy and the way in which they have been converted into benchmarks is that they offer all institutional and social players goals to achieve in building a knowledge-based society and economy. The benchmarks are used to identify the indicators whereby progress achieved by the various countries can be measured. The adoption of impact indicators implies an intention of moving to a new generation of "intelligent" policies, in that they are justified and orientated by the development of the effects they are capable of producing.

In the specific case of education and training policy, the benchmarks selected constitute a reference point not only for the member states of the Union, but also for each of the territory levels of government (Region, Province, Municipality), which have the relevant responsibility and expertise. The differences between territories within the States are such that they require strategies and policies, which are differentiated in order to close the gap on the benchmarks, and to approach Europe at a more advanced level of coherence.

Uniformity of approach and policies, typical of centralised forms of government, build on generalisations which make the response to local needs less precise and work against commitment and acceptance of individual responsibility. Local responsibility strengthens the influence over the individual's own 'welfare' and increases the chances of mobilising commitment and resources (Committee of Regions, 2003:2.3).

The challenge contained within the benchmarks acts as a reference point to measure the effectiveness of the policies of Member States. Analysing and comparing the results achieved in each individual territory in the Union is a measure of the level of distributive fairness and retention, or of the development of their competitive capacity. The improvement of the position of the various territories with regard to the education, training and employment policy benchmarks is the outcome of the entirety of actions undertaken in a framework of governance based on the complementarity between vertical and horizontal subsidiarity.

As a consequence, moving on to the analysis of the specific functions that the Regional Governments must undertake to improve the European benchmarks, in every case we must consider the

complementarity and roles of the various institutional players. In actual fact, current differences between the territories must be explained by factors other than state policies and international dynamics, since they are also a result of the various forms of regional and local governance, and hence can be improved through the actions of the Regional and Local Governments.

However, aside from the role and powers of the governmental institutions, another argument of a distributive nature must also be taken into consideration. The reduction in dropout numbers, the increase in lifelong learning participation, in reading skills etc, are objectives to be pursued at regional and local levels, in addition to just European or state levels. It must be possible to measure each level according to the challenges established by the Lisbon Strategy. Each Region and each municipality must be able to define its own objectives in relation to each of the benchmarks and be in a position to take on greater responsibilities and understand how to activate regional and local policies, which will improve the economic and social wellbeing of these territories. Only an advance on a broad front towards the Lisbon objectives will avoid the risk that such results can be achieved by increasing imbalances between territories.

In this respect, as restated by the Committee of the Regions, the problem does not lie in achieving uniformity among all the Regions of Europe ("equality is not the same thing as uniformity", Committee of Regions, 2003). The solution does not lie in centralizing responsibility and generalising uniform solutions. The solution is rather to be found in allocating responsibility at local levels with a view to mobilising and freeing up the resources that will be required to achieve growth.
This means that the meaning of trans-regional cooperation is that development must be achieved over all the benchmarks, thus achieving a horizontal nature. Hence, reinforcing the Copenhagen process and the priorities stated therein (strengthening the European dimension of education and training, developing professional careers guidance services, promoting a common system of skills and qualifications, developing the qualities of the systems), and also achieving the European benchmarks is possible only by the direct involvement of Regional Parliaments and Governments.

All the levels of power responsible for the implementation of European legislation should be fully involved in its preparation and in the development of EU policy. Increasing the quality of VET and developing common instruments requires the direct involvement of the Regions in the mutual learning process. Regional Governments are

already involved in the benchmarking culture and their policies are targeted towards European benchmarks.

2.2. Examples from Regional and County Governments

2.2.1. Junta de Andalucía

Special attention is paid to the six reference levels of European average performance in education and training. Some examples undertaken by the Regional Government are as follows:

-   To avoid Early school leavers the Ministry has implemented the Basic Vocational Qualification Programme (P.C.P.I-*programas de cualificación profesional inicial*) for students who have not completed Compulsory Secondary School by the age of 16 as a means to provide them with a direct access to the Lower Vocational Education Degrees.

-   Also direct access to lower level Vocational Training for adults with no certification after an upgrading test has been implemented. As regards the need to improve *Mathematics*, *science and technology* skills and reading habits, the investment in ICT equipment in most public schools in Andalusia, Internet access and new technologies should be noted. Special needs, gender equality and diversity attention programmes are launched to face challenges in society and decrease the ICT gap. Special learning needs; Special Social Needs; Equality and Coeducation; Combining Family and school, Work Life balance; Promoting mother culture for immigrant students; Spanish language courses as a L2 for immigrant students, are some examples of plans developed to cope with the new challenges ahead.

-   One of the main objectives of the General Directorate of Vocational Education and Lifelong Learning is to provide easy access to all the population to update and complete their knowledge, skills and competences, and continue their upper secondary education for successful entry into the labour market. Some school programmes that can be mentioned are, the Plurilingualism Plan, Grants for textbooks, Grants for non-university education, foreign language courses and summer campsites for teachers and students. etc.

-   Improving the population's basic skills and illiteracy has been the main achievement of the Andalusian regional Education Ministry in the past 20 years. Action Plans directed to the implementation of this issue are the Reading and library, promoting literacy plan and enhancing reading skills.

2.2.2. Generalitat de Catalunya

• PRESCHOOL STAGE
In the 0-6 years old period, Catalunya has increased the number of students according to the demand.

• PRIMARY EDUCATION STAGE
In the 6-11 years old period, Catalunya has schooled all students.

• SECONDARY EDUCATION STAGE
In the 12-16 years old period (*ESO-Educación Secundaria Obligatoria*), Catalunya has schooled all students.
Children in the 16-21 years old period without *Secondary Education Diploma* have studied Initial Professional Qualification Programmes (PCPI-*Programas de cualificación profesional inicial)* and Catalunya has schooled all students.
Children in the 16-18 years old period with *Secondary Education Diploma* have studied medium level of VET, and Catalunya has schooled all students.
Children in the 16-18 years old period with *Secondary Education Diploma* have studied Baccalaurate, and Catalunya has schooled all the demand: 85,000 students.
People over 18 years old with *Baccalaurate Diploma* have studied high level of VET, and Catalunya has schooled all students.

• TERTIARY EDUCATION STAGE
Adult people who study to achieve some diploma of secondary education stage up to 55,000 students.
Occupational Education has been offered to 34% of unemployed population.
Continuing Education has been offered to 15% of employed population.

2.2.3. Tuscany Region

Tuscany Region of Europe, Lisbon objectives for 2010 for a knowledge-based society and economy:
- Create services for at least 33% of children under three years of age.
- Create services for 90% of children ranging from three to six years of age.
- Drop the European average of scholastic dispersion to ≤10%.
- Increase the number of graduates in the sciences by 15% while reducing gender difference in fields of study.
- Cut the index of fifteen year olds with low reading skills by at least 20%.

- Raise the index of 25 to 64 year olds involved in lifelong learning initiatives to at least 12.5%.

2.2.4. Welsh Assembly Government

European Benchmarks (2005):
1) By 2010, an EU average rate of no more than 10 % early school leavers should be achieved. Following specific regional policies, the figure in Wales continues to decline, and is now reported at 0.9% of the cohort.
2) The total number of graduates in mathematics, science and technology in the European Union should increase by at least 15% by 2010 while at the same time the level of gender imbalance should decrease. Students are less likely to choose scientific and technical subjects than EU average, though the UK has a relatively healthy output of scientific and technical graduates.
3) By 2010, at least 85% of 22 year olds in the European Union should have completed upper secondary education. Wales' position estimated in 2007 at 77%-slightly lower than both the UK as a whole and the EU27 average at that time.
4) By 2010, the percentage of low-achieving 15 years old in reading literacy in the European Union should have decreased by at least 20% compared to the year 2000. Wales' position in the 2006 PISA survey was slightly lower than the OECD average at that time.
5) By 2010, the European Union average level of participation in lifelong learning should be at least 12.5% of the adult working age population (25 to 64 age group). Wales's position in 2007, at around 19%, was far higher than the majority of European counterparts at that time, and reflects the Welsh government's active promotion of lifelong learning through its 'Learning Country' strategy.

2.2.5. Jämtland County Council (Sweden)

The European Benchmarks (2005) for the progress needed in education and lifelong learning across the European are as follows:

- *Not more than 10% early school leavers.*
  In secondary school very few leave early because it is compulsory. To help students who have learning disabilities, social problems or other issues that prevent their following the courses, there are different kinds of support and to some extent the possibility to adapt the curriculum by taking less classes or having some vocational training.

In June 2008, 1,588 students graduated from the secondary schools in the Region. Out of these 1,564, or approximately 98%, went on to upper secondary school. That figure includes the individually adjusted upper secondary school. Excluding the individually adjusted upper secondary school, 91%, or 1,451 students went on to upper secondary school.

The number of students in the Region that leave upper secondary school before they get their qualification is stabile at 3 to 4%. The variations in the number of dropouts are often due to changes in the admission procedure. If a school chooses to admit everyone that has passed secondary school to the science courses the number of dropouts is higher. If they demand a higher mark for this kind of education they get fewer dropouts. Most of the students leave during their first year of upper secondary school, often because their knowledge was not sufficient or the fact that they find out that the course was not for them.

Most of the students who drop out of upper secondary school proceed to the individually adjusted upper secondary school. Upper secondary schools are obliged to offer students that find it difficult to profit from the training an individual programme. This programme is adapted to fit the single student. Sometimes it means that the student study two days a week and is a trainee three days a week or that some subjects are dropped. This means that 99% of all young people in between 16 and 18 are in the upper secondary school system one way or another. The 1% that is not in the system has different reasons for that, some leave the Region, some just leave school and some have medical reasons.

- *To cut the percentage of low-achieving pupils in literacy by at least 20%.* In 2005 the percentage of pupils who did not reach the goals in Swedish (which is the subject specifically testing literacy) was 4.0% for Sweden and 3.7% for Jämtland. In 2008 the figures were 3.6% for Sweden and 3.9% for Jämtland. The figures vary slightly from one year to another but lies between 3.3% and 4.7% in the Region and 3.6% and 4.0% for Sweden as a whole.
  Of the students that left their 9th school year in the spring 2009 only 2.9% were low-achieving in literacy. Even if it is hard to indicate an improvement from the years before there is a change for the better of more than the goal of 20%.
  The new benchmarks for the period 2010-2020 says that by 2020, the share of low-achieving 15-years olds in reading, mathematics and science should be less than 15%. The figures for students in Sweden not reaching their goals in secondary school and getting

a "pass" in these subjects for the school year of 2008/2009 were as follows; English 6.5% and mathematics 7.8%.

In 2008 the government launched the reading-writing-counting programme. During three years the government will give financial support to the municipalities for extra resources in the 1st to 3rd year of school. The objective is to decrease the number of pupils that do not reach the goals for that age group (7 to 9-year-olds). In special cases the financial support can be used for older students as well.

- *At least 85% of young people to complete upper secondary education.*
  In Jämtland, approximately 67% of young people (20-year-olds) have completed upper secondary school in the meaning that they can proceed to higher education (they have achieved the mark "pass" in Swedish, maths and English). 89% have marks in every subject they took (the mark "not passed" is also included here, which means that they have attended class but not achieved a high enough level of knowledge).
  The government has set a goal of 50% of the students going on to higher education within 3 years after they have left upper secondary school. Today 64% of the 20-year-olds in Sweden have marks good enough for that. One of the reasons for the higher figures in Jämtland (67%) is the fact that we have fewer students who have another first language than Swedish.
  However, the number of students who can go on to higher education is dropping in the Region. That is because the science courses are dropping in demand and the vocational training programmes within upper secondary school become increasingly popular. From vocational training you start working without the need of higher education.
  The Region of Jämtland has the lowest number of students that actually go on to higher education in the country. In the municipality of Östersund, the Region's capital city, only 30% move on to higher education. That is the municipality with the highest figures in the Region. For the country as a whole the figure is 43%.

People who have left upper secondary school (or even secondary school) without reaching the goals and achieving a "pass" in the main subject areas, are offered help from the municipalities via *LärCentrum* (Learning Centres). LärCentrum is a network, which collaborates with the Job Centre, Almi Företagspartner,

Universities and other adult educational organisations. They run several different projects in order to develop new, flexible methods for adult education and to create innovative training which will help the Region's economic growth and development. LärCentrum is available in every municipality in Jämtland but they work together in order to provide a larger number of educational opportunities. It is a place where adults (18+) are welcome to study in a friendly and quiet environment. They offer a wide range of courses, with traditional teaching as well as with blended learning or distance courses. LärCentrum also offers career guidance for all adults who would like to get an education or change careers. Open University students can take their exams at LärCentrum. They help to evaluate students' competence and working experience through a governmental validation programme. LärCentrum has a large network within education and the business world and can guide the students or the students' employers to the right education to develop their professional skills.

In the Region there are three *Folk High schools* which have educational offers for people without an exam from upper secondary school. Combined with studying other subjects they can get their qualifications and enable them to go on to higher education. The two *Folk High schools* have, as all *Folk High schools*, no centrally established standard curriculum. Each school makes its own decisions regarding teaching plans but they focus on those who have not completed their secondary education and have the minimum entrance age of 18. The overall objective of the *Folk High schools* is to educate people in human rights and democracy, to give people a second chance through lifelong learning, work for cultural diversity and culture, a sustainable development, and global equality. The accessibility for the disabled/socially deprived is also and objective.

- *Increase the number of university graduates in mathematics, science and technology (MST) by at least 15%, and to decrease the gender imbalance in these subjects.*
  In Sweden in 2000 the number of people aged 25-64 who had a university degree in science, maths or technology was 144,712. In 2005 that figure had risen to 205,855 and in 2008 that figure was 266,294 people. This means an increase in the number of people with a higher education in these subjects with 23% between 2005 and 2008. Of these people 28% were women in 2005 and 38% were women in 2008, which means that we see an improvement in the gender balance. There are no figures available on a regional level.

During the 1990s and 2000s the universities and other adult education institutions used an allocation system which favoured students of underrepresented gender when admitting students to university and other courses. All for the purpose of getting more women into the technical and science courses (and more men into for example nursing and pre-school teacher training).

- *12.5% of the adult population should participate in lifelong learning.* In Jämtland at least 11% of adults aged 19-100 are participating in some kind of formal lifelong learning (upper secondary school, KomVux, University, folk high schools or others). In the age group 25-64 the figure is 5.4%. Figures for the non formal and informal lifelong learning are more difficult to measure. An estimate from 2002 for all of Sweden suggests that approximately 3.5 million people (39% of the population) take part in some form of learning activity, which could be anything from going to a lecture, visit a museum or participating in an evening course.

3. STRATEGIC AIMS AND EUROPEAN STRATEGIES

3.1. Common trends

If we restrict ourselves to only those Community benchmarks that are related to education and training policy we see how Regional Governments, and in particular those with legislative power, are essential for the achievement of the stated objectives:

1. Halving the student drop-out rate is impossible without local action of an integrated nature operating on the individuals and the families, and also by means of social policies.
2. Raising the EU average of twenty-two year-olds who have completed secondary education requires, including in those countries where the level of education is not the responsibility of the Regions or Municipalities, direct participation by local government because the phenomenon is not related to the quality of the teaching alone, but also to the building of training courses and courses that alternate between school and work, which only local government can provide.
3. Cutting the percentage of fifteen year-olds with low reading skills depends partly on curricula and the quality of the teaching, and hence on decisions and investments made at state level, but it also depends on the integration between school and territory, on the existence of opportunities for reading aimed at the parents (or the existence of local libraries open to the public of all social

levels), and to the accessibility of cultural opportunities to all strata of youth, or local youth policy.

4. Raising the average EU level of participation in learning throughout life to at least 12.5% of the adult working population aged between 25 and 64 is an objective that can be supported at state level, but which can only be achieved at regional and local levels. This objective is based on the possibility of extending the population's access to all types of training provided by companies, health systems, associations, cultural infrastructure, churches and schools. This can be sought on the condition that all the operators able to provide training for this target group are fully involved and on condition that policies are in place, which are able to encourage and support the willingness of families and enterprise to invest in training (a willingness already strong if we consider the act that public funding covers participation costs for only 15% of adults who undertake training (*Ministère de l'industrie, Statistique Canada et Organisation de Coopération et de Développement Economiques*, 2005).

    In any case, what is at issue is action based on a synergy of public, state, regional and local policies, according to which level of government is most appropriate.

5. Reducing the level of disparity between the sexes as regards mathematics, science and technology graduates is possible if suitable policies exist of the type driven by choices of the various institutional levels.

What matters in any case are objectives that can be achieved only on the condition that action is taken on the various components of local development via the incorporation of the various policies. The strategies of Regional Governments are related to the key goals of the European Strategy.
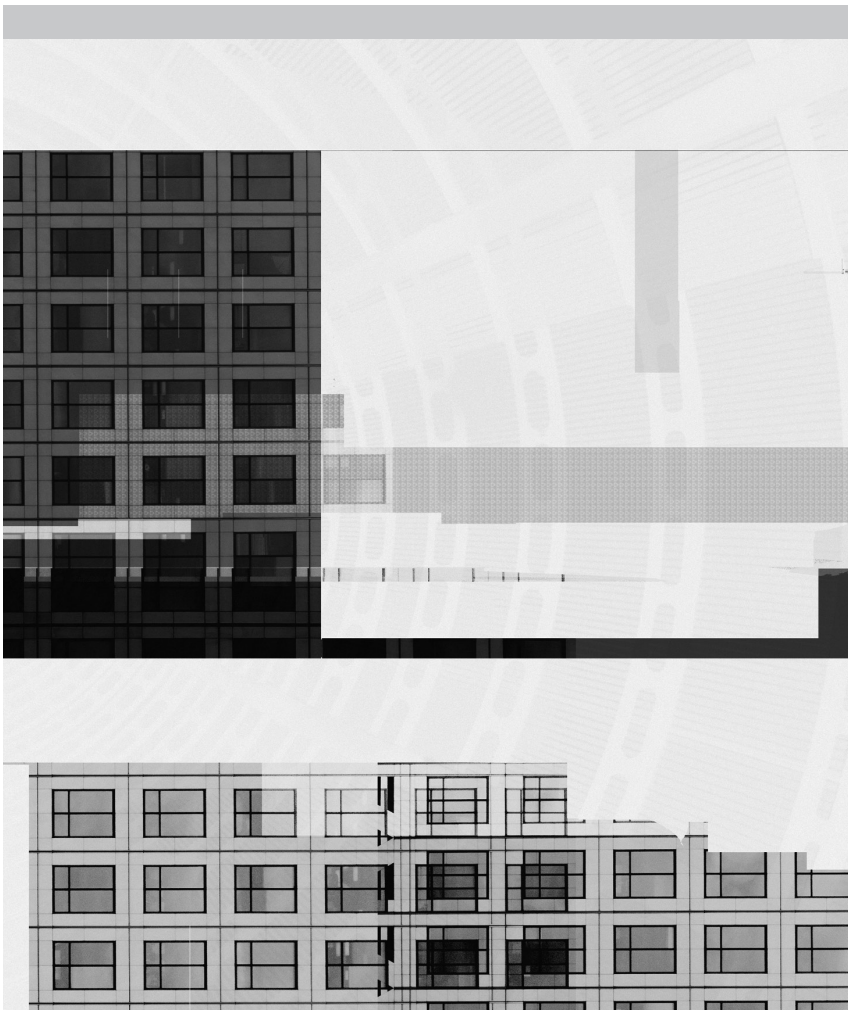
3.2.   Examples from Regional and County Governments

3.2.1.   *Junta de Andalucía*

General Objectives included in the Regional Education Law in Andalusia are:

a. To promote and support personal study effort and coexistence culture within the education community.
b. To improve innovative and update education methods and general use of ICT technology.
c. To support flexibility providing easy pathways for insertion in the educational system.
d. To provide guidance, counselling and permanent evaluation being the only way to guarantee high quality.

e.   To improve educational results and outcomes.
f.   To prevent early school leavers and enhance plans to support learning difficulties.
g.   To increase the average of Vocational Education and Training and Post-Compulsory Education learners.

Tab. 6 – Strategic objectives adopted by the Junta de Andalucía

	Pre-school	Primary	Secondary	Post-Obligatory	Adult	Continuing
Qualitative	Support Families Programme. Early Morning open classroom. After school activities.	Use of the Spanish and foreign language as a communication tool. Produce mathematical information and solving problems in everyday life and work. Basic knowledge and interaction with the environment and the ability to understand sustainability.	Apart from the objectives already mentioned, additional ones are: the ability of search, collect, process and communicate information and transform it into knowledge, including the use of information technology and communication as an essential element. Social competence understanding of democratic values. 6th Quality school awards network. Special needs education programme.	Competition for autonomy and personal initiative, which includes the ability to choose its own approach.	Ability and attitudes to continue learning independently throughout their lives. Formal and non formal learning. Languages, ICT and entrepreneurship.	Ability and attitudes to continue learning independently throughout their lives.
Quantitative	Students 355,155. Schools 1,320. Budget: 147,737.737.	Students 534,627. Primary Schools: 624. Budget for Pre-school and Primary: 1988,614.710.	Students-Compulsory Secondary students: 384,219. Post Compulsory (Baccalaureate): 105,611. Vocational Training Basic (P.C.P.I.[2]): 5,575. Vocational Training (L2): 50,118. Special needs students; 5,575. Schools-Secondary Only: 298. Both Primary and Secondary Schools: 624. Secondary, Post-compulsory and Vocational schools: 718. Primary, secondary and Post-compulsory schools: 169. Special needs schools: 60. Special oriented schools:166. Budget:-Both Secondary and Vocational Education: 2,731.922.621. Special needs educational programme budget: 9,103.022.	Students-Special Oriented Education Offer: Languages: 50,607. Sport: 810. Music: 22,250. Classic Dance: 2,533. Fine Arts: 4,090. Drama: 563. Schools: 166. Budget: 176,156.979.	Students-Adult Education: 131,496 (total). Basic Education: 45,988. Secondary: 17,571. Post-Secondary: 16,759. Vocational Education-Low: 1,353. Upper: 3,633. Other Plans: Non Formal: 46,192. Schools-Adult Centres: 141. Sections: 525. Secondary schools: 165. Provincial Adult Education schools (IPEP[3]): 10 Face to face modality 7 schools. Blended: 30 schools. Budget:109,359.671.	–

(2) Programas de Cualificación Profesional Inicial.

(3) Instituto Provincial de Educación Permanente.

3.2.2. Generalitat de Catalunya

Strategic qualitative and quantitative objectives in the lifelong learning fields are given in the Table below.

Tab. 7 – Strategic objectives adopted by the Generalitat de Catalunya

	Pre-school	Primary	Secondary	Adult	Continuing
Qualitative	Increase the number of students according to demand.	100% schooling.	Education (ESO, 12 – 16 years): 100% schooling. Vocational Education and Training-"Medium level" (CFGM[4], 16-18 years): 100% schooling. Vocational Education and Training-"High level" (CFGS[5], + 18 years): 100% schooling. Baccalaureate (16–18 years): 85,000 students.	Adult: Up to 55,000 students. Occupational training: 34% of employed population.	15% of employed population.
Quantitative	Now: 304,809 pupils. Objective (2010): Depending on demand.	Now: 404,456 students. Objective (2010): 100% schooling.	Education (ESO, 12-16 years)-Now: 269,442 students. Objective (2010): 100% schooling. Vocational Education and Training-"Medium level" (CFGM, 16-18 years)-Now: 38,007 students. Objectives (2010): 100,000 students. Vocational Education and Training-"High level" (CFGS, +18 years)-Now: 37,475 students. Baccalaureate (16–18 years)-Now: 83,809 students. Objective (2010): 85,000 students.	Adult-Now: 45,000 students. Objective (2010): 55,000 students. Occupational training-Now: 389,146 students. Objective (2010): 450,000 students.	Now: 73,808 students. Objective (2010): 176,000 students

In addition, Catalunya has the Opening Institute of Catalunya (IOC) that gives formation at all people by network. This tool is very important for people with schedule or distance disadvantages, or other types of needs. In this moment the IOC is completely operative and offers formation at 15,420 students:

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[4] Cicle formatiu de grau mitjà.

[5] Cicles formatius de grau superior.

VET students:	4,760 students.
Baccalaureate students:	1,890 students.
High school graduate for adults:	5,200 students.
Test for access to high level VET:	3,570 students.

Regarding the IOC, its approach to distance learning is student-focused and uses information and communication technologies to structure the learning experience. The approach is based on: giving individualised attention, creating a shared learning experience, adapting to the subject being taught, relating to the student's environment, providing continuous evaluation and using one-on-one tutoring. In addition, the IOC has 40 support centers throughout Catalunya to assist their students in attendance centers.

3.2.3.   Tuscany Region

General Objective
Consolidate the integrated regional system for the right to lifelong learning to ensure a framework of guidance, education, initial training and continuous training, which enables high levels of training and professionalism and social cohesion to be obtained and to link advanced training with the needs of the local economy.

Tab. 8 – Objectives adopted by the Tuscany Region

	Pre-school	Primary	Secondary	Adult	Continuing
Qualitative[6]	To ensure the diffusion of services in territories where they are absent or lacking and maximum user penetration. To maintain the diversification of the types of service to provide a personalised response to the multitude of needs. To strengthen and generalise childhood services to guarantee the right to education of children regardless of gender. To allocate regional resources to consolidate existing quality services.	To provide the population with a wide range of educational and networking opportunities aimed at supporting the creation of personal learning and educational development which complements and integrates with formal training and education.		To create a system that implements the right to lifelong learning, which is split into local systems capable of interpreting and breaking down the acquisition and update needs of the basic competences based on its context, also supporting self-learning courses and access to the territory's resources.	To increase the employment chances of individuals and to increment the productivity and quality of work. To qualify the human capital of the public and private sector and in companies.
		To guarantee educational continuity during free time and when childhood-directed scholastic activities are suspended.	To guarantee educational continuity during free time done in a residential form aimed at young people and teenagers and specific information activities for young people by means of "Informagiovani" services.		
Quantitative[7]	Planning the scholastic network and designing autonomous school institutions. § The public healthcare areas are the territorial fields within which the autonomous school institutions are usually designed. § To acquire or maintain their legal status, educational institutes must generally have a population, which is consolidated and predictably stable for a period of at least five years, between 500 and 900 alumni. These figures are taken as the reference points to ensure the optimal use of professional and instrumental resources. § On the small islands, in mountain communities, the reference figures set out above may be reduced to 300 alumni for institutes including infant, primary and middle school, or for upper secondary schools, which include courses or sections of a different kind or type in the afore-stated localities that are particularly isolated. The maximum figure stated above may be exceeded in highly populated areas, with a particular focus on secondary schools providing training which require structural assets, laboratories and workshops of high artistic or technological value. § Exceeding the maximum parameter of 900 students may prove functional in certain situations to guarantee more stable configurations of the autonomous school institutions, whether in the training processes of the institutes included as regards the primary cycle and for the streamlining of the territorial scholastic network as regards the secondary cycle. In such situations, the maximum parameter of 900 students can therefore be exceeded as long as this decision is sufficiently backed up with reasons on the requirements plan that it imposes and the aims pursued on the fundamental functionality plan of management, logistical and organisational solutions, which must however be guaranteed to enable the full operation of scholastic autonomy. (The planning and design of university courses is not part of regional competence).				

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[6] From 14 to 18 years of age there is an offer of integrated learning programmes that include education and professional training in-line with all legal rights to education and training.

[7] Scholastic network planning (from pre-school to upper secondary school) and sizing of autonomous scholastic institutions; the services offered are aimed at residents of Tuscany, and to the entire collectivity (regardless of residence) turning to regional-based institutions.

3.2.4. Welsh Assembly Government

The Learning Country Strategic objectives are the following.

Tab. 9 – Strategic objectives adopted by the Welsh Assembly Government

	Pre-school	Primary	Secondary	Tertiary
Qualitative	Complete the implementation of the Foundation Phase of education by 2011.	All school buildings to be fit for purpose on the basis of target dates agreed with individual local authorities. %Age of pupils achieving the core subject indicator (Welsh or English, maths and science in combination) through teacher assessment by the age of 11 to be 80% by 2010 (2007 milestone - 75%).	%Age of pupils achieving the core subject indicator through teacher assessment by the age of 14 to reach 65% by 2010 (2007 milestone - 60%). By 2010, no pupil to leave full-time education without an approved qualification. By 2010, the quality of learning in primary and secondary assessed by Estyn to be Grade 3 or better in 98% of classes. By 2010, the quality of teaching in primary and secondary assessed by Estyn to be Grade 2 or better in 80% of classes.	By 2010, the quality of Further Education (FE) programmes assessed by Estyn to be Grade 3 or better in 95% of programmes, and Grade 2 or better in 65% of programmes. By 2010, the quality of training programmes assessed by Estyn to be Grade 3 or better in 85% of programmes, and Grade 2 or better in 40% of programmes. By 2010, completion rates for Modern Apprenticeships to increase to 40%.

	Pre-school	Primary	Secondary	Tertiary	Adult	Higher Education
Quantitative	45 Integrated Children's Centres by 2007. Free breakfast initiative rolled out to all primary schools that want it by 2007. Six specialist regional centres for additional learning needs to be established by 2007.	Primary class sizes to be maintained at a maximum of 30 pupils.	Attendance in secondary schools to be at least 93% by 2010 (2007 milestone-92%). The average points score per 15-year-old pupil for all qualifications approved for pre-16 use in Wales to improve year on year. The %age of 15 year olds achieving the equivalent of GCSE[8] grade A* to C to reach 60% by 2010 (2007 milestone 53%).	The %age of 16-18 year olds in employment, education or training to reach 93% by 2010 (2007 milestone - 90%). 95% of young people, by the age of 25, to be ready for high skilled employment and/or further or higher education by 2015.	The %age of working age adults with level 1 or above basic skills in literacy to be 80% by 2010. The %age of working age adults with level 1 or above basic skills in numeracy to be 55% by 2010. The %age of adults of working age with a qualification equivalent to level 2 or above to be 70% by 2010 (2007 milestone - 67%). The %age of adults of working age with a qualification equivalent to level 3 or above to be 50% by 2010 (2007 milestone - 48%). The %age of adults of working age with a qualification equivalent to level 4 to be 30% by 2010 (2007 milestone - 27%).	The %age of Research Council funding attracted by HEIs in Wales to rise from 3.3% to 4.5% by 2010. Research income from resources other than the Research Councils to increase by 100% by 2010 (2007 milestone - 60%). The %age of full time HE students enrolled at HEIs in Wales who are Welsh domiciled to increase from 60% to 70% by 2010. Welsh domiciled students in HEIs undertaking some element of courses through Welsh to increase to 7% by 2010. The %age of new entrants to undergraduate courses at UK universities from our most disadvantaged communities to rise from 8.9% to 11.4% by 2010.

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[8] General Certificate of Secondary Education.

3.2.5. Jämtland County Council (Sweden)

Tab. 10 – Strategic objectives adopted by Jämtland County Council

	Pre-school	Primary	Secondary	Tertiary	Adult	Continuing
Qualitative	Lay the foundation for lifelong learning. Be a good pedagogical environment. Work with ethical, core values and democratic values. Prepare students for higher education, professional life and lifelong learning. Knowledge and creativity are important.			The university shall through science or artistic foundations and tested knowledge help the students to find knowledge and proficiency in a specified branch.	Prepare people for higher education for those who need that. Work with ethical, core values and democratic values. Knowledge and creativity are important.	Continuing the lifelong learning through humanistic core values, democracy, human rights and equality.
Quantitative	All children have the right to attend pre-school.	All children, aged 7-13, have compulsory school atten dance for primary school free of charge.	All children, aged 14-16, have compulsory school attendance for secondary school free of charge. All children, aged 17-19, have the right to attend upper secondary school, free of charge. If you do not get your exam there are other schools (*KomVux and folk high schools*) which provide the same courses.	50% of the students going on to higher education within 3 years after they have left upper secondary school. Universities are free of charge to enable everyone to attend. Grants are provid ed and loans are available from the government to finance your studies.	Everyone should be given the opportunity to participate in adult education for free. You can receive a grant and get a special kind of loan to finance your studies.	Regardless of, gender, age, ethnicity or disablement you should be able to attend the adult educational association for a small fee.

3.2.6.   *Livorno Province (Italy)*

The strategy to be adopted in the field of education, labour policies and vocational training is:
1)   Activate pathways and projects targeted to specific groups of users (young people who have left school, immigrants, over 50, disabled people).
2)   Ensure the training of specific professional figures to support users and the system and provision of accompanying instruments including through distance learning.
3)   Activate networking with local actors engaged in non formal and informal training (permanent territorial centres, associations, recreational circles, religious communities, universities of the third age).

Compared to the previous period, the most important novelties of the new programming phase (in which the Province of Livorno will be engaged until 2013), are:
a)   The "purpose of the employment" as a general rule for programming the different interventions. All activities must be clearly aimed at increasing employment and / or employability of people involved.
b)   The pivotal importance of the training needs and the consultation process (to be implemented through the Tripartite Commission) for planning interventions that need to be implemented.
c)   The structure of the financial arrangements. By 2010, the total amount of resources that will be made available for each Province will be allocated via tender (50%), voucher or other measures for individuals (25%) and call for proposals (25%).

• **GENERAL OBJECTIVES OF THE PROVINCE OF LIVORNO**

Qualitative objectives are the following:
a)   Pursuing a policy of strong cooperation for the planning of school network and extension of training offer through the organisation of yearly and by *area educational conferences*, widening the degree of participation in the choices of various actors: schools, students (through their Consulting board) the trade unions, the production categories, the municipalities (in 2005, with the amendment of the Regional Law 32/2002 the *Area Conferences for Education* were established).
b)   Facing the updating that, starting from school year 2009-2010 will be introduced in high schools - technical institutes and Lyceums, and the *new organisation of vocational schools*, such as it will be released by the State-Regions Conference.

c)   Define and consolidate, with the overall framework described above, the Tuscan system of compulsory education that will see the organisation of a *third professional year*, for all those students that attend the first two years at a technical or vocational institute, and will opt for a third years outside the traditional school path but able to give them a professional qualification of 2nd Level.

d)   Exploit, in terms of training offer, the novelty that will characterize the post-diploma training, in the direction of a *marked professionalization*, of the next years based namely on the establishment of the Secondary Technical Institutes.

e)   Consolidate the presence on the provincial area of the *activities of the University of Pisa and Florence*, respectively the Degree in Economics and Law of Logistic Systems and the Degree in Primary Education Sciences.

f)   Continue to support for a school of quality, the *enlarging of training offer of the schools* with whom, in recent years, many projects were undertaken, including those on education to peace, environmental education, learning of a second language and that on the theatre culture and safety at work.

g)   Implement and consolidate the *activities to fight early school leaving*, a large phenomenon that our province faces, as highlighted in the report published on 'Il Sole 24 Ore'[9] on the quality of life. It needs a particular attention and in this direction the measures taken to contrast it so far should be reconsidered. The activities carried out until now, referring to widely shared analysis, identified as a reason of early school leaving a growing, from the first cycle of education, situation of disadvantage that affect schooling in terms of profit and arrive to determine the abandonment itself. For this reason it was decided to take action on the facilitation and support from primary schools to secondary schools, focusing on the important crossroads of transition to the next cycle. Without missing out the overall activities as indicated above, we believe that there is a clear need to focus directly on children at risk by supporting them with real actions of accompaniment.

h)   Consolidate the process of qualification of educational facilities through the completion of the *placing in safety* and a maintenance programme to improve the usability of buildings and to achieve multifunctional centres.

i)   A valuable tool was the establishment of a registry *office of school buildings*, for which data base was completed and already established the necessary network of bodies owners of buildings (Municipalities and the Province) for its implementation and updating, under the coordination of the School Observatory.

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[9] Il Sole 24 Ore is a specialised newspaper spread out nationally.

	Pre-school	Primary	Secondary[10]	Tertiary	Adult	Continuing
Quantitative	4,646.	12,463.	21,517.	Tot. residents in the province of Livorno graduated from the University of: Siena (2000-2006): 366 Florence (2006-2007): 64.	209[11].	992 voucher[12].

4. REGIONAL PLANS

4.1. Finding key policy models and criteria

Planning is the moment when resources should correspond to the strategic and policy aims and when the subjects and paths of implementation are delineated. The likelihood that concrete interventions correspond to aims depends on this moment. The likelihood that the lifelong learning policy is not just a simple sum of sector policies, but a single group of comprehensive and coherent policies, depends on the elaboration of the Plans. This is the characteristic that distinguishes sectorial policies, from a lifelong learning policy, and this is what makes its pursuit useful but also difficult.

Obstacles for operating in this direction exist even on a regional and local level. In short, as far as public policies are concerned, they refer to three factors:

- The complementary nature of public policies for lifelong learning with respect to private (companies and families) policies and expenses, and the risk that government commitment be absorbed by the duties of administrating educational and training systems managed directly by them;

- The separation of education and training policies with respect to development, work and social policies, and their stagnation in

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[10] In Italy we can make a distinction between Secondary 1, that is to say the three years after the Primary School with a final exam after which the pupils can accede to the Secondary 2 that can last until the compulsory achievement of 16 years of age or can last 5 years that is to say until 18/19 years of age. The data indicated are referred to the total pupils of Secondary 1 and 2 in the Province of Livorno and can be divided in: Secondary 1: 8,153 and Secondary 2: 13,364.

[11] Reference year: 2009. Number of people who have attended training courses and attained a final professional qualification.

[12] Reference year: 2009.

policies for general basic education, removed from real processes;
- The organisational models of government institutions, founded on the separation of competences between Departments and Ministries, and the difficulty in introducing new models that encourage work using indirect aims.

Nevertheless there are advantages to the Regional and Local Governments compared to state ones, deriving from the fact that governing interregional migration of mobile factors, capital and labour can be a real threat to Regions (Camagni, 2002).

The main reason to have one regional lifelong learning policy is that well-being of towns and Regions depends on having three key localisation economies (specialised workers, specialised supporting firms, and opportunities for inter-firm division of labour), but also the interactions between the elements of this triad.

"Knowledge and know-how are accumulated and become locally socialized into a 'local industrial atmosphere' that fosters the creation of new ideas and business methods". Regional Governments do have the opportunity to create and build up "local innovative milieux", to let Regions be "hubs of knowledge", also in competition among other Regions (Ronald, 2004).

To be a hub of knowledge requires a high level of coherence and comprehensiveness of all types of policies (and not just those concerning mutual education and training). The terrain of coherence is undoubtedly more complex for the reasons already set forth. This result is often pursued indirectly, leaving the individual and companies with the task of reformulating the meaning and any benefits, in a group of policies that have a weak relationship between them.

What can be found regarding the dimension of comprehensiveness is different, particularly if it is considered to be limited to just a few sectors: education, training, work.

These policies and the related implementation plans are characterized by a lifecycle perspective.

This approach is appropriate to all age groups, who undergo transitions between various life stages combined with psychological and physical development. The results of integrated policies depend on their capacity to adapt to people's pathways and conditions.

The adoption of the lifecycle approach in lifelong learning policies commits policy makers to focus on the demand for interventions connected to:
• the different ages or life stages and, in particular, young people's maturing processes.
• the different positions and conditions that characterise the different moments or stages of active life, based on individual

and collective paths involving the individual, organisations and the society in which they live.

Thus, the lifecycle approach entails adopting policies that are tailored to the youths, worker's, olders lifecycle, working conditions and positions.

Aside from the differences found among the various Regions, some basic trends can be identified that constitute common goals:

- **Accelerate and speed up the time it takes young people to acquire a production culture and being capable of building and developing social networks.**
  This is why regional policies aim at urging companies and society to take direct responsibilities in educating young people about work and social life. This is why the contemporary educational model must be reformed, reducing the weight of schooling and increasing the weight of education.

- **Safeguard and increase the quality of access to the first job contract.**
  This is why regional policies aim at adopting measures that advance and increase regular, protected entry opportunities in the job market by legalising the various types of labour contracts. The first job is transitory in nature, therefore it must be accompanied by measures that aid return to training or progression to better jobs.

- **Favour the professional growth of young workers, their mobility and their career development in the workplace and in the job market.**
  This is why regional policies aim at urging companies to compete with each other – on an international level – so that each one is the best place where young workers can grow professionally. This is why companies and worker representatives must have an incentive to take on criteria and standards that make the quality of human resource management in every company transparent. Public policies must favour the insertion of young workers within the networks of information and job demand/offer crossroads in order to aid mobility and outplacement on a local, state and international level.

- **Accompany entry into adult, independent life.**
  This is why regional policies aim at supporting planned parenthood with educational and health measures. Young parents must be able to have job contracts that make raising their children possible. Child care must be extended and open to children from their first

year, this is also important for supporting the parents' return to work and give an early beginning to the children's education.

- **Assume responsibilities regarding the outstanding demand for adult education.**
  This is why, in addition to the direct management of operations, regional and local policies support activities promoted by all kinds of companies and private organisations. They are aimed at adults of all ages, working or unemployed, immigrants and others.

- **Integrated policies.**
  The common effort seems to be targeted to synchronize not only the policies of education, training, labour, but also other policies (health, social, justice, domestic, culture). Moreover, the management of lifelong learning policies calls for a high level of governance efficiency and development of subsidiarity, both vertical (with particular attention to the role of Local and Regional Governments) and horizontal (social partners, voluntary services, civil society in general).

4.2.   Examples from Regional Governments

4.2.1.   *Junta de Andalucía*

Each educational level has a specific strategic action plan:
- Support family grants (Pre-school).
- Early morning classroom (Primary).
- After school activities (Primary).
- Languages for Youngsters (Secondary).
- Plurilingualism (Primary, Secondary, Post-Compulsory, Vocational Training).
- Immigrant Intensive Spanish language support.
- Coexistence Programme (Primary, Secondary, Post-Compulsory).
- Co-education. Gender Equality awareness programme.
- Special programme for schools in social exclusion risk.
- Promoting Andalusian Culture.
- Rising Environmental Awareness Education.
- Health programmes: DINO Drugs prevention (Primary); Prevent for Living (Secondary); Healthy Eating Habits (primary); Learn to smile! (Pre-school and Primary); Not Smoking Safe Area. I Fill in For! (Secondary); Non-Violent Problem Solving (Secondary).
- Teacher Training Updating Courses.
- ITC Schools.
- Special needs students programme.
- Reading and libraries. Promoting literacy.
- Work placements in other European countries for Vocational Training.
- Innovation and Evaluation Programme.

Tab. 12 – Models of contents included in the Strategic plans in Junta de Andalucía

	Pre-school	Primary	Secondary	Post-Compulsory	Adult	Continuing
Objectives	Getting to know their body, the way it functions and the social interaction with others. Getting progressive autonomous independence. Developing affective interaction with the environment. Developing communicative abilities. Introduction to basic skills in language and mathematic.	Awareness of the social democratic principles in order to become citizens who respects pluralism. Develop autonomous studying habits, based on responsibility and personal effort. Improve solving problem both in familiar and classroom situations. Show respect for cultural difference. Introduction to one foreign language. Know basic mathematic principles, natural environment, ITC., art, health, etc.	Provide the students with the necessary tools for them to acquire the basic cultural knowledge and consolidate studying habits.	Develop all the necessary knowledge to continue University degrees Vocational Training: The principles of Vocational training consist in providing students with the competence to a specific professional profile.	Explained in Chapter 3.2.1.	Ministry of Work.
Expected results (specific and transversal ones)	Family support programmes.	Become democratic based future citizens, with basic knowledge on new technology, languages with respect to the natural environment and awareness of their own Andalusia culture.	Special attention will be paid to the professional and educative offer counselling.	Focused in the productive system needs.	-	-
Main measures adopted (more relevant)	Work and Life cohesion.	Plans and programmes: Libraries and Reading habits. DINO (Drug avoiding Programme) Healthy Life habits Bilingual Schools-after school activities.	Purilingualism -ICT Schools. -Special needs students programme. -Equality and Co-education. -Reading and libraries. Promoting literacy. -Grants.	-	-	-
Resources	Human resources. Early morning open classroom programme. Financial agreements with other private institutions.	Human Resources -Teachers for students with special educative needs. Language support for foreign students. Long term hospital teachers ITC schools.	Human Resources -Teachers for students with special educative needs. Language support for foreign students. Counselling and advisor Department. ITC schools.	Agreements with companies to acquire work experience. Curriculum integrated project.	-	-

The implementation of education policies is carried out by Ministry of Education central services regulations and decisions taken in a hierarchical organisation. In each of the provinces the Educative Provincial delegation are supported by Counselling, Inspection and Human resources teams. Each educational Institution has its own strategic action plan.

• THE ANDALUSIAN LIFELONG LEARNING MODEL
The regional education authority is in charge of public learning offer at all levels, except for University.

That involves nearly 40% of curriculum design and 100% of financial support for over 3,000 schools and 95,000 teachers, to cover a population of nearly 8 million.

In particular, the General Directorate of Vocational Education, Training and Lifelong Learning is in charge of VET and the Lifelong Learning public offer, involving about 250,000 learners.

• VOCATIONAL EDUCATION AND TRAINING
Vocational education and training is aimed to acquiring knowledge as well as professional competence corresponding to a profession. It involves ± 91,000 learners:

-       Level I (IVET) - 7,800.
-       Level II (Lower, aimed at obtaining a Certificate of EXPERT) 49,109.
-       Level III (Upper, aimed at obtaining a Certificate of ADVANCED EXPERT) 34,190.

Adult formal and non formal learning involves ± 150,000 learners. It is implemented through

-       Formal courses leading to secondary and post-secondary official certificates.
-       Non formal courses to support official certificates and reinforce key competences (European Parliament and Commission document, December 2006).
-       Public extraordinary test to access VET or official secondary and post-secondary certificates.
-       Entrepreneurship programmes for all school levels.
-       Face to face, blended and on-line learning public offer, to adapt to the citizens needs.

• OTHER MAIN ACTIONS
A new legal framework has adopted the goal to promote flexible offer, pathways and access to official certificates through actions like:

- Validation of what is already known and passed in formal learning and recognition of non formal learning (also certified).
- Creation of regional networks (30) of lifelong learning schools: coordination and search for education needs in each network for innovation and resources for schools, teachers and learners.
- Technical resources: high speed internet access, PCs, info websites and on-line LMS based on MOODLE.
- Didactic resources through the web: digital books and multimedia on-line content for both formal and non formal learning.
- Teacher's training courses on MOODLE based LMS and on-line learners tutoring and monitoring.

Moreover, Andalucía offers a total of 110 different qualifications, organised in groupings of 22 professional 'families'.

• ADULT EDUCATION
In Andalusia there are 667 public adult primary schools (13 in prisons) offering:
- Formal learning: literacy and primary for adults (mostly middle-aged and immigrants).
- Non formal learning:
  > Support for official extraordinary tests leading to access to VET and official certificates (+18, +20) and University (+25).
  > Support courses to key competences at basic level:
  o ICT.
  o Entrepreneurship.
  o Languages.
  o Spanish for people from abroad.
  o Health care and professional accidents prevention.
  o Regional heritage and environment knowledge and awareness.

Moreover, there are 172 adult high schools, secondary, post-secondary formal courses leading to official certificates, (2 yearly courses, with about 2,000 hours training) and 33 Language schools: blended and on-line English.

• ENTREPRENEURSHIP
Entrepreneurship has been included in the curriculum at all education levels since school year 2004-2005, except primary, which started in 2008.

In Primary and Secondary school it is a transversal topic. The aim is to promote entrepreneurship skills.

In VET it is a core subject, with the aim to learn to create and manage associations and companies.

In Adult education it is included in non formal learning courses for those already in business or interested in putting a business idea into practice.

4.2.2. Generalitat de Catalunya

In 2009 the Catalan Parliament approved the Education Law of Catalunya that where objectives, results, measures and resources are planned and detailed as follows.

• OBJECTIVES
In 2009 the Catalan Parliament approved the Education Law of Catalunya that among its main objectives there are the following:

- The quality of education, which enables the achievement of basic skills and achieving excellence, in a context of equity.
- Promoting entrepreneurship.
- The fostering of education beyond school.
- Lifelong learning.

Furthermore there is the the 2nd General Plan of Catalonian VET 2007-2010 that defines priority lines, objectives and actions that require an organisational deployment and policies that involves to "Departament d'Educació" and "Departament de Treball". Both departments and several system participants belonging to "Consell Català de Formació Professional" have executive responsibility of initial VET and occupational VET.

The Government Plan 2007-2010 has unfurled and consolidated the public education service, according to the National Pact for Education.

• EXPECTED RESULTS
Improve the professional skills of people throughout life and the human capital of companies and provide an adequate global response to the needs arising from the competitive of economic network and the social and territorial cohesion.

• MAIN MEASURES ADOPTED
The main measures adopted are increase the level of skills and consequently make a flexible studies offer.

• RESOURCES

To make these plans the budget for develop the 2nd General Plan of Vet in Catalunya 2007-2010 is the next: 108,318,383 € distributed as follows:

€35,477,420	year: 2008.
€35,283,808	year: 2009.
€37,557,155	year: 2010.

These items of expenditure do not include teachers and human resources.

• AN EXAMPLE OF SECTORAL PLAN

The 2nd General Plan of Catalonian Vocational Education and training 2007-2010 establishes the following priority lines:

A. Adaptation and innovation of the devices and resources of the VET to the new Catalan economy needs.
B. Consolidation of the integrated qualifications and vocational education and training systems.
C. Promotion of the acknowledgement and social value of VET.

A summary of the 2nd General Plan of Catalonian VET 2007-2010 is given in the Tables 13, 14, 15 below.

Tab. 13 – Priority related to 'Adaptation and innovation of the devices and resources of the VET to the new Catalan economy needs' in the 2nd General Plan of Catalonian VET 2007–2010 (AREA A)

General areas of performance	Actions	Measures	Indicators
A. **Adaptation and innovation of the devices and resources of the vocational education and training to the new Catalan economy needs**	Increasing the training and qualification levels of the active population	• Increasing the number of initial and continuous training users. • Organizing specific programmes for priority groups (women, older than 45, immigrants, people with low qualifications, handicapped) and difficult territories and sectors, in order to facilitate the access of workers to the continuous training on an equal basis. • Promoting a scholarship system to facilitate access and adherence to training. • Promoting and applying a combined programme elaborated by the Employment and Education departments for transition to active life integrated in the PQPI –"Initial Professional Qualification Programmes". • Establishing agreements to foster the collaboration and transition between higher vocational education and training and universities.	To reduce in half the differential with Europe of the occupied people with a vocational education and training diploma
	Promoting the adaptation and innovation of the training offer	• Regulated deployment in Catalunya of the training system for occupation. • Improving the effectiveness and efficiency of the financing mechanisms of the vocational education and training. • Promoting the learning of foreign languages, especially English. • Making the open vocational training more widespread. • Promoting work placements as part of the training offer for unemployed people from the initial training experience. • Improving the management models at VET schools, promoting their autonomy and responsibility so that they become able to respond more quickly to the needs of their environment. • Creating an information system that will gather, in an integrated way, the training and certification records for each user of the vocational and qualification training. • Establishment of a territorial and sector coordination in the planning and mangement of the training offer with the participation of all stakeholders. • Endowing the training and occupational observatory with the tools for planning and evaluating the training and qualification system. • Improving the statistical information systems about the training and qualification system.	Satisfaction of users and productive fabric over the training offer
	Promotion of the trans-nationality within the frame of the European qualification space	• Promoting the involvement of the training centres and enterprises in the exchanges of trainers and users at a European level in all vocational education and training subsystems. • Promoting the creation of networks fostering trans-nationality.	50% increase in European exchanges
	Encouraging entrepreneurship	• Introduction of contents promoting entrepreneurship in the training offer. • Coordination of the existing support services for entrepreneurs and firm creation with the training offer, and spread it among users.	Incorporation of contents promoting entrepreneurship in 50% of the training offer

Tab. 14 – Priority related to 'Consolidation of integrated qualifications and vocational education and training systems' in the 2nd General Plan of Catalonian VET 2007-2010 (AREA B)

General areas of performance	Actions	Measures	Indicators
B. **Consolidation of the integrated qualifications and vocational education and training systems.**		• Designing and development of the modules and training credits of the Training Modular Catalogue.	
		• Experimenting the new integrated and credit transfer systems with certain professional families within the framework of the European space of Vocational Training.	
		• Promoting the integrated projects of the Vocational Education and Training and plan the deployment of integrated centres in Catalunya.	

General areas of performance	Actions	Measures	Indicators
	Encourage the social acknowledgement of the Vocational Education and Training	• Coordination and improvement of the public administrations communication plans for the valorization of training. • Dissemination as good practices of professional pathways valued by their implied training.	Increase by 40% the number of users of vocational education and training
	Development of tools and criteria for information and guidance to the users in order to allow generalised access to the system	• Promoting an information and guidance Internet portal centered on training and qualifications, jointly developed by the Education and Employment Departments • Elaborating a shared protocol between the multiple existing mechanisms, both at schools and others, with the participation of local administrations. • Improving the information and guidance services in job and in vocational education and training centres. • Designing updated methods and tools for information and guidance. • Development of the reception, accompaniment and advice processes for the people interested in the competence accreditation mechanisms.	That 80% of the system users have access to information and guidance devices
C. **Promotion of the recognition and social value of the vocational education and training**	Development of tools for the improvement of the training quality	• Creating a combined training quality programme jointly elaborated by the Education and Employment Departments. • Creating a quality prize in the training area.	Increase by 25% the number of training centres that have a quality management system
	Improving the continuous training of trainers	• Creating a combined continuous train the trainers programme jointly elaborated by the Education and Employment Departments. • Applying the training integrated Modular Catalogue and the competence accreditation system to trainers.	Increase of 100% in the number of trainers that participate in continuous training actions
	Promoting the social value of the qualifications and the vocational education and training in the enterprise context	• Encouraging the dissemination among companies and people of the Qualification and Vocational Training Integrated System and the procedures for competence accreditation. • Creating a good practice support programme in lifelong learning matters and in enterprise qualification. • Generalizing the use of Individual Training licenses to participate in the accreditation process of the working experience. • Facilitating the observation in the workplace as a methodology to evaluate the acquired competences in the professional experience.	Increase the number of training and qualification agreements at sectoral level and enterprises

4.2.3. Tuscany Region

The main goal of the Plan is to support individual free choice in establishing paths of personal, cultural, educational and professional development through an integrated offer of activities and services in sectors relevant to education, orientation, and training in both a vertical and a horizontal system framework mobility.

The rights of access to learning, scholastic and university education, guidance, training, Employment Services must be fostered by acting of factors that can help stimulate request, such as: free time, economic availability, distance of the offer from individual citizens, etc.

• SPECIFIC OBJECTIVES

1.1 Support the exercising of the freedom of individual choice in creating means for personal, cultural, training and professional development through an integrated range of activities and services offered in sectors of education, instruction, guidance and training, in a framework of effective vertical and horizontal mobility in the system.

1.2 Guarantee the right to access education, school and university instruction, guidance, training and employment services for everyone, intervening on the various factors that may free up the individual demand such as time, available funds and distance of what is offered to individual citizens.

Tab. 16 – Contents included in the Strategic Plan of the Tuscany Region

	Pre-school	Primary	Secondary	Tertiary	Adult	Continuing
Objectives	See Table 8.				See Table 8.	See Table 8.
Expected results (specific and transversal ones)			Raising the level of schooling of citizens. Lowering the percentage of scholastic dropout.	Strengthening the entrepreneurial fabric; innovation. Increasing the number of graduates in scientific and technical disciplines.	Increasing the percentage of adults who take part in adult education activities.	Increasing the involvement of the employed in training courses.
Main measures adopted (more relevant)	-		Integration projects between instruction and work in upper classes 1-2. Professional training year for 16- to 18-year-olds issuing a qualification that is recognised on a European level. Distance training activities.	Post-diploma and post-university training courses. Distance training activities.	Supporting job precariousness. Promoting non formal activities (courses, seminars, study circles, etc.). Activities aimed at guaranteeing secondary school leaving certificates to individuals who do not have them.	Promoting training activities on the culture of work and basic skills to improve the employability of individuals. Distance training activities.
Resources	-		€4,250,000.00 ESF.	€2,636,500.00 ESF (advanced technical training courses).	€67,000.00 €25,000.00 plus €5,200,000.00 ESF.	-

4.2.4.   An example of a Sectoral Plan

Tab. 17 – Example of Sector Plan

	Pre-school	Primary	Secondary	Tertiary	Adult	Continuing
Objectives	See Table 18					
Main measures adopted (more relevant)	Non formal education for infants	Non formal education for infants	Formal and non formal education for adolescents, integrated learning paths	Formal and non formal education for adolescents, integrated learning paths	Non formal education for adults	Lifelong learning
Actors	State Ministry of Education, University and Research – Ministry of Work and Social Policies. Tuscany regional government. Tuscan provincial governments and administrative districts. Zonal Conferences for Instruction. Municipalities. Schools. Training Agencies/Associations.					
Measure adopted	Pre-schools in workplaces; child and parent centre; educational recreation centre; family social workers.	Educational activities during leisure time and school holiday break (CIAF – Centri Infanzia Adolescenza e Famiglia *(Centre for Infancy, Adolescence and Family)*.	Leisure time interventions of residential nature for adolescents and youth in lifelong learning programmes; youth information activities; offer of integrated learning paths linked to education and occupational training; year dedicated to occupational training for the acquisition of European certification of level; training programmes for underage youth.	Educational Programmes for Technical Institutions (IFTS – Technical scholastic training); offer integrated with University and Training ; high-level training entrance level programmes; Professional development courses; Masters and research doctorates.	Cultural programmes, courses and seminars, study groups.	Training programmes for private and public enterprise employees, entrepreneurs and self-employed, unconventional employees or with flexible contracts.
Financing	Incentives for scholastic education: scholarships, contributions for total or partial textbook rebates.	Incentives for scholastic education: scholarships, contributions for total or partial textbook rebates.	Incentives for scholastic education: scholarships, contributions for total or partial textbook rebates. Projects in secondary school are completely free for all participants.	Voucher for post-degree training. Other forms of financial assistance are issued by Associations for the Right of Higher Education, which include: Scholarships; Loans; Outstanding contributions and grants; Assistance to disadvantaged classes; Scholarship integration for international mobility.	Assistance is mostly free of charge.	Incentives to people for training: Individual Learning account (Prepaid card); Voucher for individual lifelong learning courses (training coupons); scholarships in technology and innovation; school vouchers.

4.2.5.   Welsh Assembly Government

Welsh Assembly Government planning and funding is split between thematic Spending Programme Areas (SPAs), rather than learning provider sectoral groups.

Tab. 18 – Spending Programme Areas in Welsh Assembly Government (SPA1, SPA2, SPA3, SPA4, SPA5)

SPA 1	**Successful Foundations & Opportunities**
Objectives	To promote the well being of all children and young people providing support to reach their full potential; the benefits of formal education, informal learning and non formal learning; and children and young people's rights and entitlements
Expected results (specific and transversal ones)	1.1 Primary class sizes to be maintained at a maximum of 30 pupils (TLC: VIA Chapter 2). 1.2 The average points score per 15-year-old pupil for all qualifications approved for pre 16 use in Wales to improve year on year. (TLC: VIA Chapter 3). 1.3 The percentage of 15 year olds achieving the equivalent of GCSE grade A* to C to reach 60% by 2010 (2007 milestone 53%). (TLC: VIA Chapter 3). 1.4 By 2010, no pupil to leave full-time education without an approved qualification. (TLC: VIA Chapter 3). 1.5 The percentage of 16-18 year olds in employment, education or training to reach 93% by 2010 (2007 milestone - 90%). (TLC: VIA Chapter 3). 1.6 95% of young people, by the age of 25, to be ready for high skilled employment and/or further or higher education by 2015. (TLC: VIA Chapter 3).
Resources	£176,346,000 - €211,615,200

SPA 2	**Learner Attainment**
Objectives	To drive improved learner outcomes and well-being through: - A skills based school curriculum and associated assessment arrangement. - All age qualification reform and credit framework developments. - A focus on school effectiveness. - The professional development of practitioners.
Expected results (specific and transversal ones)	2.1 Percentage of pupils achieving (Welsh, English, maths, science) by age 11 to be 80% in 2010. The 2007 milestone is 75%. (TLC: VIA Chapter 2). 2.2 Percentage of pupils achieving the core subject indicator by age 14 to reach 65% by 2010. The 2007 milestone is 60%. (TLC: VIA Chapter 2). 2.3 By 2010, the quality of learning in primary and secondary schools assessed by Estyn to be Grade 3 or better in 98% of classes. (TLC: VIA Chapter 4). 2.4 By 2010, the quality of teaching in primary and secondary schools assessed by Estyn to be Grade 2 or better in 80% of classes. (TLC: VIA Chapter 4). 2.5 Percentage of 14 year-olds assessed by teachers in Welsh First Language. 2.6 Percentage of Welsh HE Students taking some element of their course in Welsh. 2.7 The average points score per 15 yr-old for all qualifications approved for pre-16 use in Wales to improve year on year. (TLV:VIA Chapter 3). 2.8 The percentage of 15 yr-olds achieving equivalent of GCSE grade A*-C to reach 60% by 2010 (2007 milestone 53%). (TLC:VIA Chapter 3). 2.9 By 2010, no pupil to leave full-time education without an approved qualification (TLC:VIA Chapter 3). 2.10 The percentage of 16 yr-olds in employment, education or training to reach 93% by 2010. (2007 milestone 90%) (TLC:VIA Chapter 3). 2.11 95% of young people, by the age of 25, to be ready for high skilled employment and/or further or higher education by 2015. (TLC:VIA Chapter 3). 2.12 Proportion of children looked after leaving school with level 3 qualifications.
Resources	£123,411,000 - €148,093,200

SPA 3	Skills For A Prosperous Wales
Objectives	Lead the contribution that the post-16 education and training system makes towards the achievement of a highly-educated, highly-skilled, high-employment Wales by identifying and prioritising the knowledge and skills needs of employers, learners, communities and WAG and by driving education and training institutions to be flexible, of high quality, and responsive to national and local needs.
Expected results (specific and transversal ones)	3.1 The percentage of working age adults with level 1 or above basic skills in literacy to be 80% by 2010. (TLC: VIA Chapter 5). 3.2 The percentage of working age adults with level 1 or above basic skills in numeracy to be 55% by 2010. (TLC: VIA Chapter 5). 3.3 The percentage of adults of working age with a qualification equivalent to level 2 or above to be 70% by 2010. The 2007 milestone is 67%. (TLC: VIA Chapter 5). 3.4 The percentage of adults of working age with a qualification equivalent to level 3 or above to be 50% by 2010. The 2007 milestone is 48%. (TLC: VIA Chapter 5). 3.5 The percentage of adults of working age with a qualification equivalent to level 4 to be 30% by 2010. The 2007 milestone is 27%. (TLC: VIA Chapter 5). 3.6 The percentage of full time Welsh domiciled HE students to increase from 60% to 70% by 2010. (TLC: VIA Chapter 6). 3.7 The proportion of students in Welsh HEIs undertaking some element of their courses through the medium of Welsh to increase to 7% by 2010. (TLC: VIA Chapter 6). 3.8 By 2010, FE programmes assessed by Estyn to be Grade 3 or better in 95% of programmes, and Grade 2 or better in 65% of programmes. (TLC: VIA Chapter 4). 3.9 By 2010, training programmes assessed by Estyn to be Grade 3 or better in 85% of programmes, and Grade 2 or better in 40% of programmes. (TLC: VIA Chapter 4). 3.10 By 2010, completion rates for Modern Apprenticeships to increase to 40%. (TLC: VIA Chapter 4). 3.11 The percentage of Research Council funding attracted by HEIs in Wales to rise from 3.3% to 4.5% by 2010. (TLC: VIA Chapter 6). 3.12 Research income from sources other than research councils to increase by 100% by 2010. 3.13 Welsh domiciled full-time higher education students studying in Wales to be 70% by 2010.
Resources	£908,483,000 - €1,090,179,600

SPA 4	Access & Achievement For All
Objectives	To promote inclusion, reduce disadvantage and tackle poverty of educational opportunity by developing programmes, policies and products to address the needs of learners of all ages including those with additional learning needs and inclusion issues, and to successfully deliver financial support to students and other learners.
Expected results (specific and transversal ones)	4.1 New entrants at UK Universities from Welsh most disadvantaged communities to rise from 8.9% in 2000/01 to 11.4% in 2010 (TLC: VIA Chapter 6). 4.2 The percentage of Welsh domiciled FT HE students enrolled at HEIs in Wales who are Welsh domiciled to increase from 60% to 70% by 2010. (TLC: VIA Chapter 6).
Resources	£271,384,000 - €325,660,800

SPA 5	Infrastructure & Reconfiguration
Objectives	Drive departmental efficiency and effectiveness, value for money, and improved delivery of results maximising the use of finite resources by the better use of data and intelligence, and funding streams and mechanisms. To secure appropriately funded, well supported schools and other pre and post 16 educational facilities housed in buildings, and with the support of appropriate ICT, which are fit for purpose and increasingly used as a community resource.
Expected results (specific and transversal ones)	5.1 Number of surplus places. 5.2 Progress in bringing school buildings to a fit state through assessment of local authority and diocesan asset management plans and related statutory proposals.
Resources	£271,384,000 - €325,660,800

4.2.6.   An example of a Sectoral Plan

Tab. 19 – An example of Sectoral Plan

	Skills that Work for Wales - 2008
Objectives	This strategy and action plan seeks raising action on skills, working with the UK Department for Work and Pensions (labour policies are reserved to the UK government) to get more people into work, and improving the quality and relevance of education and training. Success will unlock people's talents, regenerate some of the most deprived communities, help families and children to escape from poverty, encourage businesses to grow and the Welsh economy to prosper. While the focus of the strategy is on economically-valuable skills, it is recognised that learning also has a broader role. It enriches culture, helps preserve heritage, and transmits values to future generations. Young people need a broad foundation of general and vocational learning to become well-rounded citizens.
Expected results and impact	To create a successful post-compulsory education and training system that: • Provides individuals with the knowledge and skills they need to obtain employment and to achieve personal and career fulfilment and to contribute to community life; • Provides businesses with a skilled workforce, enabling them to be enterprising and profitable; • Drives economic and social development through the creation and exploitation of new knowledge and research; • Helps to create a confident, competitive Wales with healthier and more prosperous communities; • Has high-quality, flexible, responsive, entrepreneurial and innovative providers; • Makes full and strategic use of the opportunities presented by EU funding.
Actors	• Welsh Assembly Government (WAG), Department for Children, Education, Lifelong Learning and Skills (DCELLS). • UK Department for Work and Pensions (DWP) • Welsh Further Education Institutions (FEIs) • Private Sector Training Providers • Welsh Higher Education Institutions (HEIs) • Higher Education Funding Council for Wales (HEFCW) • Local Education Authorities (LEAs) • Welsh Secondary Schools • NIACE DC – Basic Skills Agency • Careers Wales • General Teaching Council for Wales (GTCW) • HM Inspectorate – Estyn • Sector Skills Councils • Welsh Employers, Trades Unions and the Wales Employment and Skills Board.

Measure adopted (detailed)	• Ensure the best possible start for young people through the introduction of the Foundation Phase; • Help young learners acquire the skills they will need through a revised school curriculum and the Skills Framework for 3-19 year olds; • Offer a range of applied learning routes for all 14-19 year olds within the Welsh Baccalaureate; • Create options that match the learning styles and interests of students; • Ensure that students who make a vocational choice - apprenticeship, employment or a further education course - do so on a well-informed basis; • Create a transparent mechanism to target our funding on priorities by introducing a fees policy covering all post-16 learning; • Improve the local ownership of Adult Community Learning; • Reform GCSEs so they place a greater emphasis on securing the basics in English, Welsh, mathematics and ICT; • Deliver an entitlement for all learners to free basic skills learning, once accepted on a course; • Raise our capacity to respond to demand by investing in teachers, lecturers and trainers; • Promote the Basic Skills Employer Pledge and create incentives for businesses to address basic skills, by linking the Pledge to our other workforce development programmes; • Deliver an integrated skills for employment service (Careers Ladders Wales) linked with welfare-to-work programmes led by the DWP; • Prioritise investment in the most disadvantaged areas; • Make sure our skills programmes can develop employability and help people into jobs; • Safeguard the apprenticeship brand by contracting separately for apprenticeship delivery; • Integrate apprenticeships within the Welsh Baccalaureate, ending the separation between academic and vocational learning routes for young people; • Use accreditation of prior learning to ensure that apprenticeships add real value; • Deliver an integrated business support package, focusing resources on priority sectors and strategically-important businesses; • Expand the Workforce Development Programme and discretionary funding, especially for leadership and management development; • Introduce a Sector Priorities Fund to ensure that funding for skills meets the needs of key sectors; • Review HE in Wales and publish a new strategy to reflect the evolving mission of the sector; • Develop employment-related foundation degrees, particularly in sectors of strategic importance; • Establish national research centres, such as the national science academy, to expand HE research capacity and support the commercialisation of research; • Look to the Wales Employment and Skills Board to advise us on the implementation of this strategy and on new targets and performance measures from 2010 onwards; • Look to Sector Skills Councils to represent employers, identifying priority skills needs and advising which qualifications should be prioritised for public funding; • Review priorities and structure of careers service delivery; • Introduce a revised Quality and Effectiveness Framework; • Transform the way the post-11 provider network operates and collaborates.
Financing	The Assembly Government's Department for Children, Education, Lifelong Learning and Skills has a budget of £1.95 billion (circ. €2.34 b) for 2008-09, which will rise to £2.03 billion (circ. €2.44 b) by 2010-11.

4.3. Examples of County Plans

4.3.1. Jämtland County Council (Sweden)

All the plans in the county follow state legislation and state plans for schools. Very little is said in the plan on how the goals should be achieved.

Tab. 20 – Contents of the County plans

	Pre-school	Primary	Secondary	Tertiary
Objectives	Influence and stimulate children to develop understanding for our community's common democratic values. The pedagogical activity should be carried out so that it stimulate and challenges children's development and learning. Pre-school lays the foundation for understanding of democracy.	Primary school must work actively and consciously to influence and stimulate pupils to comprehend our society's common values and to use them in daily life. Primary school is responsible for ensuring that pupils obtain and develop the kind of knowledge that is necessary for every individual and member of the society.	Secondary school must work actively and consciously to influence and stimulate pupils to comprehend our society's common values and to use them in daily life. Secondary school is responsible for ensuring that pupils obtain and develop the kind of knowledge that is necessary for every individual and member of the society. Provide students with the ability to formulate, test and solve problems, survey large amounts of knowledge and develop analytical power. All students should have significant knowledge of our national and international cultural heritage. When the students leave school they have to have a plan and good chances for further education or working life. All students should be able to express themselves well in speech and writing. They must be able to use English in a functional way, formulate, analyse and solve mathematical problems and participate in democratic decisions. They must also be able to critically examine and judge everything they see, hear and read.	All adults shall be given the opportunity to broaden their knowledge and develop their competence aiming to promote personal development, democracy, equality, economical growth and occupation. At university you work with your personal skills to do independent and critical judgments, formulations and solutions of problems and have the ability to handle changes in working life. Reduce the education gap and through that work for increased equality and social fairness. Increase the students' ability to understand, critical study and participate in cultural, social and political life and by that participate in the democratic society's development. Meet every adult student's individual desires.

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	Pre-school	Primary	Secondary	Adult
Expected results (spefic and transversal ones)	All children should be able to form their own opinion. Lay the foundation for the values that our society rests on. Children should be able to understand and feel empathy for other people. Be the foundation for lifelong learning.	Let every individual find its own distinctive character and by that be able to participate in society by giving their best by responsible freedom. Know the importance of personal standpoints. Know every individual's value irrespective of age, gender or ethnical origin. Be stimulated to learn more.	Let every individual find its own distinctive character and by that be able to participate in society by giving their best by responsible freedom. Know the importance of personal standpoints. Know every individual's value irrespective of age, gender or ethnical origin. Be stimulated to learn more. Every student leaves school with a deepened and developed knowledge that lay the foundation for higher education or working life. It should also be the foundation for adult life as a citizen and a help for taking responsibility for their lives.	Every adult student leaves school with a deepened and developed knowledge that lay the foundation for higher education or working life. It is also a foundation for participation in society.
Main measures adopted (more relevant)	Every child should be respected for who they are. Pre-school practices a democratic way of working, talk about ethical dilemmas and life issues. Make the children aware of people's different attitudes and values and the way those influence their actions. Teach the children how to work in groups. Make sure that children are stimulated to use their total capacity and find learning fun and meaningful. Take care of children's thirst for knowledge and stimulate the understanding of language and mathematics.	Develop the pupil's feeling for solidarity and responsibility for other people. Counteract harassment and oppression. Have a democratic way of education. Notice and help pupils that are in need of special help. See every pupil's needs and qualifications. Strengthen all students' desire for knowledge and trust of their own capability. w	Develop the pupil's feeling for solidarity and responsibility for other people. Counteract harassment and oppression. Have a democratic way of education. Notice and help pupils that are in need of special help. See every pupil's needs and qualifications. Strengthen all students' desire for knowledge and trust of their own capability. Help students that are in need of extra help and make sure that the school is a good environment for learning. Let the single student's needs, qualifications and thinking be the foundation for learning. Develop the students' sense of solidarity and responsibility both for themselves and others. Together with the students be responsible for the social, cultural and physical environment at school.	Help students that are in need of extra help and make sure that the school is a good environment for learning. Let the single student's needs, qualifications and thinking be the foundation for learning. Develop the students' sense of solidarity and responsibility both for them selves and others. Together with the students be responsible for the social, cultural and physical environment at school.

4.3.1.1. An example of a Sectoral Plan

A goal for adult education is primarily to provide people with basic education, to make them pass the requirements of secondary and upper secondary school, which will then enable them to move on to other forms of education and training.

Tab. 21 – Example of Sectoral Plan

	Adult education
Objectives	Target group: Young adults in the age of 20 to 24 who are not in education, employment or training, that have dropped out of school without getting their exams from upper secondary school. Objective: Motivate them to go back to school in any form.
Expected results and impact	This project is a continuation of an earlier project with the goal that 40% of the participants should after the programme have moved on to some kind of education. This new project has a goal of 50%.
Main measures adopted (more relevant)	The arena for the training is the regional, open air museum, in which a great range of different occupations and skills can be found. The participants have to learn to plan their own day and future. They are offered to try out different things, both in the museum and in other places, they get to know what different occupations mean. They are trained to take responsibility, to find things out for themselves if something needs to be done. They have to find out what they want to do with their lives, to set up goals and find out how to reach them. In other words they have to make their own future.
Actors	Jamtli (the regional museum of Jamtland), The regional state archive, The Unemployment agency, Birka folk-high school and the municipality of Östersund with the social welfare office.
Measure adopted (detailed)	There are supervisors employed by the project. Their role is to show or tell the participants of the different opportunities and alternatives they have. The participant has to plan and carry out the task by themselves. Of course with some supervision from the supervisor. For example they can be interested of a special kind of job. The participant then has to find out how to be a trainee or how to get an education for that. The participants have the opportunity to use the staff at the museum or the regional state archive to get inspiration for further education. At the museum and the regional state archive they can try being cleaners, clerks in the economy departments, chefs, curators, archivists, animal keepers and lots of other occupations.
Financing	Swedish arts council, Jamtli.

4.3.2. Livorno Province (Italy)

The conclusion of the previous programming phase 2000-2006, has opened a new phase that will see the commitment of Province of Livorno until 2013. The ESF, in this context, is essential as a means to promote employment, social cohesion and increase the competitiveness of the enterprises of the province of Livorno. A total of € 37,577,349.00 has been assigned to the province of Livorno be committed in seven years (2007-2013), divided by axes and specific objectives (of Implementation of Details - PAD-Regional Operational Programme-Objective 2, ESF 2007 - 2013).

4.4.   Axis, Funding, Specific Objectives

AXIS 1 ADAPTABILITY[13]

Specific Objectives:
-   Develop systems of continuing training and support the adaptability of workers.
-   Encourage innovation and productivity through better organisation and quality of work.
-   Develop policies and services for anticipating and managing change, enhancing the competitiveness and the entrepreneurship.

AXIS 2 EMPLOYABILITY[14]

Specific Objectives:
-   Increasing the efficiency, effectiveness, quality and inclusiveness of labor market institutions.
-   Implement active and prevention employment policies, with particular attention to the integration of immigrants into the labour market.
-   Improving women's access to employment and reduce gender disparity.

AXIS 3 SOCIAL INCLUSION[15]

Specific Objectives:
-   Develop integrated pathways.
-   Improve the job (re)employment for disadvantaged people.
-   Fight all forms of discrimination in the labour market.

AXIS 4 HUMAN CAPITAL[16]

Specific Objectives:
-   Elaboration and introduction of reforms of education, training and work systems to improve the integration and develop employability, with particular attention to guidance.
-   Increasing participation in lifelong learning opportunities and raise levels of learning and knowledge.
-   The creation of networks between universities, research technology centres, institutional and productive world with particular attention to promoting research and innovation.

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[13] € 6,990,158.00.

[14] € 23,420,252.00.

[15] € 3,224,121.00.

[16] € 3,269,025.00.

AXIS 6 TECHNICAL ASSISTANCE[17]
Specific Objectives:
Improve the effectiveness and efficiency of Operational Programmes through actions and support tools.

4.4.1.   An example of Sectoral Plan

Regarding the initiatives undertaken in recent years in the Province of Livorno we should mention those made in support of unemployed youth through the tool of the internships (approximately 600 internships were activated in six years), support to the request for individual training through vouchers (about 600 between 2000 and 2006 for a total of €1,200,000.00 with particular focus on women and post-graduate Masters), and guidance actions (also through specific initiatives such as the Guidance Fair and Futura Fair), involving the majority of high schools (and students) of the area. During 2000-2006 (considering only the ESF), more than 1,250 training activities for a total funding of more than 25 million euros were realized. They involved about 22,000 students. About 17,000 of them completed the activity and achieved the certification.

5.   CONCLUSIONS: BUILDING A BROAD STRATEGY FOR THE NEXT EUROPEAN PLANNING PERIOD

5.1. European cohesion regarding the 2020 targets is dependant on the policies adopted at the regional level and the nature of common goals.

1. Implementing lifelong learning strategies remains a challenge for all Member States and European Regions.

The differences between Member States in reaching European benchmarks are even more pronounced if we consider progress at the regional level. The data shows how regional diversities coexist within Member States, characterised by opposing trends which make differences even greater. Even more problematic is the difficulty of comparing regional results in different countries.

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[17] € 673,793.00.

Tab. 22 – Lifelong learning Benchmark: Major distances among Regions (Nuts) per Countries.

Countries	Region with higher performance		Region with lower performance	
AT	Wien	15,1	Burgenland	10,8
BE	Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest	10,4	Hainaut	3,7
BG	Yugozapaden	2,7	Yuzhen tsentralen	0,7
CH	Zürich	29,6	Ticino	24,2
CY	Kypros / Kibris	8,4	---------	---
CZ	Praha	9,7	Moravskoslezsko	4,3
DE	Berlin	10,7	Chemnitz	5,7
DK	Hovedstaden	33,2	Nordjylland	26,4
EE	Eesti	7	---------	---
ES	Comunidad Foral de Navarra	13,3	Cantabria	7,6
FI	Etelä-Suomi	24,9	Åland	20
FR	Bretagne	9,2	Poitou-Charentes	5,9
GR	Attiki and Kentriki Makedonia	2,7	Peloponnisos	1
HR	Sjeverozapadna Hrvatska	3	Jadranska Hrvatska	1,8
HU	Közép-Magyarország	5,4	Nyugat-Dunántúl	2,5
IE	Southern and Eastern	8,1	Border, Midland and Western	6,2
IS	Island	27	---------	---
IT	Provincia Autonoma Trento	9,6	Sicilia	4,9
LT	Lietuva	5,3	---------	---
LU	Luxembourg (Grand-Duché)	7	---------	---
LV	Latvija	7,1	---------	---
MT	Malta	6	---------	---
NL	Groningen	18,7	Zeeland	14,6
NO	Oslo og Akershus	21,2	Hedmark og Oppland	15,2
PL	Mazowieckie	8,3	Łódzkie	3,5
PT	Centro	5,6	Alentejo	3,5
RO	Bucureşti – Ilfov	1,7	Sud-Est/Sud – Muntenia/Sud-Vest Oltenia	1,1
SE	Småland med öarna	34	Sydsverige	29,8
SL	Zahodna Slovenija	16,2	Vzhodna Slovenija	13,3
SK	Bratislavský kraj	12,7	Východné Slovensko	1,8
TR	Antalya	2,6	Manisa	0,7
UK	Inner London	26,2	Northern Ireland	10,4

Source: Eurostat Regional Yearbook (2009), Statistical annexes.

This shows that creating a European and state strategic framework must be followed by the inception, programming and implementation of policies at regional level. Lack of progress at the regional level undermines European cohesion. Only an advance on a broad front towards the European objectives will avoid the risk of European objectives being achieved by increasing the imbalance between Regions.

The regional and local level is the one most suited to understanding the results of ongoing efforts and for building adequate solutions. This is because, aside from institutional differences, Regional Governments often have legal powers and control programme delivery. In addition, and along with provincial and municipal authorities, Regional Governments make available and manage considerable elements of the financial and material resources necessary for effective lifelong learning provision.

Tab. 23 - Three forms of State

The form of the State is divided in three types:

1. Federal states
"In practice it is not easy to distinguish the competences".

2. Regionalized states
"Some Regions have legislative power some others are limited to administration". Spain: *The current organisation of the Spanish political model provides the seventeen autonomous Regions in Spain with independent competences in the education field.* Educational responsibilities have been transferred and developed by the 17 regional governments (Autonomous Communities). The management of financial and human resources of all levels of public education except for University is the responsibility of the Regional Education Authority.

3. Unitary states
"In unitary states there exists only administrative self-government at provincial and local levels of government". In Southern Europe local governments were subject to close control by the central government. In Northern Europe there was a stronger tradition of local autonomy or self-government.
Sweden's 290 municipalities are run according to national legislative and regulatory frameworks. Municipal responsibility for schools is based on the Swedish commitment to self-government and democracy. Among their duties, municipalities:

• Provide preschool activities and education for their residents.
• Set goals and make decisions about preschools and other education.
• Set priorities and allocate resources.
• Fund independent schools for students registered in the municipality.
• Act as the employer for teachers and other school staff.

Source: Quotations from European University Institute, Study on the Division of powers between the European Union, the Member States and Regional and Local Authorities, 2008.

2. Regions are already engaged in developing ***comprehensive* and *coherent* strategies.**

Their close proximity to the challenges of economic and social growth and its main actors encourages strategies that increase the correspondence of education and training policies with respect to the demand for training throughout life.

The experience of regional governments shows how this has already produced trends useful for building a concrete strategy.

That is why the Committee of the Regions urges the EU for **multilevel governance**, as "coordinated action by the European Union, the Member States and local and regional authorities, based on partnership and aimed at drawing up and implementing EU policies".

3. Simple everyday or emergency management is not enough to guarantee that policies produce the necessary innovation.

The basic problem is choosing **strategic goals that are suitable and important**, not just for the training system, but that can also construct a quality lifelong learning environment open to everyone.

5.2 Comprehensive regional strategies

4. The crucial task for regional strategies is to align the skills and competences of the working population with the economic and social growth ambitions of the Region and its various territories.
It is a strategic goal requiring, first of all, **increased training demand** and the direct commitment of all the Region's citizens.
Three regional policies appear particularly effective in increasing training demand. These are policies aimed to:

4.1. Encourage all citizens to take **one step ahead** in their training, regardless of their level. Such action can help spread acquisition of basic competences, reduce the numbers of low-skilled people in the Region, and help to raise the level of all types of competences: mathematics, science, technology. The aim of this policy is to provide each citizen with a goal for their personal growth and encourage them to achieve it.

4.2. Develop policies close to the citizens' **life cycle**, accompanying them with training in the various transitions during their lifetime, at each phase of their lives, providing them the right, opportunity or duty to take advantage of appropriate opportunities. This is done by offering learning opportunities whose content and methods are specifically designed to respond to different individuals, phases and conditions. This policy guarantees continuity to the individual training demand and leads to adjusting the supply to the various professional and personal needs at different times in the citizens' life.

4.3. Increasing the **propensity for training** through obligations or financial and material incentives, and by providing information and guidance services. This policy will increase the trend to invest in training, create synergy between public and private investment and make people and companies take responsibility for training.

5. The strategy directed at increasing the demand for training accompanies the follow-up of policies aimed at adjusting the quality of the supply of **lifelong learning**.

Four regional policies have proved to be particularly effective regarding quality of supply. These policies are aimed at:

5.1. Supporting **system reform** of education, training and universities by focussing on results produced in terms of learning outcomes. This goal, as far as the reform of systems is concerned, can be taken on mainly by the Regions that have regulatory or management powers. In any case, this contributes to policies to encourage **innovation in the training supply**, so that it constantly adjusts to the needs of people who want to learn at all ages for professional and personal reasons.
This applies to formal and non formal learning. It involves new actors and supplements the non formal system and encourages new experiments in managing informal processes at work and in school.

5.2. Creating **closer relationships between training and work routes**, to enable young people and people searching for work to acquire skills more quickly, creating a production culture and the ability to build and develop social networks. This should be done through regional policies that urge companies and society to take direct responsibility for educating young people and the employed for work and social life. This goal reinforces the supply of competences for the labour market - new skills for new jobs - strengthens training systems and reduces exclusion. It can be pursued and realised mainly at local and regional level, even if the margins of action are determined by the choices made for training system reform at a state level, and at a European flexicurity policy level.

5.3. Supporting the **professional growth of workers**, their mobility and career development in the workplace and on the labour market. Regional policies urge companies-above all small and medium-sized enterprises – to improve work quality and to compete on an international level; and for each to provide the right environment for all workers to grow professionally. Companies and workers' representatives are given incentives to apply criteria and standards to make the quality of human resource management of each company transparent. Regional policies aim to integrate young workers into information networks and job demand/supply crossroads to help mobility and outplacement at a local, national and international level.

5.3 Coherent regional strategies

6. The effectiveness in implementing this strategy is contingent on making the various public and private policies coherent and so increasing their impact. Such a policy, for regional governments, involves two specific duties:

6.1.**Governance**, meaning the creation of partnership and cooperation between public and private operations, with special reference to investment by companies in initial and continuing training and, from a societal perspective, the role of NGOs. Alongside this, regional government operates within a second guiding tension of vertical subsidiarity, in between reconciling and complementing central actions and working with provincial and municipal levels of government.

Figure 3. Diagram for classifying subjects involved in Governance
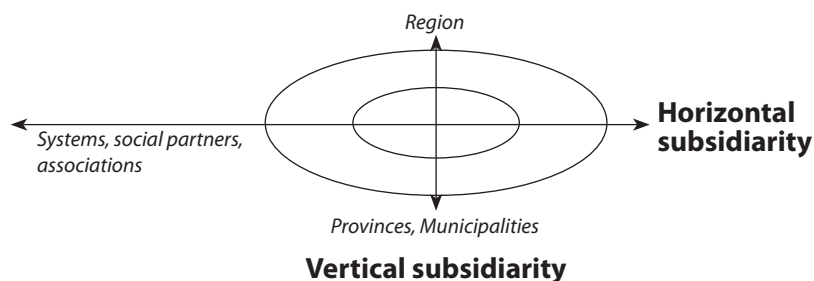
6.2. The characteristic of lifelong learning policies at a regional level is made up of the tension between, and search for, synchronization; not only with the four components of the standard lifelong learning policies (education, training, labour, security policies), but also other policies (health, justice, domestic, culture). This can also open up a process of developing the **educational quality of other policies** and not only collaboration.

The usual procedure of integrated territorial projects encourages this process by bottom-up logic. In the Regions integrated policies are put side by side, converging on achieving a common goal: immigration, flexicurity, gender equality.

5.4 Support tools

7. For policy **implementation** and **evaluation**, regional governments use tools to guarantee an adequate quality level.

7.1. First, regional governments adopt the methods and tools of **general and sector plans** to programme action.
The objective of these plans is to reflect European and state priorities, as well as specific territorial ones. The procedure is widespread and the variety of models is vast. Their comparison and perfecting is a basis for interregional cooperation.

7.2. Second, there is constant reference on all territorial levels to European **benchmarks** and the search for new benchmarks and indicators to evaluate better performance and cooperation with other Regions. This shows the potential and need of each Region and municipality to be able to define its own objectives in relation to each of the benchmarks and be able to take on greater responsibilities and understand how to activate regional and local policies to improve the economic and social wellbeing of these territories.

7.3. Third, all the Regions, to different extents, are equipped with a system to **evaluate** the results achieved by the policies enacted, sometimes by impact analyses. In some Regions the evaluation covers individual spheres of operation and the group of policies and results produced with respect to European goals.

5.5 European cooperation

8. European cooperation between regional governments is an integral part of lifelong learning strategies. It develops at several levels, concerning above all the regional governments that sign specific **bilateral or multilateral cooperation agreements**. Regional governments act according to the increase in cooperation opportunities among the social actors in their Regions. This helps to develop cooperation between companies, training organisations, social partners, students and researchers.

9. The main fields where transregional cooperation work develops are:

9.1. **Improving the European strategic and political picture**, using joint action to create synergy between European goals and tools and the growth potential of Regions.

9.2. Joint promotion of **mobility policies for study and work purposes**. The aim of these policies is mutual support to guarantee the best conditions for quality of study and work experience. They cover a vast range of people: students, apprentices, trainers and teachers, social partners, businessmen, researchers and policy makers. Regions exploit their interface role with the local economies, promoting new forms of sector mobility that involve actors in a specific economic sector and helping them develop relationships with partners in another Region.

9.3. **Policy learning and policy transfer** actions aimed at both "policy ideas" and concrete tools. These actions develop towards the:
- need to improve the quality of formal and continuing education

and training systems and their capacity to innovate, including those linked to new technologies;

- conception of policies and measures linked to specific goals such as developing entrepreneurship, adult education and gender policies.

9.4. Actions aimed at extending the network of relationships between regional governments interested in developing activities with the **Open Method of Coordination**– usually on simplified models – and **benchmarking** activities.

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