



Copenhagen Declaration

2002



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On 30 November 2002 the education Ministers of 31 European countries and the European Commission adopted the Copenhagen Declaration on enhanced cooperation in European vocational education and training.

Foreword

In November 2002, the Education Ministers of Europe meeting in Copenhagen signed up to a programme to increase voluntary cooperation in vocational education and training. The aim of this is to establish a basis for increasing mobility across Europe and facilitating access to lifelong learning through the promotion of mutual trust, transparency and recognition of competences and qualifications. The target is for the cooperation initiatives set out in the declaration to be implemented by 2010.

The text of the Copenhagen Declaration will become a key document to facilitate the development of vocational education and training in Europe. It is also very relevant to developments in Ireland. The Declaration has been signed at a time of great change in vocational education and training in Ireland. The development work for the putting in place of the national framework for qualifications is underway and many stakeholders are involved in these developments. Linked to this, the Further Education and Training Awards Council and the Higher Education and Training Awards Council have recently been established and are moving towards implementing new arrangements for awards in a manner consistent with the emerging national framework. The issues facing Ireland in such developments parallel the issues facing Europe in relation to the further consideration and implementation of the Copenhagen Declaration.

In co-operation with the two key Government Departments - the Department of Education and Science and the Department of Enterprise, Trade and Employment - and with the assistance of the Further Education and Training Awards Council, the National Qualifications Authority of Ireland is making the text of the Copenhagen Declaration widely available to facilitate its active consideration by all relevant stakeholders.

Seán Ó Foghlú
Chief Executive

**Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training
"The Copenhagen Declaration"**

Over the years co-operation at European level within education and training has come to play a decisive role in creating the future European society.

Economic and social developments in Europe over the last decade have increasingly underlined the need for a European dimension to education and training. Furthermore, the transition towards a knowledge based economy capable of sustainable economic growth with more and better jobs and greater social cohesion brings new challenges to the development of human resources.

The enlargement of the European Union adds a new dimension and a number of challenges, opportunities and requirements to the work in the field of education and training. It is particularly important that acceding member states should be integrated as partners in future cooperation on education and training initiatives at European level from the very beginning.

The successive development of the European education and training programmes has been a key factor for improving cooperation at European level.

The Bologna declaration on higher education in June 1999 marked the introduction of a new enhanced European cooperation in this area.

The Lisbon European Council in March 2000 recognised the important role of education as an integral part of economic and social policies, as an instrument for strengthening Europe's competitive power worldwide, and as a guarantee for ensuring the cohesion of our societies and the full development of its citizens. The European Council set the strategic objective for the European Union to become the world's most dynamic knowledge-based economy. The development of high quality vocational education and training is a crucial and integral part of this strategy, notably in terms of promoting social inclusion, cohesion, mobility, employability and competitiveness.

The report on the 'Concrete Future Objectives of Education and Training Systems', endorsed by the Stockholm European Council in March 2001, identified new areas for joint actions at European level in order to achieve the goals set at the Lisbon European Council. These areas are based on the three strategic objectives of the report; i.e. improving the quality and effectiveness of education and training systems in the European Union, facilitating access for all to education and training systems, and opening up education and training systems to the wider world.

In Barcelona, in March 2002 the European Council endorsed the Work Programme on the follow-up of the Objectives Report calling for European education and training to become a world quality reference by 2010. Furthermore, it called for further action to introduce instruments to ensure the transparency of diplomas and qualifications, including promoting action similar to the Bologna-process, but adapted to the field of vocational education and training.

In response to the Barcelona mandate, the Council of the European Union (Education, Youth and Culture) adopted on 12 November 2002 a Resolution on enhanced cooperation in

vocational education and training. This resolution invites the Member States, and the Commission, within the framework of their responsibilities, to involve the candidate countries and the EFTA-EEA countries, as well as the social partners, in promoting an increased cooperation in vocational education and training.

Strategies for lifelong learning and mobility are essential to promote employability, active citizenship, social inclusion and personal development¹. Developing a knowledge based Europe and ensuring that the European labour market is open to all is a major challenge to the vocational educational and training systems in Europe and to all actors involved. The same is true of the need for these systems to continuously adapt to new developments and changing demands of society. An enhanced cooperation in vocational education and training will be an important contribution towards ensuring a successful enlargement of the European Union and fulfilling the objectives identified by the European Council in Lisbon. Cedefop and the European Training Foundation are important bodies for supporting this cooperation.

The vital role of the social partners in the socio-economic development is reflected both in the context of the European social dialogue and the European Social Partners framework of actions for the lifelong development of competences and qualifications, agreed in March 2002. The social partners play an indispensable role in the development, validation and recognition of vocational competences and qualifications at all levels and are partners in the promotion of an enhanced cooperation in this area.

The following main priorities will be pursued through enhanced cooperation in vocational education and training:²

On the basis of these priorities we aim to increase voluntary cooperation in vocational education and training, in order to promote mutual trust, transparency and recognition of competences and qualifications, and thereby establishing a basis for increasing mobility and facilitating access to lifelong learning.

European dimension

- Strengthening the European dimension in vocational education and training with the aim of improving closer cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives, all in order to raise the profile of the European education and training area in an international context so that Europe will be recognised as a world-wide reference for learners.

Transparency, information and guidance

- Increasing transparency in vocational education and training through the implementation and rationalization of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma supplements, the Common European framework of reference for languages and the EUROPASS into one single framework.
- Strengthening policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training,

and the transferability and recognition of competences and qualifications, in order to support occupational and geographical mobility of citizens in Europe.

Recognition of competences and qualifications

- Investigating how transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels, could be promoted by developing reference levels, common principles for certification, and common measures, including a credit transfer system for vocational education and training
- Increasing support to the development of competences and qualifications at sectoral level, by reinforcing cooperation and co-ordination especially involving the social partners. Several initiatives on a Community, bilateral and multilateral basis, including those already identified in various sectors aiming at mutually recognised qualifications, illustrate this approach.
- Developing a set of common principles regarding validation of non-formal and informal learning with the aim of ensuring greater compatibility between approaches in different countries and at different levels.

Quality assurance

- Promoting cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training.
- Giving attention to the learning needs of teachers and trainers within all forms of vocational education and training.

The following principles will underpin enhanced cooperation in vocational education and training:

- Cooperation should be based on the target of 2010, set by the European Council in accordance with the detailed work programme and the follow-up of the Objectives report in order to ensure coherence with the objectives set by the Council of the European Union (Education, Youth and Culture).
- Measures should be voluntary and principally developed through bottom-up cooperation.
- Initiatives must be focused on the needs of citizens and user organisations.
- Cooperation should be inclusive and involve Member States, the Commission, candidate countries, EFTA-EEA countries and the social partners.

The follow-up of this declaration should be pursued as follows to ensure an effective and successful implementation of an enhanced European cooperation in vocational education and training:

1. Implementation of the enhanced cooperation in vocational education and training shall be a gradually integrated part of the follow-up of the objectives report. The Commission will reflect this integrated approach in its reporting to the Council of the European Union (Education, Youth and Culture) within the timetable already decided for the work of the objectives report. The ambition is to fully integrate the follow-up work of the enhanced co-operation in vocational education and training in the follow-up of the objectives report.
2. The existing Commission working group, which will be given a similar status to that of the working groups within the follow-up of the objectives report, in future including Member States, EFTA-EEA countries, candidate countries and the European social partners, will continue to work in order to ensure effective implementation and coordination of the enhanced cooperation in vocational education and training. The informal meetings of the Directors General for Vocational Training, which contributed to launching this initiative in Bruges 2001, will play an important role in focusing and animating the follow-up work.
3. Within this framework the initial focus between now and 2004 will be on concrete areas where work is already in progress, i.e. development of a single transparency framework, credit transfer in vocational education and training and development of quality tools. Other areas, which will be immediately included as a fully integrated part of the work of the follow-up of the objectives report organised in eight working groups and an indicator group, will be lifelong guidance, non-formal learning and training of teachers and trainers in vocational education and training. The Commission will include progress on these actions in its report mentioned in paragraph 1.

The ministers responsible for vocational education and training and the European Commission have confirmed the necessity to undertake the objectives and priorities for actions set out in this declaration and to participate in the framework for an enhanced cooperation in vocational education and training, including the social partners. A meeting in two years time will be held to review progress and give advice on priorities and strategies.

¹ Priorities identified in the Resolution on lifelong learning adopted by the Council of the European Union (Education and Youth) on 27 June 2002

² Priorities identified in the Resolution on the promotion of enhanced European co-operation on vocational education and training approved by the Council of the European Union (Education, Youth and Culture) on 12 November 2002

Signatories

The Copenhagen Declaration was adopted 30 November 2002 by the following European Countries and the EU Commission:

Austria, Belgium (French community), Belgium (Flemish community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, United Kingdom and the European Commission.

The Declaration was furthermore endorsed by the following social partners at European level:

The European Center of Enterprises with Public Participation and of Enterprises of General Economic Interest (CEEP), the Union of Industrial and Employers' Confederations of Europe (UNICE) and the European Trade Union Confederation (ETUC).

The following observers were present:

The European Centre for the Development of Vocational Training (Cedefop), the European Training Foundation (ETF), the European Parliament and the General Secretariat of the Council of the European Union.

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Dearbhú Copenhagen

2002

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Ar an 30 Samhain, ghlac na hAirí Oideachais as 31 tír Eorpach agus Comisiún na hEorpa le Dearbhú Chóbanhávan ar chomboibriú méadaithe san Eoraip maidir le gairmoideachas agus gairmoiliúint.

Réamhfhocal

I mí na Samhna 2002, thionól Airí Oideachais na hEorpa i gCóbanh-van agus shíníodar clár chun comhoibriú deonach i ngairmoideachas agus i ngairmoiliúint a mhéadú. Ba é an aidhm a bhí leis seo ná bunús a chruthú chun soghluaiseacht ar fud na hEorpa a mhéadú agus rochtain ar fhoghlaim feadh saoil a éascú trí chómhuintín agus trédhearcacht a chur chun cinn chomh maith le haitheantas d'inniúlachtaí agus cáilíochtaí. Is é an sprioc ná na tionscnaimh chomhoibrithe a leagadh amach i nDearbhú Chóbanhávan a fheidhmiú faoi 2010.

Beidh téacs Dhearbhú Chóbanhávan mar cháipéis thábhachtach chun forbairt i ngairmoideachas agus i ngairmoiliúint san Eoraip a éascú. Tá sé an-tráthúil freisin ó thaobh forbairtí in Éirinn de. Síníodh an Dearbhú ag am a raibh athrú mór ag tarlú i ngairmoideachas agus i ngairmoiliúint in Éirinn. Tá an obair fhorbartha chun creat oibre cáilíochtaí náisiúnta a chur i bhfeidhm ar siúl faoi láthair agus tá go leor páirtithe leasmhara páirteach sna forbairtí sin. Ceangailte leis sin bunaíodh an Chomhairle Dámhachtainí Breisoideachais agus Oiliúna agus an Chomhairle Dámhachtainí Ardoideachais agus Oiliúna le gairid agus tá siad ag gluaiseacht i dtreo socruithe nua do dhámhachtainí a fheidhmiú ar bhealach atá comhsheasmhach leis an gcreat oibre náisiúnta. Tá na saincheisteanna a mbeidh ar Éirinn tabhairt fúthu comhthreomhar le saincheisteanna na hEorpa maidir le tuilleadh breithnithe a dhéanamh ar Dhearbhú Chóbanhávan agus é a fheidhmiú.

I gcomhoibriú leis an dá phríomhRoinn Rialtais- an Roinn Oideachais agus Eolaíochta agus an Roinn Fiontar, Trádála agus Fostaíochta- agus le cúnamh ón gComhairle Dámhachtainí Breisoideachais agus Oiliúna, tá Údarás Náisiúnta Cáilíochtaí na hÉireann ag cinntiú go bhfuil téacs Dhearbhú Chóbanhávan ar fáil go forleathan chun breithniú gníomhach na bpáirtithe leasmhara cuí a éascú.

Seán Ó Foghlú
Príomhfheidhmeannach

Dearbhú Airí Gairmoideachais agus Gairmoiliúna na hEorpa agus Choimisiún na hEorpa arna dtionól i gCóbanhávan an 29 agus 30 Samhain 2002, ar chomhoibriú méadaithe san Eoraip na hEorpamaidir le gairmoideachas agus gairmoiliúint

“Dearbhú Chóbanhávan”

Le blianta anuas tá ról cinntitheach ag comhoibriú ag leibhéal na hEorpa san oideachas agus oiliúint chun sochaí Eorpach a chruthú don toadhcháí.

Chuir forbairtí eacnamaíochta agus sóisialta san Eoraip le deich mbliana anuas béim níos mó ar an ngá atá le diminsean Eorpach a bheith ag baint leis an oideachas agus leis an oiliúint. Chomh maith leis sin, tagann dúshlán nua ó thaobh forbairt acmhainní daonna leis an aistriú chuig eacnamaíocht eolasbhunaithe a bheidh in acmhainn fás inbhuanaithe eacnamaíochta a chruthú lena mbainfidh breis post agus poist níos fearr a chruthú mar aon le comhtháthú méadaithe sóisialta.

Cuireann leathnú an Aontais Eorpaigh diminsean nua chomh maith le líon áirithe dúshlán, deiseanna agus ceanglas leis an obair i réimse an oideachais agus na hoiliúna. Tá tábhacht ar leith ag baint leis na ballstáit aontachais a lánpháirtiú ón tús mar chomhpháirtithe i gcomhoibriú amach anseo ó thaobh thionscnaimh oideachais agus oiliúna ag an leibhéal Eorpach ón tús.

Is fachtóir lárnach é forbairt leanúnach chláir oideachais agus oiliúna na hEorpa chun comhoibriú ag leibhéal Eorpach a fheabhsú.

Bhí dearbhú Bologna ar ardoideachas i Meitheamh 1999 mar chomhartha ar bhreis chomhoibriú nua Eorpach sa réimse sin.

D'aithin Comhairle Eorpach Liospóin i Márta 2000 tábhacht ról an oideachais mar chuid lánpháirteach de na polasaithe eacnamaíochta agus sóisialta, mar uirlis chun cumhacht iomaíoch na hEorpa a neartú ar fud an domhain, agus mar ráthaíocht ar chomhtháthú ár gcuid sochaithe agus forbairt iomlán a cuid saoránach a chinntiú. Leag an Chomhairle Eorpach amach mar an cuspóir straitéiseach amach don Aontas Eorpach a bheith ar an eacnamaíocht eolasbhunaithe is fuinniúla ar domhan. Is cuid fíor-riachtanach agus lánpháirteach den straitéis seo é gairmoideachas agus gairmoiliúint ar ardchaighdeán a fhorbairt, go háirithe chomh fada agus a bhaineann le huilechuimsitheacht shóisialta, comhtháthú, soghluaiseacht, infhostaíocht agus iniomaíochas a chur chun cinn.

Shainaithin an tuarascáil ar ‘Cuspóirí Daingne Amach Anseo do na Córais Oideachais agus Oiliúna’, le tacú Chomhairle Eorpach Stóicólm i Márta 2001, réimsí nua do chomhghníomhartha ag an leibhéal Eorpach chun na spriocanna atá leagtha amach ag Comhairle Eorpach Liospóin a bhaint amach. Tá na réimsí sin bunaithe ar thrí chuspóir straitéiseacha na tuarascála; i.e. ardchaighdeán agus éifeachtacht na gcórais oideachais agus oiliúna san Aontas Eorpach a fheabhsú, rochtain a éascú do chách ar chórais oideachais agus oiliúna, agus córais oideachais agus oiliúna a oscailt don domhan i gcoitinne.

In Barcelona, i Márta 2002 thacaigh an Chomhairle Eorpach leis an gClár Oibre ar an obair leanta ar Thuarascáil na gCuspóirí ag éileamh go mbeadh oideachas agus oiliúint na hEorpa mar shlat tomhais ardchaighdeáin dhomhanda faoi 2010. Sa bhreis air sin, déiligh sé tuilleadh gnímh chun ionstraimí a thabhairt isteach chun trédhearcacht maidir le dioplómaí agus cáilíochtaí a chinntiú, lena n-áirítear gníomh a chur chun cinn fearacht phróiseas

Bologna, ach a bheadh curtha in oiriúint do réimse an ghairmoideachais agus na gairmoiliúna.

Mar fhreagairt ar shainordú Barcelona, ghlac Comhairle an Aontais Eorpaigh (Oideachas, Óige agus Cultúr) an 12 Samhain 2002 le Rún ar chomhoibriú méadaithe maidir le gairmoideachas agus gairmoiliúint. Iarrann an rún ar Bhallstáit, agus ar an gCoimisiún, laistigh de chreat oibre a gcuid freagrachtaí, na tíortha iarratais agus tíortha an EFTA-EEA, mar aon lena gcomhpháirtithe sóisialta, a rannpháirtíú ó thaobh comhoibriú méadaithe sa ghairmoideachas agus sa ghairmoiliúint a chur chun cinn.

Tá stráitéisí d'fhoghlaim feadh saoil agus soghluaiseacht fíor-riachtanach chun infhostaitheacht, saoránacht ghníomhach, uilechuimsitheacht shóisialta agus forbairt phearsanta a chur chun cinn¹. Tá forbairt a dhéanamh ar Eoraip eolasbhunaithe, agus a chinntiú go mbíonn margadh saothair na hEorpa oscailte do gach duine, ina dhúshlán mór do na córais gairmoideachais agus gairmoiliúna san Eoraip agus do na gníomhairí ar fad atá páirteach inti. Tá sin fíor chomh maith faoin riachtanas go n-oireann na córais sin go leanúnach dífhorbairtí nua agus díéilimh athraitheacha na sochaí. Cuirfidh comhoibriú méadaithe sa ghairmoideachas agus sa ghairmoiliúint go mór lena chinntiú go méadóidh an tAontas Eorpa go rathúil agus leis na cuspóirí arna sainaitheint ag an gComhairle Eorpach i Liospóin a chomhlíonadh. Is comhlachtaí tábhachtacha iad CEDEFOP agus Fundúireacht Oiliúna na hEorpa chun tacú leis an gcomhoibriú seo.

Léirítear ról rí-thábhachtach na gcomhpháirtithe sóisialta san fhorbairt shocheacnamaíoch i gcomhthéacs chainteanna sóisialta na hEorpa agus i gcreat oibre gníomhartha Chomhpháirtithe Sóisialta na hEorpa ó thaobh fhorbairt saoil na n-inniúlachtaí agus na gcáilíochtaí, a comhaontaíodh i Márta 2002. Tá ról nach féidir déanamh dhá uireasa ag na comhpháirtithe sóisialta maidir le forbairt, bailíochtú agus aithint na n-inniúlachtaí agus na gcáilíochtaí gairmiúla ag gach leibhéal agus is comhpháirtithe iad ó thaobh chomhoibriú méadaithe a chur chun cinn sa réimse seo.

Leanfar leis na príomhthosaíochtaí seo a leanas trí chomhoibriú méadaithe sa ghairmoideachas agus sa ghairmoiliúint:²

Ar bhonn na dtosaíochtaí sin tá sé mar aidhm againn comhoibriú deonach sa ghairmoideachas agus sa ghairmoiliúint a mhéadú, chun muinín i gcomhar, trédhearcacht agus aithint inniúlachtaí agus cáilíochtaí a chur chun cinn, agus ar an tslí sin bunús a chruthú chun soghluaiseacht a mhéadú agus rochtain ar fhoghlaim saoil a éascú.

An Diminsean Eorpach

- An diminsean Eorpach sa ghairmoideachas agus sa ghairmoiliúint a mhéadú agus é mar aidhm comhoibriú níos dlúithe a fheabhsú chun soghluaiseacht a éascú agus a chur chun cinn, mar aon le forbairt chomhoibriú idir-institiúidí, comhpháirtíochtaí agus tionscnaimh trasnáisiúnta eile, sin ar fad chun cur le próifíl réimse oideachais agus oiliúna na hEorpa i gcomhthéacs idirnáisiúnta ionas go n-aithneofar an Eoraip mar shlat tomhais dhomhanda dífhoghlaiméirí.

Trédhearcacht, eolas agus treoir

- Trédhearcacht sa ghairmoideachas agus sa ghairmoiliúint a mhéadú trí uirlisí agus gréasáin eolais a fheidhmiú agus a réasúnú, lena n-áirítear na hionstraimí atá ann

cheana mar an CV Eorpach, forlíontaí teastas agus dioplómaí, an Comhchreat Eorpach tagartha do theangacha agus an EUROPASS a lánpháirtiú in aon chreat oibre amháin.

- Treisiú a dhéanamh ar pholasaithe, córais agus cleachtais a thacaíonn le heolas, treoir agus comhchomhairliú sna Ballstáit, ag gach leibhéal oideachais, oiliúna agus fostaíochta, go háirithe ar shaincheistanna a bhaineann le rochtain ar fhoghlaim, gairmoideachas agus gairmoiliúint, agus inaistriú agus aitheantas na n-inniúlachtaí agus na gcáilíochtaí, chun tacú le soghluaiseacht ceirde agus geografach shaoránaigh na hEorpa.

Inniúlachtaí agus Cáilíochtaí a aithint

- Imscrúdú a dhéanamh ar conas a d'fhéadfaí trédhearcacht, inchomparáideacht, inaistriú agus aitheantas na n-inniúlachtaí agus/nó na gcáilíochtaí, idir tíortha difriúla agus ag leibhéal dhifriúla, a chur chun cinn trí leibhéal thagartha, comhphrionsabail do theastasú, agus comhbhearta a fhorbairt, lena n-áirítear córas aistrithe creidmheasanna do ghairmoideachas agus gairmoiliúint.
- Cur leis an tacaíocht ó thaobh fhorbairt inniúlachtaí agus cáilíochtaí ag leibhéal earnálach, trí chomhoibriú agus comhordú a threisiú, lena mbaineann na comhpháirtithe sóisialta go háirithe. Léiríonn roinnt tionscnamh ar bhonn Comhphobail, déthaobhach agus ilthaobhach, lena n-áirítear iad sin a sainaitheanú cheana in earnálacha éagsúla a bhíonn ag díriú ar cháilíochtaí aitheanta i gcomhar, an cur chuige sin.
- Forbairt ar shraith comhphrionsabal maidir le foghlaim nach bhfuil foirmiúil agus foghlaim neamhfhoirmiúil a bhailíochtú bailíochtú foghlama neamhfhoirmiúla agus foirmiúla leis an aidhm inchomparáideacht níos mó a chinntiú idir na cur chuigí i dtíortha éagsúla difriúla agus ag leibhéal éagsúla.

Dearbhú Cáilíochtaí

- Comhoibriú a chur chun cinn ó thaobh dhearbhu cáilíochtaí le fócas ar leith ar mhalartú samhlacha agus modhanna, chomh maith le comhchritéir agus prionsabail díardchaighdeán sa ghairmoideachas agus sa ghairmoiliúint.
- Aird a thabhairt ar riachtanais foghlamtha múinteoirí agus oiliúnóirí laistigh de gach cineál gairmoideachais agus gairmoiliúna.

Cuirfidh na prionsabail seo a leanas taca faoi chomhoibriú méadaithe sa ghairmoideachas agus sa ghairmoiliúint:

- Ba chóir go mbeadh comhoibriú bunaithe ar sprioc 2010, leagtha amach ag Comhairle na hEorpa de réir an chláir oibre mionsonraithe agus an obair leanta ar thuarascáil na gCuspóirí chun comhleanúnachas a chinntiú leis na cuspóirí arna leagan amach ag Comhairle an Aontais Eorpaigh (Oideachas, Óige agus Cultúr).
- Ba chóir go mbeadh gach beart Bearta deonach agus iad forbartha go príomha trí chomhoibriú ón íochtar aníos.
- Caithfidh tionscnaimh a bheith saindirithe ar riachtanais na saoránach agus na n-eagraíochtaí úsáideoirí.

- Ba chóir go mbeadh an Comhoibriú uilechuimsitheach agus go mbeadh na Ballstáit, an Coimisiún, tíortha iarratais, tíortha EFTA-EEA agus na comhpháirtithe sóisialta páirteach ann.

Ba chóir tabhairt faoin leanúint den obair leanta ar an dearbhú seo mar seo a leanas chun feidhmiú éifeachtach agus rathúil a chinntiú i gcomhoibriú chomhoibriúméadaithe Eorpach sa ghairmoideachas agus sa ghairmoiliúint a chinntiú:

1. Beidh feidhmiú comhoibriú méadaithe ó thaobh an ghairmoideachais agus na gairmoiliúna ina chuid díobair leanta thuarascáil na gcuspóirí a dhéanfar a lánpháirtíú de réir a chéile. Léireoidh an Coimisiún an cur chuige lánpháirtithe seo ina thuairisciú chuig Comhairle an Aontais Eorpaigh (Oideachas, "ige agus Cultúr) laistigh den amchlár atá cinntithe cheana díobair thuarascáil na gcuspóirí. Is é an aidhm ná obair leanta an chomhoibríthe mhéadaithe sa ghairmoideachas agus sa ghairmoiliúint a lánpháirtíú go hiomlán san obair leanta ar thuarascáil na gcuspóirí.
2. Leanfaidh grúpa oibre an Choimisiúin atá ann faoi láthair, a dtabharfar stádas comhchosúil dó le stádas sin na ngrúpaí oibre san obair leanta ar thuarascáil na gcuspóirí, lena n-áirítear Ballstáit, tíortha EFTA-EEA, tíortha iarratais agus comhpháirtithe sóisialta na hEorpa, ag obair amach anseo chun feidhmiú agus comhordú éifeachtach an chomhoibríthe mhéadaithe sa ghairmoideachas agus sa ghairmoiliúint a chinntiú. Beidh ról tábhachtach ag cruinnithe neamhfhoirmiúla na nArd-Stiúrthóirí do Ghairmoiliúint, a chuir go mór le seoladh an tionscnaimh in Bruges 2001, ó thaobh saindíriú agus beochan maidir leis an obair leanta.
3. Laistigh den chreat oibre sin beidh an fócas tosaigh as seo go dtí 2004 ar réimsí coincréiteacha áit a bhfuil obair ar siúl cheana féin, i.e. forbairt ar chreat oibre trédhearcachta aonair, aistriú creidmheasanna sa ghairmoideachas agus sa ghairmoiliúint agus forbairt uirlisí ardchaighdeáin. Ar réimsí eile, a chuirfear san áireamh láithreach mar chuid lánpháirtithe den obair leanta ar thuarascáil na gcuspóirí eagraithe in ocht ngrúpa oibre agus grúpa táscaire, beidh treoir saoil, foghlaim neamhfhoirmiúil agus oiliúint múinteoirí agus oiliúnóirí sa ghairmoideachas agus sa ghairmoiliúint. Cuirfidh an Coimisiún dul chun cinn ar na gníomhartha seo san áireamh ina thuarascáil atá luaite in alt 1.

Tá deimhnithe ag na hairí atá freagrach as gairmoideachas agus gairmoiliúint agus ag Coimisiún na hEorpa go bhfuil gá le tabhairt faoi chuspóirí agus faoi thosaíochtaí do ghníomhartha atá leagtha amach sa dearbhú seo agus a bheith rannpháirteach sa chreat oibre ó thaobh comhoibriú méadaithe sa ghairmoideachas agus sa ghairmoiliúint, lena n-áirítear na comhpháirtithe sóisialta. Tionólfar cruinniú i gceann dhá bhliain chun athbhreithniú a dhéanamh ar an dul chun cinn agus comhairle a thabhairt ar thosaíochtaí agus ar straitéisí.

¹Tosaíochtaí a sainaitníodh sa Rún ar fhoghlaim feadh saoil arna ghlacadh ag Comhairle an Aontais Eorpaigh (Oideachas agus Óige) an 27 Meitheamh 2002

²Tosaíochtaí sainaitheanta sa Rún ar chur chun cinn chomhoibriú méadaithe na hEorpa ar ghairmoideachas agus gairmoiliúint arna cheadú ag Comhairle an Aontais Eorpaigh (Oideachas, "ige agus Cultúr) an 12 Samhain 2002

Sínitheoirí

Ghlac na Tíortha Eorpacha seo a leanas agus Coimisiún an AE le Dearbhú Chúbanhávan an 30 Samhain 2002:

An Ostair, An Bheilg (An Pobal Francach), an Bheilg (An Pobal Pléimeannach), An Bhulgáir, An Chipir, Poblacht na Seice, An Danmhairg, An Eastúin, An Fhionlainn, An Fhrainc, An Ghearmáin, An Ghréig, An Ungáir, An Óslainn, Éire, An Iodáil, An Laitvia, An Liotuáin, Lucsamburg, Malta, An Ósiltír, An Iorua, An Pholainn, An Phortaingéil, An Rómáin, An tSlúvaic, An tSlúvein, An Spáinn, An tSualainn, An Tuirc, An Ríocht Aontaithe agus Coimisiún na hEorpa.

Ina theannta sin, thacaigh na comhpháirtithe súisialta seo a leanas leis an Dearbhú ag leibhéal Eorpach:

Ionad Eorpach na bhFiontar le Rannpháirtíocht Phoiblí agus na bhFiontar Leasa Eacnamaíochta Ginearálta (CEEP), Aonad Chúnaidhmeanna Tionsclaíochá agus Fostúirí na hEorpa (UNICE) agus Cúnaidhm Eorpach na gCeardchumann (ETUC).

Bhí na Breathnadúirí seo a leanas i láthair:

An tIonad Eorpach díFhorbairt Ghairmoiliúna (Cedefop), Fondúireacht Oiliúna na hEorpa (ETF), Parlaimint na hEorpa agus Ard-Rúnaíocht Chomhairle an Aontais Eorpaigh.

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