

ANNEX 1

COUNTRY REPORTS

1. BELGIUM

THE BELGIAN EDUCATIONAL SYSTEM

1 Introduction

Education is in Belgium the responsibility of the linguistic communities (Dutch-speaking; French-speaking, and German-speaking communities of Belgium)

A. Flemish Community

The Flemish Community consists of the Flemish Region and the Dutch-speaking institutions of the Brussels-Capital Region. Education policy is the responsibility of the Flemish Minister of Education and the Flemish Administration. The Community subsidises schools governed by other public authorities (the provinces and municipalities), or private persons (schools governed by a private person constitute what is known as the 'independent education system').

B. French Community

The French Community includes the Walloon Region without the German-speaking Region and also the French-speaking institutions of the Brussels Capital Region. The Government of the French Community is the top-level authority for education in the Community. The Community subsidises schools governed by other public authorities (the provinces and municipalities), or private persons (schools governed by a private person constitute what is known as the 'independent education system').

C. German-speaking Community

The German Community covers the German-speaking Region. The Parliament and the Government of the German-speaking Community are the top-level authorities for education in that Community.

Some principles are the basis of the Belgian Educational system.

1 Freedom of education

Every natural or legal person has the right to organise education and to build institutions. If the schools want to be recognised and subsidized by the government, they have to comply to some prerequisites.

2 The educational system is organized in educational pillars (onderwijsnet) . A pillar is a representative association of management boards and takes over some responsibilities of those management boards. There are three pillars: The official pillar, organized by the government, the official subsidized pillar, organized by local or provincial authorities and the free subsidized pillar, organized by private organizations, most of them are catholic schools or method schools (Freinet, Montessori, Steiner).

3 Compulsory school attendance

According to Belgian law every child has the right to get education. Therefore the education is compulsory. Every child, between six and sixteen years, and who lives in Belgium is obliged to attend education.

In the secondary education the system distinguishes four educational types: general secondary education (ASO), secondary technical education (TYSO), vocational secondary education (BSO) and artistic secondary education (KSO).

After primary school pupils go on to secondary schools. Complete Secondary education covers six years. These six years are completed in three groups each of two grades that 'grade' mentioned. In the first stage is a large part of the same for all subjects. From the beginning of the second degree for the student chooses a particular course of study. In the third stage is the final choice set and the chosen course of study is further expanded. The third stage can be supplemented with a specialization years / preparatory year. Goal of this year is to get a better connection to the Higher

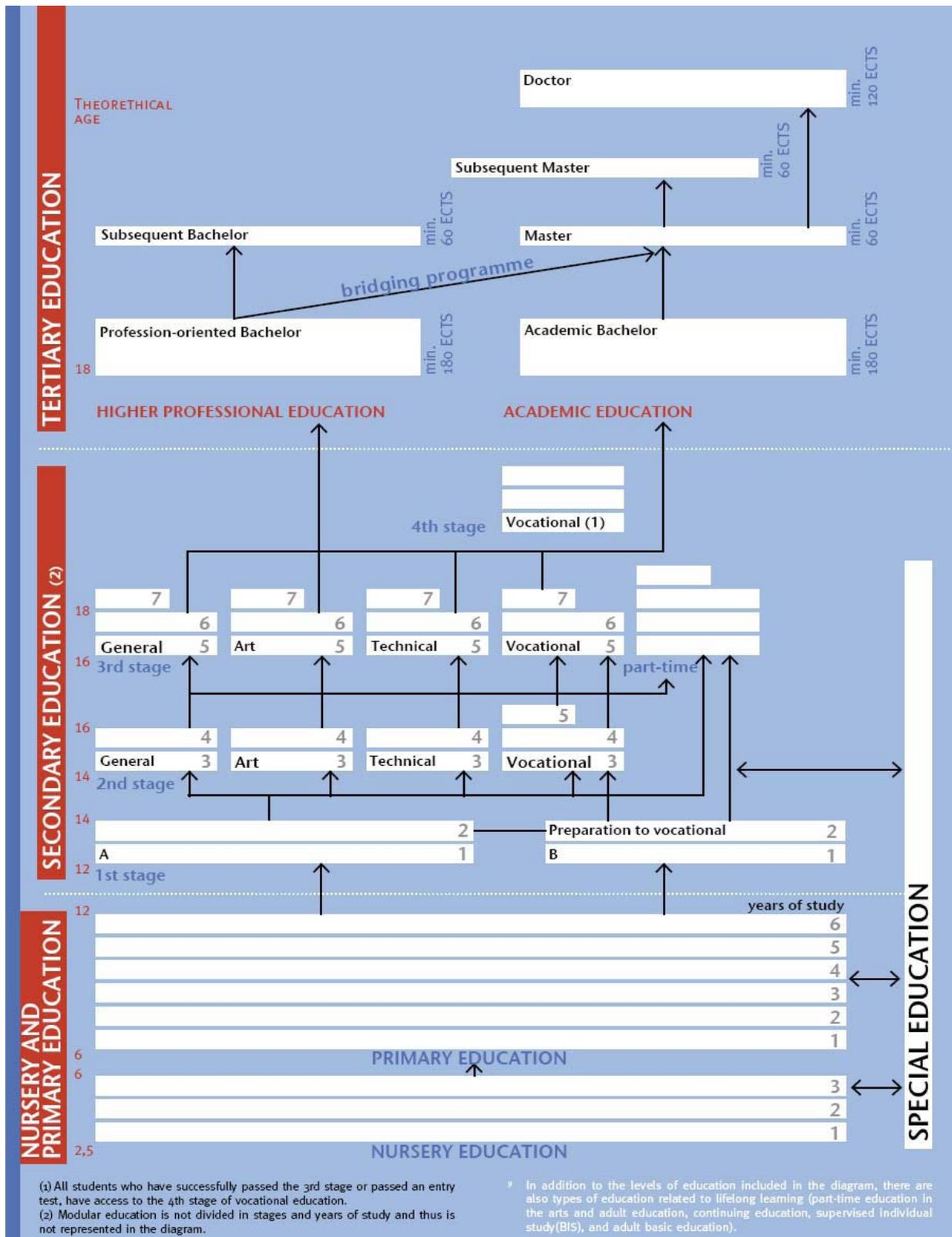
Education or to the existing training even more depth. Only for the vocational secondary education a fourth stage (or seventh year) is organized.

Besides those general principles, each community (Flemish, French and German Communities) organizes education in its own manner. The consequence of that is that there are three different systems in Belgium, that we describe below.

Alternance education accounts for a minority of young people: from the age of 15/16 after attending two years of secondary education. It is organised in three ways: - The alternance education and training centres Centrum voor Deeltijds Onderwijs - CDO in the Flemish Community. (Centre d'éducation et de formation en alternance – CEFA) in the French Community and Teilzeitunterrichtszenter in the Germanspeaking Community Students attend two days of classes at the centre per week and spend three days in an enterprise. - The industrial apprenticeship contract (contrat d'apprentissage industriel – CAI) or contrat d'apprentissage (apprenticeship contract) for workers in employment; - apprenticeship organised for the 'middle classes', i.e. self-employed occupations (with practical training, in trade skills, commercial training and training for service occupations).

Apprenticeship is a recognized form of part-time compulsory education. It is available to 15-year-olds who have successfully completed two years of general secondary education or vocational secondary education, or have passed an entrance examination, or to 16-year-olds. The institutions which are responsible for the organization of apprenticeship for the middle classes are: Syntra Vlaanderen in the Flemish Community, IFAPME in the French Community and IAWM in the German-speaking Community.

Figure 1: The Belgian education and training system



(Source: http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/eknowvet/2008_TO_BE.pdf)

2 Intended reforms

The Flemish ministry of Education has the intention to reform the secondary education. He wants to delete the education types. Instead of that structure he wants to organize a first degree of two years with a broad orientation. After two the pupils have to choose between a qualification orientation or a moving up orientation. The qualification is preparatory for a profession and is vocational; a moving up orientation prepares the pupils for higher education.

French community

Since 1997, the 'Missions' Decree obliges schools to develop the skills of pupils and certify that they are adequately mastered at key points throughout education. The intention is that all pupils should acquire essential skills to the same extent irrespective of the school they attend, thereby diminishing the impact of a significant cause of inequality. In the Belgian context strongly conditioned by commitment to freedom in matters of education and teaching, this level of precision in social control amounts to a real revolution. Furthermore, the 'Missions' Decree is continuing the process begun in the 1980s which is leading to greater management autonomy being granted to the local authorities.

The Decree is thus seeking to identify a satisfactory trade-off between oversight of the system, which limits freedom of action on the part of the administrative authorities, and the growing autonomy of schools, which should enable them to meet the needs of their target group while drawing up school plans geared to the educational strategies (values) and teaching strategies (methods) of their administrative authorities.

It should be noted that since 1997 the French Community of Belgium has initiated numerous reforms among others in the fields of education steering, initial and continued training of teachers, fundamental education accompaniment, external evaluation, school handbooks and software, the status of religion teachers, the status of nursery nurses, the implementation of positive discriminations, the welcome of 'primo-arrivants', the 'Bologna' decree defining higher education in the French Community (see above), differentiated financing, the creation of an agency for the evaluation of the quality of higher education, etc.

German-speaking community

Bearing in mind reform movements in the other Communities of Belgium and in neighbouring countries, the Government of the German-speaking Community – in the mid-nineties – had drawn up a plan for the reform of basic (pre-primary and primary) education, as well as secondary education, higher education, special needs education and adult education. The implementation of this plan began in 1998 and will probably not be completed before 2010.

A first step was set in August 1998 with a Foundation Decree concerned with the responsibilities entrusted to school providers and staff and with general provisions of an educational and organizational nature for mainstream primary and secondary schools. It was followed – in April 1999 – by a Decree on basic mainstream education (pre-primary and primary) and in December 2002, by a decree fixing for pre-primary education development goals and for primary and lower secondary mainstream education key competencies, which should be acquired by all pupils. The latter has been replaced by a decree from 16 June 2008 establishing essential skills and curriculum guidelines in education. In December 2008 the Ministry edited and disseminated the documents for German, French, Mathematics, History and Geography, sciences, music and art as well as sports. Seven working groups had prepared these documents for a period of three years.

A decree concerning the use of languages in education has been voted on 19 April 2004 and gives a legal base to CLIL provision in primary and mainly in secondary education. The higher education reform started in 2005 (Decrees of January and June 2005). Three small-sized higher education institutions in the German-speaking Community have been fused in 2005 into one Autonome Hochschule. At present, this institution is challenged by developing further education programmes for teachers and nurses and by making international contacts in the field of research related to practice.

The decree on special needs education has been voted by Parliament in May 2009, whereas a decree restructuring secondary school will probably be introduced into Parliament in 2010.

Essential skills, curriculum guidelines and competence attainment targets for the second and third stage in secondary education (in the three education forms: general, technical and vocational) have still to be worked out in teachers-working-commissions and afterwards agreed by the Parliament of the German-speaking Community (PDG).

The Ministry doesn't organise central examinations for all schools and pupils. It formally recognises the schools' authority to award certificates. External school evaluation was experimented for 2 years in

6 primary and 3 secondary schools. Since January 2009, external evaluation has become compulsory in regular education and special needs education. At the same time, numerous primary and secondary schools started with internal evaluation.

3 Non-formal and vocational education

As well in Flanders (VDAB) as in the French (FOREM) and German (ZAWM) community vocational trainings are offered by an organisation that operates on behalf of the governments. Non-formal education is offered by many organisations.

The main types of CVET education

1. Social advancement education

Social advancement education (FL: Onderwijs voor sociale promotie; W: Enseignement de promotion sociale) employs general subject teachers, technical subject teachers as well as practical teacher. They work at Centres for adult education (in Flanders 124 such centres are operating, in Wallonia 165).

2. Adult vocational training and guidance

In Belgium there are two main institutions (two para-regional bodies) providing adult vocational training and guidance: the 'Vlaamse Dienst voor Arbeidsbemiddeling' (VDAB) in Flanders and the 'Office Wallon de formation professionnelle et de l'emploi' (LE FOREM) in Wallonia (2). Trainers employed by these institutions are practical subject trainers, technical subject trainers or workplace trainers. They are all called instructor (VL: instructeur; W: instructeur). They are active in the regional training centres (14 centres in Flanders and 10 centres in Walloon). The activities of VDAB and LE FOREM are regulated by decree and management agreements with the government. VDAB-instructors are recruited through a 'comparative recruitment examination'. This examination includes assessment of the theoretical and general knowledge; test lesson (optional) and psychological test. A selection commission is appointed to conduct these examinations. Experts from the concerned field are invited as commission members.

3. Training for independent entrepreneurs and for small & medium sized

The training for independent entrepreneurs and for entrepreneurs of small & middle-sized enterprises takes place in regional or local training centres, called "Syntra" in Flanders and "Centre de Formation PME" in Wallonia. All together there are 22 Syntra and 14 Centres de Formation PME.

The global outlining of all vocational training packages and the quality control of the services offered at the regional or local centres belongs to the duties of two para-regional bodies, namely: Syntra Vlaanderen /VLAO in Flanders and IFAPME -in the Walloon region. The training for independent entrepreneurs and for entrepreneurs of small & middleclass enterprises can be divided into two separate streams: The education and training to become an independent entrepreneur (usually 2 years). With respect to content this educational and training provision runs parallel with the "block release education for apprenticeship" also organised by these centres. Minimum age required for involvement into this programme is 18 year. Short in-service training modules for independent entrepreneurs and their collaborators.

In the first stream, the regional or local centres employ teachers for the coaching in general education and technical knowledge courses (organised in the centres) as well as workplace trainers who work on an in-company training basis (workplace practice). In the second stream the coaching mainly is in hands of independent entrepreneurs working in the vocational field, or - when it is necessary to outline innovative aspects of a vocation - the best known experts in the sector are hired to introduce the innovation to the independent entrepreneurs in the sector.

4. Training in agriculture

In Flanders, the training for people working in agriculture is co-ordinated by the Flemish Agricultural Centre (FL: VAC - Vlaams Agrarisch Centrum). This centre organises courses within the Flemish area in order to reach as many persons as possible working as independent farmer. All the training programmes organised by the centre are approved by the Ministry of Flanders - section:

Administration Agriculture and Horticulture (FL: Ministerie van de Vlaamse Gemeenschap - Administratie Land- en Tuinbouw - ALT).

In Wallonia, the situation differs from Flanders. Because of the lack of a co-ordinating centre in the field of agriculture, trainers and/or training centres must candidate for approval from the Walloon Ministry for Employment (F: Ministère de l'Emploi de la Région Wallonne) in order to get financial support for organising the training in agriculture.

4 FLEMISH COMMUNITY

Level 3	Secondary education (Secundair onderwijs) 3 rd stage: vocational education	16- 18
	Post-compulsory education <ul style="list-style-type: none"> ▪ Part-time vocational secondary education (DBSO) ▪ Apprenticeship (Leertijd) ▪ Recognised part-time training programmes ▪ Part-time off-shore fishing education 	<i>Age</i> 16- 18
Level 4	Secondary education (Secundair onderwijs) <ul style="list-style-type: none"> ▪ 1st stage: <ul style="list-style-type: none"> • 1st year A- 1st year B • 2nd general year- 2nd pre-vocational year ▪ 2nd stage: general- technical- artistic- vocational secondary education ▪ 3rd stage: general- technical- artistic- education 	<i>Age</i> 12- 14 14- 16 16- 18
	Fourth stage vocational secondary education	<i>Age</i> 18-20
Level 5	Non-university tertiary education <ul style="list-style-type: none"> - Short-cycle programmes (HBO) - 	<i>Age</i> 18+
Level 6	Non-university tertiary education Medium-cycle programmes (University Colleges) University tertiary education	<i>Age</i> 18+
Level 7	University tertiary education master	

1. 1st stage secondary education

General objective: The first stage must guarantee a broad education which guards against excessive specialisation in the second year of the first stage.

1.1. 1st year A

Admission criteria: Pupils may enter first year A if they have obtained an elementary education certificate. When youngsters did not obtain this certificate after the final year of primary school, they may still be allowed to enter 1st year A, subject to the parents' consent and a recommendation from the Pupil Guidance Centre (CLB) and on condition that the class council's admission committee of 1st year A issues a favourable opinion.

1.2. 1st year B

Admission criteria: Pupils who have completed the sixth year of mainstream primary education but have not obtained a certificate, as well as pupils who did not attend or complete the sixth year of mainstream primary education but that turn 12 years of age on 31 December of that particular school year, at the very latest, may enter 1st year B. Pupils who have obtained an elementary education certificate, either from mainstream or special needs education, may enter 1st year B as well, as long as the parties involved approve after they have consulted the CLB. And finally regular pupils of special primary or secondary education who have not obtained an elementary education certificate also, subject to a favourable decision from the class council's admission committee and an agreement from the parties involved who must first have consulted the CLB.

General objectives: 1st year B accommodates pupils who have fallen behind in primary education or who are less suited to a mainly theoretical education; this year is in fact a bridging class between Primary education (Lager Onderwijs-LO) and Secondary Education (Secundair onderwijs-SO). After the 1st year B pupils may either go to the pre-vocational year or to first year A. The transition from 1st year B to 1st year A is possible until 15th November if the pupil's parents agree and the class council's guidance committee of the 1st year B approves. The transition from 1st year A to 1st year B is possible until 15th January, if the pupil's parents agree and the class council's guidance committee of 1st year A approves.

1.3. 2nd general year

General objectives: The 2nd year of the first stage offers a choice of courses of study, the so-called basic optional subjects. These basic optional subjects are always supplemented with a package of subjects which are common for all the pupils in the school attending the same year. This year prepares the pupil to choose a specific course of study in the 2nd stage from one of the 4 educational forms which are then offered.

1.4. 2nd pre-vocational year

General objectives: The pre-vocational year is also a second year and offers a choice of courses, the so-called occupational fields. It prepares the pupil for a choice between one of the courses of study in vocational secondary education when he/she goes to the second stage.

2. 2nd stage general- technical- artistic- vocational secondary education

From the 2nd stage onwards, 4 educational forms are offered: General secondary education (Algemeen Secundair Onderwijs-ASO), Technical secondary education (Technisch Secundair Onderwijs-TSO), Artistic secondary education (Kunst Secundair Onderwijs-KSO) and Vocational Secondary Education (Beroeps Secundair Onderwijs-BSO).

Admission criteria: At the age of 16 a pupil may enter the third year of vocational education, whatever his/her previous school pathway, provided the class council's guidance committee approves

General objectives for the different education forms: In comparison to other educational forms, General secondary education takes a more theoretical approach to subjects and its role is clearly to facilitate the pupils' transition to higher education. Therefore, it aims at a broad theoretical education and prepares the pupil for higher education.

Technical secondary education puts the emphasis on translating theoretical knowledge into practical skills. The objective of TSO is two-fold: on the one hand, it prepares pupils for a vocation and on the other hand it prepares them for higher education. It focuses especially on general and technical theoretical subjects, provides practical classes and prepares pupils either for a professional career or for higher education.

Artistic secondary education provides a more "artistic" range of subjects. It combines a general and broad education with artistic practice and thus prepares pupils for higher artistic education, without however excluding non-artistic follow-up courses of higher education or exercising a profession after graduation.

Vocational secondary education is a practically-oriented form of education in which youngsters do not only receive a general education but are also given a specific training in a specific vocation. It allows the pupils to acquire specific vocational skills combined with a general education. A transfer to higher education is possible but uncommon. However, vocational secondary education does not only accommodate youngsters with practical talents who want to train in a specific vocation but also pupils whose former time in school – sometimes as far back as primary education – has been marked by a series of failures or learning difficulties.

Transition from one educational form to another is permitted throughout secondary education, provided that the class council's admission committee approves and the conditions for transition between courses of study are met

3. 3rd stage: general- technical- artistic- vocational secondary education

Admission criteria:

General objectives: The four educational forms offered during the 2nd stage, are offered at this stage as well. The study courses on offer become clearer and more specified. This should have as result that within the different educational forms pupils are better prepared for higher education or their professional life.

In this stage transition from one education to another is rather more restricted.

4. Part-time vocational secondary education (DBSO)

Admission criteria: It is open for pupils that reach the age of 16 and to those who are 15 years old on condition that the youngster has already completed the first two years of full-time secondary education (the 1st years A and B are taken as one year).

General objectives: This form of education is organized specifically for pupils who find full-time education difficult and who often suffer from school fatigue. Part-time vocational secondary education is based on a formula in which pupils work part-time and attend school part-time. The curriculum and the teaching methods are adapted to the specific needs of these youngsters. It is composed of sections which in turn are composed of learning pathways.

5. Apprenticeship (Leertijd)

Admission criteria: These apprenticeships are open to youngsters from the age of 15 who attended the first two years of secondary education or from the age of 16. When they turn 18 they can enter into an apprenticeship agreement.

General objectives: Over 200 vocations can be learned through apprentice contracts. The pupil follows a practical training course in a company during four days a week and then follows supplementary courses one other day a week. Essentially, apprenticeship training takes 3 years. Depending on the age and previous education a shorter training period may be possible.

6. Recognised part-time training programmes

Admission criteria: same as for part-time vocational secondary education.

General objectives: These training programmes are organized by various non-profit making organisations active in training and youth work. Part-time training programmes cannot be associated with courses of study and as such do not comprise different subjects.

7. Part-time off-shore fishing education

Admission criteria: same as for part-time vocational secondary education..

General objectives: This type of education is provided during a minimum of seven and a maximum of ten weeks per school year. It covers general subjects, as well as technical and practical subjects.

8. Fourth stage vocational secondary education

General objectives: Two courses of study are offered, in three areas of study: visual arts and fashion design. The fourth stage always consists of 2 years. Because of its specificity no core curriculum is imposed.

9 Short-cycle programmes

Admission criteria: The prerequisite for admission to a short-cycle program is that the student has fulfilled at least the prerequisites of a part-time study duty. The student must have one of the following certificates:

The student must be at least 18 years.

- a certificate of the second year of the third grade of secondary education
- a diploma of secondary education
- a certificate of a secondary education of social promotion
- a certificate of a secondary adult education with a minimum of 900 times of lesson
- a diploma of higher vocational education
- a diploma of higher education of social promotion

- a diploma of bachelor or master
- a certificate that is recognized as equivalent with one of the above mentioned diplomas

Exceptional entrance conditions are possible for: humanitarian reasons, medical or social reasons or due tot the general level of the student that is tested by an entrance exam.

General objectives: These educations contain between 90 and 120 ECTS points. They lead to professionals who can manage groups. The graduate gets a graduate diploma HBO. The can try to obtain a bachelor diploma via a shortened trajectory or a supplementary study trajectory. This education is organized in modules and flexible trajectories. The education is vocational and leads to a graduate certificate.

10 Medium-cycle programs (professional bachelor education)

Admission criteria: Candidates for a professional bachelor education must have successfully completed their secondary education. They must obtain one of the following diplomas or certificates.

- A diploma of a secondary education
- a certificate of a secondary adult education with a minimum of 900 times of lesson
- a diploma of higher education of social promotion
- a certificate that is recognized as equivalent with one of the above mentioned diplomas

Exceptional entrance criteria are possible for: humanitarian reasons, medical or social reasons or due tot the general level of the student that is tested by an entrance exam. The candidate must have reached the age of 21 years and must submit a proposal to an assessment committee

- Dutch speaking

General objectives:

Professional oriented bachelor educations are oriented to the professional practice. Their objective is to bring the students to a level of general and profession specific knowledge and competencies that are necessary for the practice of a profession or group of professions. They offer an direct outcome to the labour market.

5 FRENCH COMMUNITY

Level 3	1st stage secondary education <ul style="list-style-type: none"> ▪ Common 1st stage (1st stage C) ▪ Differentiated 1st stage (1st stage D) 	Age 12-13 13-14
	2nd stage general, technical, vocational, artistic secondary education <ul style="list-style-type: none"> • Transition stream for general education and part of technical and artistic education (general and technological humanities) ▪ Qualification stream for part of technical and artistic education and for vocational education (technical and vocational humanities) 	Age 14-16*
Level 4	3rd stage general, technical, vocational, artistic secondary education <ul style="list-style-type: none"> ▪ Transition stream for general education and part of technical and artistic education (general and technological humanities) ▪ Qualification stream for part of technical and artistic education and for vocational education (technical and vocational humanities) 	Age 16-18
	4th stage for studies in decorative arts or nursing	Age: 18-20
Level 5	Non-university higher education <ul style="list-style-type: none"> ▪ Hautes écoles ▪ Art colleges ▪ Architecture colleges 	Age 18+
Level 6	Non-university higher education <ul style="list-style-type: none"> ▪ Hautes écoles ▪ Art colleges ▪ Architecture colleges 	

*School attendance is compulsory till the age of 18, but pupils can continue part-time education from 15 or 16. The period of full-time compulsory education is then followed by a period of compulsory part-time education. This obligation can be satisfied by pursuing full-time secondary education or by following an education with a reduced timetable or a training programme which is recognized as satisfying the requirements of compulsory education. A minor can also satisfy the compulsory education requirement by following education at home, if this satisfies the conditions fixed by the government.

1. 1st stage secondary education

Admission criteria: In general, children are aged 12 when they enter secondary education. They are eligible for admission to the first year of the common first stage (1st C) if they have obtained a certificat d'études de base (CEB). Pupils who have not obtained this certificate, but have followed the sixth year of primary education, can enrol in 1st C after a favourable opinion from the conseil d'admission and with the agreement of the parents and an opinion from the Centre psycho-médico-social (CPMS).

Pupils who have not obtained the CEB in the framework of primary education, but have followed the sixth year of primary education, can enrol in 1st D. Pupils who are at least 12 years old and who have not followed the sixth year of primary education can also enrol in 1st D.

General objectives: At the level of secondary education, efforts are made to generate a genuine common curriculum for the first two years. It is primarily intended to provide individual pupils with a broad basic education, enabling them to acquire all necessary skills at their own rate of learning. The two years of the first stage have one objective: provide a wide-ranging basic education, allowing each pupil to acquire, at his or her own pace, all of the required skills. The priorities are learning to read focused on comprehension, written composition and oral communication, as well as mastering basic mathematical tools within the framework of problem-solving.

2. Transition stream for general education and part of technical and artistic education (general and technological humanities)

Admission criteria: Pupils who have successfully completed the first stage can enter either the 3rd year of general education or the 3rd technical or artistic transition year. Pupils who have successfully completed the 3rd vocational year can restart a 2nd stage in a transition section if the conseil d'admission issues a favourable opinion.

General objectives: The transition stream (general and technological humanities) provides a humanist education, from the point of view of the general objectives of education: the prime goal of the transition sections is to prepare pupils for higher education, whilst maintaining the possibility of entering the labour market. The competences and skills required upon completion of a general and technological humanities course have been defined: final achievement targets and common-core knowledge required of all pupils, final achievement targets and common-core knowledge required in the different subjects, and minimum communication competencies in a modern language other than French. The final achievement targets are defined as a "a reference, which, in a structured manner, presents the competencies that are expected to be attained at a given level at the end of secondary education" and subject-related competencies are defined as "a reference, which, in a structured manner, presents the competencies to be attained in a subject". These 'final skills' are a group of reference points, which determine the notion of level of instruction, and around which are structured the curricula devised or approved by the body that regulates and subsidises education.

3. Qualification stream for part of technical and artistic education and for vocational education (technical and vocational humanities)

Admission criteria: Pupils who have successfully completed the first stage can begin the second stage (orientation stage) in a 3rd technical or artistic year (qualification section) or in a 3rd vocational year. Pupils who have successfully completed the 2nd vocational year enrol in the 3rd vocational year.

Pupils who have successfully completed the 3rd vocational year can restart a 2nd stage in a technical or artistic qualification section. Pupils following the 5th year of technical or artistic qualification education come from the 4th year of the same stream or the 4th reorientation stream or the 4th transition year. Pupils who have successfully completed the 4th year of technical or artistic qualification education, or the 4th year of vocational education, or the 4th reorientation course year or the 4th transition year, enter the 5th year of vocational education.

General objectives: The qualification stream (technical and vocational humanities) provides a humanist education as outlined in the general objectives of education. This form of education consists of general courses plus qualification-oriented training, which is designed to attain the competencies detailed in a training profile. In the qualification stream, the major objective is to enter the labour market by earning a Qualification Certificate (CQ), whilst retaining the option to pursue tertiary education studies.

The competencies and skills required upon completion of a vocational and technical humanities course have been defined: final achievement targets and common-core knowledge required of all pupils upon completion of a qualification stream leading to an upper secondary education certificate (CESS); final achievement targets and common-core knowledge required of all pupils upon completion of a qualification stream leading to the certificate of completion of 6th year vocational education; minimum communication competencies in a language other than French (when the study of a modern language is part of the curriculum); and the required knowledge and skills in physical education.

In parallel to humanist education, the vocational and technical humanities must also develop competencies detailed by training profiles: these training profiles correspond to qualification profiles defined by the Community Commission on Professions and Qualifications and describe the activities and competencies of skilled workers.

4. Hautes Écoles

Admission criteria: There are two types of gateways towards non-university higher education: gateways that allow passage from a successful study year in a university or architecture college to a study year in a haute école and gateways that allow passage from a successful study year in a haute école to another study year in a haute école.

There are lists to establish correspondences between one or two first years of study successfully completed in a university and the 2nd year of study in a short-type or long-type programme in a haute école, or the 2nd cycle of a long-type programme in a haute école. The haute école authorities may impose supplemental training corresponding to students' particular situations. Such a supplement may not lead to a situation in which the hourly volume of the programme followed by students who successfully completed a first year of university education is more than 150 hours

than the 2nd year programme to which the gateways entitles. It cannot make the hourly volume higher than that of the 2nd year in which the student wishes to enrol after he has already successfully completed a second year of university education.

Similar conditions regulate transition from a year successfully completed to another year within the haute école, when this corresponds to a transition from short-type to long-type education or vice versa.

General objectives: The missions of the hautes écoles are to offer initial education, based on the acquisition of knowledge and know-how; to organize continuing education programmes open to the adaptation of knowledge following the evolution of professions and to specialization aiming at increasing the depth of initial education and broadening the professional scope; to organize applied research, by undertaking works related to technical development and application of knowledge; to provide services to the community, in particular by collaboration with the educational, economic, social and cultural spheres.

Short-type higher education provided in the hautes écoles consists of a programme that provides technical training in order to acquire an occupational skill in a specific domain, while long-type (university-level) higher education provided in the hautes écoles strives to attain abstraction beyond the concrete aspect of things and provides scientific and technological training geared more directly for practical applications. It trains highly technical management staff for transposition and development tasks and short-term applied research.

5. Art colleges

Admission criteria: Candidates for admission into artistic higher education must, on one hand, satisfy the general conditions for access to higher education or hold a certificate that they have successfully passed an entrance examination organised by the art college, for which the programmes are defined by the Government for the studies that it prescribes, and on the other hand, before 15 September, pass an entrance examination on their aptitude to follow artistic education in the domain under consideration.

General objectives: Artistic higher education is defined as a setting for multidisciplinary research and creation, in which the arts and their teaching are invented in an inseparable way. The objectives have multiple facets: social integration, exploration, constitution and critical use of a base of knowledge, practices and attitudes, creative self-sufficiency, international and civic dimension. The purpose of short-type education in the plastic, visual and spatial arts is the practice of an artistic profession. Through artistic instruction and knowledge of cultural research, the aim is to produce professional tradesmen, autonomous specialists able to take their future in hand, in particular through research based on professional purpose.

Long-type education in the plastic, visual and spatial arts offers in-depth and versatile training on a wide optional basis nourished by interdisciplinary experimenting and research.

6. Architecture colleges

Admission criteria: To enter higher education, a student must hold an upper secondary education certificate (CESS), awarded upon completion of a full secondary education cycle by a French Community full-time secondary school or social advancement school, or conferred by the French Community's board of examiners. Holders of a CESS that was awarded upon completion of a 7th vocational year are the only students that are required to sit for exams administered by the Board of Examiners of the French Community to earn a higher education access certificate (DAES). In addition, for those students who don't hold a CESS in French language, no one may be admitted to exams for a first-cycle study year without proving sufficient command of the French language.

General objectives: The architecture colleges organize the studies leading to the degrees of bachelor and master of architecture. From January 2010 those architecture studies will be integrated in the universities.

6 GERMAN SPEAKING COMMUNITY

Level 3	1st stage secondary education (Beobachtungsstufe- observation stage) <ul style="list-style-type: none"> ▪ Common 1st stage (1st A year + 2nd common year) ▪ Differentiated 1st stage (1st B year + 2nd B Year) 	Age 12-14
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	2nd stage general, technical, vocational secondary education (Orientierungsstufe- orientation stage) <ul style="list-style-type: none"> ▪ Übergangsunterricht (transition stream) ▪ Befähigungsunterricht (qualification stream) 	Age 14-16
Level 4	3rd stage general, technical, vocational secondary education (Bestimmungsstufe- determination stage)	Age 16-18
Level 6	Non-university higher education	18+

1. Common 1st stage secondary education (1st A year + 2nd common year)

Admission requirements: The pupil who has been awarded at the end of primary education the certificate Abschlusszeugnis der Grundschule, is admitted automatically in the first stage (1st A year) in secondary education.

General objectives: The main objective in this first stage is to lead all pupils to a sufficient mastery of those key competencies (Schlüsselkompetenzen) as are required, mandatory and binding for this grade. Another educational goal to be strived for, particularly in the first stage, alongside the work acquiring subject-specific Schlüsselkompetenzen, is that of acquiring interdisciplinary or transversal competencies. Learning how to learn and encouragement to perform at capacity are such elements of the educational and training strategy of a school as may serve as vital prerequisites for "life-long learning".

2. Differentiated 1st stage (1st B year + 2nd B Year)

Admission criteria: The pupil who has not been awarded the certificate Abschlusszeugnis der Grundschule, but has attended the sixth year of primary education, and who has not been awarded positive advices of an admission committee (Zulassungsrat) and of the PMS Centre can be admitted in the 1st B year.

General objectives: Pupils in 1st B-class, called Anpassungsklasse, and 2nd B-class in general show important deficits, often come from an environment that may be qualified as socially disadvantaged and up to now have experienced school as something negative, even depressing. For these reasons it is important to develop these two B-classes into a different pedagogical approach, in which other pedagogical working methods prevail, making it possible for the pupils to reconcile themselves again with school, to experience a measure of positive feedback, to improve their capacities in the basic skills of reading, writing, speaking and arithmetic, to develop a sense of teamwork, to be motivated to make efforts through tasks that are really interesting. This different pedagogical approach should lead the pupils within two years to the imperative requirements needed for entering the second stage Orientierungsstufe a course of study in technical or vocational education.

3. 2nd stage general, technical, vocational secondary education (Orientierungsstufe-orientation stage)

Admission criteria: At the end of the first stage, i.e. at the beginning of the third year in secondary education, the pupil is free to decide upon one out of several possible orientations, at least if there is no restriction formulated in the Orientierungsbescheinigung which is delivered when leaving Beobachtungsstufe. The pupil has the choice between one of the three following education forms : general education, technical education and vocational education. In all of these three education forms, the second stage Orientierungsstufe includes the third and fourth year in secondary education

3.1. Übergangsunterricht (transition stream)

Admission criteria: For admission in the 2nd stage (Orientierungsstufe) in a pathway of transition stream Übergangsunterricht, the pupil for the present still must have completed the 2nd common year of the 1st stage (Beobachtungsstufe) successfully. There will be - in a near future - a (new) certificate attesting successful completion of the 1st stage. This certificate then will be the normal admission requirement for access to the 2nd stage in a pathway of transition stream (Übergangsunterricht). The pupil who has completed the 3rd year in vocational education (Befähigungsunterricht) successfully, may be admitted in the 2nd stage of transition stream (Übergangsunterricht) and start (in the 3rd year) in a new pathway provided that the admission committee (Zulassungsrat) gives a positive advice.

General objectives: It covers all possible optional pathways in general education and a few sections in technical education. The various pathways and sections in transition stream mainly aim at

preparing pupils to higher education whilst leaving them the choice to enter a professional career immediately.

3.2. Befähigungsunterricht (qualification stream)

Admission criteria: The pupil who has completed in the 1st stage the 2nd common year successfully is admissible in the 2nd stage not only a pathway of transition stream (Übergangsunterricht: general education and some pathways in technical education), but also in all pathways of qualification stream (Befähigungsunterricht: technical and vocational education). The pupil who has completed within the Differenzierte 1. Stufe the 2nd B-class successfully, attends - in the 2nd stage - a pathway (or section) in vocational education. Is also admissible in this 3rd year in secondary education (1st year of the 2nd stage in vocational education) the pupil who has attended regularly a 2nd year in full-time secondary education (even without ending it successfully), if he/she has reached the age of 15 and if the admission committee (Zulassungsrat) gives a positive advice. Each pupil aged 16 is entitled to part-time education Teilzeitunterricht whatever his school career might have been. (Structurally, Teilzeitunterricht is related to upper vocational education.) There are initiatives for integrating some special education pupils into part-time education. A pupil having completed his 3rd secondary school year in vocational education successfully (the 1st year of the 2nd stage) may continue and attend his 4th secondary school year in the same education form or change the education form and attend another pathway in technical education (within Befähigungsunterricht) where he must start in the 1st year of the 2nd stage.

General objectives: It covers all sections in vocational education and most sections in technical education. The main aim of the qualification stream sections is to prepare pupils during four school years for entry into a professional career well-prepared by granting them a Befähigungsnachweis (qualification certificate) at the end of the sixth year in secondary school. However they are allowed ongoing studies in higher education, but in vocational education, this is only possible after a 7th year.

4. 3rd stage general, technical, vocational secondary education (Bestimmungsstufedetermination stage)

The third stage includes the fifth and sixth year of secondary education; in vocational education, the third stage may have an additional year (7th year in secondary education), by means of which the students in vocational education may also be awarded the Secondary Education Final Certificate giving access to all forms of higher education.

4.1. . Übergangsunterricht (transition stream)

Admission criteria: The pupil who has completed his 4th secondary school year in general or technical education in transition stream successfully. In a near future the pupil, who is awarded the Certificate of the 2nd Stage in general education or in technical education will move to the 3rd stage (at present : to the 5th year) in the same education form.

4.2. Befähigungsunterricht (qualification stream)

Admission criteria: To be admitted in the 3rd stage of technical education in the qualifying stream, each pupil must complete the 4th year of this education form successfully. In a near future he will have to be awarded the Certificate of the 2nd Stage in the same education form). A change of pathway or in the choice of basic options after the 4th year (or 2nd stage) really is exceptional, but possible yet.

5. Non-university higher education

Admission criteria: To be admitted in higher education, Belgian students must have been awarded the Secondary Education Final Certificate (Abschlusszeugnis der Oberstufe des Sekundarunterrichts).

General objectives: A technical training and a professional qualification in a specific field or sector. This education type and training is very concrete and career-oriented. The main aim is the acquisition of scientific knowledge and its application in the different professions.

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Done by Guido Cuyvers

2. BULGARIA

The Bulgarian Educational System

1. Introduction/General Information

Bulgaria was established in 681. The country had many social and cultural ups and downs during its 1300-year history. From the beginning of the 11th century until the second half of the 12th century Bulgaria was under the rule of Byzantium. In 1187 it won its independence and one of the most successful and fruitful periods in the middle-age history of Bulgaria followed. In 1396 Bulgaria was conquered by the Turks and remained under Turkish rule for nearly 5 centuries. After the 1878 Russian-Turkish War Bulgaria was liberated, although according to the provisions of the Berlin Treaty it had the status of an autonomous principality dependent on the Turkish sultan. In 1908, the Bulgarian prince Ferdinand declared the independence of Bulgaria and it became a self-dependent nationally sovereign country of equal rights on the international arena.

The totalitarian rule, established in the country after World War II, continued until 1989. After the fall-down of the totalitarian rule, there were significant changes in the country, which led to the establishment of democratic principles of government and political plurality. According to the new constitution of the country, The Republic of Bulgaria is now a law-governed country, which guarantees all individual's life, dignity and right and creates conditions leading to the free development of both the individual and the civil society.

The traditional religion in Bulgaria is Eastern Orthodox Christianity, which reflects its cultural and historical role and importance for the Bulgarian state, as well as its importance for social life. Since 2007 Bulgaria has become a full a member of the European Union.

The ***Bulgarian educational system*** has its deep roots and rich history. The Bulgarian people have established and preserved long-standing and intransient educational traditions throughout the 13-century existence of their state. They accepted and developed further the alphabet created by the brothers Cyril and Methodius as early as the 9th century, which was a predecessor of the Cyrillic script. In the 10th century Bulgaria reached the "golden age of Bulgarian literature and culture", when Kliment Ohridski established the first Bulgarian school. The Bulgarian people preserved their love of learning and education through the years of the Ottoman rule. Cell schools of mainly religious character were established in the 18th – 19th century. They were popular under the names of cell, monastery or church schools because most often the study process took place in monks' cells. Later, schools established by patriotic Bulgarians, mainly craftsmen or educated people, where pupils were taught how to read, write and count, were called public and secular cell schools. Some of those schools developed into handicraft schools, where pupils went through a long training process – the stages of apprentice, journeyman and master.

Public schools were established on a larger scale at the end of the 18th century, and especially in the 30-s and 40-s of the 19th century by educated patriotic Bulgarians associated in school boards of trustees. Such schools functioned and developed as early as the Ottoman rule years and were maintained by the patriotic population. In those schools conditions for progressive for that time education were created, as a great part of the teachers had graduated from schools in the developed European countries.

The Bulgarian National Revival developed as a movement for enlightenment, for incorporation of the Bulgarian people into the European and Christian civilization. After the Liberation, the Bulgarian education reached the level of the West European education within a historically short period of time. The state educational system was established after 1878, which was also the time when the first school laws were passed. The first law on education, the "Provisional By-laws of Public Schools", passed in August 1878, established three levels of public schools: a) primary; b) secondary or two-class; and c) main or four-class. It specified the subjects to be studied, the course of study by level, management and financing. The latter were mainly the responsibility of municipalities, which, in their turn, elected the school Board of Trustees among their members. A distinctive characteristic of this first law was the compulsory primary education for both male and female pupils.

During the period of 1990 – 2006, a number of democratic changes have been brought about both in society as a whole and the educational system in particular. A new Public Education Act was adopted (1991), which is of great significance and still in force in the educational system. The principle of competition for electing school management has been introduced, democratic principles of functioning and administration of schools have been applied, serious attempts have been made to harmonize the Bulgarian educational legislation with the standards of other European countries, while the positive democratic tendencies and achievements of the educational system so far have been preserved to a great extent.

The PEA (1991) recognizes the democratic principles and stipulates that:

1. All citizens have the right to education and to be able to enhance their education and qualifications.
2. School education starts at 6 or 7 years of age is compulsory until the age of 16.
3. Education in state and municipal schools is free of charge.
4. Restrictions or privileges based on race, nationality, sex, ethnic and social origin, religion and social status are not tolerated.

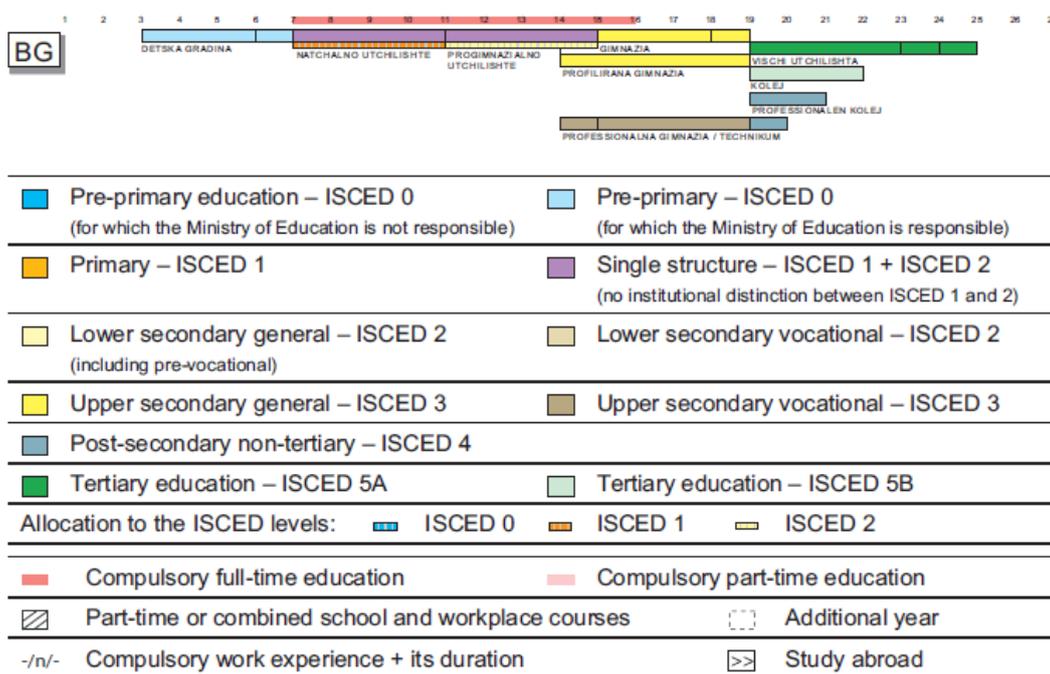
Bulgarian people have always recognized education, both historically and traditionally, as a specific public value and have exerted efforts to provide their children with good quality education. The historical development of the educational system has been characterized by its progressive nature, its stability, high number of children included in the educational process, good education and upbringing of the pupils. All of the above can serve as a lever for social development.

Education is a critical factor for Bulgarians' cultural advancement and human resource development. The main goals in this field are as follows:

- modernizing the curricula and syllabi to make them relevant to the labor market needs;
- paving the way to the broader use of information technologies at school and providing Internet access;
- ensuring equal opportunities for quality education irrespective of gender, ethnic background or religion;
- spotting individual children's talents and relevant career guidance.

2. Overview of Bulgarian educational system

Organisation of the education system in Bulgaria, 2005/06



Source: Eurydice.

		COMPULSORY EDUCATION																								
AGE	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
GRADES							1	2	3	4	5	6	7	8	9	10	11	12	13							
								PRIMARY EDUCATION ISCED 1								LOWER SECONDARY EDUCATION ISCED 2								HIGH SCHOOLS ISCED 5A		
								SECONDARY COMPREHENSIVE SCHOOLS										COLLEGE (VOCATIONAL)								
																SECONDARY SCHOOLS ISCED 3A		COLLEGE VOCATIONAL								
																SPECIALIZED SCHOOLS ISCED 3A										
																UPPER SECONDARY VOCATIONAL ISCED 3B										

Source: Dynot http://www.dynot.net/index.php?option=com_content&task=view&id=38&lang=en

Administration

The administration of education is organised at four levels, national, regional, municipal and school. The Ministry of Education, Youth and Science (MEYS) is responsible for the implementation of the national education policy, plans and organises the development of education by putting together long-term programmes and operational projects. The municipal bodies in charge of education form part of the national structure, and are entrusted with the implementation of municipal education policy. They are responsible *inter alia* for the compulsory education of pupils up to the age of 16, pre-school education and are granted substantial financial autonomy. The autonomy of schools has been considerably extended in recent years. The pedagogical council, the board of management and the heads of school are the administrative bodies of schools, and are expected to meet the necessary requirements in the areas of teaching, organisation and methodology. The supervision of the

educational process as well as the outcoming result, are handled by the respective educational authorities at central and regional level, namely the MESY, the regional inspectorates.

Public kindergartens and schools, which are directly supervised and administered by the public authorities, are funded by the state budget. Although the private kindergartens and school entities are not dependent financially by the state budget, they are subject to the same national regulations as the public entities, namely the state education requirements, as far as the organization of the learning process is concerned.

Higher education is provided by higher education institutions that are granted full academic and substantial financial autonomy. They are independent in terms of governance and management of the allocated public funds and of their additional revenues.

Structure

Education in Bulgaria is compulsory until the age of 16. The school year consists of two terms, starts on September 15th and ends in May or June. The education system consists of the following levels: pre-primary education, primary education, secondary education and higher education.

Pre-primary education

Pre-primary education (ISCED'97, Level 0) is considered to be the first level of the school system and caters for children aged between 3 and 6. Kindergarten attendance is optional.

In Bulgaria kindergartens (*detska gradina*) and schools are public, municipal or private, depending on the type of their funding. State-run kindergartens prevail (over 95 %), but the number of the private ones is growing.

The early education and care in Bulgaria is delivered at two levels:

- 0-3 years of age (nursery school);
- 3-6 years (kindergarten).

Compulsory education

Compulsory education refers to all children aged between 7 (or 6 at the discretion of their parents) to 16. Children complete their compulsory education in upper secondary schools.

General educational institutions:

- kindergartens;
- primary schools (1st to 4th grade);
- lower secondary schools (5th to 8th grade);
- basic schools (1st to 8th grade);
- general upper secondary schools (9th to 12th grade);
- upper secondary schools of specialized studies profile (8th or 9th to 12th grade);
- general secondary schools (1st to 12th grade).

Phases in the compulsory education:

<i>Начално училище/Natchalno uchilishte (primary school)</i>	4 years; 1 st to 4 th grade
<i>Основно училище/Osnovno uchilishte (basic school)</i>	8 years; 1 st to 8 th grade
<i>Гимназия/Gimnazija (Upper secondary education)</i>	4 years; 9 th to 12 th grade
<i>СОУ/Sredno obshtoobrazovatelno uchilishte (General secondary school)</i>	12 years; 1 st to 12 th grade
<i>Профилирани гимназии/Profilirani gimnazii (Upper schools of specialized studies profile)</i>	8 th or 9 th to 12 th grade

Elementary education

Elementary education (grades 1 through 8) comprises primary school (grades 1 through 4 ISCED'97 Level 1) and junior high school (grades 5 – 8, ISCED'97 Level 2A). Elementary education can be obtained at state, municipality or private schools. In addition, at the same education level, vocational training is available in accordance with professional-technical curricula upon completion of grades 6, 7 or 8. The *Certificate for Primary Education* is issued upon successful completion of grade 4 and the *Certificate for Elementary Education* is obtained for successful completion of grade 8.

Secondary education

Secondary education (ISCED'97 Level 3A) can be divided into comprehensive education (comprehensive and specialized schools) and vocational training. General secondary education can be obtained at comprehensive schools (course duration 3-4 years) and at specialized schools (course duration 4-5 years). The admission in the specialized schools is upon completion of grades 7 or 8 and after exams depending on the profile of the school (in Bulgarian language and literature, mathematics, humanities etc.)

Secondary education can be obtained also at technical schools after completion of grade 8 and 4 years of training or after completion of grade 7 and 5 years of training. Vocational schools with a three-year curriculum also provide secondary education.

Educational curricula for technical vocational schools (ISCED' 97 Level 3C) are offered after completion of elementary education, the course duration is 2 years. The acquired vocational qualification enables the access to the labour market.

General secondary education (upper level) is offered by:

- *Secondary comprehensive schools*, they cover: primary school level – grades 1 through 4; junior high school – grades 5 through 8 and secondary school level – grades 9 through 11;
- *Specialized schools with emphasis on foreign languages* (language schools) – admission after grade 7 and upon entry exams. They cover grades 8 through 12/13;
- *Specialized secondary schools* – admission upon completion of grade 8 (these are schools with emphasis either on science and/or mathematics, or on humanities, or sports, or arts etc.) They cover grades 9 through 12/13.

Secondary vocational education is provided in :

- *Vocational training schools* and/or technical schools covering grades 8/9 to 12;
- *Vocational training schools* (from grade 6 or 7) offering 3-year training programs;
- *Vocational training schools* (from grade 9) offering up-to 4-year training programs;
- *Vocational training schools* offering 2-year training programs after completed secondary education.

Special needs education

There is a network of state-run boarding schools to support and educate physically or mentally disadvantaged children. The priorities in this area like legal frame for the funding, development of alternative forms of education, system of school preparation for the integration and socialization of the children with special needs, programs for integrated educational forms, individual training etc. are still pending.

Post-compulsory education/upper secondary and post-secondary level

11th and 12th grades of secondary education can be defined as post compulsory secondary education. There are also institutions, which provide post-secondary education for graduates who have already completed secondary education and acquired diploma. Post secondary education is not compulsory and is delivered by vocational colleges. It lasts at least one year and the candidates should be older than 16 years in order to be granted access to post-secondary education. The graduates are awarded 4th degree professional qualification and are considered prepared for the labour market. Those who wish to embark on the post-secondary education may have graduated from either vocational upper secondary school or from any other type of secondary school.

Higher education

The higher education system in Bulgaria comprises various forms of programs and curricula upon the completion of the secondary level. The legal frame for founding of higher education institutions is set by the Law of Higher Education. According to Article 9 of this Law, the Parliament (Narodno sabranie) plays the key role in decision making about matters, concerning the network of higher education institutions in the country. The Parliament is entitled to establish, transform and close the educational organizations on the grounds of a proposal by the Ministry council. In the recent 4 years the higher education network was object of important changes and transformations.

At present the higher education system unites universities, specialized institutions of higher education (academia, institutes) and colleges.

The *universities* are those educational institutions for higher learning, which ensure education in a wide spectrum of specialties, at least in three of the four main scientific areas (humanities, science, social and technological studies). The universities have enough own research capacity and equipment to contribute to the progress in the main areas of science and culture. These institutions for higher learning are entitled to teach students to all degrees (ISCED'97 Levels 5A, 6).

The *specialized institutions of higher education* are engaged in teaching and research in one or more main areas of science, art, sports and defence. The name of the specialized higher school indicates the main specialties of its curriculum. This type of educational institutions for higher learning is also entitled to teach students to all degrees (ISCED'97 Levels 5A, 6).

The *colleges* offer a relatively shorter and vocation-oriented training (ISCED'97 Level 5B). These are the former semi-higher institutes, which have undergone different transformation. Actually most of them are part of the universities and use their equipment. There are also some independent colleges, which can meet the necessary academic and material conditions on their own.

According to the Higher Education Act, the Bulgarian system for higher education provides education and training after completion of secondary education. It consists of the following degrees:

I. Bachelor

- *Professional bachelor in...'* degree (ISCED' 97, level 5B) – with a duration of **minimum 3 years** (180 ECTS credits minimum are required, as 10 out of them are acquired for successfully passed final examination or defended diploma thesis);
- *Bachelor's degree* (ISCED level 5A) – with a duration of **4 years minimum** (240 ECTS credits minimum are required, as 10 out of them are acquired for successfully passed state exam or defended diploma thesis):

II. Master (ISCED' 97, level 5A):

- *2-year minimum Master's courses* (120 ECTS credits minimum, as 15 out of them are acquired by successfully passed final examination or defended diploma thesis), after acquisition of 'Professional Bachelor in...' degree;
- *1-year minimum Master's courses* (60 ECTS credits minimum, as 15 out of them are acquired by successfully passed final examination or defended diploma thesis), after acquisition of Bachelor degree;
- *5-year Master's long study courses* (300 ECTS credits minimum, as 15 out of them are acquired for successfully passed final examination or defence of diploma thesis) – in some specific areas of knowledge (Medicine, Dental Medicine, Law, Architecture, Maritime, etc.), only in case when the training is not recommended to be provided by separate Bachelor's and Master's courses.

Master's courses ensure:

- extended fundamental training combined with profiled training within a given specialty, in its corresponding field of study;
- complementary multi-profiled and interdisciplinary training for students – holders of Bachelor's or Master's degree in another specialty;
- extended theoretical training with scientific orientation and specialized training in the specialty and its field of study;
- mastering the fundamentals of scientific research, scientific-applied and/or creative (artistic) activity.

- #### III. Doctor's degree (ISCED 97, level 6) – with duration of 3 years minimum in regular form/4 years minimum in extra-mural form, as well as self-dependent training. Both of them are accessible after acquisition of Master's degree. Doctorates' training is performed in scientific fields.

3. Vocational Education and Training

The Vocational Education and Training Act (1999) regulates public relations with regard to citizens' right to vocational education and training according to their personal interests and abilities as well as the provision of certain conditions that ensure the functioning and development of the VET system based on the cooperation among VET institutions and government institutions, local authorities and social partners. The Act stipulates the organization, institutions, administration and funding of the VET

system. Vocational training is available in accordance with professional-technical curricula upon completion of grades 6, 7 or 8.

The main objectives of the Law on Vocational Education and Training (1999 and amendments) are as follows:

- creation of a reliable information system on both vocational qualifications and vocational education and training needs;
- establishment of national standards on vocational education and training, comparable to the European ones;
- establishment of a long-life vocational education system;
- decentralization of the vocational education system management;
- development of an effective system for quality control, concerning the system for vocational education and the qualifications certification, according to the national standards;
- creation of preconditions for effective cooperation and partnership between the respective institutions and organizations at national, regional and local levels;
- establishment of a supervised by the Council of Ministers National Agency for vocational education and training. The activities of the Agency are closely related to the procedures of accreditation within the national system of vocational education and training, as well as to the co-ordination of the institutions working in the area of the vocational education and training;
- development of national programs on vocational qualifications;
- organization of vocational qualifications acquisition through the equal participation of study units, ministries, organisations of employers, etc.
- accreditation of educational institutions by the National Agency for vocational education and training.
- state requirements development in the area of vocational education and training

Vocational schools can be either state schools or private schools. Both types are regulated by the state. The state plays a leading role in planning, financing, organizing and monitoring the quality of education. In the transition to a market economy, the role of the social partners becomes apparent. The professional organizations state their requirements as regards staff training, they express their opinion regarding new professions and participate in the drafting of state requirements on the content of training and in improving the conditions for vocational training. A special system has been developed for employer participation in the assessment of the pupil's professional competence.

Initial vocational education and training (IVET) begins after the completion of the sixth grade the earliest, i.e. 12 or 13-year old students. This type of IVET is combined with comprehensive education. After completing this training period, a student obtains a comprehensive education certificate as well as initial level qualification in a certain occupational field.

IVET can also be acquired by individuals older than 16 who have already finished upper secondary school. They can be trained either at VET centres or vocational schools as long as the latter offer adult education courses.

Students in vocational upper secondary schools receive IVET along with secondary education. They are admitted upon successful completion of the 7th grade or basic education stage (i.e. 8th grade). The completion of secondary vocational education is certified with a school leaving certificate meeting the requirements of successful completion of secondary education, certificate for professional qualification, issued upon completion of vocational training and a certificate granting the right to practice a profession, issued for license requiring professions.

Vocational education and training which is provided through sandwich-type training, particular apprenticeship is not a common practice in Bulgaria. The apprenticeship system is under the responsibility of the employers and is regulated by the Labour Code. The theoretical and practical part of the apprenticeship is the responsibility of the employers. The training is provided in the company's training centres or in the schools of the formal vocational training under the request of employers.

The content of studies in the company training is structured according the company and branch training requirements. The content of studies in the vocational training institutions and centres is structured according to the state requirements for training of a certain profession. The company certifies the qualification, which is organised in the system of in-service training.

According to the new Law education/training establishments are: state and municipal training centres, company training centres, vocational schools, and vocational colleges.

Company training centres will organize training as follows:

- 3 years after grade 6 (13 years),
- 2 years after grade 7 (14 years) and
- up to 4 year-courses after grade 8 (15 years).

Some changes seeking to modernize the formal VET system have already taken place. Starting from 2003/2004 school year students from VET schools can obtain secondary education diplomas upon successful completion of 12th grade. At the same time they may sit examination for Qualification Level 2. Upon successful completion of the 13th grade, they may be eligible for Vocational Qualification Level 3.

Two types of documents are issued by the vocational schools and the certified vocational training centres:

- *Vocational training certificate* – after successfully passing theoretical and practical exams for part of an educational field;
- *Vocational qualification certificate* – after successfully passing exams for a vocational qualification level.

Quality assurance

Substantial progress has been made in introducing an effective quality assurance system in VET. Since 2003 the Ministry of Education, Youth and Science has developed six Framework Programme, which define the conditions for the acquisition of qualification levels from 1 to 4 and can be applied both in initial and continuing vocational education and training.

The National Agency for Vocational Education and Training (NAVET) coordinates the development of National Educational standards for vocational qualification. Each standard consists of the following elements:

- objectives and expected learning outcomes;
- description of the core, basic and specific vocational competences;
- certification requirements for the specific vocational competences at each level.

The standards are jointly developed by teams of experts representing key stakeholders: trade unions, employers, educational institutions (including universities). The expert assessment of the vocational profile, which serves as the basis of training objectives and content, is carried out by the relevant sectoral chamber of employers in order to ensure that the vocational competences acquired through training will match the requirements for specific occupations.

4. Social Sciences Perspective

Social sciences and civic education are a compulsory part of the general primary and secondary education. National Educational Standards for the each cultural and educational domain are elaborated by the Ministry of education.

The domain of Social sciences and civic education in compulsory education comprises the following subjects: native land, the person and society, the person and the world, history and civilization, geography and economics, and the philosophy cycle (psychology and logics, ethics and law, philosophy). The domain integrates knowledge in disciplines that guide the social and cultural development of the students and the civic mission of education. By learning about the most significant achievements of social sciences, pupils are prepared for adequate orientation, adaptation and realization in the contemporary democratic society. The education aims to develop their skills for active social participation in the context of cultural diversity and globalization.

The Social sciences and civic education domain at different levels comprises the following subjects:

- *Primary education* – native land (1st grade), environment (2nd grade), the person and society (3rd and 4th grade).

- *Lower secondary education* - history and civilization, geography and economics.
- *Upper secondary education* - history and civilization, geography and economics and the philosophy module (psychology and logics, ethics and law, philosophy).

On successful completion of compulsory education pupils are expected to develop:

Knowledge (theories and facts) about:

- emergence and development of societies in different chronological and space settings;
- societal structures and institutions;
- interpersonal, intergroup and societal relations, i.e. cooperation, competition and conflicts;
- evolution and revolution as formats of societal change;
- economic resources of societies and their management in local, national, regional and global contexts;
- citizenship, human rights and obligations; social responsibility;
- the personality and its multiple identities; stages of personal development;
- relationship between political, economic, ideological and social change;
- relationship between the development of technology, economic, social ideas and everyday life;
- role of social communities (family, friends, colleagues) for personal and career development;
- basic communication principles, making choice and decision making;
- ethical attitude and how to create it;
- basic human rights and freedoms;
- knowledge of international documents on human rights and minorities.

Skills

- search, select and process information using ICT resources;
- create adequate self-image, understand and respect personal differences;
- identify cases of human rights violation;
- formulate problems and provide arguments to defend them;
- ask questions for further investigation and argumentation;
- formulate theses and provide logical reasoning;
- identify personal, group and societal problems;
- analyse societal development ideas;
- communicate in native and in up to two foreign languages;
- use information and communication technologies;
- retrieve data from diverse information sources;
- appreciate cultural diversities;
- understand of the importance of reflection, exploration and creativity.

Competences

- respect for national and cultural ethical differences;
- ability to analyse own ethical attitude and to make autonomous and responsible ethical choice;
- readiness to protect own rights and awareness of the role of full participation;
- openness and tolerance to different visions;
- orientation in the relationship between the individual and the community;
- distinction between social groups and communities and their interests;
- orientation in the sources of ethnic and religious controversy;
- take responsibility for completion of tasks in work or study;
- adapt own behaviour to circumstances in solving problems;
- exercise self-management within the guidelines of work or study contexts that are usually predictable, but, but are subject to change;
- review and develop performance of self and others.

***Learning outcomes related to the social domain of the European Studies and Occupational Therapy degree courses at the University of Ruse
(as identified in the Qualification Descriptions)***

Occupational therapy

The bachelor of Occupational therapy possess knowledge of:

- the theoretical concepts underpinning occupational therapy;

- the relationship between occupational performance, health and well-being;
- the complexities of applying formal theories and research evidence in relation to occupation in the context of a changing society.

The bachelor of Occupational therapy possess skills in:

- seeking, critically evaluating and applying a range of information and evidence;
- building a therapeutic relationship as the foundation of the occupational therapy process;
- appreciating and respecting individual and cultural differences and their influence on occupation and participation;
- using professional and ethical reasoning effectively throughout the occupational therapy process;
- demonstrating confidence in self-management, self-awareness and knowledge of own limitations;
- demonstrate skills in independent searching, critical examination and integration of scientific literature and other relevant information.

The bachelor of Occupational therapy possess competences to:

- engage and influence others in rational debate in relation to human occupation;
- work in partnership with individuals and groups in order to be engaged in occupation;
- collaborate with communities to promote the health and well-being for their members through participation in occupation;
- work according to the principles of client centred practice;
- collaborate with clients to advocate for the right to have their occupational needs met;
- demonstrate continuing lifelong learning to enhance occupational therapy;
- determine and prioritise occupational therapy services;
- apply principles of management to occupational therapy services;
- comply with policies and procedures, professional standards and employers' regulations.

European Studies

The bachelors of European Studies:

- are adherents to the ideas for a united Europe: *"In Europe we are uniting people, we are not building coalitions of nations;"*
- are committed to a professional behaviour, which is based on the belief that *"bridging diversities creates synergy effects"*;
- share the values of European integration for *peace and security; democracy and political stability; social-and-economic cohesion and solidarity; preservation of cultures, human dignity and fundamental rights and freedoms.*

The bachelors of European Studies possess knowledge and are aware of:

- theoretical aspects of legal systems in Europe, of international relations, of micro-, macro-, and international economics;
- geographical characteristics of the European continent; of the European civilization as the unifying of the cultures of the peoples, and of the contemporary European history;
- European political systems; governance and administration practices in Europe from a comparative perspective;
- theories, origins and the development of European integration; the institutions and the decision making process in the EU; EU law, goals and the instruments of common policies in the EU; European regionalism;
- complexity and dynamics of the European Union; and the wider European cooperation;
- points of view deriving from European and non-European national and cultural backgrounds;
- debates about European citizenship and European identity.

The bachelors of European Studies are able to:

- interpret events in European, national and local frameworks;
- reflect on one's own values and to question concepts, ideas and theories,
- communicate in native, English, German and French languages, applying skills they have acquired through foreign language-based European Area studies and communication patterns of the relevant cultures, as well as EU terminology;
- work in multicultural teams;

- work in an interdisciplinary area;
- retrieve relevant data from diverse information sources.

The bachelors of European Studies can make use of:

- theories and practices of management to develop projects, taking into consideration challenges such as: globalization; regionalization; sustainable development, social responsibility.

The bachelors of European Studies can apply:

- the social technology of communication management from an ethical and culturally sensitive perspective for the purposes of intra-, inter and extra-organizational relations;
- skills for effective intercultural relations.

The bachelors of European Studies possess:

- personal effectiveness - i.e. self-evaluation and identification of strengths and weaknesses in job application and career planning; teamwork and leadership;
- computer literacy for day-to-day professional work and research.

EQF Competences

- Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts
- Take responsibility for managing professional development of individuals and groups

5. General Comments about reform process for the system

The current system of Bulgarian **primary and secondary education**, introduced in 1998, has 12 grades, in which attendance is compulsory from the age of seven. Under this system, high school pupils finish school at the age of 18 after 12th or 13th grade depending on what variety of school they attend – language, technical or art. The 2005-2009 Cabinet had approved the long-awaited amendments to Bulgaria's Education Act, introducing structural reforms, i.e. – a new class-system which makes education in Bulgaria compulsory from first to 10th grade. This means that pupils can finish secondary education at the age of 16 or 17, depending on whether they were six or seven when they started first grade. The final two stages of school education, 11th and 12th grades, will not be compulsory and will be used by schools to provide extensive education in foreign languages, IT, and other technical skills. The new law stipulates that once every stage of education is completed, pupils will be examined by external testing services, not by the schools themselves. Until now, there has been no system of external evaluation, which many thought was compromising each school's own standard in teaching. An interesting amendment says that pupils can leave school after graduating from eighth grade but will not be allowed to apply for university. This means that someone who wants to attend university will have to go all the way through the system which includes finishing 12th grade. In other words, compulsory education ends in 10th grade but to go to university you would need to finish 12th grade. The package of reforms proposed by ex-minister Daniel Valchev towards the end of the term of the former government were widely supported by the public, but got rejected by the parliament. The current government has promoted education as a priority within the first sitting of the relevant parliamentary committee, and has promised a brand new school education law, which will be forged out within a year with a view to restructuring the system and introducing new standards for pupil and teacher behaviour, and competence-based educational levels.

Several phases of reform have been indicative of Bulgarian **tertiary education** since the political changes in 1989. At the beginning of the 90-s a law on academic autonomy was launched. Its impact was evaluated as more negative than positive, and as preventing from state control. The 1995 Higher Education Act introduced a new system of academic degrees and an agency for quality assurance and thus accreditation of postsecondary school activities was created. In developing the bachelor- and master-level qualifications, the ministry of education tailored the courses of study to increase both the adaptability and mobility of the system so as to be in compliance with the changing conditions of the market and the student. The curricula at the bachelor level provide for basic comprehensive training, thus facilitating direct access to the labor market. Master-level programs are oriented towards profile-oriented studies in a given disciplinary field. Efforts were undertaken to impose major restrictions on educational institution finances and to develop and adopt new curricula, especially in the social sciences. The 1999 amendment abolished free education and introduced tuition fees at all public

universities, increased competition in admissions and started the process of bringing standards in line with the Bologna declaration. Bulgaria signed and ratified the Lisbon Convention on the Recognition of Qualifications. Legal framework was created for the implementation of the diploma supplement and the recognition of foreign-issued supplements. ECTS mainly facilitates academic harmonization and student mobility and functions less as a tool for assessment. Since 1998 the National Evaluation and Accreditation Agency has been encouraging the development of reliable systems of internal quality assurance. The agency proposes and updates criteria and standards for accreditation; develops and approves the procedures and documentation for the accreditation process; evaluates projects for the establishment or transformation of higher schools; and assesses the conditions and activities of higher schools and their faculties on the basis of which accreditation shall either be approved or refused. The main constraint for the system of higher education was the Law on Scientific Degrees and Titles from 1972. The Law on the Development of Academic Staff, which is totally new, is in the process of adoption by the Parliament.

6. Suggested equivalence to EQF

The National Qualification Framework is in the process of development. It was officially stated by Maria Fartunova, Head of the Policies in Higher Education Directorate at the Ministry of Education, Youth and Science, in her presentation “Quality of higher education – European perspectives” at the second national conference: *QUALITY OF HIGHER EDUCATION IN BULGARIA – PROBLEMS AND PERSPECTIVES 2009*, held at the University of Ruse (3-4 December 2009).

The table below is a summary of the information obtained from different national and international sources, and represents the personal view of the authors.

European Qualification Framework	Bulgaria – Educational system according to ISCED-97	Qualifications at each level	Place learning can take place/ Qualifications achieved	Skills and Attributes or Knowledge and Understanding
1	Level 1 <i>Basic education primary education – Ages 7 – 10</i> Duration 4 years	Certificate for completion of grade four	Primary school (grades I –IV) Basic schools (grades I – VIII) Secondary comprehensive schools (grades I – XII)	
2	Level 2A <i>Basic education - lower secondary education – Ages 11 – 14</i> Duration 4 years	Diploma for basic education	Lower secondary schools (grades V – XII) Basic schools (grades I – VIII) Secondary comprehensive schools (grades I – XII)	
	Levels 2A,C <i>Vocational training – I level</i> (min 13 y/o pupils or 16y/o adults) 1 – 3 years	Level One Vocational Qualification Certificate	Vocational upper secondary schools Art schools Vocational training centres	<i>Vocational competences to practise occupations involving routine activities reformed under invariable conditions.</i>
3	Level 3A UPPER SECONDARY <i>General Education</i> Ages 15 – 18 Duration 4 years	Secondary education diploma	Secondary comprehensive schools (I – XII grade) Upper Secondary Schools (IX – XII grade)	
	<i>Vocational Education</i>	Secondary	Vocational upper	<i>Vocational</i>

	- II level Ages 15-18 Duration 4 years (4 years) Adult education	education diploma and Level Two Vocational Qualification Certificate	secondary schools (VIII/IX – XII /XIII grade) Art schools Vocational training centres	<i>competences to practise occupations involving a range of complex activities performed under variable conditions.</i>
3	<i>General Education (profile oriented) Ages 14-18 Duration 5 years</i>	Secondary education diploma	Specialized upper secondary schools (VIII –XII grade)	<i>Vocational competences to practise occupations involving a range of complex activities performed under variable conditions, as well as to supervise the performance of others</i>
	<i>Vocational Education - III level Ages 15-19 or 14-19 Duration 5 years (after completion of Basic Education) Duration 6 years (after completion of 7 Grade) Adult education</i>	Secondary education diploma and Level Three Vocational Qualification Certificate	Vocational upper secondary schools (VIII/IX – XII /XIII grade) Art schools Vocational training centres	
4	Level 4C POST SECONDARY NON-TERTIARY <i>Vocational training – IV level (after completion of secondary education) Ages 19-20 Duration 2 years Vocational training for adults—III and IV level (after completion of secondary education) Ages 19 and over</i>	Level Four Vocational Qualification Certificate	Postsecondary Vocational colleges	<i>Vocational competences to practise occupations involving a range of complex activities performed under variable conditions, as well as to manage the performance of others and the allocation of resources</i>
5	Level 5B Professional Bachelor Ages 19 – 21 Duration 3 years	Professional Bachelor diploma	Tertiary education colleges	
6	Level 5A Bachelor Duration 4 years	Bachelor diploma	Universities Specialized Higher Schools	
7	Level 5A Master Duration 5-6 years or 1-2 years after completion of Bachelor	Master diploma	Universities Specialized Higher Schools	
8	Level 6 Doctoral degree Duration 3 years			

7. Preliminary conclusions

As a member of the European Union Bulgaria needs to modernize its education system to produce graduates that can respond to the increasingly complex needs of a global labour market. The magnitude of the challenge is greater in Bulgaria, because it has lower attainment rates and higher inequalities than other member countries. In addition, the shrinking size of its work force place greater demands on higher labour productivity – and thus higher skills – as a key determinant of growth.

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Done by Liliya Todorova and Mimi Kornazheva, University of Ruse

3. CZECH REPUBLIC

System of education – Czech Republic (simplified)

EQF level 1: compulsory primary education (ISCED 1)

5 years – elementary schools, including schools for pupils with special educational needs

EQF level 2: compulsory primary education (ISCED 2)

4 years – elementary schools or grammar schools

EQF level 3: secondary education (ISCED 3)

4 years – grammar schools, other secondary schools, art academies – *A-level examination „maturita“*;
or

3 years – secondary education – *certificate of apprenticeship*

EQF level 4: secondary schools (ISCED 4)

1-2 years – short study *A-level examination „maturita“*, *certificate of apprenticeship*, or extension studies

EQF level 5: secondary schools and art academies (ISCED 5B)

3 years – higher vocational colleges – *absolutorium* (ISCED 5B); or

follow-up 2 years of art academies – *absolutorium* (ISCED 5B, following just after ISCED 3)

EQF level 6 (precondition = GCE A-level): bachelor study programmes (ISCED 5A)

3 years – universities or higher education institutions equivalent in status to university

EQF level 7: master study programmes (ISCED 5A)

Universities, or higher education institutions equivalent in status to university

5 or 6 years – master study programmes (after A-level); or

2 years – follow-up master study programmes (after bachelor study programme)

EQF level 8: doctoral study programmes (ISCED 6)

3-4 years – universities or higher education institutions equivalent in status to university

4. FINLAND

The Education System in Finland

1) Introduction/General information

Public education in Finnish began in the 1860s. The original source of schooling in the native tongue in Finland has been the Church, as it has been in a number of other countries. Finnish speakers took the form of travelling schools organised by the Church. The nationalist movement in the 19th century strove to establish the Finnish language of the majority as an official language. The movement's other goals included national public education taught in Finnish. The study of Finnish as a language became part of the curriculum in the secondary schools that led up to a university education in 1843. The first secondary school to actually teach in Finnish started lessons in 1858.

Finland became independent in 1917. Extension of education to all citizens and all parts of the country and the continuous efforts to increase the level of education constituted a policy for the young nation from the very beginning. In the Constitution, enacted in 1919, an obligation was laid down to provide for general compulsory education and for basic education free of charge. Moreover, the public authorities were to maintain or support general education, vocational education, applied art and scientific higher education, as well as university education. General compulsory education was prescribed by law in 1921. It was not until 1966 that a central administrative board in charge of vocational education and training, the National Board of Vocational Education, was established to work alongside the National Board of General Education. In 1991, these central boards were combined to form the Finnish National Board of Education, which still functions and is responsible for both general education and vocational education and training, with the exception of higher education. The Ministry of Education is the responsible body for the higher education institutions.

In the 1970's, a nine-year compulsory school common to the entire age group, i.e. the comprehensive school, was created on the basis of the folk school and lower secondary school. (Finnish Board of Education, FNBE)

General Education is organized as follows

- Nursery infant education/day care for children (1- 6 years)
- Pre-school education (6-7 years). This is voluntary but the municipality is obliged to provide pre-primary education
- Primary education (7-12 years)
- Lower secondary education (12- 16 years)
- Additional voluntary education (16- any age) so called 10th grade)
- Upper secondary education (16-19 years)
 - High school
 - Vocational school
- Adult education and training
- Apprenticeship training
- University education
 - The University sector including Universities, Polytechnics, the Open University

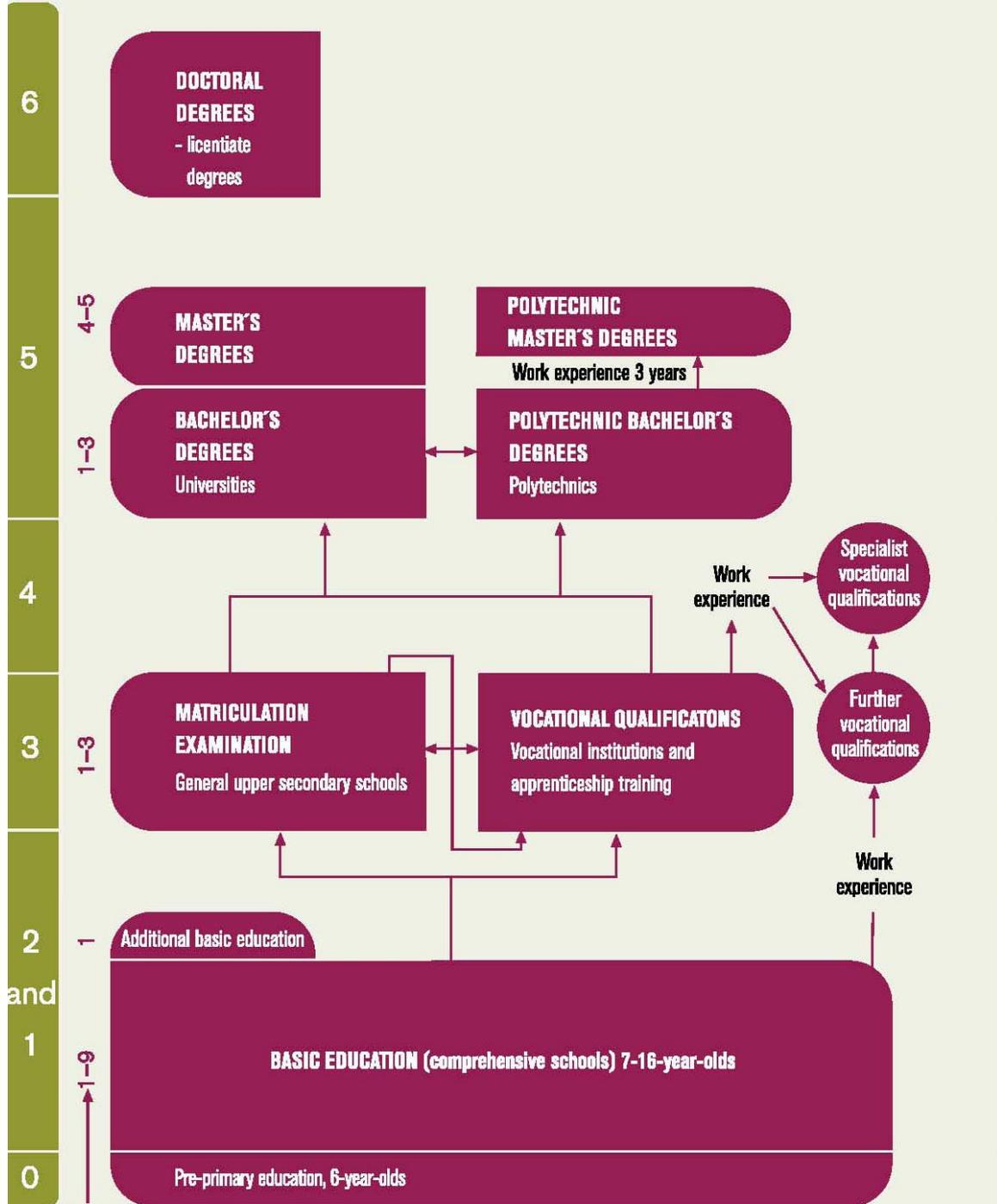
National Core Curriculum for Basic Education 2004 specifies the objectives and core contents of cross-curricular themes, subjects, and subject groups in basic education intended for pupils receiving compulsory education, and of other education as referred to in the Basic Education Act, with the exception of pre-primary education.

National Core Curriculum for Upper Secondary Schools 2003 specifies the objectives and core contents of cross-curricular themes, subjects, and subject groups in General Upper Secondary Education as referred to in the General Upper Secondary Schools Act. see. https://www.oph.fi/english/publications/2009/national_core_curricula and https://www.oph.fi/instancedata/prime_product_julkaisu/oph/embeds/47678_core_curricula_upper_secondary_education.pdf

2a) Overview of National Educational System

THE FINNISH EDUCATION SYSTEM

ISCED-classification



Duration in years

- ISCED-classification**
- 0 Preprimary education
 - 1 Primary education or first stage of basic education
 - 2 Lower secondary or second stage of basic education
 - 3 (Upper) secondary education
 - 4 Post secondary nontertiary education
 - 5 First cycle of tertiary education
 - 6 Second cycle of tertiary education

Further information

Pre- primary education

Participation in pre-primary education (6-7 yrs) is voluntary but the municipalities are obliged to provide pre-primary education

Basic education

Basic education is compulsory (7-16 yrs). The educational system includes general and special education, i.e. the different levels of education are adapted to suit students with special needs.

At the age of 16 students can choose between vocational schools and general upper secondary school to have either vocational training or general training that leads to matriculation exam. Vocational training can also be reached by working experience (see the fig. below). Improvement in the quality of teaching must be achieved via the renewal of the contents of the courses, improvement in human resources and material resources, and better use of the various instruments of the educational system. Religious instruction must be available at all schools, but it is voluntary for pupils. Special systems are applied for artistic education and language learning

Post-compulsory secondary education

Post-compulsory secondary education, including matriculation examination and/or vocational qualification upper grade vocational training.

Vocational adult education and training

Vocational adult education and training can be divided into upper secondary and additional vocational education and training. The education or training may be either certificate-oriented or non-formal. The aim is to enhance the knowledge and skills of the adult population, to increase educational opportunities for groups that are under-represented in adult learning, and to promote equality and active citizenship. (FNBE)

In-service training

In-service training is the most extensive form of adult education and training. According to studies carried out by industrial organisations, companies have started to invest more in the professional development of their personnel. In all companies, at least half of the salaried employees participate in some form of training. Financing of in-service training is mainly the responsibility of the companies.

Apprenticeship training

Qualifications of all three levels may also be completed as apprenticeship training. Apprenticeship training is available to both adults and young people.

General Upper Secondary Education

Admission criteria: Students who have completed the basic education syllabus are eligible for general upper secondary education. Those who have not finished the basic education syllabus may also be accepted as students, if they are otherwise deemed to have sufficient capabilities to cope at upper secondary school (Finnish: lukio, Swedish: gymnasium). This may be the case e.g. in case the applicant has conducted studies abroad. Education provider will decide on student admission criteria and any possible entrance or aptitude tests. The main selection criteria is the average grade of the basic education certificate. More precise criteria for student selection may be determined by the Ministry of Education. All applicants must be subject to equal selection criteria. The education provider will decide on the selection criteria for general upper secondary education for adults. Those under 18 years of age may apply only on special grounds (like disability).

General Objectives: The objective of general upper secondary education is to promote the development of students into good, balanced and civilised individuals and members of society and to provide students with the knowledge and skills necessary for further studies, working life, their personal interests and the diverse development of their personalities. In addition, the education must support students' opportunities for lifelong learning and self-development during their lives. Furthermore, regarding education:

a) the point of departure in education shall be respect of life and human rights. The aim is that the student learns to respect the diversity of nature and cultures.

b) the instruction must support the student's growth into responsibility for his/her own and other people's welfare, the state of the environment and the functioning of civil society. The student shall be acquainted with business and industry and with entrepreneurship. The student's cultural identity and knowledge of cultures shall be enhanced.

c) the instruction must encourage the student to operate in the learning community and in society locally, nationally and internationally. The aim is that the student learns to promote human rights, democracy, equality and sustainable development together with others.

d) the aim is that the student learns good manners, can express his/her cultural identity and gains awareness of his/her own personal uniqueness.

The purpose of the matriculation examination held at the end of three general upper secondary education is to determine whether students have acquired the knowledge and skills required by the curriculum for the upper secondary school, and whether they have reached an adequate level of maturity in line with the goals of the upper secondary school. Passing the Matriculation Examination entitles the candidate to continue his or her studies at university

Vocational Upper Secondary Education

After basic education, of school-leavers continue in additional voluntary basic education, in upper secondary schools or in initial vocational education and training. (VET 2009) The aim of vocational education and training (VET) is to improve the skills of the work force, to respond to skills needs in the world of work and to support lifelong learning. VET comprises initial vocational training and further and continuing training.

The Government decides on the general goals of vocational education and training, the structure of qualifications, and the core subjects. The Ministry of Education decides on the studies and their scope. The national core curriculum contains criteria for student assessment. The overview of the detailed thematic information of Vocational Education and Training System (VET) in Finland 2009 can be found from Internet:

http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009_CR_FI.pdf

(ReferNet 2009).

General objectives for the two types of vocational upper secondary education: The aim of Finnish upper secondary vocational education is to provide students with the knowledge and skills necessary to gain vocational expertise, as well as the capabilities to find employment or to become self-employed. It provides students with extensive basic vocational skills for various assignments in their field and more specialised competence and vocational skills as required by working life in one sector of the qualification. This enables those who are qualified to find placements in working life, to perform various tasks in their field in changing conditions, and so to develop their vocational skills throughout their lives. The objective of vocational education is to encourage students to take up interests and to develop their personalities as well as enhance their capabilities for further education by providing them with diverse elective and free-choice studies. It also aims at creating an open and positive learning environment to students with different learning capabilities, and to support the positive individual development and healthy self-esteem of students. Vocational education and training also aim at promoting democracy, equality between men and women as well as general equality in working life and society. The objective of vocational education and training is also to provide students with capabilities which increase general vocational learning and civic skills required in all occupational fields, and which enable the students to follow the changes in the society and working life and to function in changing conditions. These capabilities are defined in the national core curricula as the common emphases and core skills common to all fields.

2.1 Vocational School-based Education and Training.

In school-based programmes instruction takes place (either partly or exclusively) in educational institutions. These include special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e. a component of some practical experience at the workplace.

Admission criteria: Applicants, who have completed the basic education syllabus or a corresponding earlier syllabus, may be admitted as students to education and training leading to an upper secondary vocational qualification. More precise student admission criteria are determined by the Ministry of Education. The criteria include previous study record in basic education or general upper secondary education (average grade of all subjects and grades emphasised in the relevant field), work experience and entrance or aptitude tests. Education providers may ignore the order of scores in student admission for individual student-related reasons ("flexible selection"): applicants deemed by the education provider to have sufficient capabilities to complete the education and training may also be admitted as students. Students who have completed the matriculation examination and general upper secondary education also have the opportunity to complete an upper secondary vocational qualification. Admission as a student requires a good state of health, such that it does not form an obstacle to participation in the education concerned.

2.2. Apprenticeship Training

Systematic, long-term training alternating periods in a school or training centre and at the workplace; the apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Admission criteria: The apprenticeship system requires that the student is no less than 15 years of age at the time of signing the apprenticeship contract (no maximum age, as the apprenticeship system is not based on age groups) and has completed the compulsory education syllabus or equivalent. In addition, a person, who does not fulfil this criterion but who is deemed by the education provider to have sufficient capabilities to cope with the training, may also be admitted. There are no requirements for formal qualifications. People interested in apprenticeship training usually have to acquire the apprenticeship training place themselves. It is possible for students in apprenticeship training to follow either the school-based education system or the competence-based qualification system in terms of certification. Apprenticeship training in Finland is based upon temporary employment contract and on voluntarism. The majority of those who are studying by apprenticeship contract is already employed. The division of learning on-the-job and theoretical studies must be agreed upon with the employer.

General objectives : The aim of the education is to gain both theoretical knowledge in different institution of learning and the practical learning on-the-job in different enterprises/companies.

2.3. Post-secondary non tertiary education.

The specialist vocational qualifications are always taken as competence-based qualifications in which the student must demonstrate that he or she masters the most demanding tasks in the vocational field in question.

2.4 Continuing vocational education and training (CVET)

This training relates to the further professional, vocational or personal development of people. It can take place in a societal, industrial sector and/or in a specific organisational or company context.

Non- university tertiary education: professionally oriented higher education (Polytechnics)

Polytechnics (Universities of Applied Sciences) are multi-field regional institutions focusing on contacts with working life and on regional development.

Admission criteria: The general requirement for admission to polytechnics (Universities of applied sciences) is general or vocational upper secondary education and training. In other words, applicants eligible for polytechnic studies include those who have completed the matriculation examination, general upper secondary school or an upper secondary vocational qualification, or those with a corresponding international or foreign qualification. Students apply to polytechnics through the joint national application system. The polytechnics determine the principles of student admission independently. Student admission is based on previous study record and work experience and, in most cases, entrance examinations are also arranged. Polytechnics can accept students who they consider having sufficient knowledge and skills for polytechnic studies. The eligibility must be assessed before the selection procedure.

General objectives: Polytechnic-graduated Bachelors are able to continue their studies by applying to Master's degree programmes in universities. These take two years in general, but the polytechnic graduates are often required to undertake perhaps a year's worth of additional studies to bring them up to the level of university graduates. The Bologna process has progressively lowered the amount of required additional studies and in some cases no additional studies are required. After polytechnic graduates have completed three year's work experience in their field, they are also qualified to apply for polytechnic master's degree-programmes (lower university degree graduates are qualified also, but with additional studies) which are work-oriented — not academic. The polytechnic Master's degree programmes takes two years and can be undertaken in conjunction with regular work. A master's degree graduate from a polytechnic is considered equivalent to an academic master's graduate in a related field.

The objective of the studies leading to a polytechnic degree is to provide the necessary knowledge and skills for professional expert functions on the basis of the requirements of working life and its development needs. Polytechnics carry out research and development, which serve polytechnic education and support working life. They play an important role in regional development as providers of high-quality education and developers of the economic life of the regions, in particular small and medium-sized enterprises. All polytechnics offer virtual studies and on-line coursework is part of nearly all studies, while the number of credits earned on totally on-line courses is increasing. Equal access to higher education, irrespective for example of the students' domicile and economic status, is ensured in many different ways.

Tertiary Education, Universities

Higher Education is offered by Universities and artistic institutions. Their focus is on research and education based on research.

Under the new Universities Act, which was passed by Parliament in June 2009, Finnish universities are independent corporations under public law or foundations under private law (Foundations Act). The universities operate in their new form from January 1, 2010 onwards. Their operations are built on the freedom of education and research and university autonomy (MinEd). Universities aim at encouraging university autonomy and increasing the demands related to the evaluation of university functions. Three Universities have just formed so called Aalto University. It is the combination of three previous universities: Helsinki University of Technology, Helsinki School of Economics and University of Art and Design Helsinki. University of Jyväskylä and University of Tampere and Technical University of Tampere have also formed an alliance; meaning co-operation in the area of training, research and supporting facilities. University of Turku and Turku school of economics will be connected and will start in 2011 and University of Kuopio and University of Joensuu will be connected to the University of East Finland in 2010. Also other universities are under structural developing process being supported by the government. All Finnish universities, on the other hand, are owned by the state.

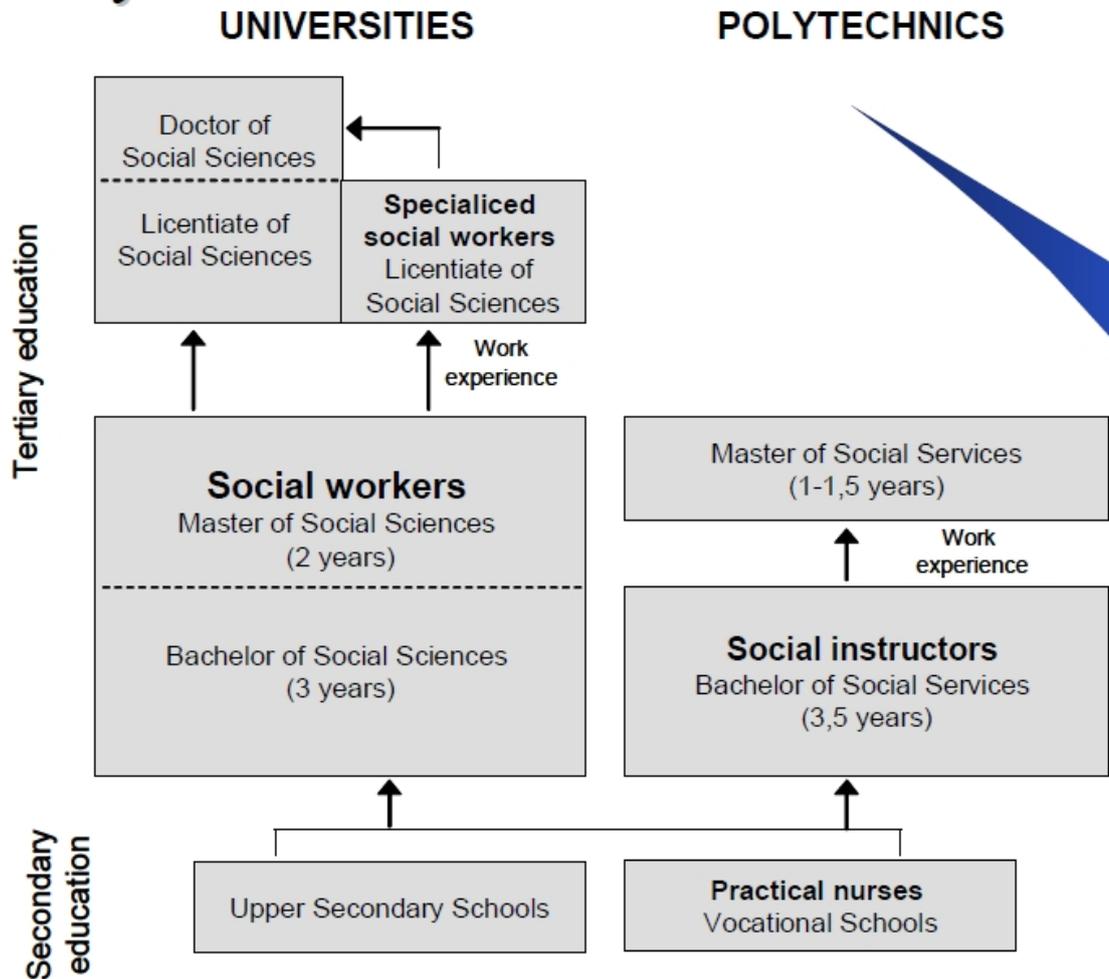
Admission criteria: When recruiting new students, the national matriculation examination and entrance examinations are used as criteria for student selection or in some faculties students may be accepted without entrance exam if the applicant has gained competency by some other ways. The focus for universities is research, and they give a more theoretical education.

General objectives: A bachelor's degree takes about three–four years. Depending on the programme, this may be the point of graduation, but it is usually only an intermediate step towards the Master's degree. After the master's, the remaining degrees (Licentiate and Doctor) are available only in universities.

4) Social Sciences perspective

Social work education is provided in six universities (Helsinki, Jyväskylä, Kuopio, Lapland, Tampere, Turku). All University degrees are offered in the area of Social sciences in these Universities. The Finnish Education System in the Social Field is following (Lähteinen 2006)

The Finnish Education System in the Social Field:



) Social Sciences are strongly represented in all levels of education including formal vocational and non-formal educational programmes. Also in non-formal programmes subjects such as citizenship, culture, economics and business offer adult learners opportunities to develop their social and economic skills.

In the secondary education the following objectives around man and society need to be achieved: Health education, Religion, Ethics, History, Social studies, Music, Visual arts, Crafts, Physical education, and Home economics. (FNBE)

5) General comments about reform process for the system

Current situation in Finland

Agreement:

The importance of EQF is widely shared in Finland in all areas. EQF is seen as a solid and necessary system. The way of referencing system is obvious. The development of the European Credits for Vocational Education and Training (ECVET) system have been applied in Finnish national context. Finland has positive attitude towards ECVET system. It seems to be easy to implement ECVET system in Finnish upper secondary vocational qualifications. ECVET will allow the added value of international exchanges to be evaluated as well as individual learning paths to be created. Use of Europass-Mobility pass in terms of ECVET will be very important. National Requirements for vocational qualifications have been reformed. (Kärki 2010)

Discussion:

Procedural instructions needed e.g handbook for VET providers etc. Implementation of ECVET in Finland will require national resolution (MinEd) and agreement on principles for allocating credit points to qualifications (Government degree of qualifications) (Kärki 2010)

Challenges

1. Allocation of ECVET credit points to competence-based further and specialist examinations
2. Assessment and validation _ mutual trust (in regards competence-based examinations)
3. Quality assurance
4. Selling ECVET to teachers and learners (Kärki 2010; FNBE)

6) Suggested equivalence to EQF

The national qualifications framework has eight levels based on the EQF.

The framework describes the requirements of Finnish qualifications (learning outcomes) in terms of knowledge, skills and competence, which are the criteria agreed upon in European cooperation based on the EQF levels. (EAEA)

European Qualification Framework	Finnish-National Professional Qualifications Catalogue	Qualifications at each level	Learning can take Place/qualifications achieved	Attributes or Knowledge and Understanding
Level 1	Level 1	Workplace training May also be completed as apprenticeship training	Mostly takes place in institutions. Vocational Schools Workplace training May also be obtained through competence tests independent of how the vocational skills have been acquired	Competence of working activities ; basic theoretical knowledge and basic practical capacity
Level 2	Level 2	Completion of the basic education syllabus	Vocational Schools Workplace training Based on a working contract, and the practical training periods take place at the workplace in connection with ordinary work assignments.	The objective of upper secondary vocational education and training is to provide students with the knowledge and skills needed to acquire vocational competence and to provide them with the potential for self-employment as well as further studies.
Level 3	Level 3	Completion of the basic education in some cases	Vocational Schools Workplace training	The upper secondary vocational qualifications yield extensive basic vocational skills for various assignments in their field and, in addition, more specialised expertise in one sector of the qualification. This enables the qualification holders to find placements in working life, to perform various tasks in their field even in changing conditions, and to develop their vocational skills throughout their lives.
Level 4	Level 4	Vocational upper secondary qualifications and further vocational qualifications and Qualifications from other administrative sectors the requirements of which correspond	Vocational Schools Polytechnics University (University of Applied Sciences) Workplace training	Competence-based qualifications include <i>further vocational qualifications (ammattitutkinto)</i> , which demonstrate the vocational skills required of skilled workers, and <i>specialist vocational qualifications (erikoisammattitutkinto)</i> , which demonstrate a command of the most demanding tasks in the

		<p>to those of the vocational upper secondary qualification or further vocational qualification</p> <p>Matriculation examination and the completion of the upper secondary syllabus are placed on the same level as vocational upper secondary qualification</p> <p>qualifications framework should be extended to cover all knowledge, skills and competences</p>		<p>field. In addition to these, <i>vocational qualifications (ammattillinen perustutkinto)</i> may also be taken in the form of competence-based qualifications. Vocational qualifications taken in the form of competence-based qualifications correspond to the qualifications taken in vocational upper secondary education and training.</p>
Level 5	Level 5	<p>Qualifications from other administrative sectors the requirements of which correspond to those of the specialist vocational qualification</p>	<p>Vocational Schools</p> <p>Polytechnics University (University of Applied Sciences)</p> <p>Workplace training</p>	<p>Vocational Adult Education and Training</p>
Level 6	Level 6	<p>the first cycle includes university and polytechnic Bachelor's Degrees</p>	<p>Polytechnics University (University of Applied Sciences)</p> <p>University</p> <p>Workplace training</p> <p>Continuing professional development</p>	<p>Polytechnics University (University of Applied Sciences) : generic competencies: learning competence, ethical competence, communicative and social competence, development competence, organisational and societal competence, internationalisation competence</p> <p>competencies are specific to degree programs</p> <p>Studies leading to the degree provide the student with (1) broad overall knowledge and skills with relevant theoretical background for working as expert of the field; (2) knowledge and skills needed for following and</p>

				<p>advancing developments in the field; (3) knowledge and skills needed for continuous learning; (4) adequate language and communication skills; and (5) knowledge and skills required in the field internationally.</p> <p>University: Studies leading to the degree provide the student with: (1) knowledge of the fundamentals of the major and minor subjects or corresponding study entities or studies included in the degree programme and the prerequisites for following developments in the field; (2) knowledge and skills needed for scientific thinking and the use of scientific methods or knowledge and skills needed for artistic work; (3) knowledge and skills needed for studies leading to a higher university degree and for continuous learning; (4) a capacity for applying the acquired knowledge and skills to work; and (5) adequate language and communication skills. http://www.oph.fi/english/mobility/europass/finnish_education_system/higher_education_in_finland</p>
Level 7	Level 7	The second cycle includes university and polytechnic Master's Degrees	<p>Polytechnics University (University of Applied Sciences)</p> <p>University</p> <p>Continuing professional development</p>	<p>University: Studies leading to the second-cycle university degree provide the student with: (1) good overall knowledge of the major subject or a corresponding entity and conversance with the fundamentals of the minor subject or good knowledge of the advanced studies included in the degree programme; (2) knowledge and skills needed to apply scientific knowledge and scientific methods or knowledge and skills needed for</p>

				<p>independent and demanding artistic work; (3) knowledge and skills needed for independently operating as an expert and developer of the field; (4) knowledge and skills needed for scientific or artistic postgraduate education; and (5) good language and communication skills.</p> <p>http://www.oph.fi/english/mobility/europass/finnish_education_system/higher_education_in_finland</p> <p>Polytechnics University (University of Applied Sciences): ps. competencies are the same but description of them differs depending on level</p> <p>Studies leading to the degree provide the student with (1) broad and advanced knowledge and skills for developing the professional field as well as the theoretical skills for working in demanding expert and leadership positions in the field; (2) profound understanding of the field, its relation to work life and society at large as well as the knowledge and skills needed for following and analysing both theoretical and professional developments in the field; (3) capacity for life-long learning and continuous development of one's own expertise (4) good language and communication skills required in work life; and (5) knowledge and skills needed to function and communicate in the field internationally.</p>
Level 8	Level 8	The third cycle includes scientific and artistic post-graduate degrees,	University Continuing professional development	University : The aim of doctoral studies is to provide student with an

		such as licentiate and doctoral degrees		in-depth knowledge of their field of research and capabilities to produce novel scientific knowledge independently.
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7) Preliminary conclusions

The educational structures in Finland regarding all forms of education are in the process of reform and development.

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Done by Tuula Asunta

5. FRANCE

The French Educational System

1 – Introduction/General Information

The French educational system is based on a free access and neutrality. Since the 1980s, educational responsibilities are shared in a decentralization process by the State and local authorities.

Originality of the French system, the nursery school welcomes the children before the compulsory education which begins at 6 years. Mixed, free if it is public, the elementary school welcomes the children from 6 to 11 years old. The “*collège*” is the establishment of secondary level which welcomes, in a same structure, all the pupils after the elementary school. During four years (sixth - fifth - fourth - third), the compulsory education is organized in three cycles (adaptation, central cycle, orientation). At the end of the compulsory schooling (16 years old) the pupils have a final exam whose only value is to give them a certificate. It has no incidence on their future orientation choices.

After “*collège*”, the pupils can pursue their schooling in a secondary school of general and technological education or in a professional secondary school.

On the Higher education level two cycles prepare to academic or professional diplomas. The short cycle, two years of studies after the high school diploma, concerns the sectors of business, industry or services. Long cycle concerns universities and specialized schools. The long cycle is organized in three successive levels, which allow obtaining national diplomas: bachelor (licence), master and doctorate. Among high schools, the “*Grandes Ecoles*” train engineers and managers, but also specialists of art, letters and human sciences.

The State, regions and local authorities, social partners and companies, contribute with their specificities and appropriate objectives to finance continuing professional development.

Specificity for the social work sector

In France, the organisations offering social work training leading to a qualification are usually non-governmental and non-profit organisations (NGOs) and not the Universities. They are about 170 schools of social work in France, and many differences between them. Some are care workers training centres, giving skills to practitioners. Others are Institutes for Social Work Education, quite alike Universities.

Schools of Social Work train social workers on vocational level and higher education. They can offer until 15 different diplomas or qualification in Social Work. Social work training leads to professional certificate (ex. apprenticeship or certificate of vocational skills) or higher diploma. Social work training concerns a specific level of qualification (care giver, care assistant, social worker, educator, social counsellor, team manager, director) and includes various social fields (handicap, prevention, youth, elderly, etc).

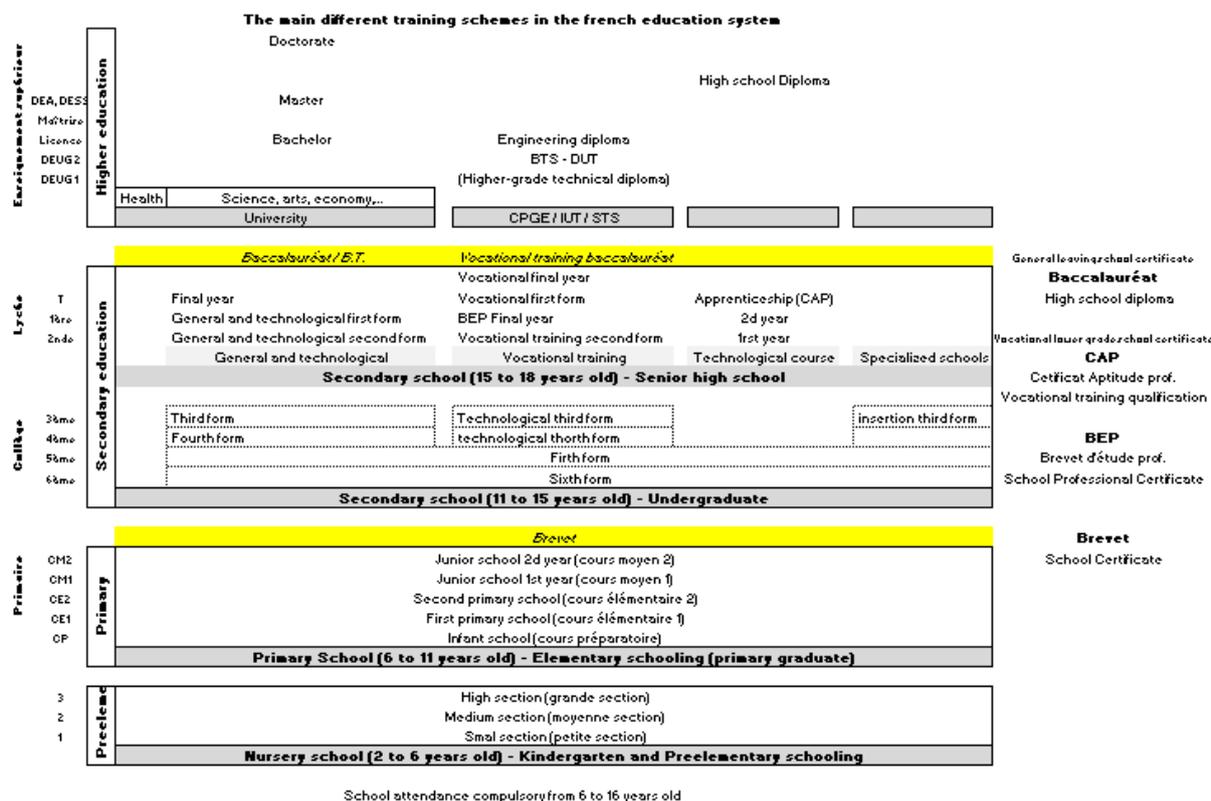
Schools of Social Work (SSW) are involved in different types of training: vocational training, continuing vocational training and higher education. They are assimilated to university and are considered as private centres with public missions (cultural animation, professional formation, research, vocational training).

The main challenge for the social work sector is to articulate the national diploma with the Bologna process and to implement now the three cycles (bachelor, master, doctorate) in the qualification of the professionals.

2 – Overview of National Educational System

The French national education system is considered as a public service. The State watches the coherence of teaching and promotes an equal education for all children, whatever their social background is. Public education system includes: general education (“*maternelle*” school, primary school, “*college*”, “*lycée*”), technical education (technological baccalauréat, professional training, professional baccalauréat), and higher education (university or “*Grande Ecole*”).

Lower Secondary Education (“Collège”)	Age: 11-15
Upper Secondary Education (“Lycée”) <ul style="list-style-type: none"> ▪ General and technological “lycée” ▪ Vocational “lycée” 	Age: 15- 18 *compulsory between 15- 16
Non-university tertiary education <ul style="list-style-type: none"> ▪ Preparatory classes for “Grandes Ecoles” ▪ Higher technical education sections ▪ Specialized schools or “Grandes Ecoles” 	Age: 18- +



3 – Non formal and vocational Education

In France, non formal education is mostly associated with youth organisations which propose out of school activities (*periscolaire* or *extrascolaire*, alphabetisation) and associations working in the sector of “popular education” (empowerment movement). Non formal education includes the voluntary sector and offers people an opportunity for lifelong learning. It is most of the time a personal choice for an optional supplementary enrichment.

The 2002 Social Modernisation Act has introduced a system for validation of informal and non-formal learning (*validation des acquis de l'expérience – VAE*). All citizens with at least three years of paid or voluntary experience can pursue a validation procedure of their skills and competences.

4 – Social Sciences perspective

The concept of “social sciences” is used in connection with “human and social sciences”. It includes various university disciplines: archaeology, ethnology, economy, history, demography, political science, sociology, education, psychology.

The social sector refers more to profit or non profit organisations. Because of its vocational tradition, it's not common in France to consider the social work sector in the perspective of social sciences.

5 – General Comments about reform process of the system

In February 1998, Jacques Attali's report, *Pour un modèle européen d'enseignement supérieur*, was aimed to transform the French system of higher education and research. The challenge was to get a more competitive system and find new ways to organize a harmonization of the structure of diploma and the complementarity of universities and "Grandes Ecoles". France introduced the process of Bologna by successive contractual waves. The Ministry for national education, higher education and research (MENESR) was in charge of this process: now it is the Ministry of Superior Education and Research (MESR). Since the decree n°482 of April 2002, the LMD reform was implemented in the French higher education system. The Law of April 18th 2006, defines the Research Agreement ("*Pacte pour la Recherche*"). The Law of August 2007, "*Universities Freedom and Autonomy*" (LRU), strengthens the process of reform of higher education.

For the French National Commission of the professional certification (CNCP) the European Qualification Framework establishes a new way of understanding diplomas and qualifications in Europe and by extension the national certifications. From the beginning consultations in 2005, France indicated that it would use the National Qualification Framework (RNCP, created by the Law of January 17th 2002) as support of the French national framework.

Since 2004, the CNCP introduced a workgroup on the question of the elaboration of a new nomenclature, according to one of its statutory missions (Cf. Decree R. 335-31 of the Code of Education). From September 2006, a new cycle of meetings was launched. The workgroup set up a process in 2 stages: transposition of the French Qualification Framework (NQF) towards the EQF and a reflection for the elaboration of a new national framework.

The current NQF, a 5 level grid, has been established in 1969. This grid comprises the accredited qualifications whereas delivered by general, vocational Higher Education systems, or by the sectors. This NQF was the result of negotiations involving the State, which means the ministries awarding qualifications (in the first place the ministries responsible for National Education and Higher Education) and the social partners, representatives of employers and employees.

This 5 levels nomenclature is very important in France: it results of 40 years of negotiations between Trade unions, employers and State, and it is the basis of salaries grid. It explains why Ministries are very slow to do recognition of the level (or grade) of bachelor (*licence*) for social workers and nurses (even if they have 3 training years after secondary school), and the level of master for teachers (even if they have 5 training years after secondary school).

In France, Schools of Social Work train social workers on vocational level and higher education. They can offer until 15 different diplomas or qualifications in Social Work. Social work training leads to professional certificate (ex. apprenticeship or certificate of vocational skills) or higher diploma. It concerns specific level of qualification (care giver, care assistant, social worker, team manager, director) and includes various social fields (handicap, prevention, youth, elderly, etc). In January 2009, a report presented for the first time a national proposition of the ECTS system for diplomas in social work. But this project must be validated by various Ministries (social affairs, education and justice). So, even if each diploma is organized by competences, skills and knowledge, it's not possible yet to present an official framework and qualification equivalence for social work studies.

6 – Suggested equivalence to EQF (just in case it is possible)

European Qualification Framework	French National Professional Qualifications Catalogue	Qualifications at each level	Place learning can take place qualifications achieved	Skills and attributes or knowledge and understanding
Level 1	Level VI		Absence of diploma and qualification	
Level 2				
Level 3		Undergraduate	Compulsory secondary school	
Level 4	Level V	Apprenticeship	Non-compulsory secondary school Vocational training	

Level 5	Level IV	High school diploma Vocational training diploma	Continuing professional development	
Level 6	Level III	Engineering diploma Bachelor (licence)	University Superior technical institute	
Level 7	Level II	Master	University	
Level 8	Level I	Doctorate	University	

7 – Preliminary conclusions

The implementation of the Bologna process in France has faced various difficulties. It seems that the minimal requirements have been completed. But at the same time corporatist interests slow down the process of Lifelong Learning education and present it only in a national optic as a pretext to reform the French higher education.

The main challenges are:

- to organize better and create links between universities and high schools
- to strengthen the international dimension of the higher education
- to develop the doctoral studies in the European context
- to integrate at management level the international standards of quality

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Additional information

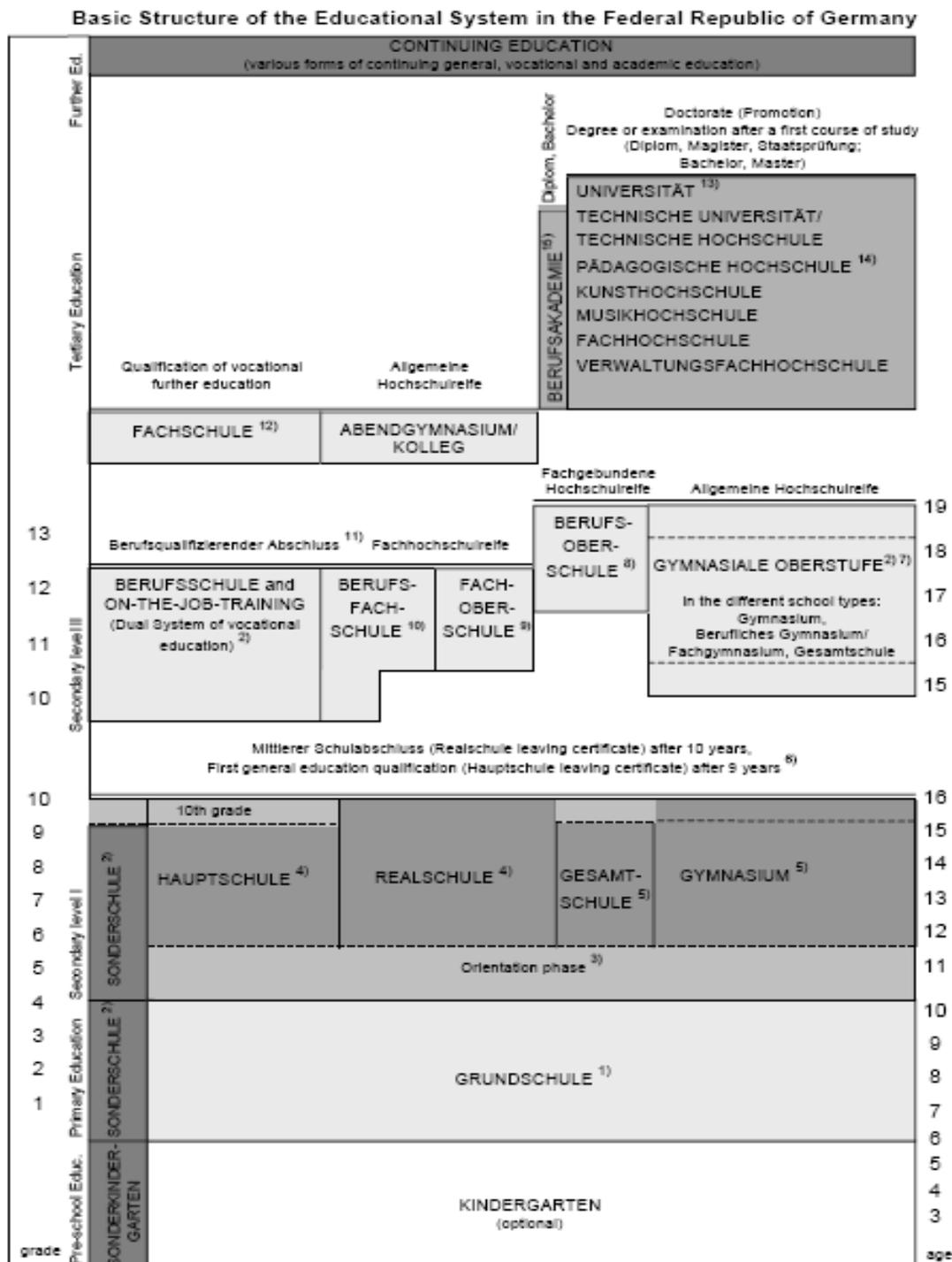
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Done by Gerard Schaefer and Marie-Francois Fave-Bonnet

6. GERMANY

Basic Structure of the Education System in the Federal Republic of Germany Diagram



Published by: Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, Documentation and Education Information Service, Lennéstr. 6, 53113 Bonn, Germany, Tel.+49 (0)228 501-0. © KMK 2009

Annotations

Diagram of the basic structure of the education system. The distribution of the school population in grade 8 as per 2007 taken as a national average is as follows: *Hauptschule* 20.6 per cent, *Realschule* 26.5 per cent, *Gymnasium* 33.4 per cent, *integrierte Gesamtschule* 8.5 per cent, types of school with several courses of education 6.4 per cent, special schools 3.8 per cent.

The ability of pupils to transfer between school types and the recognition of school-leaving qualifications is basically guaranteed if the preconditions agreed between the Länder are fulfilled. The duration of full-time compulsory education (compulsory general education) is nine years (10 years in four of the Länder) and the subsequent period of part-time compulsory education (compulsory vocational education) is three years.

- 1 In some Länder special types of transition from pre-school to primary education (*Vorklassen*, *Schulkindergärten*) exist. In Berlin and Brandenburg the primary school comprises six grades.
- 2 The disabled attend special forms of general-education and vocational school types (partially integrated with non-handicapped pupils) depending on the type of disability in question. Designation of schools varies according to the law of each Land.
- 3 Irrespective of school type, grades 5 and 6 constitute a phase of particular promotion, supervision and orientation with regard to the pupil's future educational path and its particular direction (*Orientierungsstufe* or *Förderstufe*).
- 4 The *Hauptschule* and *Realschule* courses of education are also offered at schools with several courses of education, for which the names differ from one Land to another. The *Mittelschule* (Sachsen), *Regelschule* (Thüringen), *Erweiterte Realschule* (Saarland), *Sekundarschule* (Bremen, Sachsen-Anhalt), *Integrierte Haupt- und Realschule* (Hamburg), *Verbundene oder Zusammengefasste Haupt und Realschule* (Berlin, Hessen, Mecklenburg-Vorpommern, Niedersachsen) *Regionale Schule* (Mecklenburg-Vorpommern, Rheinland-Pfalz), *Oberschule* (Brandenburg), *Duale Oberschule* (Rheinland-Pfalz), *Regionalschule* (Schleswig-Holstein) and *Gemeinschaftsschule* (Schleswig-Holstein), as well as comprehensive schools (*Gesamtschulen*) fall under this category.
- 5 The *Gymnasium* course of education is also offered at comprehensive schools (**Gesamtschule**). In the cooperative comprehensive schools, the three courses of education (*Hauptschule*, *Realschule* and *Gymnasium*) are brought under one educational and organisational umbrella; these form an educational and organisational whole at the integrated *Gesamtschule*. The provision of comprehensive schools (*Gesamtschulen*) varies in accordance with the respective educational laws of the Länder.
- 6 The general education qualifications that may be obtained after grades 9 and 10 carry particular designations in some Länder. These certificates can also be obtained in evening classes and at vocational schools.
- 7 Admission to the *Gymnasiale Oberstufe* requires a formal entrance qualification which can be obtained after grade 9 or 10. At present, in the majority of Länder the *Allgemeine Hochschulreife* can be obtained after the successful completion of 13 consecutive school years (nine years at the *Gymnasium*). Yet in almost all Länder the gradual conversion to eight years at the *Gymnasium* is currently under way, where the *Allgemeine Hochschulreife* can be obtained after a 12-year course of education.
- 8 The **Berufsoberschule** has so far only existed in a few Länder and offers school-leavers with the *Mittlerer Schulabschluss* who have completed vocational training or five years' working experience the opportunity to obtain the *Fachgebundene Hochschulreife*. Pupils can obtain the *Allgemeine Hochschulreife* by proving their proficiency in a second foreign language.
- 9 The **Fachoberschule** is a school type lasting for two years (grades 11 and 12) which admits pupils who have completed the *Mittlerer Schulabschluss* and qualifies them to study at a *Fachhochschule*. Pupils who have successfully completed the *Mittlerer Schulabschluss* and have

been through initial vocational training can also enter the *Fachoberschule* directly in grade 12. The Länder may also establish a grade 13. After successful completion of grade 13, pupils can obtain the *Fachgebundene Hochschulreife* and under certain conditions the *Allgemeine Hochschulreife*.

- 10 **Berufsfachschulen** are full-time vocational schools differing in terms of entrance requirements, duration and leaving certificates. Basic vocational training can be obtained during one- or two-year courses at *Berufsfachschulen* and a vocational qualification is available at the end of two- or three-year courses. Under certain conditions the *Fachhochschulreife* can be acquired on completion of a course lasting a minimum of two years.
- 11 Extension courses are offered to enable pupils to acquire qualifications equivalent to the *Hauptschule* and *Realschule* leaving certificates.
- 12 **Fachschulen** cater for vocational continuing education (1-3 year duration) and as a rule require the completion of relevant vocational training in a recognised occupation and subsequent employment. In addition, the *Fachhochschulreife* can be acquired under certain conditions.
- 13 Including institutions of higher education offering courses in particular disciplines at university level (e.g. theology, philosophy, medicine, administrative sciences, sport).
- 14 **Pädagogische Hochschulen** (only in Baden-Württemberg) offer training courses for teachers at various types of schools. In specific cases, study courses leading to professions in the area of education and pedagogy outside the school sector are offered as well.
- 15 The **Berufsakademie** is a tertiary sector institution in some Länder offering academic training at a *Studienakademie* (study institution) combined with practical in-company professional training in keeping with the principle of the dual system.

As at January 2009

GLOSSARY

Abendgymnasium

Establishment of the so-called Zweiter Bildungsweg at which adults can attend evening classes to obtain the general higher education entrance qualification.

Allgemeine Hochschulreife

General higher education entrance qualification. Entitles holder to admission to all subjects at all higher education institutions and is usually obtained at upper →Gymnasium level (→Gymnasiale Oberstufe) by passing the Abitur examination. The certificate of Allgemeine Hochschulreife incorporates examination marks as well as continuous assessment of pupil's performance in the last two years of upper →Gymnasium level (*Qualifikationsphase*).

Bachelor

The Bachelor's degree as a first higher education degree provides basic qualification for a profession. It can be obtained after a standard period of study (*Regelstudienzeit*) of at least three and at most four years at universities and equivalent institutions of higher education, at colleges of art and music, and at →Fachhochschulen. Together with the →Master's degree, the Bachelor's degree is part of a graduation system of consecutive degrees (two-cycle degree system) which is to replace the traditional system of higher education qualifications (→Diplom and →Magister). The Bachelor's degree provides the same rights as Diplom qualifications obtained at a Fachhochschule. The Bachelor's degree may also be obtained as a tertiary education qualification providing qualification for a profession at Berufsakademien.

Berufliches Gymnasium

Type of school at upper secondary level offering a three-year course of education which includes both the general education subjects taught at upper →Gymnasium level (→Gymnasiale

Oberstufe) and career-oriented subjects, such as business and technology, but which also leads to the general higher education entrance qualification.

Berufsschule

Vocational school at upper secondary level generally providing part-time instruction in general and vocational subjects to trainees receiving vocational education and training within the dual system.

Diplom

The Diplom degree as a higher education qualification provides qualification for a profession. It may be obtained either at universities and equivalent institutions of higher education (particularly in social or economic sciences and in natural and engineering sciences), at colleges of art and music, and at →Fachhochschulen (in all subjects, with the specification Fachhochschule or FH added to the degree title).

Fachgebundene Hochschulreife

Qualification entitling holder to study particular subjects at a higher education institution. May be obtained through certain courses of vocational education at upper secondary level.

Fachhochschule

University of applied sciences. Type of higher education institution established in the 1970s, which has the particular function of providing application-oriented teaching and research, particularly in engineering, business, administration, social services and design.

Fachhochschulreife

Qualification entitling holder to study at a □Fachhochschule. May usually be obtained after 12 years of schooling at a Fachoberschule or - under certain conditions - at other vocational schools.

Grundschule

Compulsory school for all children of the age of six onwards. It comprises four grades, except in Berlin and Brandenburg where it covers six grades.

Gymnasiale Oberstufe

The upper level of the □Gymnasium, which can however be established at other types of school such as the Gesamtschule. It comprises grades 11-13 (or 10-12, 11-12, depending on the Land). Course of general education concluded by the Abitur examination, which leads to the general higher education entrance qualification (□Allgemeine Hochschulreife).

Gymnasium

Type of school covering both lower and upper secondary level (grades 5-13 or 5-12) and providing an in-depth general education aimed at the general higher education entrance qualification. At present, in almost all Länder, there is a change from the nine-year to the eight-year Gymnasium in which the Allgemeine Hochschulreife is acquired after grade 12.

Hauptschule

Type of school at lower secondary level providing a basic general education. Compulsory school, unless pupil is attending a different type of secondary school, usually comprising grades 5-9.

Kindergarten

Pre-school establishment for children aged between three and six as part of child and youth welfare services – may be either publicly or privately maintained (not part of the school system).

Kolleg

Establishment of the so-called Zweiter Bildungsweg where adults attend full-time classes to obtain the general higher education entrance qualification.

Kunsthochschule / Musikhochschule

The colleges of art / colleges of music teach the entire gamut of artistic subjects or only certain branches of study, in some cases also the pertaining theoretical disciplines.

Magister

The Magister degree as a higher education qualification providing qualification for a profession may be obtained at universities and equivalent institutions of higher education (particularly in arts subjects).

Master

The Master's degree as a further higher education degree provides an advanced qualification for a profession and can be obtained after a standard period of study of one to two years at a university or equivalent institution of higher education, at colleges of art and music, as well as at Fachhochschulen. Master's study courses are differentiated by the profile types "more practice-oriented" and "more research-oriented." They require a first degree qualifying for entry into a profession. Consecutive Master's study courses build on a preceding Bachelor's study course in terms of content and are part of a graduation system of consecutive degrees (two-cycle degree system) that is to replace the traditional system of higher education qualifications (□Diplom, □Magister). Nonconsecutive Master's study courses and Master's courses providing further education correspond to the requirements of consecutive Master's study courses and lead to the same level of qualifications and the same rights as consecutive Master's study courses.

Mittlerer Schulabschluss

General education school leaving certificate obtained on completion of grade 10 at □Realschulen or, under certain circumstances, at other lower secondary level school types. It can also be obtained at a later stage during vocational training at upper secondary level. In some Länder called Realschulabschluss.

Promotion

Award of a doctoral degree on the basis of a doctoral thesis and either an oral examination or a defence of the student's thesis. As a rule, the doctorate is embarked on after completing a first course of study culminating in the □Magister, □Diplom or □Staatsprüfung, as well as after obtaining a Master's qualification, and the promotion serves as proof of ability to undertake in-depth academic work.

Realschule

Type of school at lower secondary level, usually comprising grades 5-10. Provides pupils with a more extensive general education and the opportunity to go on to courses of education at upper secondary level that lead to vocational or higher education entrance qualifications.

Sonderkindergarten

Pre-school establishment for children with disabilities – also known as a *Förderkindergarten*.

Sonderschule

Special school – school establishment for pupils whose development cannot be adequately assisted at mainstream schools on account of disability. Also known as *Förderschule*, *Schule für Behinderte* or *Förderzentrum*.

Staatsprüfung

State examination concluding a course of study in certain subjects (e.g. medical subjects, teaching, law). Also refers to examination taken by law students and teaching students at the end of their preparatory service (known as the Second State Examination). The examinations are administered by examination committees staffed not only by professors from the institutions of higher education but also by representatives of the state examination offices of the Länder.

Technische Hochschule / Technische Universität

Type of higher education institution equivalent in status to university. Focus traditionally lies in natural science and engineering.

Verwaltungsfachhochschule

□Fachhochschule maintained by the Federation or a Land which trains civil servants in a particular sector of public administration for careers in the so-called higher level of the civil service.

7. GREECE

The Greek Educational System

1. Introduction/General Information

Regarding the general education system the Ministry of Education, Life Long Learning and Religion formulates and implements legislation, administers the budget, coordinates and supervises the decentralized services, approves primary and secondary school curricula and appoints teaching staff. This ministry also supervises, through the Organisation for Vocational Education and Training (OEEK), Initial Vocational Education focused around the Institutes of Vocational Education (IEK). The OEEK also develops curricula in consultation with social partners, taking into account labour market needs and future trends. Higher Education Institutions are funded by the State and are self-governing under the auspices of the Ministry of Education.

Regarding Life Long Learning, the General Secretariat for Adult Education (GGEE) of the Ministry of Education, Life Long Learning and Religion undertakes, at a national level, planning, coordination and implementation. The GGEE is directly responsible for 54 Prefectural Committees of Adult Education (NELE) for trainees at any level of education. GGEE supervises the Institute of Lifelong Adult Education (IDEKE), whose mission is the technological and scientific support of programmes of GGEE and the implementation of actions concerning lifelong learning throughout Greece. Life long learning programmes may be linked to employment but are not linked to the general education system.

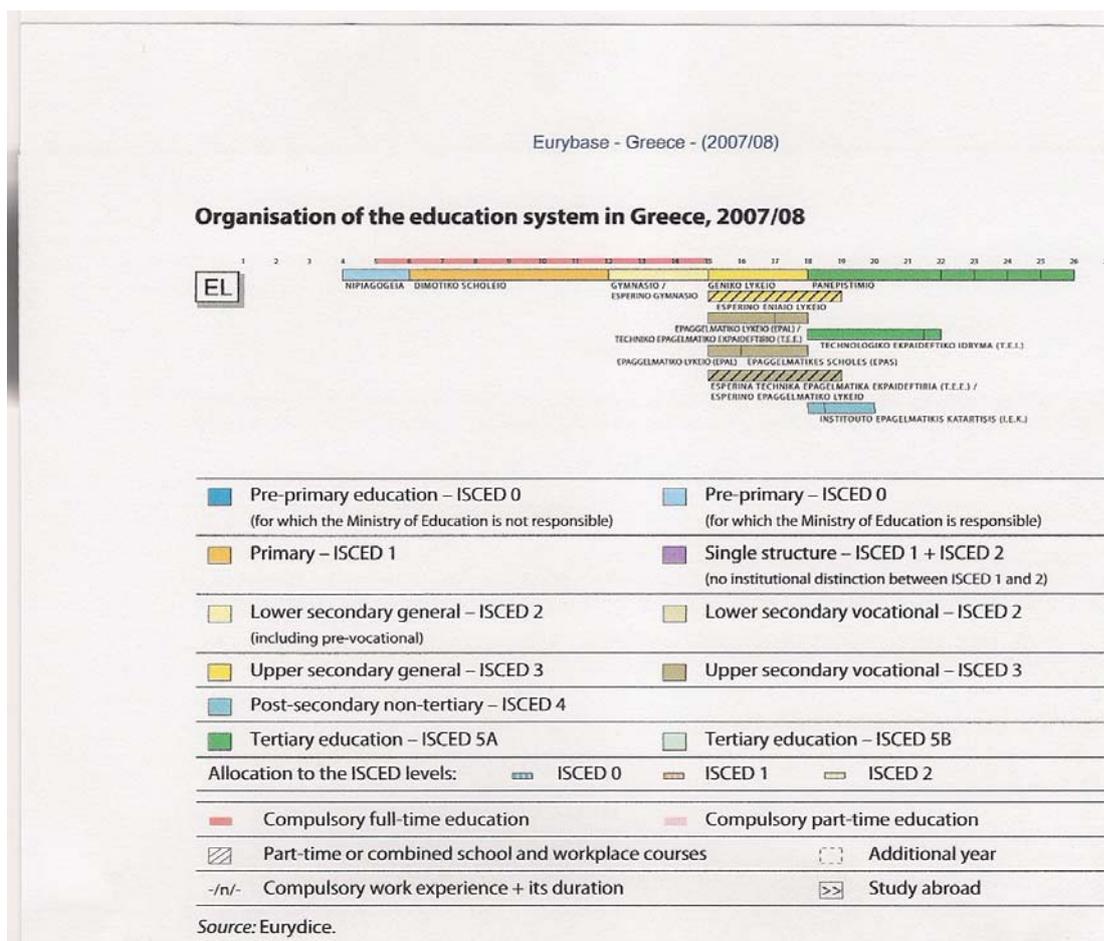
Continuing Vocational Training is primarily the responsibility of the Ministry of Employment and Social Protection and its executive body - the National Accreditation Centre for Continuing Vocational Training (EKEPIS), together with the Manpower Employment Organization (OAED). The mission of EKEPIS is to develop and implement the system for the accreditation of the Vocational Training Centres (KEK), and is also responsible for the accreditation of Occupational Profiles on which continuing vocational educational programmes are built. Social partners participate in the EKEPIS processes in a consultative role. In addition, several other ministries and organizations operate their own systems of vocational education and training. Continual vocational training is not linked to the formal education system.

General Education is organized as follows:

- Pre-school education/day care for children up to the age of four years, provided at Child Centres (Paidikos Stathmos) and at Infant Centres (Vrefonipiakos Stathmos). Public and private centres are available
- Pre-school education (Pro/ Nipiagogeio) (4-6 years). The second year is compulsory and administratively considered part of primary education
- Primary Education (Dimotiko Scholeio) (6-12 years)
- Lower Secondary General Education - compulsory (Gymnasio) (12-15 years)
- Upper Secondary Education – post compulsory. Includes:
 - a) General Lykeio and Vocational Lykeio (15-18years).
 - b) Vocational School (16-18 years)
- Post-secondary non-tertiary education (18-19 years) – provided by the Vocational Training Institutes (I.E.K.)

- Tertiary Education – includes two parallel areas:
 - 1) The University sector, including Universities, Polytechnics, the Open University and the Higher School of Fine Arts.
 - 2) The Technological sector, including Technological Educational Institutions (TEI) and the School of Pedagogical and Technological Education (ASPETE).
- Special Needs - Law 3699/2008, established the compulsory nature of education for students with disabilities and special educational needs, affirming that it is an integral part of public free education and promoting the principle of integrated education. Education is provided in either mainstream or special schools, including vocational education, and extends from the preschool years to the age of 23 years.

2. Overview of National Educational System



Further information

a) Lower secondary education - compulsory (Gymnasio)

Admission criteria: A school-leaving certificate from the Primary school.

There are Evening Gymnasias (Esperina Gymnasias) for pupils who work and enroll pupils from the age of 14 years.

General Objectives: To promote, in the spirit of the broader purpose of education, the all-round development of the pupils according to their abilities at that age and the corresponding demands of life.

As well as the general Gymnasio there are also Gymnasias in specialist fields – Ecclesiastical, Artistic, Music, Physical Education and Special Education.

Award: School Leaving Certificate (Apolytirio Gymnasiou) – grants access to non-compulsory secondary education

b) Upper secondary education – general, non-compulsory (Geniko Lykeio and Evening Geniko Lykeio)

Admission criteria: School Leaving Certificate from a Lower Secondary School. To register in an Evening Geniko Lykeio the pupil must prove that they work during the day.

General Objectives: the general objectives of the Geniko Lykeio (GL) are:

- To provide a high level of general knowledge.
- To develop the pupils' abilities, initiative, creativity and critical thinking.

- To offer the pupils the knowledge and abilities necessary to continue their studies on to the next level of education.
- To cultivate pupils' skills which will, after specialisation or training, facilitate their access to the labour market.

Award: Successful students receive a Lyceum Diploma (Apolytirio Lykeiou).

- c) **Upper secondary education – vocational, non-compulsory** (Vocational Lykeio EPAL, Evening Vocational Lykeio, and Vocational School EPAS).

Admission criteria: School Leaving Certificate of a Lower secondary school. Students admitted to the 2nd grade of the Vocational or General Lykeio can be registered in the 1st grade of the Vocational School EPAS.

General Objectives: the objectives of Secondary Vocational Education is to

- Develop the pupils' abilities, initiative, creativity and critical thinking
- Convey the necessary technical and vocational knowledge and develop the relevant skills
- Provide pupils with the necessary knowledge and qualifications to continue their studies onto the next education level (higher education).

Award: Successful Vocational Lykeio (EPAL) students receive a Lyceum Diploma (Apolytirio Lykeiou) and a Level 3 Vocational Education Certificate (Ptychio Epagelmatikis Ekpaidefsis, Epipedou 3).

Graduates of the Vocational Schools (EPAS) receive a Level 3 Vocational Educational Certificate, which allows the graduate to apply for a working licence and to enrol in a post secondary Vocational Training Institute (IEK). Graduates of EPAS must transfer to, and complete, studies at EPAL in order to be eligible for admission to Tertiary Education

- d) **Post-secondary non-tertiary - Vocational Training Institute**
(Instituta Epagelmatikis Katartisis IEK)

Admission criteria: Graduates of any type of post-compulsory secondary school (general and vocational). Also adults, graduates of compulsory education, may enroll for certain courses. Students are selected through a points system.

General Objectives: To provide vocational training, ensuring relevant qualifications for trainees through the provision of scientific, technical, vocational and practical knowledge, and enable them to develop the respective skills so as to facilitate their professional integration in society and ensure their adaptation to the ever-changing needs of the production process.

Award: On completion of their training trainees are awarded an Attestation of Training (Bebaiosi Epagelmatikis Katartisis). They then participate in external examinations to obtain a Post-secondary Level Diploma of Vocational Training (Diploma Epagelmatikis Katartisis, Epipedou Metadeuterobathmias Epagelmatikis Katartisis) .

This Diploma of Vocational Training is a prerequisite to obtaining a license to exercise a profession in the relevant specialization.

- e) **Tertiary Education**

Higher Education is offered by Universities (Panepistimia), Polytechnics, Technological Educational Institutions (TEI), the Open University, the School of Pedagogical and Technological Education (ASPETE), the School of Fine Art (ASKT), the Higher Ecclesiastical School, the Higher Military Educational Institutions (ASEI) and the Merchantile Marine Academies

Admission criteria: Besides the Lyceum Diploma a prerequisite for admission to tertiary education is achievement score on the 'Certificate' (Bebaiosi) which includes grades in six general education and 'stream' subjects which are examined at national level. The score on the certificate takes into account the final year school grades and the grades achieved in the national examinations.

Admission is through 1) the general score of the certificate achieved by General and Vocational Lyceum graduates, 2) the number of available places, and 3) the candidate's ranked preferences. Admission to the Open University is for those over the age of 22 years and is through drawing lots.

Award: Successful students are awarded a Ptychio (First cycle degree). This leads to employment or further study at post-graduate second and third cycle levels (Eurydice, 2009)

3. Non formal and Vocational Education

1) Non-University Tertiary Education

There are a small number of higher education schools that do not come within University education. The Greek constitution states that professional and every other form of specialized education is provided by the state in schools of higher education whose main characteristic is that studies can not last longer than three years. Admission is through the general score of the certificate achieved by General and Vocational Lyceum graduates.

In this category are included:

- The Higher School for Police Constables (under the Ministry of National Defense)
- The Higher Schools of Tourism (under the Ministry for Touristic Development)
- The Higher Schools of Dance and Theatre (under the Ministry of Culture)
- The Higher Schools for Petty Officers
- Schools of the Fire Service Academies

2) Lifelong Learning Opportunities

Including 'Second Chance' schools, Adult Education Centres (KEE), Parents' Schools, and Centres for Distance Lifelong Education and Training for Adults (K.E.E.EN.AP.)

3) Lifelong Training Opportunities (Continuing Vocational Training)

Provided by the Vocational Training Centres (KEK)

4) Continuing Vocational Training offered by social partners and enterprises

For example The National School of Public Administration (ESDD), the Organization of Agricultural Vocational Education, Training and Employment (OGEEKA), the National Public Health Schools, the Hellenic Business Administration Cooperation (EEDE) and others.

5) Centres of Liberal Studies (KES) and/or 'Colleges'

These are private establishments offering education to graduates of non-compulsory secondary education. Some offer higher education degrees in collaboration with foreign universities. These private institutions do not fall under the jurisdiction of the Ministry of Education and are not, therefore, subject to quality assessment. Consequently, their Study Certificates are not officially recognised by the Ministry.

At this time, following Law N.3696/2008 regarding "The Foundation and Functioning of Colleges", procedures are under way, including the assessment and control of each applicant college, following which approved colleges will receive licences and recognition of their awards.

Accumulating, validating and transferring learning

Degrees and certificates awarded following secondary and tertiary education are directly recognised as formal qualifications for appointment in corresponding posts in the public and private sector. Tertiary level graduates can obtain the license to exercise their profession and have their professional rights protected through registration to Chambers (Epimelitiria) or Professional Associations (Epangelmatikes Enoseis).

Most professions and trades are regulated in Greece and in order to have access to them, qualifications acquired through the process of formal or informal learning are necessary.

Mechanisms for transfer of learning in formal education include the following:

- Transfer from Vocational Lyceums (EPAL) and Vocational Schools (EPAS) to Vocational Training Institutes (IEK).
- Transfer from an IEK specialisation to another related IEK specialisation.
- Transfer from the Technological Sector of Tertiary Education to the University Sector (following examinations and provided the area of specialisation is related).
- Transfer within the University Sector: provided the area of specialisation is related.
- The ECTS is implemented at tertiary level as is the Diploma Supplement

EPAS graduates can only apply for admission to an IEK and are not eligible for admission to Higher Education. For graduates of IEK, there is no vertical mobility.

Regarding non-formal and informal learning there are at this time no initiatives on the validation of learning. Any such qualifications may improve the professional position of someone already employed, but gives no access to further formal education or to the regulated professions.

4. The Social Sciences in Education

The social sciences are strongly represented at all levels and within formal, vocational and non-formal educational programmes. Particularly noticeable is the emphasis in non-formal programmes on subjects such as citizenship, culture, economics and business, offering adult learners opportunities to develop their knowledge and skills, towards greater social and economic inclusion. Outlined below is the social science content according to type and level of education

Lower secondary education includes instruction in the following subject areas:

Ancient Greek, Modern Greek, History, Civics and Social Studies, English, French or German, Geography, Home economics, and Religious education. Innovative actions have also been introduced into the curriculum, such as Health Education, Youth Entrepreneurship, Environmental Education, Flexible Zone of Innovative Actions, School Vocational Guidance, and Olympic Education.

Non compulsory secondary education (lykeio) curriculum includes:

Ancient Greek Language and Literature, Modern Greek Language and Literature, History, 1st foreign language, Principles of Economy.

Non compulsory courses include a 2nd foreign language, European Civilisation and its roots, Information Technology Applications, Aesthetic Education (drama, music, and the arts), Psychology.

In the 2nd year a compulsory course on Introduction to Law and Civil Institutions is added. Depending on one's area of specialisation Principles of Philosophy may also be chosen, while further courses may be selected from:

Social and Political Organization in Ancient Greece, Principles of Environmental Sciences, Modern European Literature: History and Texts, 2nd Foreign language, History of Social Sciences.

Non compulsory vocational secondary education lasts for three years, with a variety of courses offered during each year:

During the first years there are three areas of specialisation, of which one is Services. During the second year the fields of study include Health and Welfare, Food and the Environment. Specialisations in the 3rd year include assistant nurses, medical and biological laboratories assistants, and pharmacy assistants.

Vocational Training Institutes (IEK) fields of training include: Tourism and Transportation, Financial and Management Services, Information Science – Telecommunications – Computer Networks, Culture – Sports, Applied Arts, Energy – Environment, Health – Cosmetics – Social Services, Communication and Media.

Life Long Learning Opportunities are offered by a number of organizations:

'Second Chance Schools' offer the opportunity for adults who have not completed the basic compulsory education to gain the Lower Secondary Education (Gymnasio) certificate and to achieve social, economic and employment inclusion. The educational content corresponds to current social and economic priorities and the needs of the labour market. The skills and competences integrated in

the programme include: basic skills (reading, writing, numeracy), social skills (group work, communication), social and cultural education and preparation for working life, the acquisition of general knowledge, the use of new technologies, foreign language learning, and vocational guidance. The Prefectural Committees for Adult Education (NELE), providing training programmes to promote development, employment and social cohesion. Subjects offered are Culture – Art, Social Economy – Entrepreneurship, and Citizens' Education.

Parent Schools (*Scholes Goneon*) offer programmes on “Counselling for Parents”, “The relationship school and family” and programmes particularly aiming to support and develop the parenting skills of parents from minority and socially disadvantaged groups (Muslims, Immigrants, returning migrants, Roma).

Distance learning opportunities are provided through the Centre of Distance Lifelong Education and Training for Adults (*Kentro Dia Viou Ekpaidefsis kai Epimorfosis Enilikon apo Apostasi, K.E.E.EN.AP.*), which provide electronic distance learning and education in Information Technology and Communication. and Economics- Management-Businesses.

The Adult Education Centres (KEE) offer a wide variety of courses including the following subjects: Greek Language-History, European Languages-European History, Economics-Businesses, Active Citizenship: Rights-Obligations-Household Management, Culture-Arts-Use of Free Time, Environment-Culture-Tourism-Regional Development

Lifelong Training Opportunities (Continuing Vocational Training), are provided by the Vocational Training Centres (KEK), offering an extremely wide range of courses.

Continuing Vocational Training is also offered by social partners and enterprises. For example the National Public Health Schools offers education, retraining and specialization for health care experts, and training for employees in the National Health System. The Hellenic Business Administration Cooperation (EEDE) offers post-graduate programmes in business administration. In the public sector pre-entry and post-entry education is available for new employees, as well as training and further education for executives

5. General Comments about reform process for the system

At this time a national consultation process is underway for the development of a National Qualifications Framework and its links with the European Qualifications Framework and the European Credit System for Vocational Education and Training. Policy makers, social partners, national experts and VET stakeholders are all participating in this discussion (Education and Culture DG, 2007).

Developments and reforms are also taking place within the system of general education and within the system of Life long Learning

Regarding the general education system “the most recent reforms have focused on the modernization of the institutional frameworks supporting Special Education, Research and Technology and Postgraduate Studies, and also on expanding access to tertiary education for graduates of the Vocational Lyceum. Regarding tertiary education, the emphasis has been on promoting changes that reflect the priorities of Bologna Process within the context of broader reforms affecting the whole of education” (Eurydice 2009).

Regarding Life Long Learning and Vocational Training, a central coordination body, the National Committee for Lifelong Learning, was established by Law 3369/2005 for the “Systematisation of Lifelong Learning”. This has provided a new institutional framework with integrated policies for providing Lifelong Learning, to cover all levels of education coordinating the various bodies involved in life long learning and training. Major importance is given to the best use of the National System for Linking Vocational Education and Training to Employment (ESSEEKA), and to promoting the use of unique certification.

Under Law 3369/2005:

Regarding Lifelong Learning:

- Second Chance Schools provide Lifelong Learning Services to people who have not completed Compulsory Education
- Adult Education Centres (KEE) provide these services for up to Secondary Education graduates (compulsory and non-compulsory).
- The Prefectural Committees of Adult Education and Parent Schools provide Lifelong Services up to Higher Education graduates.
- For Higher Education graduates (both University and Technological), this task is assumed by Lifelong Learning Institutes.

Regarding Lifelong Vocational Training

- The Vocational Training Institutes (IEK) provide Lifelong Learning to Compulsory and Secondary Education graduates.
- The Vocational Training Centres (KEK) provide Lifelong Learning services both to compulsory and secondary education graduates, as well as to higher education graduates. They are: a) certified in accordance with the provisions of the National Accreditation Centre for Continuing Vocational Training Structures and Accompanying Supportive Service (EKEPIS) and are b) incorporated in the National System of Continuing Vocational Training. They remain separate structures from the Higher Education Institutions.

Lifelong Learning takes place through a series of Study Programmes, which confer a specific certification. Depending on the programme's total length several types of certification are provided according to Law 3369/2005:

- Lifelong Training programmes result in obtaining a Lifelong Training Certificate.
- Lifelong Learning Education Programmes, depending on their duration, result in obtaining the following certificates:
Up to 75 hours in obtaining an Education Certificate,
Up to 250 hours results in obtaining a Lifelong Learning Certificate.

(Eurobase Greece 2007/8)

6. Suggested equivalence to EQF

The development of a National Qualifications Framework is underway. At this stage, and also due to the still emerging structure of vocational and adult learning opportunities, it is not possible to provide suggested equivalence to the EQF apart from those elements which form part of the general education system.

EQF Level 1 Compulsory Secondary Education <ul style="list-style-type: none"> • Gymnasio: General Also Musical, Ecclesiastical, Physical Education, Special Education • Evening Gymnasio (Esperino Gymnasio) 	<u>Age in years and duration</u> 12-15 (3 years) From 14 (3 years)
EQF Level 2	
EQF Level 3 Upper Secondary Education General <ul style="list-style-type: none"> • General non-compulsory secondary school (Geniko Lykeio) • Evening General Lykeio (Esperino Geniko Lykeio) Vocational <ul style="list-style-type: none"> • Vocational non-compulsory secondary school (Epaggelmatiko Lykeio – EPAL) • Evening Vocational non-compulsory secondary school (Esperino Epaggelmatiko Lykeio) • Vocational Schools (Epaggelmatikes Sxoles – EPAS) 	15-18 (3 years) 16+ (4 Years) 15-18 (3 years) 15+ (4 years) 16+ (2 years)
EQF Level 4 Post-Secondary Non Tertiary Education <ul style="list-style-type: none"> • Vocational Training Institutes (Instituta Epagelmatikis Katartisis IEK) 	18+
EQF Level 5	
EQF Level 6 Tertiary Education <ul style="list-style-type: none"> • Universities (AEI) • Polytechnics • Hellenic Open University (EAP) • Technological Educational Institutions (TEI) • School of Pedagogical and Technological Education (ASPETE) • School of Fine Arts (ASKT) • Highest Ecclesiastical Academy • Highest Military Educational Institutions (ASEI) • Merchant Marine Academy (AEN) 	18-22 Over 22

7. Preliminary Conclusions

The educational structures in Greece regarding all forms of education (formal and non-formal, general and vocational) are in the process of reform and development.

Regarding Life Long Learning, within the new institutional and functional framework different types of education and training are integrated, facilitating a more coherent and comprehensive LLL implementation. A major contribution to this system is the flexible and targeted networking between the Ministry of Education, Life Long Learning and Religion and the Ministry of Employment and Social Protection, aiming at the effective co-ordination of the Secondary Vocational Education Systems and the Initial and Continuing Training Agencies. This should facilitate the development of a coherent single lifelong learning system, with processes of validation and mobility both horizontally and vertically within the system.

Further development is required in order to integrate the system of general education (including Higher Education) and this framework for life long learning, and to validate informal learning. The completion of the National Qualifications Framework will be an important part of this development.

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Done by Sarah Kantartzis

8. IRELAND

EQF / Tuning Sectoral Framework for Social Sciences Project

The Irish Educational System (Draft Report)

Introduction: Ireland developed a 10-level NQF framework: Level 4 of the EQF was divided into two separate levels – one to accommodate a vocational track in the senior cycle of the second-level system (which became L4 of the NQF), and one covering the *Established Curriculum*, a principal aim of which is the preparation of students for further education in HEIs (this became L5 of the NQF). Level 6 of the EQF was also divided in two to accommodate two levels of bachelor education – an ordinary bachelor level and an honours bachelor level. The table below deals primarily with what may be referred to as “the traditional model” of education. This covers the majority of learners, involving progression from the state Junior Certificate examination (at age of 15 to 15.5 years) through the state Leaving Certificate examination (age 17.5 to 18.5) to further and higher education. A single national body, the Further Education Training and Awards Council (FETAC) is responsible for a wide range of awards – from NQF Levels 1 to 6 (EQF Levels 1 to 5) – in areas such as initial skills training, adult literacy and general learning programmes, apprenticeships and areas of specialised study (e.g. childcare, retail and tourism, and also within areas such as agriculture, science and technology). Courses leading to these awards are provided within a wide range of state, community and private institutions / colleges / centres.

	Secondary Education			Further & Higher / University Education		
EQF Level	3	4		5	6	
NQF Level	Level 3	Level 4	Level 5	Level 6 (Short Cycle)	Level 7 (Ordinary Bachelor)	Level 8 (Honours Bachelor)
Award Type & Level	State Junior Certificate Ordinary & Higher	State Leaving Certificate (Vocational) Ordinary & Higher	State Leaving Certificate (Established) Ordinary & Higher	Advanced / Higher Certificate	Ordinary BA (B.B.S./ B.Comm.)	Honours BA (B.B.S./ B.Comm.)
	The Junior Certificate may be followed by a <i>Transition Year</i> ... this results in a six-year secondary cycle for some students					
Place (mostly)	Community schools Comprehensive schools Secondary schools Vocational schools	Community schools Comprehensive schools Secondary schools Vocational schools	Community schools Comprehensive schools Secondary schools	Institutes of Technology Vocational schools Wide range of specialist / further education colleges & centres	Institutes of Technology Universities	Institutes of Technology Universities
Duration	3 years	2 years	2 years	2 yrs / variable for FE	3 years	3-4 years

Age range (typical)	12.5 – 15.5 years	15.5 – 17.5/18.5* yrs	15.5 – 17.5/18.5* years	17.5 years +	17.5 years +	17.5 years +
		*18.5 if Transition Year taken				
Subject load (normal)	10 subjects	Minimum of 5 subjects	7 [Best 6 count for HE entrance]			
Business options	• Business Studies	• Business • Accounting • Economics • Link Modules [Preparation for the World of Work & Enterprise Education]	• Business • Accounting • Economics [or Agricultural Economics]	• General Business Administration • Accounting & Finance • Marketing • Applied Languages & Business etc	<i>Wide range:</i> • General • Subject specific • Sector specific	<i>Wide range:</i> • General • Subject specific • Sector specific
Other social science (often as electives)	• Civic, Social & Political Education [mandatory for all] • Environmental & Social Studies • Social, Personal & Health Education			Law Political Science Psychology Sociology	Law Political Science Psychology Sociology	Law Political Science Psychology Sociology
KNOWLEDGE, SKILLS & COMPETENCES						
N.B. The ‘generic’ specifications below, in bold italic style, are drawn from Ireland’s NQF framework. Further development work is needed in order to incorporate appropriate business & social science perspectives.						
KNOWLEDGE						
- breadth	Moderate in range [Business Modules: - The business of living - Economic awareness - Enterprise - Information Technology] [10%-15% of study programme]	Broad range of knowledge [across two or more subject areas] [potentially 40%+ of study programme]	Broad range of knowledge [across two or more subject areas] [potentially 40%+ of study programme]	Specialised knowledge of a broad area [e.g. in Marketing]	Specialised knowledge across a variety of areas [based on selected knowledge widening & deepening modules ... vertical, horizontal, lateral, instrumental, transfer etc.]	An understanding of the theory, concepts and methods pertaining to a field (or fields) of study [based on selected knowledge widening & deepening modules ... vertical, horizontal, lateral, instrumental, transfer etc.]
- kind	Mainly concrete / factual, with some comprehension of	Mainly concrete in reference, with some elements of	Some theoretical concepts and abstract thinking	Some theoretical concepts and abstract thinking, with	Recognition of limitations of current knowledge; familiarity	Detailed knowledge and understanding in one or more

	<i>relationship between elements.</i>	<i>abstraction or theory</i>	<i>with significant depth in some areas</i>	<i>significant underpinning theory</i>	<i>with sources of new knowledge; integration of concepts across a variety of areas</i>	<i>specialised areas, some of it at the current boundaries of the field(s)</i>
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	Secondary Education			Further & Higher / University Education		
EQF Level	3	4		5	6	
NQF Level	Level 3	Level 4	Level 5	Level 6 (Short Cycle)	Level 7 (Ordinary Bachelor)	Level 8 (Honours Bachelor)
SKILLS	N.B. The 'generic' specifications below, in bold italic style, are drawn from Ireland's NQF framework. Further development work is needed in order to incorporate appropriate business & social science perspectives.					
- range	<i>Demonstrate a limited range of practical & cognitive skills, using specified tools.</i>	<i>Demonstrate a moderate range of practical and cognitive skills and tools</i>	<i>Demonstrate a broad range of specialised skills and tools</i>	<i>Demonstrate a comprehensive range of specialised skills and tools</i>	<i>Demonstrate specialised technical, creative or conceptual skills and tool across an area of study</i>	<i>Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity.</i>
- selectivity	<i>Select from a limited range of prescribed procedures to solve simple structured problems that have predictable solutions.</i>	<i>Select from a range of procedures and apply known solutions to a variety of predictable problems</i>	<i>Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</i>	<i>Formulate responses to well-defined abstract problems</i>	<i>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes</i>	<i>Exercise appropriate judgement in number of complex planning, design, technical and/or management functions related to</i>

						<i>products, services, operations or processes, including resourcing</i>
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	Secondary Education			Further & Higher / University Education		
EQF Level	3	4		5	6	
NQF Level				<i>Level 6 (Short Cycle)</i>	<i>Level 7 (Ordinary Bachelor)</i>	<i>Level 8 (Honours Bachelor)</i>
	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>			
COMPETENCES	N.B. The ‘generic’ specifications below, in bold italic style, are drawn from Ireland’s NQF framework. Further development work is needed in order to incorporate appropriate business & social science perspectives.					
- context	<i>Act within a limited range of contexts</i>	<i>Act in familiar contexts</i>	<i>Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts</i>	<i>Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts</i>	<i>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</i>	<i>Use advanced skills to conduct research or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts</i>
- role	<i>Act under direction, with limited autonomy; function within familiar homogenous groups</i>	<i>Act with considerable amount of responsibility and responsibility</i>	<i>Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous</i>	<i>Exercise substantial personal autonomy and often take responsibility for the work of others and/or allocation of resources; form, and function within,</i>	<i>Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the</i>	<i>Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups</i>

			groups	multiple, complex and heterogeneous groups	work of others in defined areas of work	
- learning to learn	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable & unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically
- insight	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others	Express and internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view, manifesting solidarity with others.

9. ITALY

The Italian Educational System

Introduction: General Information

The Ministry for Education, University and Research is the authority responsible for the education policy and the general administration of education. Some competences, especially for vocational training and education, have been delegated to the Regions.

The education system presently includes:¹

- scuola dell'infanzia (non-compulsory) for children between 3 and 6 years of age;
- first cycle of education lasting 8 years, organized in two parts:
 - primary education (lasting 5 years), for children between 6 and 11 years of age;
 - lower secondary school (lasting 3 years) for children between 11 and 14 years of age;
- second cycle of education consisting of two different pathways:
 - upper secondary school, falling under the responsibility of the State, lasting 5 years and addressed to students from 15 to 19 years of age. It is provided by licei, technical institutes and vocational institutes;
 - initial vocational training (three-year courses) for students who have completed the first cycle of education. It is organized by Regions;
- University and non-university tertiary education.

Education is compulsory for 10 years (from 6 to 16 years of age). From 14 to 16 years of age pupils can fulfill the last two years of compulsory education either in upper secondary schools or in the three-year vocational education and training courses.

Access to both university and non-university higher education is reserved for students who passed the State exam at the end of upper secondary school.

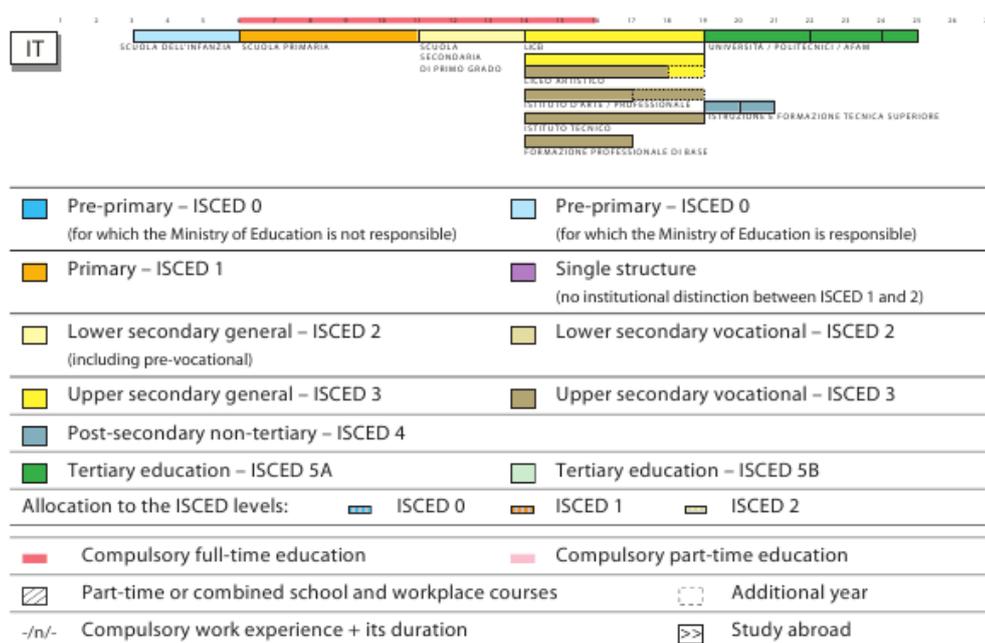
The following section will provide some details about the organization of the Italian education system.

Overview of the National Educational System

Primary education

Primary school is compulsory and is part, together with the lower secondary school, of the first

Organisation of the education system in Italy, 2009/10



Source: Eurydice.

1 Eurydice 2009, p. 29.

educational cycle. It lasts five years.

Objectives: 'to fosters the personality development, the acquisition of basic knowledge, and the development of skills, from ICT literacy up to the first logical-critical organization, as well as learning expressive means, Italian language and English language literacy; furthermore, it intends to place the bases for the use of scientific methodologies in the study of the natural world, its phenomena and laws, and to exploit social and orientation skills in the space and time as well as to teach the fundamental principles of civil coexistence' (Legislative Decree no. 59 of 19 February 2004).²

Admission criteria: enrollment is compulsory for children aged 6 on the 31st of August of the current school year.

Assessment: each year the progress of pupils is evaluated by all teachers responsible for teaching and other educational activities and admission to the following grade certified in the final assessment (non admission to the following grade is relatively exceptional).

Secondary Education

Lower secondary education

Lower secondary school is compulsory and is part, together with the primary school, of the first educational cycle. It lasts three years.

Objectives: The lower secondary school, "is aimed at fostering the ability to study autonomously and at strengthening the pupils' attitudes towards social interaction. [...] School organizes and increases, also through ICT literacy and in depth study, knowledge and skills also related to the cultural tradition as well as to the social, cultural and scientific evolution of the contemporary reality; it is characterized by the different teaching and methodology approaches according to the development of the pupils' personalities; it progressively develops choice skills and abilities according to the pupils' aptitudes and inclinations. It provides adequate instruments to continue education and training activities; it introduces the study of a second foreign language of the European Union; it helps to orientate oneself in the future choice of education and training". (Legislative Decree no. 59 of 19 February 2004)³

Admission criteria: enrollment is compulsory for pupils who acquired the final admission certificate at the end of primary education cycle.

Assessment: semestral and annual assessments of learning outcomes and behavior of pupils. Admission to the next grade is granted after obtaining marks equal or higher than 6/10 in each subject.

The lower secondary school ends with the admission to a state exam, that marks the exit from the first cycle of education.

The lower secondary leaving certificate (*Diploma di licenza conclusiva del primo ciclo di istruzione*) is granted after passing this state exam.

Upper secondary education

Compulsory education lasts 10 years and, after the first-cycle state exam, pupils are required to enroll in schools of the upper general, technical or vocational secondary education cycle. The upper secondary educational system is usually referred to as the "second education cycle" (*secondo ciclo d'istruzione*).

General upper secondary education

General upper secondary education is offered by *Licei* and aims at preparing students to university classical and scientific education.

Objectives: knowledge and competences offered by the general upper secondary educational system are divided into four "cultural areas": mathematics, sciences and technologies, historical

2 Eurydice 2009, p. 66.

3 Eurydice 2009, p. 86.

and social areas.

Admission criteria: a first cycle certificate.

Assessment: semestral and annual assessments of the pupils' learning outcomes and behavior. In addition to marks some special points (called *crediti e debiti formativi* – educational credits and debts) are given to students. Positive and negative marks are used by teachers for granting or rejecting the admission to the next grade or the upper secondary education leaving exam.

Pupils passing the upper secondary education leaving exam, which is a state exam, are awarded a diploma and a certificate attesting their marks.

Technical upper secondary education

Technical upper secondary education is usually grouped together with vocational upper secondary education,⁴ since it is not intended for specifically preparing pupils for the tertiary educational cycle but for preparing them to perform technical and administrative tasks in a productive context. Still the technical upper secondary educational path lasts five years and, like the general upper secondary education, ends with a final state exam that grants a diploma and a certificate which allow admission to university.

Objectives: Technical education aims at preparing students to carry out technical and administrative functions as well as some professions in the trade, services, industry, building, agriculture, navigation and aeronautics sectors.⁵

Admission criteria: a first cycle certificate.

Assessment: similar to the general upper secondary educational system.

Vocational upper secondary education

Vocational upper secondary education offers a three-year first-level initial vocational path which may be possibly followed by post-secondary non-tertiary education and training.

The first-level initial vocational training is provided by training agencies under the competence of the Regions.

Arts institutes offer a three-year paths for obtaining a qualification diploma plus a two-year post-qualification path which grants admission to university.

Objectives: Vocational education aims at providing a specific theoretical and practical preparation to carry out qualified functions in the trade, services, industry, artisanship, agriculture and navigation sectors. Art education aims at preparing to artistic work and production according to the local industry tradition and typical raw materials.⁶

Admission criteria: a first cycle certificate.

Assessment: continuous evaluation by the training agency, with a final assessment which certifies the skill level attained by the student.

Post-secondary Non-tertiary Education

Post-secondary non-tertiary education provides both a second-level initial vocational training and a higher technical education and training system.

Objectives: Second-level vocational training courses aim at acquiring vocational skills with a high theoretical, technical and managerial content, also through practical work and stages in enterprises. These courses are designed to meet the professional needs of a specific area and to offer a range of different opportunities, also taking into accounts the business system. These are full-time courses (generally lasting from 400 to 600 hours) leading to a second-level vocational qualification.

4 See Eurydice 2009 and the following section.

5 Eurydice 2009, p. 87.

6 Eurydice 2009, p. 87.

The higher technical education and training system offers courses aiming mainly at developing professional specializations at post-secondary level which meet the requirements of the labor market, both in the public and private sectors, in particular for what concerns the organization of services, local bodies and productive sectors undergoing deep technological innovations and by the markets internationalization according to the priorities indicated by the economic planning at regional level.⁷

Admission criteria: an upper secondary school leaving certificate for post-diploma courses and a first-level qualification for post-vocational qualification courses. Higher technical education requires an upper secondary leaving certificate.

Assessment: second level initial vocation training usually ends with an examination and a certification of the level of skills acquired during the course.

Higher Technical Institutes issue a certification with a final assessment of the competences acquired by students.

Tertiary Education

Higher education underwent and is still undergoing a long reform process in order to implement the Bologna process.

Tertiary education is offered by Universities, the *Alta formazione artistica e musicale* (Higher-level arts and music education system), and the FIS – *Formazione Integrata Superiore* (Higher integrated training).

Non-university Tertiary Education

The system of *Alta formazione artistica e musicale* (Higher-level arts and music education system) is articulated into the following institutions:

1. Academies of Fine Arts (Accademia di belle arti);
2. Higher institutes for Artistic Industries (Istituti superiori per le industrie artistiche, ISIA);
3. National Academy of Drama "Silvio D'Amico" (Accademia nazionale di arte drammatica);
4. Conservatoires (Conservatori di musica): higher institutes of applied arts aimed at the teaching of music;
5. National Dance Academy (Accademia nazionale di danza).

The following institutions, while providing non-university higher education, do **not** offer certifications which are equivalent to a *laurea*:

1. National School of Cinema (Scuola nazionale di cinema) which offers three-year courses providing a specific training in sectors related to movie production;
2. Central Institute for Restoration (Istituto centrale del restauro);
3. School of Restoration of the Mosaic (Scuola di restauro del mosaico);
4. the School of the Gemstone Factory (Scuola dell'Opificio delle pietre dure);
5. the Schools for the archive systems, palaeography and diplomatic (Scuola di archivistica, paleografia e diplomatica);
6. Military academies (Accademie militari): Air Academy of Pozzuoli (Accademia Aeronautica di Pozzuoli), Revenue Guard Academy (Accademia della Guardia di Finanza), Military Naval Academy of Livorno (Accademia militare navale di Livorno), Military Academy of the army of Modena (Accademia militare dell'esercito di Modena). They are all destined to those who want to start a military career or to prolong the national service as officer.
7. Higher Institutes of Religious Sciences (Istituti superiori di scienze religiose), for catholic religion teaching;
8. Central Institute for the Pathology of Books "Alfonso Gallo" (Istituto centrale per la patologia del libro);
9. Foundation for the Preservation and Restoration of Books;
10. Higher schools for language mediators (Scuole superiori per mediatori linguistici, SSML), which are private higher schools for interpreters and translators offering three-year courses legally recognized.

7 Eurydice 2009, p. 89.

Objectives: Objectives of the system of *Alta formazione artistica e musicale* (Higher-level arts and music education system) are the following:

1. courses leading to a first-level *Diploma accademico*: designed to provide an adequate mastery of artistic methods and techniques, as well as the acquisition of professional competencies in specific subjects;
2. courses leading to a second-level *Diploma accademico*: aimed at providing students with an advanced level education to offer them a full mastery of artistic techniques and methods and techniques as well as the acquisition of high-level professional competencies;
3. courses leading to a *Diploma di perfezionamento*: aimed at providing students with high-level professional competencies in specific sectors;
4. courses leading to a *Diploma accademico di formazione alla ricerca* in the art, music, dance, drama and design fields: they provide the skills required to plan and carry out highly qualified research activities in the art and music fields.⁸

Admission criteria:

1. for courses leading to a first-level *Diploma accademico* an upper secondary school leaving certificate or an equivalent certification obtained abroad;
2. for courses leading to a second-level *Diploma accademico* a first-level *Diploma accademico*, a *laurea* or an equivalent certification obtained abroad;
3. for courses leading to *Diploma di perfezionamento* each institution established whether requiring a second-level *Diploma accademico* or a *laurea magistrale*.

Teaching regulations may require the possession of an adequate initial qualification which may be assessed by an examination.

Assessment: procedures and methods for students assessment are set by regulations adopted at the educational institution level. A final examination is also required. An academic credit system (CA) similar to the one for university tertiary education has been adopted: 180 credits are needed for the first-level *Diploma accademico* and 120 credits are needed to the second-level one. At least 60 credits are needed for the *Diploma di perfezionamento*.

University Tertiary Education

University studies are divided into three cycles: the first and second cycles, and a post-graduate doctoral level – the third cycle.

First and second cycles

Undergraduate studies may lead to 3 different university titles: *diploma universitario*, *laurea* for the first cycle and *laurea specialistica* or *magistrale* for the second cycle..

Objectives:

1. courses leading to a *laurea* or a *diploma universitario*: designed to provide students with a high level of understanding of methods, cultural and scientific aspects of their study field, as well as specific professional understanding. These courses may be followed by a *laurea specialistica*;
2. courses leading to a *laurea specialistica* or to a *laurea magistrale*: designed to provide students with advanced competencies for highly qualified activities in specific sectors. May be followed by a second-level *Master universitario* or by the postgraduate level;
3. courses leading to a first-level *Diploma di specializzazione*: designed to provide knowledge and abilities for particular professional activities for those who already have obtained a *laurea specialistica* or *magistrale*;
4. courses leading to a first-level *Master universitario* aim at ensuring scientific specialization and high level permanent and recurrent training.⁹

Admission criteria:

1. for courses leading to a *laurea* or a *diploma universitario*: an upper secondary school leaving certificate or an equivalent certification obtained abroad;

8 Eurydice 2009 p. 135-136.

9 Eurydice 2009, p. 136.

2. courses leading to a *laurea specialistica* or *magistrale*: possession of a *laurea*, a *diploma universitario* or an equivalent certification obtained abroad;
3. courses leading to a *diploma di specializzazione* or a first-level *master universitario*: possession of a *laurea* or an equivalent certification obtained abroad;

Assessment: procedures and methods for students assessment are set by regulations adopted at the university level. After the introduction of the credits system 180 credits are necessary for the *laurea*, and additional 120 credits for the *laurea magistrale*. After enough credits have been accumulated students are required to defend a written dissertation before a committee formed by faculty members.

Postgraduate level

Objectives:

1. courses leading to a Doctorate: aim at providing the competencies required to carry out highly qualified research activities at universities, in public bodies and private structures;
2. courses leading to a second-level *Diploma di specializzazione*: designed to provide knowledge and competencies to carry out particular professional activities;
3. courses leading to a second-level *Master universitario*: designed to guarantee scientific specialization and high level permanent and recurrent training for those who have already obtained a *laurea specialistica* or *magistrale*.
4. The third cycle studies of *Alta formazione artistica e musicale* (higher-level arts and music education system) aims at providing competencies for planning and carrying out high quality research activities. The final qualification is equivalent to the university Doctorate.¹⁰

Admission criteria:

1. courses leading to a Doctorate: an exam carried out according to regulations adopted at the university level. Admission to the exam requires the possession of a *laurea magistrale* or a foreign title which has been recognized as equivalent by the academic authorities;
2. courses leading to a second-level *Diploma di specializzazione* or *Master universitario*: possession of a *laurea magistrale* or an equivalent certification obtained abroad;
3. *Alta formazione artistica e musicale* (higher-level arts and music education system) courses leading to *Diploma accademico di formazione alla ricerca*: possession of a second-level *Diploma accademico*, a *laurea magistrale* or an equivalent certification obtained abroad (see the following section: Non-University Tertiary Education).

Assessment: each university adopts regulations defining methods and procedures for student assessment. For courses leading to a Doctorate a final thesis must be written and discussed before a committee composed by expert on the field.

Continuing education and training

Continuing education and training for young school leavers and adults is provided by upper secondary schools with evening classes and by the Permanent Territorial Centers for Adult Education (*Centri Territoriali Permanenti per l'istruzione e la formazione in età adulta – CPT*).

According to an agreement between the central government and local authorities, the CPT goals are the 'harmonization and interpretation of the formative needs, planning and organization of adult education and training initiatives, cultural and functional literacy, cultural strengthening and promotion, re-motivation and re-orientation, acquisition and reinforcement of specific knowledge and skills, professionalization and professional re-qualification'.¹¹ Admission is granted to all adults, over the age of 16, who do not hold a first cycle of education leaving certificate as well as adults who, although in possession of that certificate intend to go back to education and training.¹² CPT may issue a first-cycle of education leaving certificate and certifications of credits which may be recognized within a path leading to an upper secondary school leaving certificate or a vocational qualification diplomas.

10 Eurydice 2009, p. 136.

11 Eurydice 2009, p. 160.

12 Eurydice 2009, p. 161.

Evening classes in upper secondary schools are intended for young people and adults and are aimed at strengthening and extending basic skills in view of:

1. qualifying young people and adults for whom lower secondary school qualification is not a guarantee against cultural and work alienation;
2. allowing professional re-conversion or cultural development of adults already integrated in social and work sectors and who want to develop their personal and professional life.¹³

Admission to evening classes requires a first-cycle education leaving certificate. Other education (in CPTs for instance) and work experiences may be recognized as formative credits. These evening classes may lead to an upper secondary school leaving certificate or to a vocational qualification diploma.

Social Sciences in the Education

Social sciences are present in all levels of education and, starting from the upper secondary education level, specific paths are dedicated to these disciplines, either for general education and for vocational training.

Among the objectives of lower secondary education, as noted above, the knowledge of the social and cultural evolution of contemporary reality is specifically stressed.

Within the upper secondary education, one of the four cultural areas into which knowledge and competences have been divided is specifically dedicated to social sciences. Every student is expected to acquire these knowledge and competences at the end of the compulsory education path.

Moreover in the general upper secondary education level, the *Liceo socio-psico-pedagogico* (Liceo specializing in social-psycho-pedagogical subjects) is specifically oriented to social disciplines. This curriculum includes: Italian, history, Latin, foreign language, mathematics, geography, science of the earth, music, law, economics, history of art, philosophy, pedagogy, sociology, social legislation, methodology of the social-pedagogical research, physics, chemistry, biology, physical education, religion or alternative activities (optional subject).

Technical upper secondary education also offers social sciences related paths for preparing students to perform technical and administrative tasks in commerce, tourism, and other service related productive contexts. Every curriculum includes Italian, history, foreign language and geography.

General Comments About the Reform Process

The Eurydice Italian report on the "Organisation of the education system" lists more than 30 new regulations enacted in the last 20 years and reforming different parts of the Italian education system. The list does not take into account all regulations enacted for reforming the higher education system. Every government, in the last 15 years, enacted the "Ultimate Education Reform".¹⁴ As a result some reforms were not even applied because they have been replaced by new ones: "The reform of the licei was foreseen by law 53/2003 but it was not applied. At the moment, a new reform is under discussion. In fact, on the 12th of June 2009, the Council of Ministers has approved in first reading the regulation draft for the reorganisation of the *licei*, in accordance with law 133/2008".¹⁵ The very same happened for the reform of vocational education and training.¹⁶

The problems connected to such a rapid succession of reforming attempts are due to the fact

13 Eurydice 2009, p. 160.

14 See Eurydice 2009, p. 80: "The lower and upper secondary levels of education have been recently reformed by law 53/2003 and subsequent Decrees. However, only the reform of the lower secondary level was implemented. In addition, the following two Governments, coming from opposite majorities in the Parliament, have further reformed some sectors of the education system, the lower and upper secondary levels included, in particular for what concerns the length of compulsory education, the reform of the upper secondary level of education and the a few aspects of the organization and curriculum at lower secondary level."

15 Eurydice 2009, Italy p. 81.

16 Ibidem.

that the Italian education system has been the field of an intense political debate, and the political instability of the country in the last 15 years has had a negative impact on the level of the debate about the needs of the education system and the need to conciliate the reform process with the necessary stability such a system requires. The reform process has been tumultuous and the system still remains a moving target. This is the situation where the implementation of the European Qualification Framework is taking place.

Suggested Equivalence to the EQF

While the development of a National Qualification Framework is underway, still no official documentation has been released.

On February 18th, 2009, the CRUI (Conferenza dei Rettori delle Università Italiane, the Italian – the conference of rectors of Italian universities) approved, by adopting a favorable opinion, a document of the Ministry for Education, University and research with the proposed National Qualification Framework.

On April 21st, 2009, the CUN (Consiglio Universitario Nazionale – National University Council, a representative body with consultative powers elected by the Italian university system) adopted some opinions related to the definition of a National Qualification Framework by the Ministry.¹⁷

On February 27th, 2009, also the CNSU (Consiglio Nazionale degli Studenti Universitari – National Council of University Students, a representative body with consultative powers elected by all Italian University students) adopted some opinions responding to the Ministry's request.¹⁸

Still, at the time of this writing, no draft or preliminary definition has been published or made available to the general public. It is thus impossible to provide suggested equivalence to EQF.

Preliminary Conclusions

The Italian reform process has been tumultuous and is still underway. Long and medium term political instability has had a negative impact on the reform process, with ongoing changes on its objectives and direction.

Still any reform effort has try to comply with the objectives of the Bologna process. Nonetheless, some opacity, especially with regards to the implementation of the European Qualification Framework, resulted in a substantial lack of public debate. This is not something that can be said to be intended: in such a politically hot debate other issues are at the center of the ongoing discussion related to the Italian education system as a whole.

The fact that representative bodies, specifically of the University system, have been involved in the consultation process that should lead to the definition of a National Qualification Framework, and the fact that those representative bodies have so far failed in spreading the debate within their represented institutions may raise the issue of the overall perception within the Italian education community of the internationalization process the European authorities are promoting. While the process is perceived as strategical, still it remains at the margins of the discussion of the future of education in Italy.

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17 The opinions are available at the following address: http://www.cun.it/media/101702/ps_2009_04_21.pdf (checked on April 10th, 2010).

18 The opinions are available at the following address: <http://www.cnsu.miur.it/menu-verticale/pareri/2009/parere-concernente-il-quadro-italiano-dei-titoli-italian-qualification-framework.aspx> (checked on April 10th, 2010).

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10. NORWAY

Facts and Figures about Education in Norway

- Of a population of over 4.5 million, more than 900 000 people are currently undergoing education or training. In addition approx. 1 million people participate in adult education courses each year.
- During the school year of 2006–2007 more than 180 000 pupils attend public upper secondary schools, while there are about 14 000 pupils at private upper secondary schools. In addition there are about 32 000 apprentices.
- There are about 195 000 students at Norwegian universities and university colleges (both public and private).
- Approx. 143 000 students in Norway receive support from the State Educational Loan fund. In addition approx. 14 000 Norwegian students receive support to take full studies abroad, whereas about 8 000 receive support to take parts of a degree or to participate in exchange programmes abroad.
- Education in Norway costs 6.6 per cent of the gross domestic product, while the average for the OECD countries is 5.9 per cent (2003).

Responsibility

The Norwegian Parliament (the Storting) and the Government define the goals and decide the framework for the education sector. The Ministry of Education and Research is responsible for carrying out national educational policy. National standards are ensured through legislation, regulations, curricula and framework plans.

Primary and Secondary Education and training

The state bears the overall responsibility for the Education Act with regulations, contents and financing of primary and secondary education and training.

The County Governors are to act as links between the Ministry of Education and Research and the Directorate for Education and Training on the one hand and the education sector in municipalities and counties on the other. The County Governors are responsible for supervision and dealing with complaints related to regulations, participation in quality development, information, guidance and various administrative matters.

1) A short summary of a publication: “Education – from Kindergarten to Adult Education”. The Ministry of Education and Research, , July 2007.

The municipalities are responsible for operating and administering primary and lower secondary schools, whereas the county authorities are responsible for upper secondary education and training. Legislation and regulations, including the National Curriculum, form a binding framework, but within this framework the municipal and county authorities, schools and teachers can influence the implementation of the education and training. Each school has a head teacher and various boards, councils and committees.

The Norwegian Directorate for Education and Training is an executive subordinate agency for the Ministry of Education and Research. The Directorate’s main tasks are to promote quality development, quality assessment, analysis and documentation in primary and secondary education and training, and to perform administrative tasks connected with primary and secondary education and training, in addition to bearing the overall national responsibility for supervision of primary and secondary education and training.

Tertiary Vocational Education

Tertiary vocational education is a short vocational alternative to higher education. It is regulated by national legislation and is offered partly by county authorities and partly by private parties.

Higher Education

The state is responsible for universities and university colleges, which are directly subordinate to the Ministry of Education and Research. Each institution has a board which is responsible for the direction and organisation of operations. Accredited institutions have been awarded extensive academic powers and may establish and terminate their own courses of study. University colleges decide for themselves which studies and topics they are to offer at first degree level. Universities determine for themselves which subjects and topics they wish to offer at all levels, including doctoral programmes.

The Norwegian Agency for Quality Assurance in Education and the Norwegian Centre for International Cooperation in Higher Education are also instrumental in the governance of the universities and university colleges.

Upper Secondary Education and Training

Facts

- Approx. 450 upper secondary schools (approx. 16 per cent private)
- Approx. 190 000 pupils (approx. 6 per cent in private schools)
- Approx. 34 000 apprentices
- Approx. 23 000 teachers

Upper secondary education and training comprises all courses leading to qualifications above the lower secondary level and below the level of higher education.

Young people who have completed primary and lower secondary education, or the equivalent, have a right to three years' upper secondary education and training leading either to admission to higher education, to vocational qualifications or to basic skills. All these young people are entitled to a place on one of three alternative education programmes they have applied for admission to, and to two years' further schooling that is based on this education programme. Pupils in vocational education and training can achieve the qualifications necessary for admission to universities and university colleges (university admissions certification) by taking a supplementary programme for general university admissions certification.

The county authorities are legally obliged to follow up young people between the ages of 16 and 21 who neither attend a course of education nor are employed.

Pupils who have a right to special needs education have the right to an extra two years of upper secondary education or training if it is necessary for him/ her to achieve his/her educational objectives. This right also applies to pupils who have the right to education in sign language or the right to education in Braille.

Adults born before 1 January 1978 and who have not earlier completed upper secondary education or training, have a statutory right to upper secondary education or training.

General Studies and Vocational Studies

Upper secondary education and training is available all over the country so as to ensure an equal education for all. Earlier there were a number of different types of school offering upper secondary education courses of varying length, but since 1976 Norway has had a unified upper secondary structure that coordinates general studies and vocational studies.

The education and training normally takes three years, divided into three levels: Vg1, Vg2 and Vg3 (in a few cases four years with a Vg4). Vocational education and training mainly leads to a craft or journeyman's certificate, usually after two years in school and one year in-service training in an enterprise. In-service training at a training establishment is usually combined with one year's productive work, so that the apprenticeship takes two years in all. If it is impossible to provide enough training places, the county authorities are obliged to offer Vg3 in school, in which case there is no productive work. The final craft or journeyman's examination is the same as it would have been after training in a training establishment. When it comes to subjects that are not recognised trades, vocational education will only be given in school and lead to vocational qualifications.

The Structure of Upper Secondary Education and Training:

Upper secondary education and training is organised in 12 different education programmes.

Programmes for General Studies:

- Programme for Specialisation in General Studies
- Programme for Sports and Physical Education
- Programme for Music, Dance and Drama Vocational Education

Programmes:

- Programme for Building and Construction
- Programme for Design, Arts and Crafts
- Programme for Electricity and Electronics
- Programme for Health and Social Care
- Programme for Media and Communication
- Programme for Agriculture, Fishing and Forestry
- Programme for Restaurant and Food Processing
- Programme for Service and Transport
- Programme for Technical and Industrial Production

Tertiary Vocational Education

Tertiary vocational education is an alternative to higher education and is based on upper secondary education and training or equivalent informal and nonformal competence. Higher Education Entrance Qualification is not required. The education consists of vocational courses lasting from half a year to two years. Apart from the traditional schools of technical management and maritime subjects which are publicly financed (by the county authorities), most of the schools offering this kind of education are private ones. All courses must be accredited by the Norwegian Agency for Quality Assurance in Education (NOKUT). An up to date list of recognised courses can be found on NOKUT's website.

Higher Education

Facts

- 7 universities
- 7 specialised institutions at university level (including 1 private)
- 24 state university colleges, 2 national institutes of the arts and 2 private university colleges
- 31 private institutions with accredited study programmes (22 of which receive some public funding)
- Approx. 195 000 students, of whom approximately 24 500 study at private colleges/university colleges

Higher education is based on research and usually builds on three years' completed and passed upper secondary education.

Most institutions of higher education are state-run and are responsible for the quality of their own instruction, research and dissemination of knowledge. About 12.5 per cent of students in higher education attend private institutions. Higher education builds on the successful completion of three years of upper secondary school. Since 2001, access can also be granted for those older than 25 years on the basis of a documented combination of formal, informal and nonformal competence (total qualifications).

Norwegian Higher Education and the Bologna process

The Bologna Process aims to create a common European higher education areas by 2010. Today 46 out of a total of 47 European countries are taking part in the process. In 2003 a reform was carried out in Norwegian Higher Education. The Quality Reform introduced a degree structure, grading system and quality assurance system in line with the Bologna Process.

Degree structure and grading system

As of 2003 the degree structure consists of a three-year bachelor's degree, a two-year master's and three-year doctorate (PhD). Exceptions to the model are the old university college two-year degree (college candidate), five-year consecutive master's degrees, six-year professional programmes, master's degrees of one to one and a half year's duration, four-year bachelor's degrees in performing music and performing arts and four-year programmes in teacher education.

The grading scale conforms to the European Credit Transfer System (ECTS) rating scale with the letters A (best) to E for pass and F for failed.

The reform also meant the establishment of a quality assurance agency, NOKUT, and a centre for internationalisation, SIU (see presentation below). A system for institutional accreditation (voluntary for the private institutions) was also introduced, which had as a consequence that some university colleges launched efforts towards becoming universities.

The differences between the types of higher education institutions are mainly related to their self-accreditation rights. For example, universities can without external accreditation offer study programmes at all levels, while university colleges must apply for external accreditation (by NOKUT) for study programmes at master's and PhD level. There is also a wide range of private higher education institutions without any self-accreditation rights. These institutions provide study programmes that are accredited (by NOKUT).

Universities and Specialised Institutions at University Level

There are seven universities in Norway, all state-run: University of Oslo (the oldest and largest), University of Bergen, Norwegian University of Science and Technology (NTNU, in Trondheim), University of Tromsø, University of Stavanger, Norwegian University of Life Sciences (UMB, in Ås) and University of Agder. There are also eight specialised institutions at university level - five state-run and three private (2009). The state-run institutions are Norwegian School of Economics and Business Administration (in Bergen), Norwegian Academy of Music, Norwegian School of Sport Sciences, Norwegian School of Veterinary Science and Oslo School of Architecture and Design. The Norwegian School of Theology, Norwegian School of Management, and School of Mission and Theology are the three private specialised institutions at university level. Apart from instruction and dissemination of knowledge the universities and specialised institutions at university level have a special responsibility for research and the education of researchers through their doctoral programmes. The four traditional universities (Oslo, Bergen, NTNU and Tromsø) are also responsible for museums.

University Colleges

There are 24 public and two private university colleges. The university colleges have an important role in decentralising access to higher education. The 24 university colleges predominantly offer 3-year professional bachelor programmes (engineering, nursing, social work, etc). There are also professional programmes of varying lengths, from one to five years, for example in teacher training and business administration. Several university colleges offer master's programmes and three have the right to award doctorates in one or more subjects. The university colleges also engage in research and development work.

National Institutes of the Arts

There is one Institute of the Arts in Oslo and one in Bergen. Both are state-owned and have a varied range of courses of study in visual art and design. The National Institute of the Arts in Oslo also offers programmes in the dramatic arts (theatre, opera and ballet).

Private higher education institutions with accredited study programmes

In addition to the private specialised institution at university level and the two private university colleges, there are 25 private higher education institutions receiving public funding for all or some of their programmes. NOKUT features a list of all accredited programmes at private

higher education institutions.

The Norwegian Agency for Quality Assurance in Education (NOKUT)

NOKUT was established in 2002, operative as of 1 January 2003. It is an independent agency with the task of carrying out external quality assurance of higher education and tertiary vocational education in Norway. NOKUT also handles applications for general recognition of foreign qualifications.

NOKUT performs this task through a variety of mechanisms:

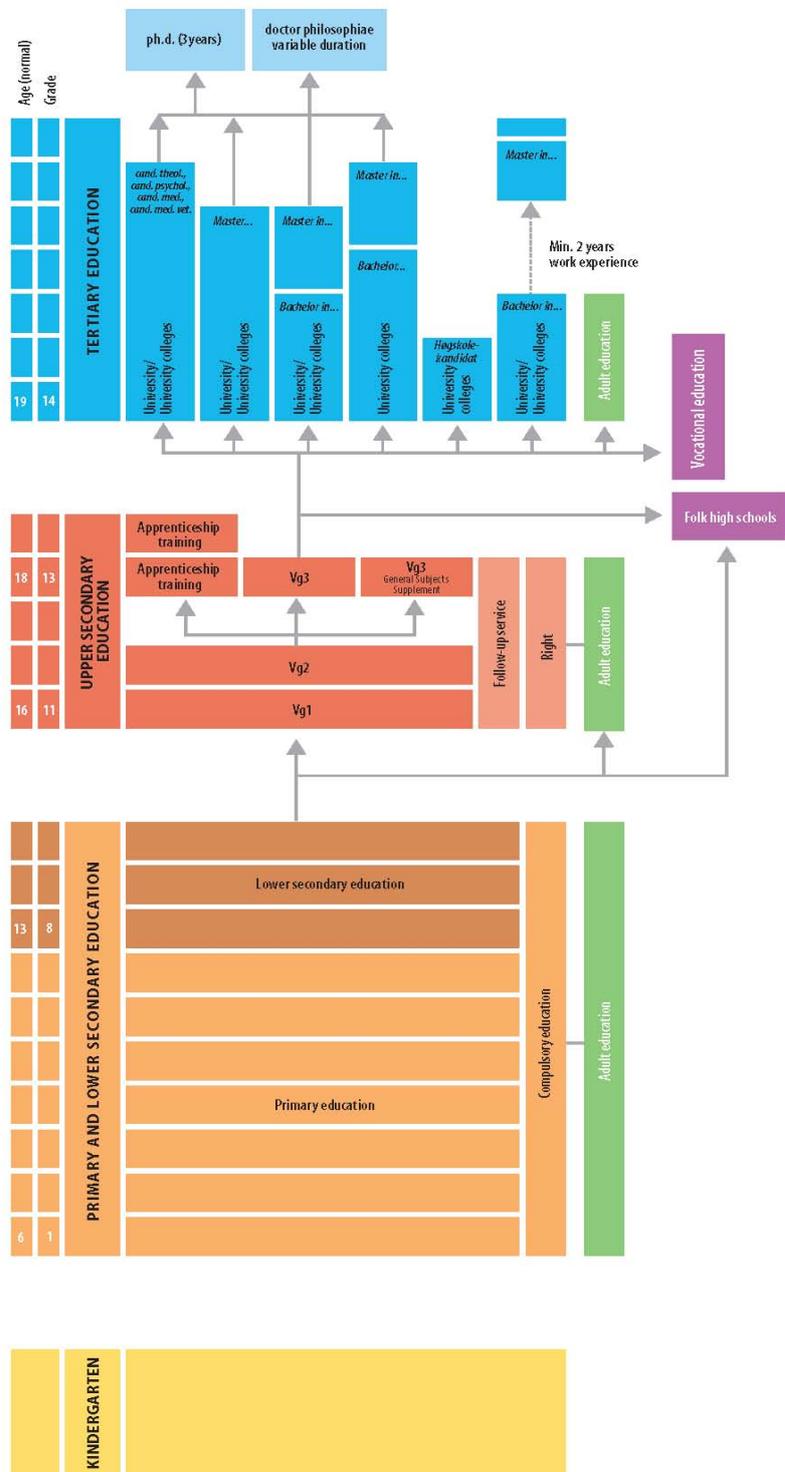
- Accreditation of higher education institutions
- Accreditation of higher education programmes and courses
- Revision of accreditation
- Evaluation of internal quality assurance in higher education institutions
- Evaluation of specific types of educational provision or defined aspects of such
- Recognition of tertiary vocational education
- General recognition of foreign qualifications

The Norwegian Centre for International Cooperation in Higher Education (SIU)

SIU was established as an administrative agency under the Ministry of Education and Research in 2004. The Centre is Norway's official agency for international programmes and measures related to education and training. SIU administers international collaboration programmes, such as the Lifelong Learning Programme, within education and research on behalf of both KD and others.

In addition to programme administration SIU is responsible for promoting Norway as an education and research destination, as well as providing information and advisory services within the field of internationalisation in education.

The Norwegian education system



11. PORTUGAL

The Education System in Portugal

Secondary Education as defined by the document "Lei de Bases do Sistema Educativo" is compulsory since 2010. It is a three years cycle (10th, 11th and 12th forms) which follows Lower Secondary Education (7th, 8th and 9th forms).

The competences to be developed in each course have as reference the programs of the subjects confirmed by a Decree-Law published by the Portuguese Ministry of Education as well as the orientations made for non-disciplinary areas.

Secondary education provides different knowledge according to the following areas:

- a) Scientific Humanistic Courses
- b) Technological Courses
- c) Vocational Courses
- d) Education and Training Courses (CEF)
- e) Technological Specialisation Courses (CET)

Concerning Secondary Education we have different courses and levels:

1. **Lower Secondary Education** (Third Cycle): ensino básico
Age: 12-15

Admission criteria: The admission conditions to third cycle depend on students successfully completing the cycle immediately previous, or already having the equivalent qualifications.

General objectives: The third cycle covers three years of schooling and is organized by subject or subject group, each one being the responsibility of one teacher. The main goals of third cycle are:

- a) teaching a first foreign language and beginning a second;
- b) giving students the basic knowledge that will allow them to pursue studies or join vocational training schemes;
- c) helping students acquire and develop methods and instruments for individual and group work, promoting the human dimension of work;
- d) encourage a national awareness open to reality in terms of universal humanism, solidarity and international co-operation and
- e) help students acquire autonomous attitudes, with a view to forming citizens with a sense of their civic responsibilities and who intervene democratically in community life.

2. **Upper secondary and post-secondary non-tertiary education**
Age: 15-18

General objectives: The general objectives for upper secondary education are established as follows:

- a) to ensure the development of reasoning and scientific curiosity and the strengthening of the main elements of a humanistic, artistic, scientific and technical culture, which will provide the cognitive and methodological tools appropriate either for further education or for working life;
- b) to give young people the necessary knowledge to understand aesthetic and cultural expression and make it possible for them to perfect their artistic expression;
- c) to encourage the acquisition and application of a know-how that is increasingly more thorough based on study, critical reflection, observation and experimentation;
- d) to form young people interested in the solution of the country's problems and aware of the problems of the international community, based on the reality of regional and national life and on the values of society and of the Portuguese culture;
- e) to provide contacts with the labour world, by reinforcing the mechanisms of approach between school, working life and the community and by mobilizing the innovative and intervening function of the school;

- f) to encourage vocational guidance and training of young people via technical and technological preparation, with a view to entering the job market and
- g) to create working habits, individually and in groups, and to favour the development of the attitudes of the methodological reflection, of open-mindedness, of sensibility and capacity to adapt to change.

2.1. Scientific-humanistic courses (cursos científico-humanísticos)

Admission criteria: Candidates - with minimum age 14 - who have successfully completed the third cycle of *ensino básico* or obtained an equivalent qualification, regardless of the study area chosen or type of education followed, can access to any scientific-humanistic courses.

General objectives: Scientific-humanistic courses are mainly designed for pupils who, after completing the 9th form, seek to obtain a secondary level education geared for higher studies (university or polytechnics). A diploma of upper secondary education in any scientific humanistic courses will give access to higher education courses in fields of knowledge related to each area of studies or non-higher education post-secondary courses, named technological specialisation courses.

2.2. Technological courses (cursos tecnológicos)

Admission criteria: The same as for scientific-humanistic courses.

General Objectives: These courses are mainly designed for pupils who after completing the 9th grade seek to obtain an intermediate professional qualification that enables them to enter the job market, as they have a curriculum structure that is oriented towards the world of work, be it with a technological project completed over the three years, be it the compulsory internship at a place of work.

2.3. Vocational courses

Admission criteria: Access to vocational courses is open to candidates who have completed the third cycle of *ensino básico* or obtained an equivalent qualification.

General objectives: The vocational education is a special modality of education, which mainly seeks to promote an increase in professional qualification among young people. As a relevant part of the schedule is allocated to the technical, technological or artistic component, these courses allow young people to develop competencies and skills for a specific job, recognised through the awarding of a level 3 professional qualification diploma. Vocational courses also seek to respond to the needs of the labour market, at local and regional levels; so courses supplied in each school are intended to be related to the features and needs of the region in which it is located.

2.4. Education and training courses (CEF)

Admission criteria: Access to these courses is open to candidates who are 15 years old or over and have failed to complete 6, 9 or 12 years schooling in mainstream education and have completed the third cycle of *ensino básico* or obtained an equivalent qualification.

General objectives: These courses allow students to complete 6, 9 or 12 years schooling in mainstream education and at the same time prepare themselves for the world of work with professional and academic qualifications. These courses are also for those people who wish to get a vocational qualification after completing the 12th grade and go into the job market.

2.5. Technological specialisation courses (cursos de especialização tecnológica)

Admission criteria: The technological specialisation courses are open to candidates who have completed upper secondary education or the equivalent, in line with the above mentioned conditions.

General objectives: Technological specialisation courses (CET) provide a postsecondary non-high education and among other objectives they aim at promoting a training path that combines qualification and professional objectives with the possibility of proceeding to higher education. They are made up of the training components: general and scientific, technological and training in work context. The general and scientific training components aim to develop attitudes and

behaviour appropriate for professionals who are highly qualified and adaptable to the world of work and business and perfect the scientific knowledge that is the basis of the technologies of the training area. The technological component combines technological areas aimed to practical activities to solve problems related to a profession.

3. Non-university tertiary education: ensino superior politécnico

Admission criteria: Entrance to a school or course of higher education is subject to restrictions due to the maximum number of places available, which is fixed annually. Within the scope of national tests for access to higher education, each school of higher education sets the tests it demands for entrance to each of its courses, for which it may use national upper secondary education exams. Pupils may apply for the entrance test provided if they fulfil the following conditions:

- a) they have passed an upper secondary education course or have legally equivalent qualifications
- b) they have done the national upper secondary education exams in the disciplines selected for the entrance test for each school/course, or the tests expressly selected for this purpose, and obtained the minimum mark fixed by law
- c) they meet the pre-requisites if and when these are required for the school/course to which application is being made and they have an application mark equal to or higher than the minimum fixed mark.

The selection of applicants for each course in each school is based on:

- a) entrance tests in which the minimum mark, fixed annually, must be obtained;
- b) pre-requisites, if demanded, and
- c) the application form, on which the minimum mark, fixed annually, must be obtained.

General objectives: The general objectives of higher education are established as:

- a) stimulating cultural creation and the development of a scientific and entrepreneurial mind as well as reflective thought
- b) training graduates in the different areas of knowledge, prepared for professional sectors and for participation in the development of society and co-operating in ongoing training
- c) encouraging scientific research and investigation with a view to developing science and technology, the humanities and arts and the creation and spread of culture, so as to develop the understanding of man and his environment
- d) promoting the spread of cultural, scientific and technical knowledge, that constitutes the heritage of humanity, communicating know-how through teaching, publication and other forms of communication
- e) stimulating the desire for constant cultural and professional perfection and making it possible to apply it, integrating the knowledge that is going to be acquired in a systemizing intellectual knowledge structure of each generation, from the perspective of lifelong learning and generational and intergenerational investment, with a view to achieving the unity of the formative process
- f) stimulating an understanding of the problems in today's world, from a global perspective, particularly national, regional and European problems, and providing specialised services to the community and in this way establishing a reciprocal relationship
- g) promoting and valuing Portuguese language and culture and
- h) promoting a critical spirit and the freedom of expression and research.

Scientific-humanistic courses are mainly designed for pupils who, after completing the Lower Secondary Education – third cycle (9th form) seek to obtain a secondary level education geared for higher studies (university or polytechnics). A diploma of upper secondary education in any scientific-humanistic courses will give access to higher education courses in fields of knowledge related to each area of studies or non-higher education post-secondary courses named technological specialization courses.

Secondary education provides different knowledge according to the areas. The levels are not exactly the same as in other European countries.

Identification of differences and communalities:

- 9th form in Portugal is similar to "GCSE – General Certificate of Secondary Education" in Northern Ireland, England and Wales and to the "Standard Grade" in Scotland.
- 12th form in Portugal is similar to "GCE 'A' level in England, Northern Ireland and Wales and to the "Higher" in Scotland.
- The Portuguese Ministry of Education has decided that secondary education will be compulsory since 2010. It means that students will attend school for 12 years, instead of 9 years as it happened until now.

The development of a National Qualification Framework is in progress. The Ministry of Education is preparing new legislation which has not been published till the moment.

European Qualification	Knowledge	Skills	Competences
Level 3	<ul style="list-style-type: none"> - Basic factual knowledge of the societal structures and institutions - Knowledge of the principles and values of citizenship - Knowledge of human development - Knowledge of the dynamic inter-relationship between people, structures and the environment 	<ul style="list-style-type: none"> - Use information Technology - Communicate in native and in up 2 foreign languages - Interaction: making relationships between individuals, groups and communities taking account of personal, cultural and diversity issues - Analysis of social situations, interactions and knowledge 	<ul style="list-style-type: none"> - Ability to work in a team - Ability to motivate people and move toward Common goal - Appreciation of and respect for diversity and multiculturality - Act with civic awareness and with social responsibility - Can communicate acquired knowledge to others
Level 4	<ul style="list-style-type: none"> - Understanding structure and functioning of society - Knowledge of values and of citizenship - Knowledge of systemic and complex theories - Knowledge of the dynamic inter-relationship between people, structures and the environment 	<ul style="list-style-type: none"> - Collect and analyse information to identify specific problems and propose suitable solutions at individual, group or organizational level - Recognize the importance and impact of personal and individual choices on the environment - Skills of self management of others – empowerment (enabling others to realise potential) 	<ul style="list-style-type: none"> - Select and implement a solution from a range of tools to resolve specific problems - To motivate people to common goals using established protocols - Ability to act on the basis of ethical reasoning - Ability to act with social responsibility and civic awareness - To develop strategies for lifelong learning - To evaluate own practice and take relevant action as a result
Level 5	<ul style="list-style-type: none"> - Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge - Knowledge of theories and models 	<ul style="list-style-type: none"> - Application of knowledge & Understanding in occupational contexts - Can communicate (in written and oral way) about their understanding, skills and activities with peers, supervisors and 	<ul style="list-style-type: none"> - Exercise management and supervision in contexts of work or study activities where there is unpredictable change - Ability to perceive own achievements and those of other people critically and improve them - Ability to work in a team

	<p>and strategies within the field of work or study</p> <ul style="list-style-type: none"> - Knowledge of social theories and human development - Knowledge of local and world cultures and artefacts 	<p>partners</p> <ul style="list-style-type: none"> - Ability to give and receive feedback - Respects cultural diversity (relating to gender, social class, ethnicity, religion, etc. 	<ul style="list-style-type: none"> - Review and develop performance of self and others
<p>Level 6 Not applicable</p>			

12. SLOVENIA

INTRODUCTION

A NQF is at this very moment being built in Slovenia at the Centre of the Republic of Slovenia for Vocational Education and Training (Center za poklicno izobraževanje) within the Labour ministry (Ministrstvo za delo, družino in socialne zadeve).

The educational system has so far been classified by the National Classification system of education and training activities and outcomes (KLASIUS, 2006), which is subdivided to:

- **KLASIUS SRV** classifies activities and outcomes according to the Segment, Level/sublevel and Type. It is a system based on the ISCED classification (Levels of Education) but is not equivalent to it. It has 8 levels and is one of the formal bases for building a Slovenian qualification framework.
- **KLASIUS P** classifies activities and outcomes according to the Fields – it is subject specific and content specific. It is identical to ISCED (Broad Groups and Fields of Education) to the level of 3 digit code.

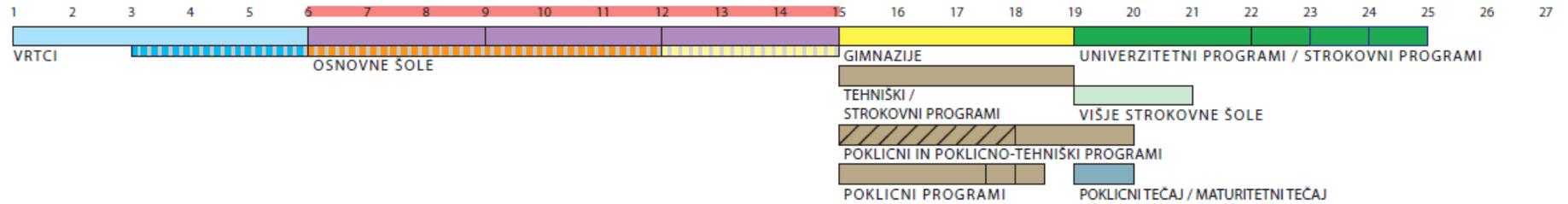
Along with this classification there is a classification of education based on the occupational qualification. The classification represents a connecting link between occupations at the labour market and educational programmes. It also constitutes a mandatory basis for every educational programme developed after the adoption of the Vocational and Professional Education Act.

This is composed of **occupational standards** which describe each individual occupation. The occupational standard is a document containing the following elements: occupation name and code, complexity level, occupational competences and the description of the occupational standard, including working area, core tasks, knowledge and skills. In this system there are 9 levels.

The occupational standard replaces the occupation classification in its capacity as the basis for educational programmes in vocational education and training, however, its role has been expanded, since it is also a key element in national occupational qualifications (NOQ) acquired through the NOQ certification system.

As can be seen from the above classifications terminology in Slovene educational area differs from that used in other countries as it distinguishes between educational and occupational qualifications. These can coincide but there are examples where they do not. In this report Klasius SRV was used as the main classification of Slovene educational system.

Overview of National Educational System



Pre-primary - ISCED 0
(for which the Ministry of Education is not responsible)

Pre-primary - ISCED 0
(for which the Ministry of Education is responsible)

Primary - ISCED 1

Single structure
(no institutional distinction between ISCED 1 and 2)

Lower secondary general -
ISCED 2 (including pre-vocational)

Lower secondary vocational - ISCED 2

Upper secondary general - ISCED 3

Upper secondary vocational - ISCED 3

Post-secondary non-tertiary - ISCED 4

Tertiary education -
ISCED 5B

Tertiary education -
ISCED 5A

Part-time or
combined school
and workplace courses

Allocation to the ISCED levels:

ISCED 0 ISCED 2

ISCED 1

Compulsory full-time education

Compulsory part-time education

Additional year

-/n/- Compulsory work experience + its duration

Study abroad

The structure of the Slovenian education system in 2009/10:

- Pre-primary education (ages 1-5) provided by autonomous public pre-school institutions, organisational units of pre-school units at basic schools or private pre-school institutions;
- Basic education; single structure of primary and lower secondary education (ages 6-14) provided by basic schools;
- Upper secondary education (ages 15-18) consisting of:
 - short vocational education (120 ECTS) provided by upper secondary vocational schools (poklicne šole),
 - vocational education provided by upper secondary vocational and technical schools (poklicne šole and srednje strokovne in tehniške šole),
 - technical education provided by upper secondary technical schools (srednje strokovne in tehniške šole),
 - vocational and technical education provided by upper secondary vocational and technical schools (poklicne šole and srednje strokovne in tehniške šole),
 - general education (four years) provided by general upper secondary schools Gimnazije;
- Short tertiary (higher vocational) education (120 ECTS) provided by higher vocational colleges;
- Higher education provided by public and private universities, faculties, art academies and professional colleges. It consists of three cycles:
 - First-cycle professional or academic (180-240 ECTS),
 - Second-cycle masters studies (60-120 ECTS),
 - Third-cycle doctoral studies (180 ECTS).

Alongside, there are sub-systems:

- Special needs education;
- Music and dance education.

Non formal and vocational Education

The educational reforms of the mid-1990s made a clear distinction between general, technical and vocational upper secondary education. The "gimnazija" was reintroduced, initially providing only general and classical programmes in preparation for further studies. Students complete "gimnazija" by passing an external examination in five subjects, called a "matura". The "matura" was introduced in 1995, replacing the former final examinations. At the same time, it serves as an entrance examination to higher education. Those "gimnazija" students who, for various reasons, do not wish to continue their education can enter the labour market by attending a vocational course (poklicni tečaj) and obtaining a qualification in the chosen occupation.

Vocational and technical initial education comprises:

- short-cycle vocational education (two-and-a half-year programmes),
- secondary vocational education (three-year programmes),
- technical education (four-year programmes),
- vocational-technical education (two years after secondary vocational education).

Higher vocational education is provided at higher vocational colleges (višje strokovne šole) which offer two-year higher vocational education at subdegree level (short-cycle, ISCED 5B). The Higher Vocational Education Act (2004) determines the organisation of higher vocational colleges and places them within the tertiary education area, establishing links with further professional studies at degree level through the possibility of vertical 120 credits which can be used towards a higher education qualification. Higher vocational colleges issue a diploma, stating the nature of education, and a diploma supplement in Slovene and another EU language.

The entrance requirement for higher vocational colleges is completion of an appropriate four-year secondary technical school or gimnazija. It is also possible to enrol after completing an appropriate three-year secondary vocational school course, or three years of relevant work practice, with an additional entrance exam.

In vocational colleges, studies end with a diploma exam (diplomski izpit). Graduates can start to work in specific occupations. Since 1998/99, it has been possible to transfer to the second year of a professionally oriented higher education course.

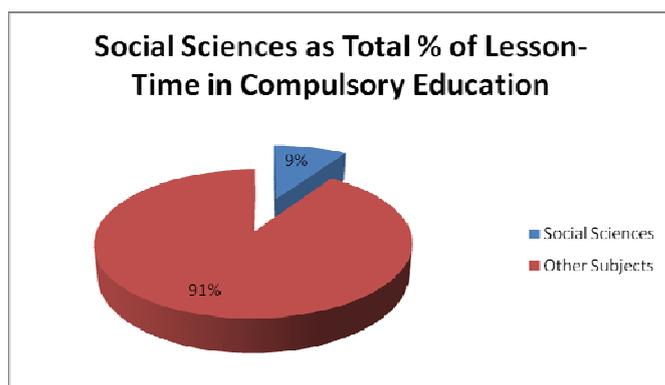
The Bologna Process has been extended to courses in VET: programmes have been modularised, to include broader contents, comprising compulsory and optional subjects, and described by the European credit transfer system (ECTS). The quality assurance system of higher vocational education will be harmonised and linked to the other parts of tertiary education.

Assessment and validation of non-formal and informal learning can take place in different ways for individuals who want to enter formal education. These issues are partly dealt with in education acts and partly, even in more detail, by different executive regulations such as rulebooks, guidelines, methodological starting points and guidelines for adapting educational programmes to adults. The Vocational and Technical Education Act enables individuals to have their previously acquired knowledge and skills validated. However in practice these mechanisms are still quite rigid, since the types of appropriate documents, issued by educational institutions and which can be considered, are prescribed in detail.

Social Sciences perspective

Students within compulsory education only receive limited exposure to the social sciences. The table below summarises the total number of lessons in the various sciences received:

Subject/no of lessons per week	4 th yr	5 th yr	6 th yr	7 th yr	8 th yr	9 th yr
Social Sciences	2	3				
Geography			1	2	1.5	2
History			1	2	2	2
Civic and patriotic education and ethics				1	1	

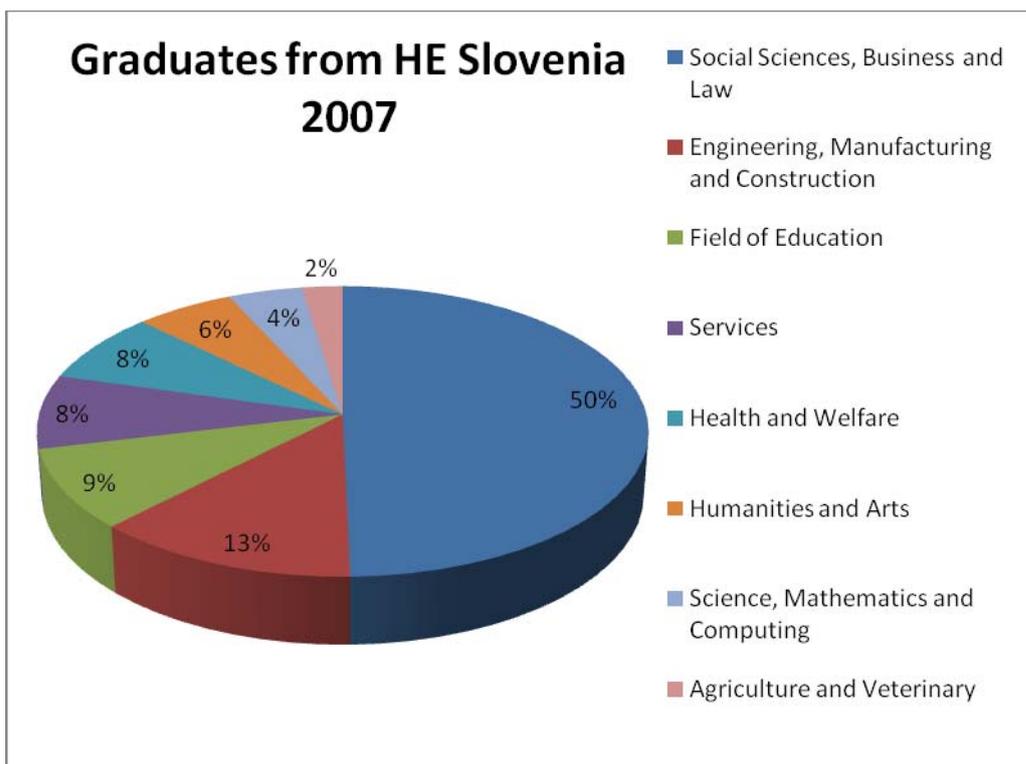


This approximates that 1 in 10 lessons over the course of the 9-year compulsory education are dedicated to the social sciences.

Within Upper secondary education and training, social sciences are included amongst the 'general subjects', together with Slovenian language, mathematics, foreign language, arts, natural science, social science and physical education, which, altogether account for 20-25% of school hours.

Within tertiary education, before the Bologna reforms, studies leading to the "specializacija" took one or two years to complete, and were mostly offered within the fields of educational and social sciences. Since the Bologna reforms and the introduction of the two cycle system, this system no longer exists, with the faculty of social sciences at the university of Ljubljana having migrated to a 4+1 model (the only faculty in the country to have adopted this model).

Despite the strong emphasis on natural sciences within compulsory education, the large majority of students nevertheless opt for study of the social sciences at the tertiary level, as shown by the 2007 data on graduates by field of study:



General comments about reform process for the system

Tertiary education in Slovenia is divided into traditional higher education (ISCED 5A and 6) and the newly developed higher vocational education sector (ISCED 5B). The field of higher vocational education is administered by the Ministry of Education and Sport and regulated by the Higher Vocational Education Act (2004). Courses are delivered by vocational colleges. In 2005 the newly established Ministry for Higher Education, Science and Technology took over responsibilities for the traditional higher education sector, i.e. universities and professional colleges.

In the National Classification system of education and training activities and outcomes (KLASIUS, 2006), which is one of the formal bases for building a Slovenian eight-level qualification framework, the levels of tertiary education are arranged as follows:

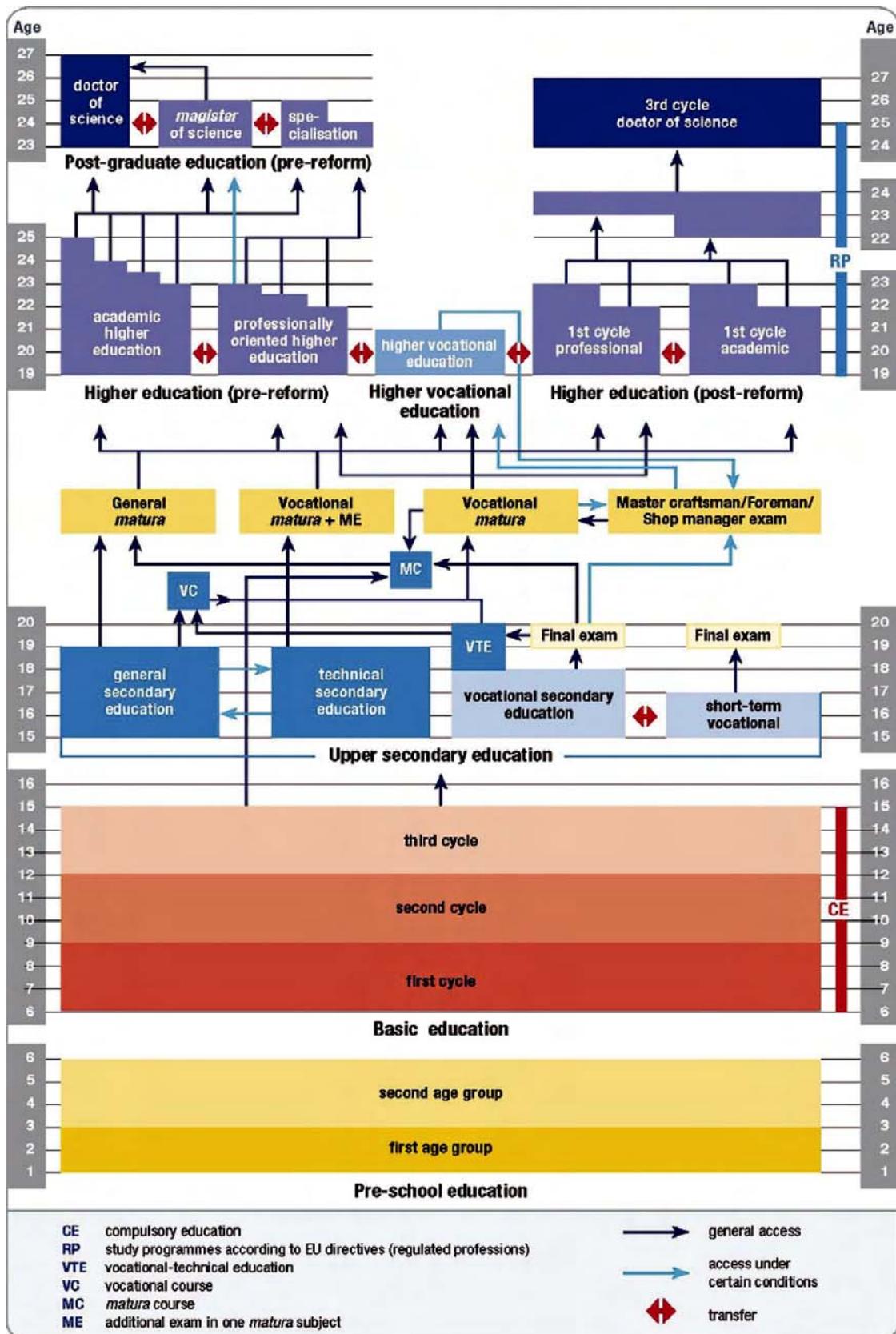
Level	Bologna cycles	Post 2004-reform and post 2006-reform studies	Pre-reform studies and/or qualifications (prior to 2004)
6.1	Short cycle	Higher vocational programmes	Post-secondary vocational subdegree programmes and qualifications (1996) Short degree studies/diplomas (prior to 1993)
6.2	First cycle	Professional/academic programmes, equivalent to Bachelor	Undergraduate professionally oriented programmes
7	Second cycle	Professional <i>magisterij</i> programmes, equivalent to Masters	Undergraduate academically oriented programmes Postgraduate professional specialization
8.1	Third cycle		Postgraduate academic specialization Research based <i>magisterij</i> of science/art
8.2		Doctorate programmes	Doctorate of science

A degree system based on three main cycles has existed in the Slovenian higher education system since the 1960s. From the academic year 2005/06 to 2008/09, both old and Bologna-compliant programmes are offered in parallel. The possibility to enter the old system shall expire

in the academic year 2009/10. Currently, old courses at the first stage, that require normally three, four, four and a half, five or six years of study, are followed by the two-year research-based *magisterij* programmes. In 2008/09 it is still possible to study at the doctoral level in two ways: by embarking on a four-year course after the first academic degree (including theoretical courses and personal research work), or by completing a two-year research based *magisterij* course followed by two or more further years of doctoral study based on individual research and consultation with mentors. Professionally oriented courses, lasting three to four years, are followed by a one to two-year specialisation courses.

Today, first-degree professional graduates are equivalent to the Bologna first-cycle graduates and may normally continue to the second-cycle study. First-degree graduates of academically oriented studies are equivalent to the Bologna second-cycle graduates and may normally continue to the third cycle study. They may embark on a doctorate directly, without recognition of extra professional or research achievements. Long HE programmes leading directly to a Master are possible in cases of (1) professions, regulated by EU directives, and (2) if it is required by the national regulations of that particular professional field.

The research *magisterij* (ISCED 5A- research diploma) was considered as the first stage of doctorate. The new *magisterij* differs from the old one in the content and the title awarded upon completion. The new *magisterij* is no longer considered as the first phase of doctoral studies, but is integrated in the pre-doctoral study structure.



Source: Eurybase 2008 (as adapted by CEDEFOP)

Suggested equivalence to EQF

European Qualification Framework	Levels in National Qualifications Framework for Slovenia	Qualifications at each level	Place learning can take place / qualifications achieved	Skills and Attributes or Knowledge and Understanding
Level 3	Level 3	Lower vocational education (nižja poklicna izobrazba): ISCED 2	dual education and training system (provided by schools in combination with employers)	Programmes are primarily designed for direct access to the labour market upon completion of the level. <ul style="list-style-type: none"> - general knowledge in the fields important for personal and professional successfulness. - basic vocational competences - basic practical skills - capacity to connect general knowledge with subject specific knowledge and practical work. - ability to independently fulfil simple vocational tasks (working procedure is transparent, standardised and has detailed instructions) - ability to assist in more complex tasks
Level 4	Level 4	Vocational secondary education (srednje izobraževanje) ISCED 3C	full-time course which is provided entirely within schools or in dual education and training system	Programmes are primarily designed for direct access to the labour market or upon successful completion of the final exam to continue education in relevant technical-vocational courses. <ul style="list-style-type: none"> - vocational competences - theoretical knowledge - skills and abilities to independently fulfil relatively complex vocational tasks - capacity to recognise and solve technological problems
	Level 5	Technical upper secondary education (srednje tehniško izobraževanje) ISCED 3B	schools or dual education and training system The vocational <i>matura</i> examination leads to the award of the	Programmes are designed for access to the labour market or upon successful completion of the vocational or general <i>matura</i> examination to continue to higher education. <ul style="list-style-type: none"> - vocational competences - technical and general knowledge - ability to independently fulfil complex, non-standardised,

			qualification of a technician.	<p>technologically more demanding work processes and tasks</p> <ul style="list-style-type: none"> - ability to transfer technical knowledge in non-typical situations - ability to prepare and monitor work processes - ability to independently solve technological and process problems
		<p>General upper-secondary education (gimnazije) ISCED 3A</p> <p>1. general gimnazija (splošna gimnazija) 2. gimnazija with specialization (strokovna gimnazija):</p> <ul style="list-style-type: none"> - technical gimnazija (tehniška gimnazija) - economic gimnazija (ekonomska gimnazija) - art gimnazija (umetniška gimnazija) 	high-school (<i>gimnazija</i>)	<p>Programmes are designed to give students the knowledge and skills in accordance with international quality education standards that they need to continue their education at universities or other institutions of tertiary education.</p> <ul style="list-style-type: none"> - knowledge of foundations of scientific reasoning in various fields, - competence to deepen and upgrade theoretical knowledge base <p>The missions of <i>gimnazija</i> are:</p> <ul style="list-style-type: none"> - to develop critical judgement and responsibility; - to foster responsibility towards themselves and towards other people and the environment; - to develop general cultural and civilisation values; - to prepare them for active citizenship; - to encourage creativity and to develop the ability of artistic expression and the perception of artistic work; - and to support decisions concerning further education and professional careers
Level 5		Combined vocational-technical education (srednje tehniško strokovno izobraževanje)	equal to technical upper secondary education	equal to technical upper secondary education
		Vocational course (poklicni tečaj) ISCED 4B		Courses are designed for access to the labour market for students of who finished upper secondary education without <i>matura</i> .
		Matura course (maturitetni tečaj) ISCED 4A		Courses are designed for continuation to higher education upon successful completion of the general <i>matura</i> examination.

Level 6	6.1 – Short cycle	Higher vocational education (višje strokovno izobraževanje): ISCED 5B	higher vocational colleges combined with practical training in the workplace	Courses are designed for access to the labour market in accordance with the occupational standard. - ability to think critically - ability to act responsibly - ability to lead, plan and monitor work processes
	6.2 – First cycle	higher education - professionally oriented (višjesolško izobraževanje)	universities, university faculties and university art academies, professional colleges first degree professionally oriented (<i>diplomant ...</i>)	- professional and theoretic knowledge - ability to organise and professionally lead work processes - ability to monitor and lead work units with smaller work processes - competent to solve work problems related to the professional field
		higher education - academically oriented (visokošolsko izobraževanje)	first degree academically oriented (<i>univerzitetni diplomirani...</i>) – equivalent to Bachelor	- professional knowledge - competent to use scientific methods to solve complex professional problems - ability to develop ways to communicate within the profession and among professions - professional critical thinking and responsibility - ability to decide and lead
Level 7	Level 7	higher education education - professionally oriented (visokošolsko izobraževanje)	second degree professionally oriented (<i>magister...</i>) – equivalent to Masters	- rounded knowledge - ability to understand and use scientific findings - ability to understand and use theoretical and practical knowledge - ability to develop research or work of art - ability to take responsibility to lead most complex operating systems - competent to solve problems under new or unusual circumstances within broader or multidisciplinary contexts - ability to develop critical reflexions - competent to design and appropriately communicate information when leading team work
Level 8	Level 8.1	higher education education - academically oriented (visokošolsko izobraževanje)	third degree academically oriented (<i>magister...</i>) –	- ability to learn and develop research methods and scientific thinking - in programmes oriented into research also ability to be

		izobraževanje)	equivalent to Doctorate	<p>artistically creative</p> <ul style="list-style-type: none"> - in-depth knowledge sufficient for original basic or applied research work or art work, which creates new knowledge and meets the criteria of scientific publication. - ability to critically analyse, evaluate and synthesise new and complex ideas in operational interaction on the level of strategic decision-making within the complex professional environment.
	Level 8.2	higher education - academically oriented (visokošolsko izobraževanje)	third degree academically oriented (<i>doctor...</i>) – equivalent to Doctorate	<ul style="list-style-type: none"> - in-depth understanding of theoretical and methodological concepts - ability to independently develop new knowledge - ability to independently solve the most complex problems by testing and improving known methods and by discovering new solutions - ability to lead the most complex operating systems and research projects within wide academic or research area - ability to create critical reflexion

Preliminary conclusions

Slovenia (Centre of the Republic of Slovenia for Vocational Education and Training) is now working on the project to build its NQF. Until it is finished numerous obstacles will remain standing preventing mutual recognition of qualifications.

Specific for Slovenian educational system is unclear relationship between education and occupation. The level of complexity of occupation was equated with the degree of formal education gained. As the education system was reforming the reform the labor market and the regulation of professions did not happen, which brought divergence and, consequently, a lack of coherent national qualifications ladder. NQF development is bringing a systemic change to curricula organization. Study programmes are being redesigned on the basis of competencies and learning outcomes. Key learning outcomes linked with the NQF are based on professional standards or qualification inventories of a particular profession. Generic descriptors are under development for the first and second cycle programmes. In Slovenia legal requirements determine that the competencies developed in a study programme are a subject of the opinion of professional bodies, employers and other stakeholders.

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13. SPAIN

The Spanish Educational and Vocational Training System

1. Introduction/General Information

The educational law of 1990, the Ley Orgánica de Ordenación General del Sistema Educativo (LOGSE) (Law on the General Organization of the Educational System), established a new system which started in 1991-92 school year. The main points of the new system are the following:

- 1- Basic education is compulsory and free of charge, and it is extended up to the age of 16, the legal age for starting work.
- 2- The educational system includes general and special education, i.e. the different levels of education are adapted to suit students with special needs.
- 3- All students have basic vocational training, which is given in secondary education. Specific vocational training is organized at two levels, the first at the end of compulsory secondary education, and the higher level at the end of the *Baccalaureate*.
- 4- Improvement in the quality of teaching must be achieved via the renewal of the contents of the courses, improvement in human resources and material resources, and better use of the various instruments of the educational system.
- 5- Religious instruction is must be available at all schools, but is voluntary for pupils.
- 6- Special systems are applied for artistic education and language learning.

2. Overview of National Educational System

2.1 *Pre-Primary education*, 0 to 5 years

2.2 *Primary education* 6 to 11 years (Basic education I)

2.3 *Secondary education*

2.3.1 Compulsory Secondary education, (Basic education II) *Graduado en Educación Secundaria Obligatoria*, ESO. 12 to 16 years

2.3.2 Post-Secondary education, non compulsory:

- a) Academic branch: Bachillerato, 16 to 18 years
- b) Vocational branch: Intermediate vocational training, over 16 years (1300-2000h.)
- c) Intermediate Artistic and Sports Studies

2.4 *Non-university tertiary education*

- Advanced vocational training: over 18 years (1300-2000h.)
- Advanced Artistic and Sports Studies

2.5 *University tertiary education* (To become university student an university entrance examination must be passed): *Graduado*, 240 ECTS, Post-grado, 60-120 ECTS, *Doctorado* (Bachelor, Master, Doctorate studies)

2.6 *Adult education*: Education system

3. Non formal and vocational Education

3.1 The *Programs of Initial Professional Qualification (Programas de Cualificación Profesional Inicial, PCPI)* are addressed to students who have not obtained the certificate in Compulsory Secondary Education. The aims of the vocational initiation program are that all students achieve professional competences of level one qualification under the current structure of the CNCP. The students can get an Academic Certificate (Compulsory Modules) and a Certificate of Professional Standards awarded by Labour Administrations (*Certificado de profesionalidad*)

3.2 *Adult training*. Different training activities, both formal and non-formal, and provision aimed at taking specific or specialist exams leading to academic and professional qualifications, as well as access to other types of education (adult education provided by education authorities, including formal adult education and part of the non formal provision;

occupational professional training aimed at unemployed people and continuing training for employees) The 5/2002 LOCFP develops the Spanish *National System for Qualifications and Vocational Education and Training, VET, and the Spanish National Catalogue of Professional Qualifications (CNCP)*. The CNCP consists of professional qualifications arranged in 26 professional families and 5 levels of qualification taking into account UE criteria. The regulation of recognition of prior learning and of the skills learned at work is in development (2009)

4. Social Sciences perspective

In non compulsory post-secondary education there are two options: the academic branch which is called *Bachillerato*, and a vocational branch with the intermediate learning cycles.

If the student chooses the academic branch and wants to access a university degree in social sciences, needs to choose the *Humanities and Social Sciences* branch within the *Bachillerato*.

If the student chooses the vocational branch and wants to access a university degree in social sciences needs to choose one of nine possible occupational families available (see appendix 1) and complete the correspondent advanced learning cycle (see appendix 2) offered in the non-university tertiary education level (see Table 1).

Table 1. Regulations of University access from VET Advanced Learning Cycles

<p>VET Advanced Learning Cycles Adscription of Técnico Superior Diplomas to Knowledge branch in order to university access</p>	<p>KNOWLEDGE BRANCH LAW AND SOCIAL SCIENCES Royal Decree 1892/2008</p>
<p>OCCUPATIONAL FAMILY</p> <ul style="list-style-type: none"> Administration and Management Physical and Sports Activities Graphic Arts Trade and Marketing Hotel and catering management/Tourism Personal Image Communication, Imaging and Sound Environment and Safety Sociocultural and Community Services 	

Source: 1892/2008 Royal Decree of regulations of University access

5. General Comments about reform process for the system.

The Spanish Education System is involved in a reform process. A new reform process of the educational system is currently taking place by passing the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) and the 2007 Act modifying the Act on Universities. The LOE, in an attempt to simplify the complex current legal situation, repealed the previous Acts (LOGSE, LOPEG and LOCE) and became the basic regulation for the general organisation of the Spanish non-university education system, covering pre-primary education, primary education, compulsory secondary education, *Bachillerato*, vocational training, artistic education, language education, sports education and adult education. The Act will be gradually implemented over five years; starting in 2006/07 and finishing in 2009/10.

In addition, the adaptation of the university education to the European Higher Education Area (EHEA) has led to the establishment of a new structure of official university studies and degrees. The 2007 Act modifying the Act on Universities aims at encouraging university autonomy and the 2007 Royal Decree on the organisation of official university education, establish the new legislative framework of university education. The new structure of university studies will have to be fully implemented by the 2010/11 academic year. (Eurydice, Spain 2007/08).

The 2006 Royal Decree establishes the general organisation of vocational training in accordance with the 2002 Act on Qualifications and Vocational Training (LOCFP) and the 2006 LOE. Professional qualifications and training provision are regulated and developed by the different Autonomous Communities, as well as the town/city councils and other organisations.

6. Suggested equivalence to EQF

European Qualification Framework	Spain-National Professional Qualifications Catalogue	Qualifications at each level	Place Learning can take Place/qualifications achieved	Skills and Attributes or Knowledge and Understanding (NPQC)
Level 1	Level 1	Diploma/Certificate of Professional Standards Workplace Training	Vocational Initiation Programs Diploma/Certificate of Professional Standards Workplace Training Continuing Professional Development	Competence in a reduced group of relatively simple working activities related to normalized process in which the theoretical knowledge and practical capacities involved are limited
Level 2	Level 2	Compulsory Secondary Education Graduate <i>Graduado en Educación Secundaria Obligatoria</i> Intermediate Vocational Educational/Training Technical Diploma <i>Técnico</i>	Secondary Education Institute Workplace Training Continuing Professional Development	Competence in a group of well-defined professional activities with the capacity to use particular instruments and techniques concerning, mainly, an execution activity which can be autonomous within the limits of the above mentioned techniques. It requires knowledge on the technical and scientific fundamentals of the activity concerned and capacities for the comprehension and the application of the process
Level 3	Level 3	Non-Compulsory Secondary Education (<i>Bachillerato</i>) <i>Bachiller</i>	Secondary Education Institute Workplace Training	Competence in a group of professional activities which require the command of different skills and can be executed in an autonomous

		Higher Level Vocational Educational/Training Higher Technical Diploma <i>Técnico Superior</i> Acces to HE University Acces Adult over 25 a.	Continuing Professional Development	way. It involves responsibility on the coordination and supervision of technical and specialized work. It demands the understanding of the technical and scientific fundamentals of the activities concerned as well as the assessments of the factors in the process and the assessment of the economic repercussions.
Level 4	Level 4	Post-Secondary Education non tertiary	Continuing Professional Development	Competence in a wide group of complex professional activities performed in a great variety of contexts which require to combine technical, scientific, economic or organizational variables to plan actions or to define or develop projects, processes, products or services
Level 5	Level 5	Tertiary Education Short Cycle University Education <i>Diplomado</i> <u>New Framework</u> <i>Certificate of High Studies</i>	University Continuing Professional Development	Competence in a wide professional group activities of great complexity performed in different contexts, often unpredictable, which imply to plan actions or to conceive products, process or services. Great personal autonomy. Frequent responsibility on the assignment of resources and on the analysis, diagnosis, design, planning, execution and assessment
Level 6		Long Cycle University Education	University	Developing MECES (NQF-EHEA)

		<i>Licenciado</i> New Framework Bachelor <i>Graduado</i> 240 ECTS	Continuing Professional Development	
Level 7		Master <i>Postgraduate</i> 60-120 ECTS	University Continuing Professional Development	Developing MECES (NQF- EHEA)
Level 8		Doctorate <i>Doctorado</i>	University Continuing Professional Development	Developing MECES (NQF- EHEA)

7. Preliminary Conclusions

The Spanish Educational and Vocational Training System is involved in a reform process until 2010/11 academic year.

A new reform process of the educational system is currently taking place by passing the 2006 *Ley Orgánica de Educación*, LOE (Act on Education).

The adaptation of the university education to the European Higher Education Area (EHEA) has led to the establishment of a new structure of official university studies and degrees (BA 240ECTS, MA 60-120 ECTS, and Doctorate). The universities are just implementing the new system (2007 Act modifying the Act on Universities). The Spanish Higher Qualifications Framework (MECES) is still under design.

The 2002 Act on Qualifications and Vocational Training (LOCFP) unifying the three existing vocational training subsystems into one single system The Spanish *National Catalogue of Professional Qualifications (CNCP)* is a tool of the Spanish *National System for Qualifications and Vocational Education and Training, VET*. They are under development.

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APPENDIXES

Appendix 1. Occupational Families of Knowledge branch Law and Social Sciences of the Intermediate Vocational Training

Occupational Families of knowledge branch <i>Law and Social Sciences</i>	Intermediate Vocational Training <i>Ciclos Formativos 2006-2007</i> (Learning Cycles) <i>Técnico</i>
Administration and Management	Administrative Management
<i>Physical and Sports Activities.</i>	Monitoring of Outdoor Physical-Sporting Activities
Graphic Arts	Bookbinding and Paper and Cardboard Products Graphic Arts Printing Graphic Arts Pre-printing
Trade and Marketing	Commerce
Hotel and catering management/Tourism	Cooking and Gastronomy, 2000h. Restaurant and Bar Services, 2000h. Pastries and Bread Preparation Catering Services
Personal Image	Characterisation Make-up and Cosmetic Treatments Hairdressing

Communication, Imaging and Sound	Imaging Laboratory
Environment and Safety	
<i>Sociocultural and Community Services</i>	Social and health care

Appendix 2. Occupational Families of Knowledge branch Law and Social Sciences of the Advanced Vocational Training.

Advanced Vocational Training Ciclos Formativos (Learning Cycles)	Occupational Families of knowledge branch
<i>Técnico Superior</i>	<i>Law and Social Sciences</i>
Administration and Finances Secretarial Work	Administration and Management
Animation of Physical-Sports Activities	Physical and Sports Activities
Design and Publication Production Production in Graphic Art Industries	Graphic Arts
International Commerce Commercial Management and Marketing Transport Management Consumer Services	Trade and Marketing
Travel Agencies Accommodation Tourist Information and Marketing Catering, Restaurants Tour Monitor	Hotel and catering management/Tourism
Personal Image Consultant Beautician	Personal Image
Video Audio-visual, Radio and Show Production Audio-visual and Show Production Sound	Communication, Imaging and Sound
	Environmental Safety
Social Integration. Socio-cultural facilitator. Sign Language Interpretation. Early Childhood Education	<i>Sociocultural and Community Services</i>

14. THE NETHERLANDS

The Education System in the Netherlands

1) Introduction/General information

Education policy is coordinated by the Dutch Ministry of Education, Culture and Science together with municipal governments.

The obligation to attend school is laid down in the Compulsory Education Act 1969. Compulsory education starts at the age of five, although in practice, most schools accept children from the age of four. From the age of sixteen there is a partial compulsory education, meaning a student must attend some form of education for at least two days a week. Compulsory education ends for students age eighteen and up.

In 1985, when the Primary Education Act 1981 (WBO) came into force, nursery and primary schools were merged into new-style primary schools catering for children from 4 to 12. Special schools were governed by the Special Education Interim Act (ISOVSO).

On 1 August 1998 the WBO and the ISOVSO were replaced by the Primary Education Act 1998 (WPO) and the Expertise Centres Act (WEC). Primary education now encompasses mainstream primary schools (BAO) and special schools for primary education (SBAO) and special primary and secondary education ((V)SO).

There are three different secondary schools, all with another level:

VWO takes 6 years from ages 12 to 18 and prepares for studying at universities (WO) or higher professional education schools (hogescholen/ HBO).

HAVO takes 5 years from ages 12 to 17 and prepares for studying in higher professional education schools (HBO).

VMBO takes 3 to 4 years from the age of 12 to 16. This is a preparatory secondary educational school. Afterwards it is possible to continue at higher secondary professional education level(MBO).

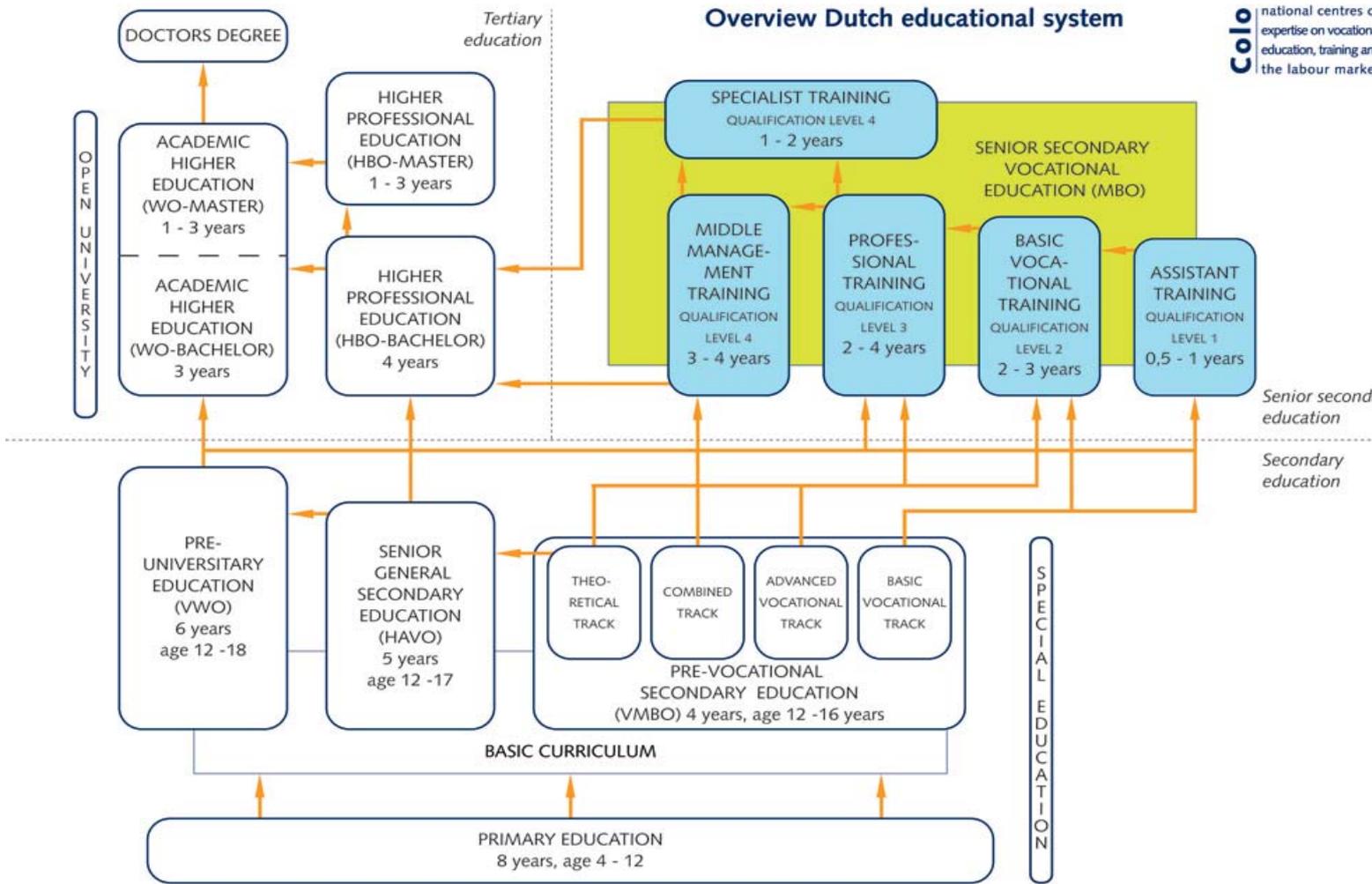
Higher Education

There are different types of higher educational institutions in the Netherlands: Universities (WO - wetenschappelijk onderwijs), Universities for Higher Professional Education (HBO - hoger beroepsonderwijs), vocational education (MBO - middelbaar beroepsonderwijs) and Institution of International Education.

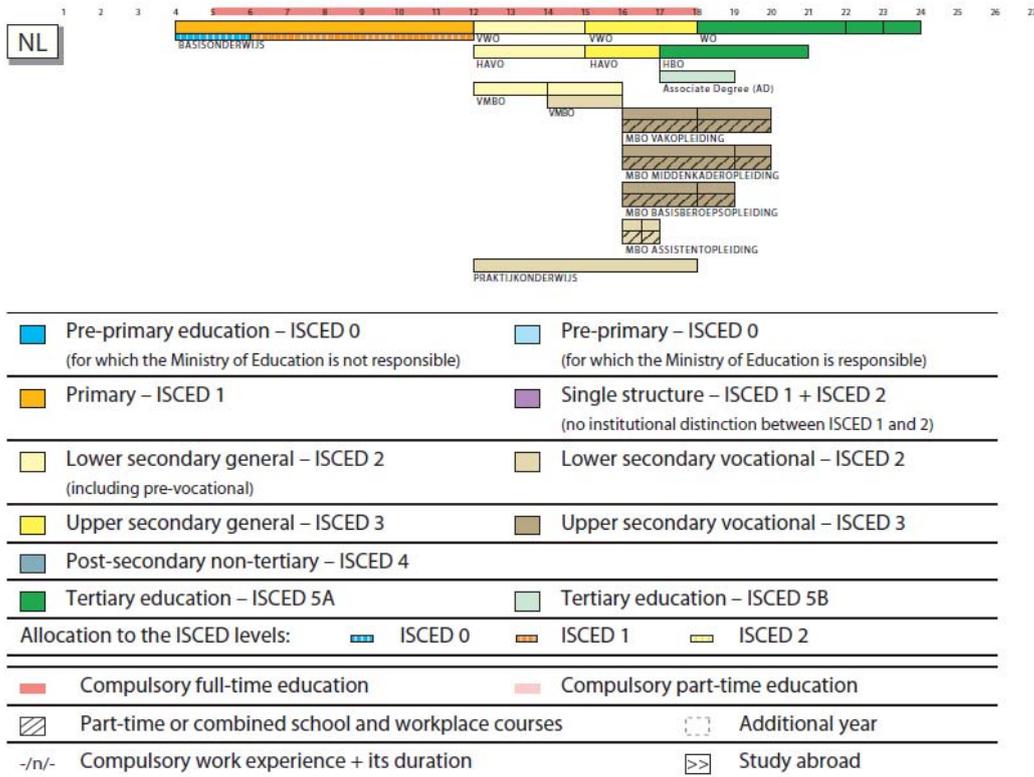
In addition you can study at the Open University [dutch *Open Universiteit Nederland*] where the only requirement is that you need to be over 18 years old.

In the next alinea the Dutch education system will be discussed in more detail.

2) Overview of National Educational System



Organisation of the education system in the Netherlands, 2007/08



Source: Eurydice.

Primary education

Primary education is intended for students between 4 and 12 years and lasts for eight consecutive years. The first year is not compulsory. Depending on results students will start in different forms of general secondary education.

The child's capabilities and an examination in the last year of primary school (around age 11), called the Cito test (Cito toets), will help decide which secondary school he or she will attend.

General Secondary education

All types of secondary education start with a period of basic secondary education, which usually lasts 2 to 3 school years and offers a broad range of subjects that is in principle the same for everyone. The students are also offered 'educational and professional orientation'.

At the end of the second year, the schools advise their students about the type of education that is the most suitable for them. They can choose between general secondary education (HAVO or VWO) and secondary vocational education (VMBO).

General secondary education (HAVO or VWO)

General secondary education consists of two types of education:

- Pre-university education (VWO), which lasts six years; it comprises the 'gymnasium' that includes Latin and Greek and the 'atheneum' that does not include Latin and Greek, and the 'lyceum', which is a combination of both;
- Senior general secondary education (HAVO), which lasts five years. In the upper cycle of HAVO (4th and 5th year) and VWO (4th, 5th and 6th year) the students choose subject combinations, the so-called profiles. These profiles were introduced to improve

the connection between secondary and higher education. Students can choose between the following profiles:

- economics and society
- science and health
- science and technology.

Each profile includes a common component that is the same for all students, a component that is specific for the chosen profile, and an optional component that students are free to choose. In the upper cycle the focus is on increasingly independent work of the students.

Pre-vocational secondary education (VMBO)

The VMBO consists of four sectors: technology, care and welfare, economics and agriculture. Within their own sector students can choose between four learning pathways:

- The theoretical learning pathway is offered at schools that provide VMBO education; it prepares students for the middle management training and vocational training in senior secondary vocational education (MBO) or HAVO
- The mixed learning pathway is offered at schools that provide VMBO education; it prepares students for middle management training and vocational training in senior secondary vocational education (MBO);
- The advanced vocational learning pathway is offered at schools that provide VMBO education; it prepares students for the middle management and vocational training in senior secondary vocational education (MBO);
- The basic vocational learning pathway is offered at schools that provide VMBO education; it prepares students for the basic vocational training in senior secondary vocational education (MBO).

Learning pathways are tracks that lead to senior secondary vocational education (MBO). Each learning pathway represents a different way of learning. For each learning pathway and for each sector groups of subjects are determined. A group of subjects consists of a common component, a sector-related component and an optional component.

The common component is obligatory for all students and consists of Dutch, English, Social Studies, Physical Education and Fine Arts. The students take a central school-leaving examination for the subjects Dutch and English. For Social Studies, Physical Education and Fine Arts the students have to pass a school exam.

The sector-related component is obligatory for all students in one of the sectors technology, care and welfare, economics and agriculture. For the optional component students can choose from a number of subjects depending on the chosen learning pathway.

The percentage of practical occupational training determines the type of learning pathway in senior secondary vocational education. There are two learning pathways: the block (or day) release pathway ('Beroepsbegeleidende Leerweg' = BBL) and the vocational training pathway ('Beroepsopleidende leerweg' = BOL).

BBL programmes consist of at least 60 % practical occupational training. Participants work four days per week in a company that provides practical training and go to school one day. Programmes in the BOL learning pathway consist for the major part of theory. The percentage of practical occupational training is between 20% and 60%. One year of a fulltime programme in senior secondary vocational education consists of 1600 study hours (credits).

In a BOL programme at least 850 of these credits are contact hours at the educational institute. The content of programmes in senior secondary vocational education is determined by the attainment targets of the programme. The senior secondary vocational education consists of 4 levels, which are described in the following scheme:

Senior secondary vocational education and training comprises five types of courses, which vary in length and duration:

□ *assistant vocational training* (0,5 - 1 year) prepares participants for simple operational work (assistant); level 1

- *basic vocational training* (2 - 3 years) prepares participants for operational work (skilled worker); level 2
- *professional training* (2 - 4 years) prepares participants to work competently and independently; level 3
- *middle-management vocational training* (3 - 4 years) trains participants to work competently and independently and to perform a wide variety of duties; level 4
- *specialist vocational training* (1 - 2 years) trains participants to work competently and independently and to specialise in a particular field. Level 4
(Colo 2009)

Most secondary schools are combined schools offering several types of secondary education so that students can transfer easily from one type to another. All three types of secondary education distinguish between the lower years and the upper years. In the lower years the emphasis is on acquiring and applying knowledge and skills, and delivering an integrated curriculum. Teaching is based on attainment targets which specify the knowledge and skills students must acquire.

Schools are required to not only teach but also impart social skills and insights. Attention is also given to the fact the Netherlands is comprised of different ethnic groups.

Select Dutch secondary schools offer a bi-lingual programme (mainly English and Dutch, but also Dutch in combination with French, German and Spanish), based on the Dutch HAVO and VWO-curricula. In this programme non-language subjects as Sciences, Humanities, Art and PE are taught through the non-Dutch language.

Vocational and Adult Education

About 39 percent of the working population has studied vocational education and 435,000 people choose every year to study at an institute for upper secondary vocational education (MBO).

MBO courses extend into the secondary school years, but some of their courses take students beyond normal secondary school age. Normally VMBO students, but also HAVO students can enrol in MBO courses.

The MBO courses are provided by Regional Training Centres (ROCs) and specialised vocational training institutions. Studies range from six months to four years.

Higher Education

Higher education in the Netherlands is offered at two types of institution: research universities and universities of applied sciences. Research universities include general universities, universities specializing in engineering and agriculture, and the Open University. Universities of applied sciences include general institutions as well as institutions specializing in a specific field such as agriculture, fine and performing arts, or teacher training. Whereas research universities are primarily responsible for offering research-oriented programmes, universities of applied sciences are primarily responsible for offering programmes of higher professional education, which prepare students for particular professions.

In this binary and three-cycle system, bachelor's, master's and PhD degrees are awarded. Short-cycle higher education leading to the Associate degree is offered by universities of applied sciences. Degree programmes and periods of study are quantified in terms of the ECTS credit system.

The focus of degree programmes determines both the number of credits required to complete the programme and the degree which is awarded. A research-oriented bachelor's programme requires the completion of 180 credits (3 years) and graduates obtain the degree Bachelor of Arts or Bachelor of Science (BA/BSc), depending on the discipline. A bachelor's degree awarded in the applied arts and sciences requires the completion of 240 credits (4 years), and graduates obtain a degree indicating the field of study (for example, Bachelor of Engineering, B Eng, or Bachelor of Nursing, B Nursing). An associate's degree in the applied arts and sciences requires the completion of 120 credits (2 years), and students who complete the 2-year programme can continue studying for a bachelor's degree in the applied arts and sciences.

A research-oriented master's programme requires the completion of 60, 90, or 120 credits (1, 1.5, or 2 years). Graduates obtain the degree of Master of Arts or Master of Science (MA/MSc). A master's degree awarded in the applied arts and sciences requires the completion of 60 to 120 credits and graduates obtain a degree indicating the field of study (for example, Master of Architecture, M Arch).

The third cycle of higher education, leading to the PhD, is offered only by research universities. The major requirement is completion of a dissertation based on original research that is publicly defended. All research universities award the PhD. (Nuffic 2009)

3) Adult education

Adult education is offered to adults from the age of 18. The main types of adult education are:

- Dutch as a Second Language: this programme is meant for foreigners living in the Netherlands;
- Adult basic education: very elementary skills in the field of language, arithmetic, and social interaction;
- General secondary education for adults (VAVO) focuses on a diploma or modular certificate at vmbo, havo or vwo level.
- Vocational education: an extensive offer of training programmes;
- Open university: distance education at higher education level approved by the Minister of Education, Culture and Science.

4) Social Sciences perspective

On primary education, since 1 August 2006, under the terms of the revised Primary Education Act, schools must provide teaching in six curriculum areas. One of the subject areas relates to the social sciences:

Social and environmental studies (including, for instance, geography, history, science (including biology), citizenship, social and life skills (including road safety); healthy living; social structures (including political studies) and religious and ideological movements;

In the secondary education the following core objectives around man and society need to be achieved:
Man and society

In the twelve core objectives for the part Man and society, the following structure is observed: asking questions and doing research (1, 4), placing phenomena in time and space (2, 3, using sources (5, 6, 7), and the organisation of themes concerning content (7 - 12) from nearby and small-scale to faraway and large-scale. Different core objectives concretise the schools' obligation to teach good citizenship. These especially concern the core objectives 8 and 9, while other core objectives also touch on the subject.

Core objectives

1. The student learns to ask meaningful questions about social issues and phenomena, take a substantiated point of view concerning these, defend it, and deal with criticism in a respectful way.
- 2 The student learns to use a framework of ten periods to correctly place events, developments, and persons.
The student will at least learn to connect events and developments in the twentieth century (including the World Wars and the Holocaust) and present-day developments.
3. The student learns to use an up-to-date view of his own environment, the Netherlands, Europe, and the world, in order to correctly place phenomena and developments in their environment.
4. The student learns to carry out a simple research into a current social phenomenon and give a presentation of the results of it.
5. The student learns to use historic sources to form a picture of an era or find answers to questions and learns to include his own cultural-historic environment in this as well.
6. The student learns to use the atlas as a source of information, learns to read and analyse maps in order to orient himself, to form an image of an area, or to find answers to questions.
7. From his own experience and in his own environment, the student learns to recognise effects caused by choices made in the area of work and care, living and recreation, consuming and budgeting, traffic and the environment.

8. The student learns about agreements, differences and changes in culture and religion in the Netherlands, learns to connect his or her own, as well as someone else's lifestyle with these, and learns that respect for each other's views and lifestyles will enhance society.

9. The student learns the essentials of the way the Dutch political system operates as a democracy, and learns how people may be involved in political processes in different ways.

10. The student learns to understand the meaning of European collaboration and the European Union to him or herself, to the Netherlands, and to the world.

11. The student learns about the distribution of wealth and poverty in the world, to recognise its implication on the population and the environment, and to connect these to (his own) life in the Netherlands.

12. The student learns to place current tensions and conflicts in the world against their backgrounds and, while doing so, learns to recognise their effects upon individuals and society (nationally, internationally and on a European scale), the tremendous interdependence that exists in the world, the importance of human rights, and the significance of international collaboration.

(min.OCW)

The competency-based qualification structure that is used in the Netherlands is the link between the labour market and the programmes for vocational education and training in senior secondary vocational education. All jobs and functions are described in occupational profiles. These occupational profiles form the basis for the qualification files.

5) General comments about reform process for the system

Current situation in NL

Agreement:

- » The importance of EQF is widely shared
- » EQF is seen as a solid system
- » The way of referencing qualifications is still unclear

Discussion:

- » Referencing secondary education, overlapping VET levels
- » How to avoid (discussion about) system change
- » What about level 1 qualifications
- » The position of informal/non-formal education
- » National coordination

Remarkable:

- » Knowledge gap concerning EQF/NQF
- » Initiatives, but not much intersectoral co-operation
(Ministry of Education)

6) Suggested equivalence to EQF

The development of a National Qualifications Framework is underway. There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the European framework.

The national framework and its qualifications are demonstrably based on learning outcomes and the qualifications are linked to ECTS or ECTS compatible credits.

The procedures for inclusion of qualifications in the national framework are transparent.

The Netherlands (including the Dublin descriptors)

Suggested Equivalence to EQF	Level of Education	Place learning can take place	Knowledge	Skills	Competences
Level 3	Upper years of secondary school- Preparatory	Secondary School Adult education	Knowledge of facts, principles, proceses and	A range of cognitive and practical skills required to	can account for his/her activities to colleagues and monitors

	<p>vocational secondary education (VMBO) The fourth and fifth years of senior general secondary education (HAVO)</p> <p>The fourth, fifth and sixth years of University preparatory education (VWO)</p>	Work based learning	<p>general concepts, in a field of work or study</p> <p>A pupil enrolled in <i>vwo</i> or <i>havo</i> can choose from the following subject clusters: 1) Science and Technology (<i>Natuur en Techniek</i>) 2) Science and Health (<i>Natuur en Gezondheid</i>) 3) Economics and Society (<i>Economie en Maatschappij</i>) 4) Culture and Society (<i>Cultuur en Maatschappij</i>)</p>	<p>accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</p>	and guides the activities of others; he/she works out procedures for work preparation.
Level 4	Senior secondary vocational education and training (MBO)	In ROC's- regional educational centres (Vocational training institutes)	Factual and theoretical knowledge in broad contexts within the field of work and study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of study or work	<p>The holder of a diploma of middle-management training has his/her own responsibilities, not in the sense of executive activities, but in a formal and organizational sense; he/she works out procedures.</p> <p>The specialist has his/her own responsibilities, not in the sense of executive activities, but in a formal and organizational sense; the specialist works out procedures.</p>
Level 5	Non-university tertiary education	Hogeschool	have demonstrated knowledge and understanding	can apply their knowledge and understanding in occupational	have the ability to identify and use data to formulate

	(HBO) professional oriented BA degree		in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle;	contexts; can communicate about their understanding, skills and activities with peers, supervisors and clients; have the learning skills to undertake further studies with some autonomy.	responses to well-defined concrete and abstract problems;
Level 6	Bachelors degree	University Hogeschool	have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education ¹⁴ , and is typically at a level that, while supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;	can apply their knowledge and understanding in a manner that indicates a professional ¹⁵ approach to their work or vocation, and have competences ¹⁶ typically demonstrated through devising and sustaining arguments and solving problems within their field of study; can communicate information, ideas, problems and solutions to both specialist and nonspecialist audiences; have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
Level 7	Masters	University	have	can apply their	have the ability

	degree	Hogeschool	demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;	knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
Level 8	Doctorate	University	the successful candidate has acquired and worked with a substantial body of knowledge which, at the very least, embraces the principles and methods of international academic practice and of theorisation, methodology and study in the social sciences; the successful candidate has made an <i>original</i> contribution to academic research of a quality which	the successful candidate is able to <i>communicate</i> knowledge and methods pertaining to social sciences in an effective way; the successful candidate is able to exercise <i>social responsibility in conducting, applying and making use of their own research.</i>	the successful candidate possesses the ability to design and implement a <i>substantial project for the purpose of developing new knowledge</i> ; the successful candidate has demonstrated their ability to apply the academic methods used in the discipline concerned for <i>developing, interpreting and putting into practice new knowledge</i> ;

			stands up to peer review at the level usual in the Netherlands;		
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7) Preliminary conclusions

A national consultation process has been undertaken about the development of a National Qualifications Framework and its links with the European Qualifications Framework and the European Credit System for Vocational Education and Training. Policy makers, social partners, national experts and VET stakeholders have all participated in this discussion (Education and Culture DG, 2007).

Some recommendations put forward by Dutch stakeholders are:

The greatest challenge in the short term is recognition or rather understanding, and support of the EQF by business and industry at national and European level. It has been proposed to do this by:

- fine tuning the descriptors for the eight reference levels based on their relevance for the labour market;
- asking countries to integrate professional requirements and the EQF principles into their national qualifications;
- asking the various sectors at European level to apply the EQF principles into their sectoral qualifications.
- To try and avoid bureaucracy upon implementation, keeping the instrument simple by not adding too many supporting tables.
- One condition for effective implementation is to attune related developments at European level to each other and integrate them, for example, grafting with the Europass, the Diploma supplement and the European framework on key competencies.
- Instruments like the Europass/ the Diploma supplement and a integrated system for credit transfer in higher and vocational education, should be linked to the EQF.

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15. UNITED KINGDOM

The Education System in the UK, England Wales and N. Ireland and Scotland

1. Introduction/General Information

England Wales and Northern Ireland.

The education system in the United Kingdom is governed by various Acts of Parliament. In England and Wales, in accordance with section 7 of the Education Act 1996, the basic principle underlying compulsory education is that it should provide efficient, full-time education which is suitable to a child's age, ability, aptitude and to any special educational needs (SEN) the child might have. The Department for Children, Schools and Families oversees the development of education policy in England.

The Education Act 2002 covered both England and Wales, but the National Assembly for Wales (NAfW) has discretion as to the application of many of its provisions in Wales. In Wales the Qualifications and Curriculum Group of the Department for Children, Education, Lifelong Learning and Skills (DCELLS) is responsible for keeping the whole school curriculum and its assessment arrangements under review and for advising the Government Minister accordingly. The Group has recently completed a review of the curriculum and assessment arrangements in Wales, which began in 2002. As a result, a revised curriculum for three- to 19-year-olds (from the foundation phase onwards) will be introduced from September 2008. This revised school curriculum aims to focus on the individual learner; ensure that skills development is woven throughout the curriculum; focus on continuity and progression from the age of three right up to the age of 19; support government policies on bilingualism (English and Welsh), food and fitness, sustainable development and global citizenship, and equal opportunities; and to continue to deliver a distinctive curriculum that is appropriate for Wales.

In Northern Ireland the Department of Education Northern Ireland oversee policy. Proposals for a radical restructuring of the curriculum in Northern Ireland have been approved and are being implemented gradually during the period September 2007 to August 2010. Under the proposals, the statutory curriculum for pupils aged up to 14 is set out as curriculum areas rather than individual subjects, and there is an increased emphasis on skills. The statutory curriculum for pupils aged 14 to 16 is organised around four compulsory elements, consisting of learning for life and work (education for employability, local and global citizenship, and personal, social and health education (PSHE); physical education; religious education; and skills and capabilities. Statutory assessment arrangements for key stages 1 to 3 are also being replaced by standardised annual reports or 'pupil profiles', and a new foundation stage is being introduced to cover the first two years of primary school.

Scotland

In Scotland the Cabinet Secretary for Education and Lifelong Learning has overall responsibility for further and higher education, science and lifelong learning, school education, training and skills, HM Inspectorate of Education and the Scottish Qualifications Authority, nurseries and childcare, children's services, children's hearings, social work and HM Social Work Inspectorate. implemented by the Director-General Education and the three Directorates within his responsibility – for Children, Young People and Social Care; for Schools; and for Lifelong Learning. Three agencies (Her Majesty's Inspectorate of Education, the Social Work Inspection Agency and the Student Awards Agency for Scotland), the Education Analytic Services Division and the Chief Scientific Officer also work within the ambit of responsibility of the Cabinet Secretary for Education and Lifelong Learning.

In the development 'A Curriculum for Excellence', the purposes and principles of education from age 3 to 18 in Scotland were outlined and the argument made that education should provide for children and young people the opportunities to develop as successful learners, confident individuals, responsible citizens and effective contributors. Development of these four "capacities" are now widely understood as the central aims of the whole pre-school and school educational system. In their response to the Review Group's document, Ministers set in motion a programme of work to create a single, coherent, Scottish curriculum 3-18. The aim of this curriculum review is to take a fresh look at what is taught and

how. Its themes are: what it is important for children to learn making learning more motivating and relevant including more learning related to the world of work placing literacy and numeracy at the centre giving an early boost to science simplifying and prioritising the curriculum.

The choice and opportunity agenda promoted by A Curriculum for Excellence aims to ensure that young people have a secure foundation in literacy, numeracy and other essential skills, whilst having the opportunity to develop the other personal skills and talents most important to them. Key features of this agenda are new Skills for Work courses and provision of funding for Continuous Professional Development (CPD) opportunities to enable primary teachers to develop specialist skills.

Policy for education and lifelong learning, to achieve the strategic objective “smarter Scotland”, is implemented by the three Directorates within the responsibility of the Director-General Education – for Children, Young People and Social Care; for Schools; and for Lifelong Learning. Three agencies (Her Majesty's Inspectorate of Education, the Social Work Inspection Agency and the Student Awards Agency for Scotland), the Education Analytic Services division and the Chief Scientific Officer also work in association with these Directorates.

(Eurydice 2007)

2. Overview of the National Education System

Education in the England, Wales and Northern Ireland may be categorised as:

- Nursery
- Primary - Compulsory
- Secondary – Compulsory to age 16
- Further
- Higher

In Scotland the relationships among children's/students' ages, stages of education and establishments providing it are as follows:

- Age 3-5: Pre-school education (optional). In establishments of pre-school education providers in the public, private or voluntary sectors.
- Age 5-12: Primary education (compulsory). In primary schools.
- Age 12-16: Secondary education, 4 years (compulsory). In secondary schools (comprehensive and co-educational).
- At 14 pupils receive guidance to help them select subjects for continuing study in years S3 and S4 from within a general framework
- At 15 they receive guidance to help them select subjects for study in upper secondary or further education, or to choose an appropriate training course or find employment.
- Age 16-18: Upper secondary education (optional). In secondary schools (comprehensive and coeducational).
- Education 16-18 can also take place in colleges variously named as colleges of further education, or of further and higher education, or, increasingly, as "Scotland's colleges" or simply "colleges".
- Subjects are studied at different levels for National Qualifications in S5 and S6.
- At 17 pupils receive guidance in relation to continuing study in S6 or transition to further or higher education or to training or employment at the end of S5.
- At 18 guidance is offered in relation to further or higher education, training or employment at the end of S6.
- 16 : Training (vocational): Scottish Vocational Qualifications (SVQ). With independent providers or in colleges
- Age 16 : Further and higher education: in colleges. Courses are either non-advanced (further education) or advanced (higher education).
- Non-advanced courses comprise: vocational and general studies; pre-employment courses; courses for school pupils offered through school-college partnerships, including Skills for Work courses; off-the job training for employees.
- Advanced courses in colleges include: Higher National Certificate, Higher National Diploma and discrete or franchised degree courses.

- Higher education: in higher education institutions (including universities and all colleges). Courses comprise: degree level, Higher National Certificate, Higher National Diploma and professional training courses

Eurydice - Scotland - (2007/08) www.eurydice.org

a) Compulsory Education 2009/2010

	Full time compulsory education	Full time compulsory education	Part time compulsory education	Duration of full time compulsory education (in years)
	Starting Age	Ending Age	Ending Age	
UK-Eng/Wales	5	16	NA	11
UK-NI	4	16	NA	12
UK-SC	5	16	NA	11

Source: Eurydice

In England, Wales and Northern Ireland, legislation related to schools applies only to maintained schools. A local education authority (Education and Library Board in Northern Ireland) maintained school is one that is funded by the local education authority and will be one of the following:

- foundation school
- community school
- voluntary controlled school
- voluntary aided school
- nursery school. Early education for eligible three and four year olds may be offered in nursery schools, nursery classes or in reception classes in primary schools. All these are examples of local education authority (Education and Library Board in Northern Ireland) maintained schools, but some eligible three and four year olds may be offered places in private day nurseries or independent nursery schools

Schools not maintained by the local education authority

- Independent schools are run by their own governing body and pupils may pay to attend. The national curriculum is not followed.
- City technology colleges are independent non fee paying schools situated in urban areas. A curriculum similar to the national curriculum is followed.
- City academies are independently managed all-ability schools set up in disadvantaged areas and sponsored by business, charities or voluntary groups. The national curriculum is not necessarily followed.
- Special schools not maintained by the local education authority

Some schools for pupils with special educational needs are not maintained by the local education authority (Education and Library Board in Northern Ireland) and the information about independent schools applies. In some circumstances, a local education authority (Education and Library Board in Northern Ireland) may pay the fees so that a pupil with special educational needs may attend one of these schools if this school best meets their needs.

Early learning organisations

Early learning for eligible three and four year olds may be offered in independent playgroups, private day nurseries or independent schools. In these circumstances, the information above will apply (see under Independent schools, above).

A part time place will be free, but a parent will usually have to pay fees if a child is attending on a full time basis

In Wales a foundation phase of education for all children aged three to seven years is being introduced. This follows the 2003 publication of the initial consultation document, 'The Learning Country: Foundation Phase 3-7 Years' (WAG, 2003), which proposed that preschool (early years) education in Wales should be combined with key stage 1 (five- to seven-year-olds).

The education system in Northern Ireland consists of different types of schools under the control of management committees who are also the employers of teachers.

- Controlled (nursery, primary, special, secondary and grammar schools) are under the management of the schools Board of Governors and the Employing Authorities are the five Education and Library Boards
- Maintained (nursery, primary, special and secondary) are under the management of the Board of Governors and the Employing Authority is the Council for Catholic Maintained Schools (CCMS)
- Other Maintained (primary, special and secondary)
- Voluntary (grammar), Integrated (primary and secondary) and Institutions of Further and Higher Education – each school is under the management of a Board of Governors.

b) Further Education

The Further and Higher Education Act 1992 (in England and Wales) defines further education as: Full-time and part-time education suitable to the requirements of persons over compulsory school age (16 years), including vocational, social, physical and recreational training. A similar definition appears in the Further Education (Northern Ireland) Order 1997.

Full-time education for 16- to 19-year-olds is available in further education institutions and in many (but not all) secondary schools. Where full-time further education for this age range is provided in schools which also educate pupils of compulsory school age, it is considered to be secondary education (rather than further education). In addition, in England and Wales, the Learning and Skills Act 2000 allows secondary education to be provided in a school maintained by a local authority (LA) exclusively for 16- to 19-year-olds, where the school is established in accordance with the requirements of the School Standards and Framework Act 1998.

Further education and higher education are the subject of a separate Act, the Further and Higher Education (Scotland) Act 1992, which established a new structure for these sectors of education. Community learning and development is subject to Section 1 of the Education (Scotland) Act 1980 and the Further and Higher Education (Scotland) Act 1992.

The Learning and Skills Council (for England) and the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills, DCELLS, are responsible for securing the provision of, and funding, full- and part-time education and training for all persons over compulsory school age:

- In schools (via local authorities)
- In further education institutions
- In adult education centres
- Via work-based training on employers' premises
- Via private training providers and voluntary organisations.

New legislation in the form of the Further Education and Training Act 2007, which implements proposals outlined in the White Paper, Further Education: Raising Skills, Improving Life Chances (GB. Parliament. HoC, 2006), was approved by Parliament in October 2007. This Act, which came into force through specific commencement orders from December 2008, includes provisions to:

- Allow further education (FE) institutions in England catering for young people aged 16+ and adults to apply for certain degree-awarding powers.
- Allow the Learning and Skills Council (LSC) and Welsh Ministers to intervene in the management of unsatisfactory FE provision in their respective countries.
- Ensure that the LSC and FE institutions take account of the needs and views of employers and learners.
- Restructure the LSC by removing the 47 local LSCs and creating nine regional councils to oversee the work of local partnership teams.
- Allow the Secretary of State to require all college principals to hold a leadership qualification.

Further education is provided free of charge to home and EU students under the age of 19 who have been ordinarily resident in the UK for the previous three years. Fees are commonly waived for other students in receipt of certain state benefits. Courses for those over the age of 19 may be subsidised - by their employers, for example, or paid for under government-funded training schemes such as the Apprenticeship programme or the New Deal Higher education is defined in the Education Reform Act

1988 (in England and Wales) and the Education Reform (Northern Ireland) Order 1989 as education provided by means of a course of any description that is of a standard higher than the standard of courses leading to General Certificate of Education Advanced-level (GCE A-level).
Eurydice - England, Wales and Northern Ireland - (2007/08) www.eurydice.org

Vocational Training and Further Education in Scotland

There have been vocational training institutions of one kind or another in Scotland for well over 200 years, matching the development of industry. In the course of the 20th century the system of vocational education and training changed several times to reflect the needs of the world of work and to match changes in industrial and commercial practices. Such changes were brought about, for example, by new technology, new educational thinking and the aspirations of people seeking to acquire new skills or improve the ones they already possessed.

Vocational training developed in a number of different ways. At the beginning of the 20th century the need for high level professional and vocational education was met by the foundation of establishments called Central Institutions. These institutions, over the years, in response to a demand by various professions for degree-level qualifications, came to offer degree-level courses. They tended to specialise in particular areas, for example in art and architecture; music and drama; health care; food; tourism. Alongside these also grew up the Colleges of Education, which were designed to train teachers, although, as time passed, they branched out into the training of other professionals, for example in social work and youth work.

At another level further education developed to meet the training needs of industry. The 1960s saw a considerable expansion of further education places in colleges that were part of the educational provision of local authorities. Forty-three of these colleges became incorporated (i.e., self-governing) from 1 April 1993. In the 1980s, major changes in the organisation of courses and assessment took place as a result of the then Scottish Office Education Department's 16+ Action Plan, which set up a modular system of training. To oversee the new modular system the Scottish Vocational Education Council (SCOTVEC) was established, taking over and developing the work of the two previous examining bodies: SCOTEC for technical education and SCOTBEC for business education. On 1 April 1997 the Scottish Examination Board (SEB) and SCOTVEC merged to form the Scottish Qualifications Authority (SQA) in preparation for the unified curricula to be implemented in schools, colleges and training centres. Colleges, independent trainers and employers in the workplace offer vocational education and training. The colleges offer a wide range of programmes from access level to professional level. The programmes are constructed from "building blocks" of units and are designed to meet the specific needs of employers and other users. They include "core skills", as well as suitable blends of theory and practice. Some are designed to incorporate extensive periods of skills development in college workshops and other specialist areas.

Sector Skills Councils (SSCs) form a UK-wide network of representative organisations. SSCs are the recognised national strategic bodies responsible for identifying the skills, education and training needs of their sector and maintaining national occupational standards for jobs within it. Scottish Vocational Qualifications (SVQ) – and National Vocational Qualifications (NVQ) in the rest of the UK – are based on these standards. SSCs are responsible for influencing policy and delivery of education and training, on behalf of their sector, to ensure that these needs are met. They are also responsible for gathering labour market information and intelligence and for workforce development planning.

Eurydice - Scotland - (2007/08) www.eurydice.org

c) Higher education

There is no single body of legislation dealing with higher education. However, the Further and Higher Education Act 1992 introduced major reforms in England and Wales, including the creation of a single sector for all higher education institutions. In Northern Ireland, the merger in 1984 of the Ulster Polytechnic with the New University of Ulster to form the University of Ulster had already removed the binary divide which separated universities from polytechnics and other higher education institutions.

Higher education institutions (HEIs) in England, Wales and Northern Ireland are independent, self governing bodies empowered by a Royal Charter or an Act of Parliament to develop their own courses and award their own degrees.

3) Non formal and vocational Education

Non formal education opportunities are available via private training providers and/or employers. Learning is often focused on a specific topic such as health and safety or is developed by employers to teach a specific skill. These 'informal' learning opportunities are not usually accredited or credit rated, and therefore cannot be used to access 1st cycle learning in further or higher education.

Vocational education opportunities exist across the qualifications framework and range from formal work based learning qualifications such as National Vocational Qualification and Apprenticeships to short courses focused on a specific aspect of a persons work. Vocational learning may be delivered through partnerships between further/higher education and employers. Where vocational learning results in a nationally recognised qualification, this may be used to access 1st cycle learning in further or higher education.

Vocational education opportunities may be delivered through secondary, further and higher education providers.

4) Social Sciences perspective

Social Sciences are well represented at all levels in education throughout the United Kingdom.

The following framework for Social Sciences is taken from the Qualifications and Curriculum Development Agency website www.qcda.gov.uk.

<p>11.1 Geography</p>	<p>Studies of physical and human processes, their interactions and outcomes over space and time, and the interrelationships between people and their environments through the study of places and environments. Includes skills related to geography. For example: Economic Geography; Agricultural Geography; Cultural Geography; Geography; Geographical Information Systems; Historical Geography; Political Geography; Transport Geography; Urban Geography</p>
<p>11.2 Sociology and Social Policy</p>	<p>Studies in the development of knowledge and understanding of contemporary social processes and structures, and related issues and debates. Also includes the application of skills related to sociological methodology and research. For example: Applied Sociology; Disabilities; Ethnicity; Gender Studies; Political Sociology; Religion in Society; Social Policy; Socio-economics; Sociology; Social Theory</p>
<p>11.3 Politics</p>	<p>Studies in the knowledge and understanding of the nature of politics and the relationship between political ideas, institutions and processes. Also includes the development of skills of critical enquiry and communication surrounding politics. For example: Government and Politics; International Politics; International Relations; Political Systems; Political Theories; UK Government/Parliamentary Studies</p>
<p>11.4 Economics</p>	<p>Studies and skills in the production, distribution and consumption of resources, together with the organisational frameworks related to these processes. For example: Applied Economics; Econometrics; Economics; Economic Systems; International Economics; Macroeconomics; Microeconomics; Political Economics; Sustainable Development</p>
<p>11.5 Anthropology</p>	<p>Studies of human beings, their antecedents and related primates, and their cultural behaviour and institutions, in comparative perspectives. Also includes skills related to Anthropology. For example: Anthropology; Physical and Biological Anthropology; Social and</p>

These subject areas are available to study at a range of levels from GCSE to Doctoral Studies.

5) General comments about reform process for the system

In England the QCF is being introduced gradually beginning with a migration of vocational learning onto the framework, with a goal of ultimately including all qualifications. The following is an excerpt from the QCA website explaining the new system.

What is the QCF?

The QCF is a new way of recognising achievement through the award of credit for units and qualifications.

At present, it is hard to understand all the different types of qualification that learners hold - what level they are, how long they take to complete, what content they cover, and how they compare to other qualifications. The new framework will help present qualifications in a way that is easy to understand and measure.



Credit and level

Every unit and qualification in the framework will have a credit value (one credit represents 10 hours, showing how much time it takes to complete) and a level between Entry level and level 8 (showing how difficult it is).

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more).

So in the new framework you can have an award at level 1 or an award at level 8. This is because the qualification type 'award, certificate, diploma' represents the size of a qualification, not how difficult it is.

Each qualification title contains the following:

- the level of the qualification (from Entry level at the bottom to level 8 at the top)
- the size of qualification (award/certificate/diploma)
- details indicating the content of the qualification.

Simply by looking at the title of a qualification you will be able to see how difficult it is, how long it will take the average learner to complete, and its general content. To understand the level of difficulty of the units and qualifications in the new framework it might be helpful to know that GCSEs (grade A* - C)

are level 2, GCE A levels are level 3 and a PhD is a level 8. Knowing this can help to position the difficulty and challenge of each level in the framework.

Benefits

For learners the QCF will:

- offer more freedom, choice and flexibility
- give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- enable them to transfer credits between qualifications to avoid having to repeat their learning
- record all their achievements on an electronic learner record, encouraging them and others to value their past achievements

For learning providers (schools, colleges, workplaces) the QCF will:

- enable them to design more flexible programmes, suitable to the individual needs of learners
- help them improve retention and progression rates by recognising smaller steps of achievement more frequently
- track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements
- help them describe achievements to employers and learners in a language that is easy to understand

For employers the QCF will:

- help them to measure quickly the level and size of achievements of prospective employees
- enable them to get in-house training recognised within a national framework
- describe levels of achievement in terms everyone can understand
- make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

<http://www.qcda.gov.uk/19674.aspx> Last updated: 29 October 2009

6) Suggested equivalence to EQF

The National Coordination Point (NCP) for England and Northern Ireland is one of three NCPs in the UK, the others relating to Wales and Scotland. The UK EQF Coordination Group provides a forum for the three NCPs.

Five qualifications frameworks are in use among the four parts of the United Kingdom. They are:

- the Qualifications and Credit Framework (QCF)
- the National Qualifications Framework (NQF)
- the Scottish Credit and Qualifications Framework (SCQF) including the Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS);
- the Credit and Qualifications Framework for Wales (CQFW); and
- the Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ).

Together these frameworks accommodate the majority of qualifications in use in the various sectors of education, training and lifelong learning in the UK.

Work is underway to align the qualification frameworks from each of the four countries of the United Kingdom with the European Qualifications Framework. This work is led by the UK EQF Coordination Group.

The following table shows the alignment of UK qualifications frameworks with the EQF.

EQF	QCF	QCFW	SCQF	EHEA/Bologna
8	8	8	12	3 rd Cycle
7	7	7	11	2 nd Cycle
6	6	6	10/9	1 st Cycle
5	5	5/4	8/7	Short Cycle
4	4	3	6	
3	3	2	5	
2	2	1	4	
1	1	E3	3	
	E2	E2	2	
	E1	E1	1	

7) Preliminary conclusions

The lifelong learning agenda in the UK is at the heart of much of the reforms in education. There is a growing understanding of the place that vocational learning has in enabling and maintaining a competent workforce of the future. For further and higher education the emphasis on lifelong learning is balanced with the need to develop learning to meet employer needs and to work in partnership with all stakeholders.

The development of flexible pathways of learning, access to key skills for all ages, and the concept of step on step off learning pathways are central to policies on widening participation.

Many of the initiatives to support lifelong learning recognise the ageing population and seek to value learning which is both formal and informal. There is a growing need to credit work based learning and the demand for portable transferable skills is driving new ways of recording and rewarding learning.

Competence based curricula are being developed in partnership with employers for vocational programmes across the qualifications framework.

8) References

Education and Culture DG. *Eurybase The Information Database on Education Systems in Europe. The Education System in England, Wales, Northern Ireland 2007/8*. Available from:

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http://eacea.ec.europa.eu/education/eurydice/tools_en.php#diagrams

Compulsory education in Europe 2009/10

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www.ofqual.gov.uk/2366.aspx

Final Report, Referencing the Qualifications Frameworks of the United Kingdom to the European Qualifications Framework 2009 Scottish Credit and Qualifications Framework Partnership, Welsh Assembly Government, CCEA, Qualifications and Curriculum Authority

www.scqf.org.uk/News/LatestNews/NewPublicationUKQualificationsFrameworksEQFReferencingReport.aspx

Qualifications Explained – Direct Gov, Education and Learning

<http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/index.htm>

What is the QCF – Qualification and Curriculum Development Agency

<http://www.qcda.gov.uk/19674.aspx>

ANNEX 2

ECTS AND ECVET: COMPARISONS AND CONTRASTS

ECTS AND ECVET: COMPARISONS AND CONTRASTS

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INTRODUCTION¹

In 2012, ECVET (the European Credit System for Vocational Education and Training) a new credit accumulation and transfer system (CATS), will formally come into operation across Europe, in accord with the voluntary recommendation of the European Parliament and the European Council in 2009². This new credit system, as its name suggests, principally concerns vocational education and training which takes place after the end of compulsory education in the member states of the European Union and the European Economic Area. It will be implemented alongside another credit system, already in existence for over twenty years, ECTS (the European Credit Transfer and Accumulation System), which is applied to the vast majority of qualifications in higher education within the European Higher Education Area. This area is larger than the EU/EEA since many states outside its boundaries have joined the Bologna Process and have adopted the Qualifications Framework for EHEA, so that there are now 46 states involved.

It is legitimate to ask serious questions about the nature of each of these two CATS and about the relationship between them. These questions are all the more important given that a substantial number of students are expected, in the not distant future, to seek to transfer learning units between institutions operating the two different credit systems. This will necessitate the translation of ECTS credits into ECVET credits and, probably in greater numbers, of ECVET into ECTS credits. Curiously, no one until recently (at least, to the best of our knowledge) had formally posed these questions. Thus, many conferences and workshops on future developments in European education and training have separate sessions on ECTS and ECVET without ever asking the vital questions concerning the degree of compatibility between the two systems and, thus, how they will operate in tandem.

The purpose of this short paper is, therefore, to begin to fill this gap by examining the fundamental similarities and differences between ECTS and ECVET. This will make it possible to identify the points at which difficulties are likely to arise for those who have to operate both systems. Before doing this, it is, first, necessary to explain the

¹ This paper was first produced as a very brief position paper for the TUNING sectoral project for the Social Sciences much of which is concerned with seeing how the subject areas in this sector in HEIs would be affected by the European Qualification Framework. It has been lengthened, footnoted and constantly updated until the end date of this project in order to take account of the most recent developments with a view to making it available to a wider audience.

² RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (2009/C 155/02)
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

context and, therefore, the importance of undertaking this task by looking briefly at both the Bologna and the Copenhagen Processes.

THE BOLOGNA PROCESS

Across the European Higher Education Area (EHEA), institutions of higher education (HEIs) are working hard to apply to their qualifications programmes all the recommendations and requirements of the Bologna Process, more particularly those relating to the Qualifications Framework for Higher Education (QF EHEA). Three principal features may be highlighted.

The first is that the qualifications frameworks of HEIs have to be adapted in line with the structure of three cycles, and, where applicable, the short cycle preceding (or part of) the first cycle. In many countries, this framework necessitates little if any change at all from the existing qualification structures. In others, it is a major change. These three/four cycles are defined by the Dublin Descriptors, statements of generic learning outcomes that students must achieve in order to receive a qualification³. The production of descriptors, commensurate with the Dublin Descriptors, for each and every teaching programme/qualification is, of course, a major feature of the quality assurance, which must be put in place by all HEIs for compliance with the Bologna Process.

Secondly, each of the Bologna cycles is defined in terms of the minimum and maximum number of credits, which students must normally accumulate in order to gain a given qualification. The only exception concerns third cycle programmes because doubt still persists over the appropriateness of applying credits to what are essentially doctoral studies. The numbers of credits cited as the norm for each cycle are, in fact, ECTS credits. This means that all HEIs must apply ECTS or, at least, a credit system that is compatible with it, to their teaching programmes. Several countries, which have pre-existing credit systems, are now abandoning them in favour of ECTS. As with the implementation of the three/four cycles, the introduction of ECTS represents a greater effort in some countries than in others.

Thirdly, all HEIs are required to provide newly qualified students with a Diploma Supplement, a document for which a standardised eight-part template has been devised⁴. This document, effectively an accompaniment to the actual diploma itself, gives all useful information on the awarding institution and the qualification in question, accompanied by a programme descriptor, the student and the precise programme (including any information on periods of mobility) which s/he took to gain the qualification, the grades awarded for individual units, and, finally, the document is concluded by a brief standardised description of the higher education system in the country where the award was made. This diploma supplement must be issued to all qualifying students, automatically, free of charge and in a language widely spoken in the EHEA.

³ For the original Dublin Descriptors (in English) and translations into Dutch, French, German, Irish and Spanish see: <http://www.jointquality.nl/content/descriptors/CompletesetDublinDescriptors.doc>

⁴For a summary of the ECTS/Diploma Supplement [DS] see <http://www.jointquality.nl/content/descriptors/CompletesetDublinDescriptors.doc>

Although a great effort is being made to harmonise the educational structures, cycle levels and, additionally, the basic learning outcomes/content of teaching programmes, the process is still far from complete in many countries despite the agreed terminal date of 2010, so that partners have been given up to 2012 to conform to some features of the process, so that they may self-certify that their higher education systems now conform to all the requirements of Bologna. After the formal conclusion of the Bologna Process, all further developments will take place within the framework of the European Higher Education Area.

THE COPENHAGEN PROCESS⁵

The adoption in 2008 by the European Union of the European Qualifications Framework for Lifelong Learning (EQF LLL)⁶, as a major outcome of the Copenhagen Process, has imposed a further and major task on HEIs, as this framework is much wider than the QF EHEA. The EQF comprises eight levels of learning achievement, as opposed to the four Bologna cycles, levels that are intended to cover all qualifications, in whatever type of educational institution, which are normally attained after the conclusion of compulsory primary and secondary education. The EQF is designed to enhance the transparency of qualifications by providing a meta-framework at European level. The completion of compulsory education, in most member states, occurs for students at around age 16. The EQF is essentially intended to cover all vocational education and training (VET)⁷. The EQF is also designed to facilitate greatly the recognition of prior learning outcomes (RPLO) through non-formal or informal learning processes. People who have in this way attained various levels of learning as defined by the EQF may, later, attempt to have them recognised as part of, or even as the entirety of, a formal qualification.

There is a considerable overlap between the EQF and the QF EHEA since levels 5, 6, 7 and 8 of the EQF apparently encapsulate the QF EHEA three/four cycles. It is intended that each country, having developed its own National Qualifications Framework (NQF), should equate all qualifications to the EQF. At levels 5-8, this task will be comparatively simple for programmes taught in HEIs⁸ but will be more

⁵ The original Copenhagen Declaration (2002) has become integrated into the European Commission's Education and Training 2010 Work Programme. See http://ec.europa.eu/education/lifelong-learning-policy/doc60_en.htm

⁶ "The European Qualifications Framework for Lifelong Learning (EQF for LLL) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF will relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems." See the Recommendations of the European Parliament Council in the *Official Journal of the European Union*, (2008/C 111/01=07).

⁷ This is definitely not to say that Levels 1-3 may not be attained during compulsory education whether primary or secondary. Some countries are taking note of this fact (the UK for example) and others simply find such levels irrelevant and propose to ignore them in drawing up their national qualifications frameworks. This appears, for example, to be the case in France where the current framework with five levels suggests a concordance of French levels 5 to 1 with EQF levels 4 to 8.

⁸ I say comparatively simple since recent discussions have revealed that the simple and direct correlation between the ECTS cycles and EQF levels 5, 6, 7 and 8 is not as straightforward as might at first be thought. Thus, for example, it may be observed that if the EQF level 8 equates to the Bologna third cycle, where does post doctoral learning figure in the EQF levels? In fact, it is becoming increasingly clear that equating EQF levels with any qualifications structure will give rise to some difficulties because, and despite its name, the EQF is not in any true sense a qualifications framework

complex for programmes taught at these levels outside of HEIs. In passing, it should be noted that EQF level 4 may sometimes be equated with those preliminary programmes within HEIs which consist of just 60 ECTS credits. For example, in the UK, a student with just one full year (or one full year equivalent) of successful study (60 ECTS credits) may qualify for a Certificate of Higher Education. This is fewer than the 120 ECTS credits required for short cycle qualifications⁹.

THE CHALLENGES OF INTEGRATING THE TWO PROCESSES IN HEIs

The EQF poses three major challenges for HEIs.

The first is to make sure that their subject cycle descriptors are commensurate not only with the Dublin Descriptors but also with the level descriptors of the EQF. This task is somewhat wider than this statement implies because HEIs will be increasingly interested in the EQF levels preceding higher studies since many qualifications at levels 3 and 4 will serve as entry qualifications to higher education. The difficulty of this task derives in large part from the fact that EQF level statements are of a more general character than the Dublin Descriptors, something which is only to be expected since the EQF level statements cover all non-HEI education and training as well as all that which takes place in HEIs.

The second challenge results from the difference in the nature of the two sets of level/cycle descriptors. The Dublin descriptors are based on an identification of five categories of learning outcomes as follows: -

- a. Knowledge and Skills**
- b. Applying knowledge and understanding**
- c. Making judgments**
- d. Communication skills**
- e. Learning Skills.**

The EQF level descriptors, on the other hand, are based on three categories of learning outcomes which are closely defined as follows: -

- a. 'knowledge'** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work. In the EQF, knowledge is described as theoretical and/or factual
- b. 'skills'** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)
- c. 'competence'** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development. In the

but, of deliberate design, is purely a 'learning framework' which may serve to help in the development of national qualifications frameworks.

⁹ The *Report on referencing the Qualifications and Credit Framework to the Qualifications Framework for Lifelong Learning*, produced by the Qualifications and Curriculum Development Agency, notes (especially pp. 22-23 and 35) a certain difficulty in relating QCF level 4 with certainty to one of either EQF levels 4 or 5. See www.qcda.gov.uk

EQF, competence is described in terms of responsibility and autonomy¹⁰.

This means that HEIs are increasingly finding it necessary to draw up for each of their qualifications an EQF descriptor alongside that constructed on the basis of the Dublin Descriptors. They often find this an awkward task, especially when they attempt to establish a clear line of demarcation between what pertains to 'skills' and what to 'competence'.

Finally, a new credit accumulation and transfer system, the European Credit System for Vocational Education and Training (ECVET)¹¹, has been devised to accompany the EQF. This means that HEIs will have to make sure that the numbers of ECTS credits which they have allocated to each of their teaching units/programmes are commensurate with the equivalent numbers of ECVET credits and, to achieve this, they will need to be certain that the rationale behind the credits in these two CATS are fully compatible. Otherwise, the transfer of credits between them would become highly problematical.

Given the above discussion, it is the purpose of this paper to look at the fundamental principles underlying these two systems and whether, and to what degree, they coincide or diverge. It may be said from the outset that it is obvious that there are important divergences between them, If it had been otherwise then all that would have been necessary would have been to adapt ECTS to meet the wider needs of the EQF, as many people associated with the Bologna Process would have greatly preferred. The debate has been resolved, at least for the time being, in favour of having two separate CATS for Europe.

Nevertheless, in making comparisons between ECTS and ECVET, it is necessary to make sure that the divergences are properly identified. It is also necessary to ask whether both the theoretical and practical problems inherent in creating a new credit system, in ECVET, have been properly addressed. ECTS has been in existence now for 20 years. All sorts of problems have arisen, not only during the pilot years from 1989 to 1995 but also subsequently. These have been addressed and dealt with, even if some remain rather intractable. It is pertinent to ask whether those who devised ECVET have drawn profitably on the experience of ECTS.

In the next section of this paper, the essential characteristics of ECTS, as the elder and more developed of the two systems, are laid out briefly. The ensuing and longer section will identify the principal characteristics of ECVET, highlighting the similarities

¹⁰ On the origins and development of these three categories, and on their relationship to ECVET, see especially, Jonathon Winterton, 'Competence across Europe: highest common factor or lowest common denominator?', in *Journal of European Industrial Training*, vol. 33, No. 8/9, 2009 pp. 681-700.

¹¹ "ECVET belongs to a series of European initiatives to recognise learning experiences across different countries and different types of institutions. ECVET aims for better comparability and compatibility between different national VET and qualification systems. The system, which should be implemented by Member States by 2012, is a voluntary framework to describe qualifications in terms of units of learning outcomes. Each of these units will be associated with a certain number of ECVET points developed on the basis of common European standards. 60 points should correspond to the learning outcomes achieved in a year of full time VET." See

http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm

and the differences with ECTS. It is of particular interest to underline those points at which ECVET may well present problems to those who have to put it in place and to use it. It will then be possible to draw some general conclusions from the comparisons.

A THE ESSENTIAL CHARACTERISTICS OF ECTS

These may be laid out briefly in the following numerical order:-

1. CREDIT ARITHMETIC AND CREDIT DEFINED IN TERMS OF RELATIVE STUDENT WORKLOAD. In ECTS, each successful year of study is represented by 60 credits. The figure 60 was chosen because it is both decimal and duodecimal (*i.e.* it is divisible by both 10 and 12) which gives a great deal of flexibility in the arithmetic of credit allocation. Credits are calculated on the basis of relative student workload.

1.1 Student workload is understood to include all learning activities undertaken by students, whether it involves teacher contact or self-directed study, including the preparation for and the sitting of examinations. It covers fieldwork and work placements.

1.2 The precise number of credits for each individual teaching/learning unit is calculated on student workload relative to the workload of other units in the same programme. For example, a unit, which takes up a fifth of a student's annual workload, will carry 12 ECTS credits. The number of credits allocated to each teaching/learning unit constitutes (along with the cycle/level of the unit) that unit's 'credit value'.

2. THE DEFINITION OF THE ACADEMIC YEAR. An academic year, or rather an academic 'session', is equated to approximately 38-40 weeks of teaching/learning, increasingly divided into two equal semesters, each with 30 credits. This equates to a total of somewhere between 1500 and 1800 hours of workload per 'year'. That means that each ECTS credit represents something between 25 and 30 hours of student workload. These figures constitute strong guidelines but are not mandatory.

3. CREDIT DEFINED IN TERMS OF LEARNING OUTCOMES. The number of credits allocated to each learning unit is defined not only by student workload, but also by a given number of learning outcomes which successful students demonstrate they have achieved in the assessment, however that assessment may be devised. Having achieved the outcomes, students receive all the credits for each unit. If not, they receive none.

4. THE DIFFERENT CATEGORIES OF LEARNING OUTCOMES AND THE WRITING OF STATEMENTS OF LEARNING OUTCOMES. The TUNING project¹²

¹² "TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the [Bologna Process](#) and at a later stage the [Lisbon Strategy](#) to the higher educational sector. Over time Tuning has developed into a **Process**, an approach to (re-) designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning outcomes as well as its tools are presented in a range of [Tuning publications](#), which institutions and their academics are invited to test and use in their own setting. The Tuning approach has been developed by and is meant for higher education institutions"

http://tuning.unideusto.org/tuningeu/index.php?option=com_frontpage&Itemid=1

(amongst others) has increasingly defined the different types of learning outcomes and the various kinds of statements of learning outcomes from the professional profile to the qualification profile and from the cycle/level descriptor to the descriptor of individual teaching units. Many guides to the technique of writing learning outcomes are now available¹³. It is to be noted that the use of Learning Outcomes necessitates developing the methodology of assessment and grading criteria¹⁴.

5. THE ECTS GRADING SCALES AND GRADE TRANSFER. Although comparatively little has been done as yet within the Bologna Process to address properly the methodology of assessment and grading criteria, the concern for grade transfer, between HEIs, an integral part of student mobility, has led to the construction of the ECTS grading scales designed to help institutions to understand and interpret better the local grading scales used in other institutions/countries. Given the continuing problems encountered in grade transfer, there have been recent developments laid out in the latest edition of the ECTS Users Guide (2009)¹⁵. More will be said on this subject when the matter of grade transfer is discussed relative to ECVET.

6. THE WRITTEN INSTRUMENTS OF ECTS. Credits and grades have been accompanied by the development of a number of written instruments, which were

¹³ For the theory of learning outcomes and the writing of statements of learning outcomes see:-

- ANDERSON, Lorin W. & KRATHWOHL, David R. eds., *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, New York, Longmans, 2001.
- BLOOM, B.S. *Taxonomy of Educational Objectives, Handbook 1: The Cognitive Domain*, New York, David McKay Co Inc, 1956
- BOWE, Brian et FITZMAURICE, Marian, 'Guide to Writing Learning Outcomes,' publié par le Dublin Institute of Technology, (Learning and Teaching Centre; Lifelong Learning, DIT, 14 Upper Mount Street, Dublin 2).
- LAVIGNE, Richard de, ECTS Credits: Relating Learning Outcomes to Calculating Student Workload in the European Higher Education Area. (paper for the III Jornadas Universitarias de Innovacion y Calidad, University of Deusto, Bilbao september 1997
- GOSLING, David & MOON, Jenny, *How to Use Learning Outcomes and Assessment Criteria*, London, Southern England Consortium for Credit Accumulation and Transfer, 3rd edition 2002. (see www.seec-office.org.uk)
- MAGER, R F, *Preparing Instructional Objectives*, California, Fearon, 1965.
- OTTER, Sue, *Learning Outcomes in Higher Education*, Educational Development Unit of the University of Lincolnshire and Humberside for the Unit for the Development of Adult Continuing Education (UDACE) of the British Government Employment Department, 1993.
- UCE Birmingham University: *Guide to Learning Outcomes*. Available at the University of Birmingham Staff & Student Development Unit.
- CEDEFOP, *The Shift to Learning Outcomes : Policies and Practices in Europe*, CEDEFOP Reference Series no.72, 2009. (Also available on the CEDEFOP website.)

¹⁴ The failure to relate assessment and grading to statements of learning outcomes has recently been underlined in a report on the French universities, see Roger-François Gauthier, Martine Caffin-Ravier, Michèle Mosnier, Bibiane Descamps & Henri Peretti, 'L'évaluation des étudiants à l'Université : point aveugle ou point d'appui?', **Rapport de l'inspection générale de l'administration de l'éducation nationale et de la recherche (Ministère de l'éducation nationale, Ministère de l'enseignement supérieur et de la recherche)**, Rapport numéro 2007-07, juillet 2007. The problem is far from being confined to France, see, for example, for the UK, Win Hornby, 'Assessing Using Grade-related Criteria: a single currency for universities?', in *Assessment & Evaluation in Higher Education*, vol. 28, no. 4, 2003, pp. 435-454.

¹⁵ See ECTS Users Guide (2009). Annex 3 "The ECTS Grading Tables" pages 41 – 43 from http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf

seen, from the very beginning, as being essential to successful mobility and credit transfer. These are: -

a) the learning agreement in which the learning programme of a mobile student is agreed in advance by all three parties, that is, the home institution, the host institution and, above all, the student. This constitutes a guarantee that, if the student successfully completes the programme laid down in the learning agreement, all the credits will be given full recognition by the home institution;

b) the transcript of record which records the learning units (and their level) studied by the student and, where the student has been successful in the assessments, the number of credits awarded, along with the local pass grades, grades which will also be shown for units for which the assessment has not been passed and for which, consequently, no credits are awarded;

c) the Information Package and Course Catalogue of each institution which gives, in advance, all useful information to would-be mobile students and to the teachers who have to decide if they will agree to the period of mobility, on the basis of full information given on teaching programmes and especially on each teaching unit. Properly formulated programme and teaching/learning unit descriptors are vital to this process.

Not surprisingly, these written instruments, initially developed to facilitate credit transfer, are increasingly being adapted by HEIs to the purposes of credit accumulation.

B THE ESSENTIAL CHARACTERISTICS OF ECVET AND THE QUESTIONS ARISING FROM ITS ESTABLISHMENT

ECVET will start to become operative in 2012. As already stated, it has been particularly designed for VET. This immediately raises questions relative to programmes taught in HEIs, which may be considered as VET in character. A number of teachers in HEIs have clearly indicated to ECTS counsellors their uncertainty whether they should use ECTS or ECVET in respect of such programmes. The answer may well be both. The essential characteristics and (potential) problems of ECVET are as follows: -

1. CREDIT ARITHMETIC AND STUDENT WORKLOAD. ECVET specifies that a student's annual workload (which includes all learning activities as in ECTS) is represented numerically by 60 credits. This arithmetical parity with ECTS (as against the original suggestion for 120 ECVET credits per year) should help to simplify credit transfer between the two systems. But does simple arithmetical parity mean real parity of numbers and the value of credits?

2. THE NEED TO DEFINE THE LEARNING YEAR IN ECVET. It is apparent that the whole notion of the 'year' in ECVET awaits careful definition. This system is to be applied to a multitude of learning programmes, many of which may well consist of a school/academic/training 'year' of ninth months or roughly 38-40 weeks or multiples thereof.

2.1 However, many will have 'years' extending considerably further than this. This is, above all, due to the nature of many training courses, which include, beyond the normal 'teaching' year in an educational institution, a substantial period of practical

training elsewhere, many of them being 'sandwich' courses¹⁶. In such cases, VET programmes cover anything up to 11 months in a given academic year. Given that learners may work for significantly more than the 1500-1800 hours per 'year' which are used as a basis for credit calculation in ECTS, are such units and programmes to carry more than 60 credits for a 'year' or not? The question is by no means a purely theoretical one, since many teachers in the area of VET have already expressed concern about this issue.

2.2 This concern is hardly surprising since the question of the variable length of the academic year has already raised serious questions relative to the three/four Bologna cycles operating with the ECTS. Although there has been considerable debate over the numbers of credits which should be awarded, in first cycle qualifications, for work placements and 'stages' occurring beyond the normal bounds of the academic year, the most obvious manifestation of this concern has been the serious debate over the number of credits to be awarded for second cycle programmes of greatly variable length. Generally, ECTS experts, and especially the members of TUNING, have recommended 60 credits for Masters programmes, which extend over a normal academic session; 75 for those which extend over 11/12 months; 90 for those which extend over three semesters; and 120 for those extending over 4 semesters. Although generally accepted, these recommendations have given rise to some dissent and diversity of national practice. Such questions are likely to cause greater problems with programmes using ECVET, since they undoubtedly cover a far greater variety of teaching 'years'. Close attention will have, therefore, to be devoted to this question.

2.3 The same sorts of problems arising from the length of the 'teaching' year, will no doubt result from learning/training periods, which are much shorter than the more or less standard 'year', without conforming to any set pattern such as the semester in HEIs. Some of these short courses will no doubt be fast track, so much thought will have to be given to the number of credits these short courses should receive, just as with Intensive Programmes in ERASMUS mobility.

3. TRANSLATING ECVET CREDITS INTO ECTS CREDITS AND VICE VERSA.

The responses to these questions will have to be taken into account when HEIs decide how many ECTS credits they will be prepared to grant in exchange for ECVET credits presented to them by applicants who wish to enter their programmes. This is all the more true because the EQF does not have (and cannot have, in view of the vast range of qualifications awarded across Europe) a set number of cycles for which minimum and maximum number of ECVET credits are recommended.

3.1 So, will HEIs award preset numbers of ECTS credits for a given award at one or other of the EQF levels (always assuming that they are happy about the strict equivalence between EQF levels on the one hand and QF EHEA cycles on the other

¹⁶ Some courses are taken part-time in blocks of concentrated study time surrounding a period of practical or work-related experience. This could mean studying for a block of a few days each month, or for a block of a few weeks during a year, or perhaps for a whole term/semester. See http://www.aimhigher.ac.uk/Uni4me/what_can_i_study/what_are_sandwich_courses.cfm

hand¹⁷) or will they exchange ECVET and ECTS credits purely on a 1 for 1 basis? The danger is that individual HEIs will adopt different solutions, creating considerable confusion and inequity.

3.2 Behind all this, there lies a much wider question concerning who will decide in each country's NQF how many ECVET credits will be attached to the component units of each of the multitude of education and training programmes and qualifications. Will it be governmental or quasi-governmental agencies constructing the NQF, especially the national coordination points (NCPs); will it be the institutions which prepare students for the qualifications; or, better still, will it be committees (maybe working in close cooperation with the NCPs) involving as wide a range of stakeholders/social partners as possible, such as was the case when the Scottish Credit and Qualification Framework (SCQF) was elaborated? To give just one example of the sorts of problems that will have to be faced in elaborating NQFs a number of member states are currently attempting to address the issue of how to locate the *Meister* (Master of Skilled Crafts) in terms of level and volume of credits¹⁸. There is, however, currently no published material dealing with this issue.

4. THE RELATIONSHIP IN ECVET BETWEEN STUDENT WORKLOAD AND LEARNING OUTCOMES

There is a further area for concern about the relationship between ECVET and ECTS credits. As was noted above, ECVET, as presented to the European Parliament in 2008, states that credit, as in ECTS, is constructed on the notion of student workload, as defined by the learning outcomes to be achieved and the notional number of hours it takes the average student to achieve them. However, there still remain in the final proposal papers suggestions that credit allocation may alternatively be based on the idea of the relative 'importance' or 'weight' of the various parts of programmes.

4.1 Now, if 'importance' is understood in a quantitative manner (that is, the number of hours a student has to study to achieve the learning outcomes) than this proposal presents no problem. If, however, 'importance' is understood in a qualitative manner (i.e. the learning outcomes of a given unit are perceived to be of greater value than those of other parts of a given programme and, therefore, should receive more

¹⁷ It may be noted that there is likely to emerge a further complication in equating EQF levels to Bologna cycles in that qualifications awarded within the structure of the Bologna cycles often have internal level progressions. Thus, for example, a three-year/six semester first cycle qualification may well be considered to consist of three (or more) progressive levels. So it will be necessary to decide in case of a transfer/conversion of ECVET to ECTS credits, at what internal level the ECVET credits will be considered to lie.

¹⁸ The status of "Master Craftsman" (Meister im Handwerk) is legally regulated in Germany, although there are also "non-regulated" trades. The skilled crafts sector is number 1 in Germany when it comes to providing training. Its dual training system is unique. It combines practical work and learning in the enterprise with theoretical education in a vocational school during training. The training concludes with the skilled worker's examination after three to three and a half years. Every skilled worker can take further training and sit the master craftsman's examination. The master craftsman's examination is the top specialist skilled crafts qualification and authorises the person to manage an enterprise and to train apprentices. Skilled workers and master craftsmen can select from a wide variety of options for further training. Examples include further training as a crafts management expert for entrepreneurs and managers or an internationally reputed specialist training as an artisan restorer. In many (Federal German) states the master craftsman's qualification opens the door to studies in a polytechnic or university. See <http://www.zdh.de/en/vocational-education.html>

credits than those allocated to other parts of the programme), then credit may be allocated in a way which is increasingly divorced from relative student workload.

4.2 There is a dangerous ambiguity here that needs to be clarified once and for all. The last thing that is required is for self-appointed experts to tell everybody else, on a purely subjective basis (for, there is no other!), which learning areas are of intrinsically greater value than others. Given that such unacceptable suggestions have been advanced in the past for the allocation of ECTS credits, it is by no means a wild surmise that the same phenomenon could occur in ECVET.

4.3 If the above discussion has concentrated on the question of how ECVET credits as the 'new kids on the block' will be translated into ECTS credits, all the problems listed above will, of course, influence the way in which ECTS credits are translated into ECVET credits. Transfers of credits will not take place in just the one direction.

5. HOW WILL STUDENT HOURS OF WORK BE CALCULATED IN ECVET? The preceding comments indicate that there are likely to occur serious difficulties in ECVET in determining, with a reasonable degree of precision, the notional number of hours of work that the average student must accomplish in order to achieve the learning outcomes of each unit. If this is so, then there will be a serious divergence from ECTS. Inevitably, hours of study will be more notional in ECVET than they are in ECTS in which, despite debates and hesitations over the 25-30 hour per credit proposal of TUNING (the UK works on 20 hours per credit and Iceland 33 hours, whilst some others have simply ignored the question), has not caused serious difficulties. ECVET is, therefore, likely to be centred more on learning outcomes, with student workload becoming increasingly notional.

5.1 It is clear that there are those who would welcome such a result, especially because, as they correctly, if tangentially, argue, it is impossible to calculate learning hours in non-formal and informal learning. For such a learning-outcomes based approach to credit allocation to be viable, however, it would be necessary for statements of learning outcomes to be far more precise and authoritative than they in fact are. CEDEFOP in one of its reports recognises that there exists much diversity in the theory of learning outcomes and in the manner in which statements of learning outcomes are drawn up¹⁹.

5.2 If an over concentration on learning hours in defining credit is to be deplored (and ECTS has wrongly been reproached for this), an over-concentration on learning outcomes is equally to be regretted. It is not difficult to imagine a situation in which statements of learning outcomes are more or less identical for two teaching units at the same EQF level in two different educational establishments/countries and yet for the notional hours needed to achieve the stated learning outcomes to be twice as many, say, in one of the two institutions as stated as in the other. Given reasonable equality between the students undertaking these two units and also between the two learning environments, no one would be deceived into thinking that the true credit value of the learning outcomes of the two units were, as near as makes no difference, identical and that they should carry the same number of credits at the same EQF level.

¹⁹ See note 20 below.

5.3 So, a clear double base in which workload and learning outcomes are seen as going together 'like Romeo and Juliet', as a student paper published by TUNING imaginatively put it, is highly desirable, even if one hopes that the outcome of this particular love affair will be less funereal! As for credits awarded for non-formal and informal learning, these will have to be calculated, admittedly with great sensitivity, on the basis of how long it takes students in full time formal learning to achieve the same learning outcomes, just as is done, for example, in Canada. In fact, this point was conceded in the European Commission's paper of September 2006 proposing the establishment of the EQF.

6. THE EQF AND NATIONAL CREDIT AND QUALIFICATION FRAMEWORKS.

Additionally, the ECVET displays an essential difference from ECTS which is likely to cause many problems, especially for credit equivalence and, therefore, for the international mobility of credit and of qualifications. As observed above, ECTS is very closely related to clearly defined qualification cycles laid down in the Bologna Process to which all HEIs in the European Higher Education are conforming.

6.1 ECVET, on the other hand, is an instrument of the EQF, which does not (cannot) define clear cycles but simply lays down eight levels of learning achievement. It is left to each country to relate the qualifications laid down in its NQF (once constructed – and only six, which take the EQF into account, have been completed so far, half of them in the UK and Ireland) to each of these eight levels. In this sense, the EQF is very definitely stated not to be a 'true' qualifications framework but rather a meta-framework. The obvious danger here, however, in a situation in which the precise meaning of each of the EQF levels inevitably remains somewhat imprecise, is that individual nations will relate the EQF to the qualifications in their NQFs rather than doing the opposite, that is, working to equate their qualifications to the EQF. It would be encouraging if all countries were to be as rigorous in this work of referencing their NQF to the EQF as is Scotland. In this case, the twelve levels of the SCQF have now been equated to the eight levels of the EQF. But will others be as punctilious in constructing or rethinking their qualification frameworks as part of the process of alignment on the EQF²⁰? Certainly, there is a real potential difficulty here.

6.2 The contention of those who constructed the EQF is that statements of learning outcomes for each level will constitute a sure guide to level and equivalence, since such statements provide a much better indicator of the level of achievement than any list of qualification titles. This argument contains a self-evident truth, namely that we all tend to award value to qualifications simply because their names are thoroughly familiar to us and we do so without possessing any serious proof of the true level of learning achievement which they represent. Nevertheless, given the enormous variety of taxonomies of learning outcomes and of methodologies for making statement of learning outcomes²¹, this degree of confidence in the value of generic

²⁰ The other countries in the UK have now completed the process. The referencing for all of them can be found at www.qcda.gov.uk

²¹ See for example, the CEDEFOP Publication (2009), "The shift to Learning Outcomes: Policies and Practices in Europe" available in English and German from: http://www.cedefop.europa.eu/etv/Information_Resources/Bookshop/publication_details.asp?pub_id=494

statements of level of learning achievement seems rather naïve. Thus, it is more than probable that when two countries relate a given qualification to one and the same EQF level, one country may still believe that its qualification is more 'advanced' than the qualification of the other country and refuse to accord full equivalent recognition to the qualification and its component units and credits granted by that other country. In contrast, by creating a uniform and universally accepted series of cycles, based on the Anglo-American higher education qualifications model, and by simultaneously identifying the generic learning outcomes of each cycle, the Bologna Process has to a large extent avoided this problem.

6.3 A great deal of international co-operation will, therefore, be required in order to iron out such tensions as will be created by the necessarily more diffuse nature of the EQF and the ECVET credits which will be awarded as a consequence. It is to be hoped that, just as there is a Bologna Follow-up Group (BFUG), there will be one for this and other aspects of the Copenhagen Process.

7. THE WRITTEN INSTRUMENTS OF ECVET. Although ECVET is clearly described as a transfer as well as an accumulation system, the student mobility aspect of the system appears, to date, to be rather underdeveloped in comparison with ECTS.

7.1 In the EQF/ECVET project presented to the European Parliament in 2008, mention is made of the creation of a learning agreement between the two institutions involved in student mobility and the would-be mobile student. But when will some standardised form for this learning agreement be produced?

7.2 Further, how are learning contracts to be determined in advance of students' departure by those participating in mobility when nothing is said of the method by which institutions will learn of each other's programmes and their learning outcomes?

7.3 In what manner will the results achieved by students at the end of their period of mobility be communicated between institutions and in a comprehensible manner? In other words, there appears so far to be only a very limited idea of the creation of an internationally standardised and easily readable transcript of record or any notion of the need for information packages and course catalogues. For the moment, it appears that all mobility will proceed on a strictly one-to-one basis between institutions (or within strictly defined networks of partner institutions) and their students and in a manner to be determined by those institutions.

7.4 In this respect, it is particularly to be emphasised that the written instruments of ECTS, along with its credits and grades, were specifically developed in order to supersede the very amateur and inefficient way in which many ERASMUS student mobility programmes had been managed through International Co-operation Programmes (ICPs) in the early days of that programme.

8. GRADE TRANSFER IN ECVET. In this respect, it is important to note that no mention is made in the ECVET proposals of grade transfer, despite the fact that this has proved to be and remains such a difficult issue in ECTS. The latest edition of the ECTS Users Guide (February 2009), reacting to the difficulties in operating effectively the existing ECTS grading scales, developed to assist in the matter of grade transfer, proposes a new system called 'ECTS Grading Tables'. It is regrettable to say that

this is not only poorly thought-out but likely to prove no more successful than the previous system. It seems that the new system simply replaces one set of problems with another. Many have expressed extreme unhappiness with, not to mention real anger at, the proposed changes²².

8.1 Nevertheless, those who monitor and develop ECTS are attempting to deal satisfactorily with what is a serious matter and one which will probably continue to cause important problems until such times as a universally acceptable set of European grading scales for higher education, based on assessment criteria related to learning outcomes, is constructed and then applied sector by sector and subject area by subject area. All this is in sharp contrast to ECVET. True, many VET programmes are of a kind in which the most important thing is for the students simply to pass the assessment whereas grades above basic pass level may be of little or no importance. Nevertheless, this can scarcely be relied on as being a universal feature of VET and other programmes covered by the EQF/ECVET.

8.2 Moreover, grades used in EQF programmes are likely to be even more varied and incoherent than those used in higher education across the EHEA. Concern over this will greatly concern HEIs because grades achieved at EQF levels 3-4 may well be as much a determinant of the acceptance of VET qualifications for credit entry to HEIs as the credits themselves, and so these grades must be made fully readable between institutions and countries. The same will be true for higher levels of the EQF where there will be would-be entrants from non-HEIs who will be seeking credit exemption from parts, or even the entirety, of programmes taught in HEIs.

8.3 In addition, it will increasingly become necessary for sectoral/subject areas in VET to agree what constitutes the threshold level of learning outcomes to define the basic pass level in their teaching units, just as is happening within the Bologna Process, an area to which TUNING, in particular, has made such an enormous contribution through all the work of the subject areas associated with the project and which have delivered their respective reports on the Design and Delivery of Degrees, all of which are to be found on the TUNING website.

8.4 There is also another matter concerning grades which has caused great concern within HEIs using ECTS and which will certainly have to be dealt within ECVET. This concerns the manner in which credits are awarded on the basis of grades received. Strictly speaking, within a fully developed CAT system, credits are awarded as a result of students demonstrating, through the assessment for a given teaching/learning unit, that they have mastered the learning outcomes of that unit. Yet, it rapidly became clear even during the pilot phase of ECTS that many HEIs award credits for certain individual units where a given student has not passed the assessment on that unit but has achieved a grade-point average over a number of units which means that all the credits for that group of units are awarded to that student. This practice, variously known in Euro-speak as 'condonement' or in 'Franglais' as 'compensation', commonly found not only in individual HEIs but often

²² Within the last year or so, I have been contacted by a considerable number international officers in French HEIs asking for help in explaining the workings of the ECTS grading scales to their colleagues. On learning that a new system was proposed in early 2009, the people concerned were mortified to learn that all their efforts in explaining the ECTS grading scales and the importance of using them to their sceptical colleagues had, at a stroke, been rendered null and void.

across whole countries in the EHEA, is, strictly speaking, not compatible with CAT systems since it is fundamental to the proper functioning of both credit accumulation and credit transfer that every unit/module is discrete. This establishes students' competence to practice (some part of) a trade or profession or, at least, to proceed to study the same or an associated subject at a higher level. This much is obvious. However, the practice of condonement is so widespread within the EHEA that it is virtually impossible to stop, especially as students tend to be violently opposed to its abandonment, particularly in France. Those HEIs that do practice condonement are at least encouraged to indicate clearly on their Transcripts of Record those units for which the student has received the credits without having achieved the required minimum pass grade. This enables other institutions, which do not practice condonement, to refuse to transfer in any credits achieved in this manner. This may seem harsh to students but many academics are extremely concerned to protect the quality and reputation of their own qualifications and do not see why that which they perceive to be an unsatisfactory procedure should be forced onto their own institutions. Those who have constructed the ECVET will have to address this important question.

9. THE EQF, ECVET AND EUROPASS. This lack of sufficient information to aid the smooth functioning of mobility, and indeed, on the workings of ECVET as an instrument of credit accumulation, means that it is difficult at the moment to foresee how and in what form all the information on qualifications covered by the EQF will be represented in qualified people's entries in the EUROPASS. For the moment EUROPASS does no more than recognise the Diploma Supplements issued by HEIs across Europe.

10. THE CONTRAST BETWEEN THE PILOTING OF ECTS AND OF ECVET. Further, mention should be made of the very great difference in the way in which ECTS was launched and in which ECVET is being launched.

10.1 ECTS went through a lengthy pilot phase (1989 - 1995) in which some 145 European HEIs, representing five very different subject areas, sought to test and to develop the system as a consequence. Once this pilot period was over, the system was extended very gradually into a greater number of subject areas within the pilot HEIs and then to a wider number of HEIs. A group of ECTS counsellors was set up to advise HEIs on any problems which they might encounter in adopting the system. Even then, the European Commission was very careful to consult a large number of ECTS counsellors in order to determine whether ECTS (initially designed purely for credit transfer) could successfully function as a full credit accumulation and transfer system before it was specifically recommended as an integral part of the Bologna Process. Each country subsequently appointed Bologna Promoters, some of whom were designated ECTS experts.

10.2 All this contrasts with what is happening around ECVET. Various test schemes, no doubt reflecting different modes of VET, have been put into place but it appears that several of these will not report back until after ECVET goes 'live' in 2012²³. And

²³ See, however, the paper, published by the European Commission Directorate General for Education and Culture and by CEDEFOP, entitled *ECVET: From Principles to Practice Synthesis Report* (4-5 December 2008, Paris).

there has been so far little suggestion that continuing and direct help will be offered to institutions in putting the system in place and operating it²⁴.

10.3 This approach seems ill-advised since it is natural that ECVET, covering a much wider range of modes of learning/apprenticeship than ECTS, will require much more help than that received by HEIs in putting their credit system into place. It is interesting to note the authors of an important recent report entitled *Footsteps and Pathways for the Lifelong Learner* have catalogued some serious failures in the way in which ECTS has been introduced in various member countries of the EHEA. The principal complaint is that, in some places (and France is particularly singled out here), credit allocation is decided less on student workload than on the perceived importance either of the teaching unit concerned or, worse still, of the person teaching that unit²⁵. There is a clear element of truth here and most ECTS counsellors have 'dined out' on their (sometimes hilarious) case studies of such misunderstandings and abuses of the system. And these failings and shortfalls have occurred despite all the measures taken to try to ensure that ECTS is applied correctly and uniformly across the EHEA. How much more likely, then, is this to occur with ECVET? The report just cited subscribes to a well-known notion that in ECVET there will be no such serious problems because from the outset credits will be defined in terms of both learning outcomes and relative student workload. Even in the world of VET, teachers brought up in a very different educational environment will need considerable training before they understand and are able to operate effectively this new, student-centred approach to learning. Despite a multitude of conferences and workshops introducing members of HEIs to the theory of learning outcomes and on the writing of statements of learning outcomes and despite the lip-service paid by many HEIs to the use of learning outcomes in defining their programmes, it is quite clear that most institutions are just not prepared to put the required effort into staff development which would allow their staff to use learning outcomes in defining their programmes and units and in relating assessment methods and criteria to declared learning outcomes²⁶. Many teachers in HEIs make no secret of the fact that they think that the whole thing is a nonsense, a new 'fad', which they hope will soon go away and leave them in peace. Curiously, some of those most virulently opposed to the use of learning outcomes are to be found amongst VET teachers operating in HEIs. This being the case, there is no guarantee that such opposition will not be found in amongst non HEI VET teachers.

11. WHICH LANGUAGE(S) FOR ECVET? Finally, attention must be drawn to a simple but vital question concerning the mode of communication.

11.1 When the ECTS pilot scheme was being set up, it was agreed that communication between the HEIs involved would take place in English. English was used as the common language in all meetings. Every institutional and departmental co-ordinator had, therefore, to be able to speak English. All Information Packages

²⁴ For an overview of the ECVET pilot process see <http://www.ecvet-projects.eu/About/brochure.aspx>

²⁵ For this report published in January 2010, see <http://www.eucen.eu/EQFpro/index.html>

²⁶ For an interesting case of this phenomenon in a Scottish university, which prides itself on being a pioneer in the defining its programmes and course units in terms of learning outcomes, see HORNBY, Win, 'Assessing Using Grade-related Criteria: a single currency for universities?', in *Assessment & Evaluation in Higher Education*, vol. 28, no. 4, 2003, pp.435-454. See esp. p. 450.

had to be produced not only in the home language but also in English. Although this obligation was not extended beyond the HEIs involved in the pilot phase, all HEIs are hotly recommended to have an English version in order to widen their international presence. Moreover, no HEI may apply for the ECTS Label unless it has an English version of its Information Package and Course Catalogue. As new countries have joined the EHEA, their national ECTS counsellors have all been English speakers.

11.2 In respect of the Diploma Supplement, the language prescription is somewhat wider. The document must be produced in a widely spoken European language, that is, in one of English, French, German and Spanish. English, as the recognised world language, will no doubt predominate.

11.3 Effectively obliging HEIs to use English is one thing, but what of the multitude of educational institutions and training centres beyond HEIs which will be affected by the EQF/ECVET? In all the papers relating to the EQF and ECVET, no mention is made of the language(s) in which the partners involved in mobility programmes will communicate. Clearly, the question of the means of effective communication is not one which can be ignored if student, credit and qualifications mobility are to become a reality in a multilingual Europe.

CONCLUSION

As a result of the above surveys, it is apparent that ECVET raises all sorts of problems, problems concerning its theoretical bases, the way it will function in practice and, finally and most important of all, its compatibility with ECTS. Many ECTS counsellors were very hostile to ECVET from the moment it was announced in embryo form, preferring simply that ECTS be developed and adapted to cover a framework much wider, and looser, than that of higher education²⁷. However, ECVET is now with us as a reality, or, at least will be from 2012. It is consequently important not to disparage it but to ensure that the two credit systems are made as compatible as possible. Identifying the (potential) problems in ECVET is a positive not a negative approach. Only if the problems are correctly identified and analysed may they be confronted and resolved. This is what has happened in ECTS over the years and what must happen with ECVET.

All credit transfer is based on mutual trust and confidence between institutions. ECTS demonstrated that such trust and confidence have to be built on very solid structural and organisational foundations. ECVET has to prove that it is just as solid a foundation for VET as ECTS has been for higher education.

²⁷ Whether or not such counsellors recognised just how much ECTS would have to evolve in the process, including the likelihood that it would even have to change its name, is another matter. When the future relationship between ECTS and what was then very tentatively known as the 'European Credit System (ECS)' was discussed at a meeting of ECTS counsellors held in Brussels as early as February 2000, a suggestion to merge the two and to change the name of ECTS to the acronym 'EUROCATS' (with a European lynx as a logo, no less) was immediately rejected by those who argued that ECTS must at all costs retain its brand name which was already known worldwide. It is also true that supporters of the ECS present at that meeting were just as unreceptive to any idea of a possible merger between the two systems, arguing that they were too different in conception and functioning to be susceptible of a merger.

It is hoped that some of the (potential) problems with ECVET and its compatibility with ECTS, will be addressed and resolved by the ECVET Users Guide which was promised more than a year ago but which, at the time of writing, has still not made its much needed appearance. It will be interesting to observe in what way the promised ECVET support groups will be constituted and function²⁸.

It is vital that all the issues identified in this paper, and others that subsequently arise, be resolved. Above all, building more effective bridges between non-HEI education and training and higher education (which were, from the Middle Ages erroneously perceived as two completely different spheres, resulting in the 'mechanical arts' being excluded from the universities for centuries) is surely one of the most vital tasks facing the European Higher Education Area in the coming years. For the moment, the fear, felt by many, is that the existence of two qualifications frameworks, each with its own credit accumulation and transfer system, may serve to drive the two sectors further apart rather than to bring them closer together. For our own part, we are greatly perturbed to have heard, on several occasions, colleagues in HEIs warning others to have nothing to do with ECVET for their vocational programmes lest the use of ECVET credits should serve merely to devalue their qualifications. Equally perturbing is observing, amongst those promoting ECVET, those who are absolutely certain that this CATS is innately a better system than ECTS. Such certitude before the system is operational is truly amazing! As a result, one may observe the beginning of a sort of frontier war between VET and higher education being waged by proponents of ECVET, a war which particularly concerns many VET programmes taught within HEIs or HEI-related at the Bologna Short Cycle level. Such is the case, for example with the BTS programmes in France. Our own observations on this guerrilla are far from unique²⁹. In an area where co-operation

²⁸ The Recommendations of the European Parliament and Council relative to ECVET published on 18 June 2009 clearly state that these bodies, 'ENDORSE THE COMMISSION'S INTENTION TO:

1. support Member States in carrying out the tasks referred to in points 1 to 6 and in using the principles and technical specifications of ECVET as set out in Annex II, in particular by facilitating testing, cooperation, mutual learning, promotion, and the launching of information and consultation exercises, whilst ensuring access to the guidance material for all interested citizens;

2. develop users' guides and tools, and adapt relevant Europass documents, in collaboration with Member States, national and European experts and users; develop expertise for enhancing the compatibility and 'complementarity' of ECVET and ECTS used in the higher education sector, in collaboration with VET and higher education experts and users at European and national levels; and provide regular information on the developments of ECVET;

3. promote, and participate together with the Member States in, a European ECVET network involving relevant VET stakeholders and national competent institutions for the purpose of disseminating and supporting ECVET within Member States and establishing a sustainable platform for the exchange of information and experience between Member States; establish, from within this network, an ECVET users' group in order to contribute to the updating of the users' guide and to the quality and overall coherence of the cooperation process for the implementation of ECVET;

4. monitor and follow up the action taken, including the results of trials and testing, and, after the assessment and evaluation of this action carried out in cooperation with the Member States, report, by 18 June 2014, to the European Parliament and the Council on the experience gained and implications for the future, including, if necessary, a review and adaptation of this Recommendation, involving the updating of the Annexes and guidance material, in cooperation with the Member States.'

It still seems curious, however, that the ECVET should become operative from 2012 but reporting on the trials and testing of the system will only be completed by 18 June 2014.

See http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm

²⁹ See the EQF PRO report quoted above in note 25.

between promoters of the two frameworks, with their respective CATS, is vital, the damage inflicted by such petty demarcation disputes could, sadly, be incalculable.

Of course, one obvious way in which to avoid such conflicts would be for the two credit systems to be merged into one consolidated system, presumably with ECVET, as the less developed system, being subsumed into a revised and renamed ECTS³⁰. This is one of a number of possible scenarios envisaged in the conclusion to the recent CEDEFOP paper on *Linking credit systems and qualifications systems*. It is interesting to note that this paper published in June 2010 discusses, in a more general fashion, many of the concerns about the development of ECVET and its relationship to ECTS which are expressed in this paper³¹.

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September 2010

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³⁰ This is one of the scenarios for the next ten years envisaged by the CEDEFOP paper on 'Linking credit systems and qualifications frameworks'. See note 19 above and note 31 below.

³¹ See note 22 above and see also

http://www.cedefop.europa.eu/etv/Information_Resources/Bookshop/publication_details.asp?pub_id=494

ANNEX 3

REFERENCE POINTS FOR THE DESIGN AND DELIVERY OF DEGREE PROGRAMMES IN INTERNATIONAL RELATIONS

REFERENCE POINTS FOR THE DESIGN AND DELIVERY OF DEGREE PROGRAMMES IN INTERNATIONAL RELATIONS

Definition of the subject area

International relations is an interdisciplinary science which focuses on the study of state and non-state relations, actors, structures, and processes interconnected on the local, regional and global level.

Description of the academic and professional field and the educational programmes offered in the subject area

Bachelor Level

- Introductory courses giving basic knowledge in social sciences, e.g. political science, history and theory of international relations, law, philosophy, sociology etc.
- Introduction to international relations and core fields of IR
- Languages – 1-2 foreign languages at medium level (B2) or equivalent certificate
- Dissertation and/or internship

Bachelor courses

Compulsory		Elective
Political relations	Foreign Policy	Civilization
International Law	International relations	cultural Religion and IR Media
International Economy	Diplomacy	Human Rights
Peace and War studies	International organizations	Foreign Policy
History of International Relations	Regional studies (focus on specific regions)	Strategic studies
Regional studies (e.g. European studies)		

Description of the academic and professional field and the educational programmes offered in the subject area

Master Level

- Compulsory courses
 - Theory of international relations
 - Qualitative and quantitative research methods
- Elective courses for the purpose of specialization
- Examples of possible specializations:
 - Contemporary diplomacy
 - International trade
 - Security and strategic studies
 - Legal system of European Union
 - Social rights in a comparative perspective
 - International organizations and Human rights
 - Migration
 - Peace and conflict
 - Regional studies (Asiatic, African, American etc.)
- Etc.
- Internship and/or dissertation

Description of the academic and professional field and the educational programmes offered in the subject area

PhD level

- Research methodology with a special focus on the subject of thesis of PhD candidate
- Seminars and lectures
- Tutoring, supervision
- Publication activity
- Research and field work
- Optional teaching activities
- PhD thesis based on own original research with option of internship
- Defending thesis

Overview of typical degrees

- Bachelor
- Bachelor Honours
- Master
- Doctor of Philosophy

Overview of typical occupations related to the Subject Area

- Government bodies
- European Union and regional bodies
- International institutions
- NGO's
- Private companies

- Higher education
- Think tanks, research institutes
- Media

Competencies – Level 6

Generic COMPETENCES	Specific COMPETENCES
<ul style="list-style-type: none">• Ability to communicate in one's and foreign language using the appropriate terminology in the subject area;• Ability to identify, utilize, interpret, be critical, and forecast sources of information in all relevant areas;• Ability to work in a multicultural team and have an awareness to sensitivity to differences in culture, gender and ethnicity;• Ability to draft, prepare, and present reports, proposal, and briefings.	<ul style="list-style-type: none">• Knowledge of the present global forces shaping the world• Knowledge of the relationship of dependencies and interdependencies in the world.• Knowledge of development in the world from a comparative perspective.• Awareness of the history and the complexity of global politics.• Awareness of the original integration process within a local, regional, and global context.

Competencies – Level 7

Generic COMPETENCES	Specific COMPETENCES
<ul style="list-style-type: none">• Ability to undertake field research and survey using appropriately sensitive methodologies and applying ethical foundations;• Awareness of and ability to use different disciplinary methodologies in an integrated way;• Ability to organize and analyze complex research results in a coherent form;• Ability to draft, prepare, and present reports, proposal, and briefings.	<ul style="list-style-type: none">• Knowledge of the present global forces shaping the world.• Knowledge of the relationship of dependencies and interdependencies in the world.• Knowledge of development in the world from a comparative perspective.• Awareness of the history and the complexity of global politics.• Awareness of the original integration process within a local, regional, and global context.

Competencies – Level 8

GENERIC COMPETENCES	Specific COMPETENCES
<ul style="list-style-type: none">• Ability to be creative and resourceful in theory and practice.• Ability to theorize on facts and data and question concepts, ideas and theories.• Ability to organize and analyze complex research results in a coherent form.• Ability to reflect critically on ones own value system.• Ability to draft, prepare, and present reports, proposal, and briefings.	<ul style="list-style-type: none">• Knowledge of the present global forces shaping the world.• Knowledge of the relationship of dependencies and interdependencies in the world.• Knowledge of development in the world from a comparative perspective.• Awareness of the relevance of international relations in relation to other academic disciplines.

ANNEX 4

REFERENCE POINTS FOR THE DESIGN AND DELIVERY OF DEGREE PROGRAMMES IN LAW

REFERENCE POINTS FOR THE DESIGN AND DELIVERY OF DEGREE PROGRAMMES IN LAW

1) Definition of the subject area

Law is the study of the formal ways to shape individual and collective behaviour of people by structuring and organizing society in order to prevent and manage conflicts arising by human interactions.

A definition of the subject area has two distinct functions: to describe the main character of the area and to provide a way of discriminating it from other contiguous fields. In trying to achieve both these goals we focused on the object of legal studies, and we also tried to avoid any reference to a specific legal tradition.

European legal traditions has been divided into at least three major groups: a civil law tradition with a French flavour, rooted in the legal culture that led to the adoption of the Napoleonic Civil Code; a German flavoured civil law tradition, more connected with the Latin tradition; and the common law tradition. These groups of legal traditions, while sharing many similar characters, still show many differences in the way legal rules are created and enforced.

Also the role of legal scholarship, its ends and objectives, are different within these traditions. And those differences have an impact on the way legal education is shaped: a more practical approach can indeed be found within the common law tradition, in which legal education has been traditionally provided by the Inns of Court, whereas a more theoretical approach can be found within the civil law traditions where legal education has been provided by academic institutions.

In proposing a definition which must encompass all those legal traditions we had to use abstraction in order to avoid any notion which could be rooted within a specific tradition and thus have a specific meaning not shared by all European legal systems. And so, instead of focusing on the object of legal education (legal rules), we focused on the ends legal rules are aimed to: shaping individual and collective behaviour in a formal, structured way, in order to prevent and manage conflicts arising from human interactions.

Obviously there are many contiguous subject areas, which are not directly connected with the study of legal rules, but are deemed necessary in a legal curriculum – spanning from history to philosophy, from economics to computer science. Some of those areas even have a legal declination (history of law, philosophy of law, law and economics, etc.), and that has been taken into account in defining the list of competences to be attained by a law student.

Moreover, like every cultural phenomenon, legal systems do have a historical dimension which must be always taken into account, and so “formal ways of

shaping the individual and collective behaviour” refers to both present and past systems of legal rules.

The same can be said about the need of a comparative approach in legal analysis, which is increasingly perceived as a necessity for lawyers in a global productive environment.

Finally, it must be noted that our definition is strictly positive and does not take into account the fact that the legal studies may be aimed at criticizing the present legislation and at providing alternative legal solutions. This can either be a side effect or a specific goal of legal analysis that we consider inside the definition of our subject matter as a relevant part of the analysis of the legal system itself.

Legal studies have many affinities with other subject matters in the social sciences. The stress to the formality of the way of shaping individual and collective behaviour through social structures, organizations, institutions, rules and procedures, should clarify the distinction between legal studies and other social sciences like sociology or economics.

2) Description of the academic and professional field and the educational programmes offered in the subject area.

a) Academic/Professional fields

The study of law has been traditionally divided into in-depth examination of various aspects of the two main domain of law: *Public Law* and *Private Law*. The former includes above all *Constitutional Law, Administrative Law (with a very long list of special matters as Tax Law, Social Security, Environmental law, Aliens law...)*, various subjects devoted to *Criminal law* and *Penal Policy*. The later, dealing with the relations of equal individuals within the society, concerns chiefly civil law or common law in the English legal circumscription in its various aspects, commercial law, family and marriage law, contracts, torts, labour law,. An important part of the curricula is devoted to research and training of procedural rules in civil, administrative and penal law. It has always been the European tradition to teach also law in context, through various - as we could call them *Hyphenated law disciplines*- Philosophy of Law, Sociology of Law, History of Law as well as the Legal foundations of the modern societies those with very different level of attention depending on the profile of the curriculum, legal system and university. The reference to Transnational Law has nowadays an increasing relevance because of the interrelation of the citizens and societies. Both in the public and private aspects it would be difficult to think of a legal training in our days without paying enough attention to protection of Human Rights, Law of International Trade or Private International Law.

On the professional level selected legal disciplines are studied in depth – especially in the classical areas of public and private law both in the

national and transnational aspects. The professional development is often aided by in-depth studies on Master and/or Doctoral Level. Many universities offer specialized masters in law that aim at enhancing the professional skills and the market position of the students. Some centres have developed other forms of continuous education (lifelong learning) such as workshops, seminars or postgraduate studies which however do not necessarily offer any particular degree.

b) Educational programmes offered.

Generally speaking the chief education programme offered throughout Europe in the subject are *studies in law* as such. The countries and sometimes universities on national level differ in the degree of specificity of the programme offered, in number and type of compulsory courses as well as the in the flexibility of the curricula. Yet the core of the curriculum remains similar (see above, under section 2a).

Some of the universities/countries offer more specific interdisciplinary programmes based on law, such as criminal law and or criminology; business law and law and business administration; various degrees in public administration; law and languages.... In some countries a degree in canon law is offered as well.

3) Overview of typical degrees offered.

One of the most important external differences between various models of legal education in Europe is the definition of the basic level of studies in one or two cycles. Most of the member states, following Bologna indication have divided their once single cycle studies into two levels: bachelor and master. There are few exceptions to this, Scandinavian Countries, Poland, Germany and recently Italy. Even in those countries, one still can observe in their organisation of studies a kind of internal division: the first years of studies are devoted to the general subjects whereas the final ones, leading to the equivalent of a master degree, are more specialised and flexible.

With the notable exception of the UK the lower law degree does not by principle grant access to the traditional legal professions. This means that in most of the countries that follow the 3-cycle model of legal education the students need to complete both the 1st and the 2nd cycle in order to be able to practice law in the traditional sense. It has been a general understanding that the lower law degree does not find many practical implications around Europe (even in professions as lower clerks or law secretaries). It has to be stressed as well that simple obtaining of the master degree in law (or bachelor in case of the UK) does not automatically grant access to the law profession (the only exception to this, Spain, has just changed its rules). A graduate in law in order to continue with his or her legal profession has normally to pass an exam admitting him or her into the legal professional training and then upon completion of the training, another exam opening the doors to the legal professions. Countries vary in organisation of these legal trainings –they

last from 2 to 4 years and are either specialised in one legal profession, and therefore mostly organised by the association of legal professionals (e.g. the bar inn or chamber of solicitors) or more general and thus run by the state.

It is therefore important to remember – while describing the Learning Outcomes at level 8 that in law there is a parallel division between scientific cycle – doctoral studies and the vocational one – the professional training for the specific legal profession. These two may also be combined in various ways. A number of young academics, especially in the more practice-orientated areas of private law undergo legal vocational training.

One has to note as well that in some cases one could observe a division between the academic/scientific doctorate and the professional one. In some legal traditions (Germany, Austria, but recently Poland as well) doctoral title just the threshold opening in academic career, it is rather a distinction in the professional career. We would also like to put forward the example of Poland where by the force of the recent law doctors in law with some professional experience are granted access to regulated legal professions without further exams. This is probably the only example of the practical implementation of Bologna 3rd cycle studies at the labour market in the law area.

4) Overview of typical occupations related to the subject area phrased in more general terms

The answer both simplest and closest to reality would be: having studied law one can do anything, especially on the modern labour market. Students of law have been and are managers, agents of various kinds, Noble-prize winning poets and screenwriters, but also shop-assistants, clerks, secretaries etc. However the traditional - and state-regulated legal professions are the following:

- Judges
- Litigation/Practical lawyers: Barristers, Solicitors
- State Attorneys
- Notaries.

5) List and definition of the desired / intended / expected Learning Outcomes statements, phrased in terms of subject specific and generic competences to be developed, covering levels 6 to 8

General Competences

		Ba	Ma	PhD
1	Problem solving with the ability to analyze and synthesis.	basic	Advanced	in-depth
2	Ability to apply knowledge in practice.	basic	advanced, outside academic context	
3	Ability to understand the ethical consequences of a decision.	x	x	x
4	Ability to communicate orally and in writing in one own's native language with both experts and non experts.	x	x	x
5	Ability to use informationtechnology	x	x	x
6	Ability to learn and to reflect on one own's learning and seek and make use of feed-back	x	x	x
7	Ability to commit oneself to a task.	x	x	x

8	Ability to contribute to and to participate at teamwork.	x	x	x
9	Ability to cooperate in an international environment	basic	advanced	advanced
10	Ability to conduct academic and professional research efficiently	guided	independently/basic	independently/advanced

Specific competences

		LLB	LLM	Phd
1	Knowledge and understanding of principal features and key concepts and principles of the legal system including European and International dimension (including institutions and procedures)	X	x	x
2	Knowledge and understanding of legal principles and values in a wide range of topics extending beyond the core curriculum		basic	advanced
3	Ability to take a sound and motivated legal decision.	x	x	x
4	In-depth knowledge of specialist legal areas		X basic	advanced
5	Being at the forefront of the field of research and advancing the knowledge of the field of research			X

6	Ability to identify and apply the legal sources using a legal method	Basic	Advanced	
7	Understanding of political, social, economic, historical, personal and psychological phenomena (among others) taking them into consideration in the creation, interpretation and application of Law	Basic	advanced	in-depth
8	Critical awareness of the historical and philosophical foundation of a legal methodology and challenge its use.			X
9	Ability to read a range of complex material and to summarise their arguments accurately	Basic	Advanced	in-depth
11	Ability to identify and foresee contemporary debates and engage with these while accurately reporting the applicable law	X	participating	Engaging in international debates
12	Ability to identify and work with principal aspects of supranational and foreign legal systems	Basic	Advanced	in-depth
13	Ability to use a foreign legal language	X	X advanced	X advanced
14	Ability to identify relevant legal (including procedural) issues from a large body of unstructured facts and whether factual circumstances are sufficiently elucidated for a legal decision	X-simple	Advanced	

16	Ability to individuate different legal solutions, to weigh their argumentative strength and to analyse outcomes of a legal problem and to outline alternative solutions		basic	advanced
18	Ability to apply scientific research methods (legal and other research methods)		Basic	Advanced
19	Ability to express oneself in a fluent technical language using precise, clear legal terms.	Basic	Advanced	in-depth
20	Ability to work in cross-disciplinary teams as the legal expert of the team and contribute effectively to its task		X	X
21	Ability to indentify new relevant ehtical issues		basic	advanced

5) Preliminary conclusions

This study is the result of a reflexion made by a group of academics in the field of law coming from different European Countries. In the definition and design of the competences and skills for the field of law several surveys have been conducted in the main European countries trying to achieve the goal of including the main sensitivities towards law: common law and civil tradition systems; professional and academic focussed curricula; countries based in and outside the Bologna process; 3+2, 4+1 and 5 years systems; northern and southern European countries and even members and not members of the European Union. This work and mainly the reflexion on it have permitted the members of this group developing a general approach to the field and reach some conclusions that imply a common basis for the framework inside Europe. This work has made it possible to design a list of skills that are considered of main interest for any student of law no matter the legal system or profile of the CV. The group intends to use this initial work in order to continue the analysis of the skills and establish a deeper research covering the teaching methods that could be used in order to develop the skills in the different levels and the evaluation tools for the assessment of the students, the skills and the Programs.

Now we show the main conclusions reached by the team:

- Despite the relevant differences among the legal systems inside the Europe and the European Union, the analysis of the different curriculum and the professional profiles of the students shows that the focus is made all over Europe on a very similar list of skills.
- Legal studies are the way to enter in very different professions both legal and paralegal. This means that level 6 programs must develop skills that open the doors to many different professions. Focus must be made in basic knowledge and application together with general skills.
- Level 7 contains very different LL.Ms with different focus of knowledge but comparable level of development of generic and specific skills. Level 8 focuses on research and despite the different types of Phd existing in Europe, develop similar skills and in totally comparable levels.
- The legal specification of the general competences is fundamental for the creation of successful legal curricula and special mention must be made to the methodology of development of those. Assessment of the level of achievement of the students is key for the students and Programs.
- The specific legal skills imply and contain knowledge in the different levels; knowledge achieved, they require a second level of application and a third of critical analysis of the knowledge. There is no skill without technical knowledge but skills imply a higher deeper and more complex level of achievement in all the levels of training of law.
- The relevance of the skills based on knowledge can not be questioned in all the levels of training law. The focus is different though in the approach to

knowledge in the different cycles being some of the skills of level 8 related to the creation of knowledge.

- The training is focused on the different levels of development of skills considering that the highest academic level is Phd. In the legal field the training does not finish at the Phd Level. Any professional continues legal education until the end of his professional life and the achievement of skills continues increasing. Some professionals reach the highest level of development of skills without reaching the Phd Level.

- The application of knowledge and critical approach to thinking must be developed in all the different levels of legal training with special focus on the highest levels. It is especially relevant to focus on methodology and assessment techniques for developing of those skills taking into account the complexity of the task and the implications it has for the training process and achieving of goals of the students and the process itself.

- The existence of systems of education based on skills promotes the mobility of students because it improves in a very significant level the transparency of the curricula both for students and stakeholders in a traditionally closed market that.

- The internationalization of economies and markets has underlined the relevance of legal professionals trained with skills that make them capable to answer to the new needs of the society. Mobility is essential to achieve this goal and this structure of legal studies can help to make this possibility real for an increasing number of students.

ANNEX 5

REFERENCE POINTS FOR THE DESIGN AND DELIVERY OF DEGREE PROGRAMMES IN PSYCHOLOGY

TUNING-EUROPSY: REFERENCE POINTS FOR THE DESIGN AND DELIVERY OF DEGREE PROGRAMMES IN PSYCHOLOGY

1 General Introduction

Tuning Educational Structures in Europe is a university driven project which aims to offer higher education institutions and subject areas a concrete and dynamic approach to implementing the Bologna Process.

Launched in 2000 and strongly supported both financially and morally by the European Commission, the *Tuning* project now includes the vast majority of Bologna signatory countries, and its work is fully recognised by all the countries and major players in the Bologna Process.

The *Tuning* approach consists of a methodology for considering each of the three Bologna cycles. It develops reference points for common curricula on the basis of agreed competences and learning outcomes as well as cycle level descriptors. It therefore has a strong focus on learning outcomes and on competences. Learning outcomes are statements of what the learner is expected to know, understand and be able to demonstrate after completion of a learning experience. According to *Tuning*, learning outcomes are expressed in terms of the level of competence to be acquired by the learner. Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, inter-personal and intellectual skills, and ethical values.

The use of the learning outcomes and competences approach implies a shift from a staff-centred approach to a more student-oriented approach to teaching and learning, and probably implies changes in the teaching, learning and assessment methods which are used in the programme.

The *Tuning* project is dynamic and has used a Europe-wide consultation process in which students, graduates and academic staff have been asked to identify the most important competences they would expect to be developed in a degree programme. The outcome of this consultation process is reflected in the set of reference points – generic and subject specific competences – identified by each subject area.

Finally, the context of these developments includes the overarching European Qualifications Framework (EQF) of the European Higher Education Area developed by the Bologna follow-up group, and which was adopted at the Bologna follow-up conference in Bergen in May 2005. The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. The EQF made use of the outcomes of the Joint Quality Initiative (JQI) and of *Tuning*.

The JQI, an informal network for quality assurance and accreditation of Bachelor and Master programmes in Europe, has produced a set of criteria to distinguish between the three Bologna cycles; these are now known as the 'Dublin Descriptors'.

This booklet aims to provide reference points in the psychology area, drawing substantially on the work of the *EuroPsy* project (1998-2009) and attempting to integrate this with the approach of *Tuning* and the wider context of qualifications in Europe. It should be noted at this point that the *EuroPsy* project focussed

strongly on professional psychology, in part because its timing coincided with developments in the European directives on professional mobility.

1.1 Tuning and EuroPsy: A parallel history.

The *Tuning* programme and the *EuroPsy* programme have experienced a parallel development over the last ten years, and there are significant and substantive convergences between the two programmes. However, while *Tuning* is clearly a University project, *EuroPsy* is both a university and a professional project. *Tuning* is a programme which covers many different disciplines, while *EuroPsy* focuses on the single discipline of psychology. The *Tuning* programme has not so far involved psychology, and the present text presents a reference point for the design and delivery of degree programmes in psychology on the basis of the *EuroPsy* programme.

The *EuroPsy* project has been substantially funded by the EU under the Leonardo da Vinci programme, and began in 1998, before the launch of the Bologna process. Intrinsic to this project was the involvement of a number of stakeholders and psychologists representing different constituencies. Thus the *EuroPsy* project brought together a number of psychologists, mainly academic, from different European countries, and representing universities, national professional organisations and national trade unions of psychologists. *EuroPsy* also had links to ENOP (the European Network of Work and Organisational Psychologists) and EFPA (the European Federation of Psychologists Associations). The *EuroPsy* project (see Appendix 1) has continued over 10-12 years and has involved a high level of consultation with a range of stakeholders, and wide dissemination in individual countries and at the European level. The original aim of the *EuroPsy* project was to map the education and training and to develop greater convergence in professional and vocational training of psychologists in Europe. From the outset, therefore, *EuroPsy* has been both a university training and a vocational/professional training project. Some of the members of the working group represent universities, others represent national professional organizations; EFPA, the representative association of the profession at European level, was involved from the start in the *EuroPsy* project since the co-ordinator of the *EuroPsy* was at the time President of EFPA.

It is important to note the fact that the discipline of psychology leads both to a research career and also to a specific profession, and this latter is regulated in about half the countries of Europe. Another fact to note is that EFPA is a federation of psychology associations (currently 35), which extends beyond the EU, with potential membership from all the 47 countries of the Council of Europe. EFPA has an increasingly important role for psychology, particularly professional psychology, at the European level.

The first phase of the *EuroPsy* Project was supported through a Leonardo da Vinci contract and delivered its first report in 2001: "*EuroPsyT: a framework for education and training for psychologists in Europe*". The Bologna agreement was signed in 1999, during the course of the first phase of the project, and created a very favourable context for the strategy and activities of the *EuroPsy* project.

The *Tuning* program was initiated as a direct result of the Bologna process and was launched in 2000. The idea of its promoters was that universities take on board the Bologna process and themselves define how to harmonise training

programs in the different disciplines in which the University network was represented. Having quickly established differences in curricula between countries for the same discipline and between disciplines, *Tuning* managers have aimed for harmonisation with maximum flexibility, hence the choice of the word "*Tuning*". *Tuning* has been implemented in a number of disciplines, starting mainly with the "hard" sciences, where harmonisation seemed easier, but also involving disciplines such as educational sciences or history, where such harmonisation seemed more difficult, each country having its own history. From the outset, *Tuning* has had important EU support.

The second phase of *EuroPsy* started in 2002, with the support of a second Leonardo da Vinci contract.

The aim of this project was to move from a definition of training focused on input and therefore on knowledge to an approach focused on outputs, and therefore on skills and competences. The second report, *EuroPsy: the European Diploma in Psychology* was published in 2005, and aimed to provide a standard for the education and training of professional psychologists in Europe. In this second phase, *EuroPsy* was closer to the *Tuning* approach in one of its fundamental aspects, the definition of objectives for training in terms of acquisition of professional competences. Here, it should be noted that psychology as a discipline leads to a well-defined occupation whose practice is protected by law in about half the European countries. This is not the case for most disciplines covered by the *Tuning* program. In the *Tuning* project, one of the objectives was to seek to make a distinction between general skills, related to University training but independent of the discipline (for example the development of critical thinking and problem-solving), and skills more closely related to the contents of the discipline. In both cases, the aim was to identify both the skills that trainers thought that they provided, and the competences that potential employers were demanding.

Because the *EuroPsy* is centered on a single discipline, the distinction between general skills and specific skills has not been made in the *EuroPsy* text, but it is clear that some of the competences described in the *EuroPsy* project are not specific to psychologists and are also described, as general skills, in *Tuning* texts.

There is a very strong convergence in the two processes, in particular in the fact that in both cases, competences do not concern simply sophisticated technical capabilities, but also know-how and knowhow- to-be, at a much more general level.

Other convergences include a common understanding of the place of the ECTS system in training. In both cases, this is not envisaged as a simple accounting system organizing teaching hours, but rather a distribution of the amount of work the student must devote to the acquisition of each competence.

A third important convergence is the emphasis on life-long learning. In both cases, there is a wish to set the project within a context of lifespan training, which the EU now strongly supports, with the EQF program for LLL (European Qualification Framework for Life Long Learning). In the *EuroPsy* program, evidence of continuing education is a condition for the renewal of certification of psychologists.

The final important convergence is the fact that *EuroPsy* is perfectly compatible with the idea of *Tuning* of the training programs. In fact, *EuroPsy* proposes a

reference framework for program development. The aspiration is for different university programs to be compatible with this reference, and not identical to it. As far as the objectives assigned to universities by *Tuning* and *EuroPsy* are concerned, there are extremely strong convergences.

1.2 Background

There have been considerable changes in the content and manner of delivery of psychological services in Europe over the past few decades. From the early years on psychologists have been educated and have been applying their knowledge in nationally defined frameworks, characterised by distinct educational traditions, forms of employment, types of government involvement, and languages. Having its roots in philosophy and medicine and developing under widely different political and economic conditions, the education of psychologists has taken on different forms in different countries, in some cases with an emphasis on long and uniform training, public funding and regulation by law, in other cases with an emphasis on early differentiation and market-based competition with other professions. Over this period there has been a substantial enhancement of the quality of education and of professional services, and a growth in the extent of legal regulation of psychologists across Europe.

The growing internationalization of the economy in general and the implementation of a common internal market within the European Union have stimulated the mobility of professionals as well as the delivery of services across national borders. Major steps have also been taken with regard to educational mobility, especially at the academic level. As a consequence of the Bologna Declaration, a total overhaul of the system of university education across Europe has been taking place, with the goal of a European Higher Education Area by 2010. The agenda of the European Commission aims at further advances in the same direction. Thus, the Commission has achieved a radical revision of the system of recognition of professional qualifications, which has been accepted by the European Parliament and the European Council, in order to promote the free movement of professionals across Europe. The new Directive 2005/36/EC, adopted in September 2005, is in process of implementation across the twenty-seven countries of the EU. These developments are of obvious relevance for psychologists and their clients.

Psychologists, like other professionals, should have the opportunity to obtain their education and practise their profession anywhere in the EU. Clients, be they individual citizens or institutions, should be able to obtain services of competent psychologists according to their interests and rights in any place within the EU.

Although uniformity, transparency and flexibility should be aimed for when moving towards educational and professional systems which transcend national boundaries, these aims are not easily achieved, considering the diversity in systems and practices that have developed over time. Common frameworks must be found to compare and establish the equivalence of professional and educational qualifications, and common standards must be set to guarantee levels of expertise throughout the EU. *EuroPsy* has been developed under the auspices of EFPA which also oversees the development of specialist Certificates in more specialised areas of psychological practice. *EuroPsy* (the European Certificate in Psychology) provides the standard required for

independent practice at basic level. Specialist Certificates (in specialist areas such as psychotherapy, work and organisational psychology, educational psychology, etc) are in process of development to demonstrate the achievement of an advanced level of competence and expertise in specialised areas of practice. The aim of specialist certificates is to specify requirements for independent practice in a particular setting at a point which clearly lies beyond entry into the profession, for example to designate consultant or specialist status. Specialised qualifications may in some countries be used to preserve a domain of professional work for their holders. This may imply that the development of specialised qualifications could in future lead to restrictions in the settings, levels and tasks in which holders of the basic *EuroPsy* can be considered competent to practise independently. This will be determined in the country of practice according to the regulations governing practice in that country.

1.3 Aims of the document.

The practice of the profession of psychologist is protected in about half the countries of Europe. This is one reason why the *EuroPsy* project is concerned not only with academic training but also with the preparation for the practice of the profession. The specifications for the *EuroPsy* certificate address both the academic education and the professional training of psychologists.

The aim of the present text is to produce a *Tuning* document based to a large extent on the *EuroPsy* text, or in other words, to develop a *Tuning* reference document in psychology drawing on the experience of the *EuroPsy* project team and the reports produced by them. For this purpose, we start by briefly presenting the subject area of psychology (part 2), then present the profile of qualifications in psychology (part 3), the major fields of application of Psychology (part 4), a discussion of learning outcomes and competences (part 5), some considerations of the teaching, learning and assessment approaches implied by these developments (part 6), and a section on continuing education and professional development (part 7). In section 8 we present some future trends and challenges before drawing some preliminary conclusions.

2 Introduction to the subject area: Psychology

The field of psychology has a relatively short history. With origins in philosophy and medicine which go back many centuries, modern day psychology is frequently said to have been established as an experimental science in 1879 with Wilhelm Wundt's laboratory in Leipzig which is often called the first laboratory of psychological science. This laboratory attracted a large number of young scholars from many countries, who subsequently went on to develop psychology as a science in other countries. Over the following years psychology became rapidly established as a subject in its own right, until now in the 21st century it has become one of the fastest growing fields of research, application and popularity for student study. Psychology is now both a very strong research field and a strong field for application.

A major impetus for the popularity and expansion of psychology as a discipline is due to the development of its applications. In the early 20th century psychologists began to apply their discipline in the field of psychological assessment, personnel selection and psychological ergonomics; more recently psychologists have developed their discipline in relation to mental health and

now increasingly in a wide range of other fields. In particular following World War II and the rise of welfare states in many countries, the profession of clinical psychology was firmly established, and is now one of the most popular applications of psychology across the world.

The first psychology association was established in USA (the American Psychological Association) in 1892, followed soon after by the French Society (Société Française de Psychologie) and the British Psychological Society, both founded in 1901. Many other European countries established psychological societies which focussed on the scientific discipline in the early years of the twentieth century, and the 1940s and 1950s saw the emergence of a large number of professional psychology associations reflecting the expansion of psychology as a profession, and in particular the large numbers of clinical psychologists.

2.1 Definition of the subject area, description of the field

Psychology is a pivotal science because it touches every aspect of human endeavour e.g. their interaction with the physical environment, thinking and the invention of new ideas, human development, and social interaction. It deals with general questions about what causes people's behaviour and activity, as well as with problems of individuals, groups and social systems. At the same time it is relevant to issues of everyday life - school, work, health, leisure time, sport, creativity and self-development. That is, psychology is concerned with the rich variety of thinking processes, personality and activity that characterise human functioning and development in society, including problem behaviour. Psychology seeks to find answers and solutions to many questions of concern to individuals, groups, systems and society.

Psychology is an empirical science which aims to understand how and why people act in the ways that they do and to apply that knowledge in a wide variety of settings. There are many definitions of psychology, but here we use a simple one: "Psychology is the scientific study of the processes of the mind and its biological foundations, and their behavioural manifestations in interaction with the environment, which is fundamentally social".

With the phrase, "processes of the mind", we can refer to a wide variety of psychological phenomena.

Cognitive psychology, for example, studies processes such as sensing, perceiving, and thinking.

Neuropsychology is concerned with the biological aspects of psychological processes. Personality psychology is concerned with the individual's traits, characteristic forms of behaviour and interactions with others. The study of motivation attempts to answer the question of "why" people behave as they do.

Social psychology studies the influence of social factors on people's attitudes and how people behave in groups. Psychopathology studies the thinking processes, personality, and behaviour of people with psychological problems. Developmental psychology studies the development of psychological processes throughout the life span. Work psychology deals with goal-directed behaviour displayed when people perform tasks. These are just some of the basic phenomena that characterise psychological study.

Psychological programmes at universities teach all these basic areas of psychology to students. Students learn the general theories, the experimental and empirical evidence, and how knowledge from these areas may be applied

in understanding the behaviour of individuals, groups, systems and society. They also learn theories on people's behaviour in connection with particular roles and settings, for example, education, work or economics. In addition, they acquire knowledge and skills in the use of methods and techniques for diagnosis and interventions which can be of use in solving behavioural problems. Students also learn how to carry out their own research and how to evaluate the research of others.

2.2 Psychology in social and life/health sciences.

2.2.1 Psychology as a scientific discipline

As implied above, psychology is the discipline that provides explanations for people's behaviour by identifying its underlying causes. Another definition that describes the scope and aims of psychology may be the following: The scientific study of behaviour and mind, with reference to both the overt behaviour and internal mental representations. The scientific investigation of psychological phenomena is based on empirical and factual evidence collected through a variety of methods, e.g. experimental, observational, clinical. Just as in any other area of knowledge, psychological descriptive and explanatory theories, and the specific models derived from them, have undergone changes and integration over time as new data and new insights have accumulated. In addition, the complexity of the topic has favoured the creation of highly articulated models for specific functions rather than general and comprehensive models.

Basic research in psychology aims at developing a general explanatory theory of how people interact with other people and the physical and social environment. Many areas of human and other animals' behaviours have been the focus of basic research, from cognitive to affective process, from the biological bases of mental life to the relationship between social and individual behavior. Psychologists frequently develop 'models' which attempt to help us to understand phenomena, and apply a scientific approach of hypothesis testing in relation to scientific advances. Applied research in psychology also plays a very important role since it may provide ways for improving the well being of, and intervention in critical situations for, individuals, organisations, and society at large. There are numerous areas in which research in psychology has been productively applied, e.g. clinical and health psychology (for example the effectiveness of psychological interventions), and neuropsychology, school and education psychology (for example evaluation of literacy programmes), organisation and work psychology, human factors psychology (for example understanding human reaction times to complex stimuli), community psychology, forensic psychology, and marketing and communication psychology (for example exploration of young people's reactions to different media representations).

Since psychology deals with human behaviour it has strong relationships with a large array of disciplines.

On the one hand it has been clearly related to life and health sciences such as biology, physiology, neurosciences, etc. On the other hand it also shares perspectives and disciplinary complementarities with social sciences such as sociology, anthropology, economy, education, law, etc. These multiple interfaces with such a number of disciplines provide a rich array of issues for

research and create major opportunities for multidisciplinary cooperation among different sub-disciplines of psychology and other related disciplines. At the same time, psychological approaches to the different issues in the multiple interfaces where it can be fruitful are based on a disciplinary identity. These centripetal and centrifugal forces of psychology have been present over many decades and when properly managed are fruitful and enriching for the continuous development of psychology as a scientific discipline.

2.2.2 Psychology as a profession. The role(s) of professional psychologists

Professional psychologists apply psychology and psychological knowledge and understanding to real-life questions in order to enhance the well-being of individuals, groups and systems. As mentioned, professional psychology has become increasingly well-established in all countries of Europe, fostered by university psychology departments and psychology associations. Students entering the university to study psychology are exposed to the breadth of psychological knowledge in a range of areas covering developmental, biological, social perspectives, and normally choose an area of applied psychology in which they receive specialised theoretical and practical training. At the present time, the most common areas of specialisation in professional applied psychology are clinical and health psychology (working in the health system), educational psychology (working in the education and school system) and work and organisational psychology (working in organisations and industry).

However, there is a growing range of other fields where psychologists have developed applications and professional activity. These include: community psychology, psycho-social intervention psychology, counselling psychology, economic psychology, environmental psychology, forensic and legal psychology, neuropsychology, sport and exercise psychology, traffic and transportation psychology, crisis and disasters, and consumer behaviour. Psychologists are also increasingly becoming involved in other areas, where they apply psychological knowledge and understanding, and intervention techniques to help human functioning.

Clinical psychologists often work in health care settings such as hospitals and clinics, and engage in work in diagnostic assessment, in a range of therapeutic interventions, including psychotherapy, and increasingly in consultancy. Educational psychologists, sometimes called school psychologists, also engage in assessment and interventions, normally in educational settings. They may also work in consultancy and other forms of more indirect work, particularly involving staff groups. The third major branch of professional psychology, work and organisational psychology focuses on work in its widest sense, and in helping individuals, groups and organisations to function optimally. In a general sense, professional applied psychologists apply their knowledge and understanding of psychology and human behaviour to try to improve the well-being of their clients, in whatever setting they are working.

Psychologists also work closely with professionals in other fields, often in multi-disciplinary teams. For example, clinical psychologists frequently work in multi-disciplinary teams with psychiatrists and social workers, educational psychologists work with teachers and other education professionals, and also with health professionals, while organisational psychologists may work with

managers, lawyers and other staff in organisations. The particular contribution psychologists make to these situations is a result of the training and background in focusing upon psychological aspects of problems and situations. This perspective is grounded in *scientific psychology* on the one hand, and scientific method and commitment to *evidence-based practice and scientific research methods* on the other hand. The combination of these two characteristics distinguishes, for example, counselling psychologists from counsellors, clinical psychologists from doctors, and educational psychologists from specialist teachers. In each case, the psychologist takes a different perspective, asks different types of questions, and uses empirically validated interventions and tools, of proven efficacy designed and developed on the basis of scientific knowledge produced by psychological research.

The model that inspires the education and professional practice of psychologists is characterised as the *scientist-practitioner* model. The main foundations of the scientist-practitioner model refer to the need for psychologists to develop skills in research and skills in practice, with equal emphasis on both. It implies that practice must rely on a research knowledge base and scientific validation of methods, theories and treatments. Moreover, research should feed back knowledge in order to continue developing professional practices. Thus, the *key role of the professional psychologist* has been defined as being able "to develop and apply psychological principles, knowledge, models and methods in an ethical and scientific way in order to promote the development, well-being and effectiveness of individuals, groups, organisations and society"¹.

3 Qualifications in psychology

Psychology as a subject is one of the most popular university degrees, and most universities in European countries offer a psychology degree at Bachelor level. Many of the universities also offer degrees at Master and Doctorate level in psychology. Although the traditions of universities in European countries have historically led to different degrees in psychology, with different titles and different lengths of study, the Bologna process has now had a major impact and most countries have changed the structure of their higher education system to fit the Bologna framework of Bachelor, Master, Doctorate (3+2+3). There are, however, differences in some countries in the implementation of the Bologna Agreement.

3.1 The three cycles in psychology.

The Bachelor degree (EQF level 6) is usually implemented as a 180 ECTS (3-year cycle) though in some countries it may consist of 240 ECTS (4 years e.g. Spain). In some universities (e.g. in Portugal) it is not an independent cycle but forms an integrated part of a 5-year cycle leading to a Masters qualification.

One of the reasons for such variety may be related to the fact that the acquisition of psychological competences and skills requires considerable time and practice. This means that there is general agreement that occupational qualification as a psychologist and independent practice in psychology requires at least EQF level 7.

¹ BPS (1998). National Occupational Standards in Applied Psychology, Leicester, UK: British Psychological Society.

The first cycle is devoted to the orientation of students in the different sub-specialties in psychology, but most programmes also include related disciplines to provide both epistemological and interdisciplinary bases, as well as specific knowledge in different sub-specialties, e.g. biology for health psychology and law for work and organization psychology. The first cycle offers a basic education in all the psychology specialties, and in the major theories and techniques in psychology, and provides a basic introduction to psychologists' skills, and to research in psychology.

Throughout the first cycle students should be exposed to both explanatory theories and technological or intervention theories. Within each of them, acquisition of both knowledge and skills are important.

Psychological knowledge and skill should be provided in three broad areas: (i) individuals, (ii) groups, and (iii) systems/society. Psychological theories apply to general functions and behaviour of individuals, individuals in interaction, and the consequent group dynamics, as well as the interaction of individuals and groups with organizational structures and systems, institutions, technological systems, and the physical and social environment.

The Master degree (EQF level 7) or the second cycle in psychology has a range of different forms and purposes, and there are different forms of Master degrees. Some students will undertake a Master degree as part of the foundation and progression to further PhD study. Other Master degrees may have a more professional orientation, either as part of general professional development, or as a specific qualification for professional psychology. In the first case the student will acquire additional and deeper knowledge and understanding of topics that were already treated during the first phase. In the second case the student will acquire more specialist knowledge which aims to provide the basis for professional practice as a psychologist.

In the professional Master programme, the second cycle provides the student with the academic basis for independent professional practice as a psychologist. To do so, the curriculum comprises a set of courses, an internship, and a thesis. Again, students are exposed to both explanatory theories and technological or intervention theories. Within each of them, acquisition of both knowledge and skills should be considered.

Again, psychological knowledge and skill should be provided in the three broad areas of *individuals*, *groups*, and *systems/society*. As part of the second phase the student has to demonstrate the capacity to acquire skills in research, including good methodological skills.

It should be noted that the second cycle degree is considered to provide the *basic qualification* needed for entering the practice of psychology and needs to be complemented by a year of supervised practice before an individual would be regarded as competent as an independent practitioner. In some universities supervised practice is organised as part of the academic programme while in others it is not. In the latter cases, in some countries the year of supervised practice takes place after graduation, in institutions where the supervisee can be supervised by a professional psychologist. In other countries, there are not as yet formalised procedures for supervised practice.

The doctorate level (EQF level 8) is normally provided through the PhD. The doctorate requires the acquisition of a comprehensive range of research understanding and skills, and the production of a research-based thesis, following the completion of a substantial piece of empirical research. In most

countries PhD programmes include courses on a range of research methods, quantitative and qualitative, and require the students to carry out their own empirical research which is original and makes a contribution to scientific knowledge.

In some countries a new form of doctorate, the professional doctorate (PD), has been developed; this is a professionally focussed doctorate degree which provides an enhanced education for already qualified psychologist practitioners who wish to undertake professionally related research in their professional context. There is a requirement for a substantial research project and a research-based thesis which is normally professionally focussed and aims to enhance professional knowledge and skills. The professional doctorate has been extensively developed within the UK where a wide range of professions (for example education, business administration, management, accountancy, pharmacy, clinical psychology, psychotherapy, nursing) have developed this kind of qualification for experienced practitioners. This is an interesting development of education at this level, and has particular relevance for a field such as psychology.

It should also be noted that in some countries (in particular the UK) the initial level professional qualification or 'license to practise' is at doctoral level (for example the DClinPsy or the DEdPsy in the UK where the professional training in clinical psychology is a 3 year Bachelor followed by a three year DClin Psy programme which integrates academic input and supervised practice). This fits with practice in other parts of the world such as the USA.

In parallel with these developments, a number of countries have developed post-qualification specialisation training, frequently in a specialist area such as clinical psychology (for example Norway and Finland). These qualifications have requirements for a certain number of years of professional practice, some written assignments and the undertaking of additional specialist courses. They lead to a specialist qualification, though at the present time this is not defined at doctoral level.

3.2. EuroPsy: A common framework for the design of Curricula in Bachelor and Master degrees in Psychology leading to the standard for professional practice

The common framework of EuroPsy was developed to facilitate equivalence evaluations of different systems of education for psychologists, and to provide a standard which would ensure the high quality of education for the profession of psychology. This framework for the structure and content of a European education and training in professional psychology and the corresponding standards is based on the following propositions:

- (a) the requirement for a minimum of a five year academic programme and a one-year period of supervised practice, which is in line with most university curricula for professional psychologists' training and professional regulations in Europe;
- (b) the completion of the academic programme of 5 years is considered necessary to qualify for initial practice in a setting that provides supervision by qualified psychologists. The qualification for independent professional practice as a psychologist can only be obtained after a period of at least one year of supervised practice. Following such qualification it is expected that individuals

will pursue further professional training as well as continuing professional development within their chosen area or areas of practice;

(c) in line with the Bologna declaration, the Framework is based on a structure of university education in psychology that follows a first phase or cycle of education and a second phase or cycle. In addition there is a requirement for at least one year of supervised practice in order to qualify for independent practice. This could occur either outside of the university education or as part of it, depending on national regulations on higher education

EuroPsy was also underpinned by guiding principles concerning consumer protection, promoting mobility, ensuring professional competence and standards, endorsing continuing professional development as part of the maintenance of competence, and subsidiarity in relation to national regulations for psychologists. These more professional perspectives formed an essential part of the EuroPsy project which had both an academic and a professional focus.

Three perspectives to be included in the program

The Framework is organised according to three basic perspectives dealing with psychological education with reference to:

- Individuals, e.g. differential psychology, general functions (physiological, cognitive, neurological); individual differences;
- Groups, e.g. individuals in interaction, group dynamics;
- Systems, e.g. interaction of individuals and groups with organizational structures and systems, understanding of institutions, technological systems, physical and social environment.

A program designed taking into consideration input and output approaches.

The *EuroPsy* specification attempts to bring together both 'input' (curriculum) and 'output' (competence) approaches to the development of a framework. It thus specifies both an academic 'input' through the university curriculum, and an 'output' which is a detailed specification of competences, or put simply what a newly qualified psychologist should be expected to be able to do.

Core standards

The *EuroPsy* Framework provides global core standards that should guarantee equivalence of requisite psychological competence. These standards define a template for evaluating current curricula in psychology. As such they offer relative freedom to tailor university curricula to local conditions. Such diversity is not considered to be detrimental to the overall objectives of the Framework, because in-depth studies in one area may compensate for broader academic education elsewhere and the framework allows further evolution in psychology to be taken into account.

Individuals who complete cycle 1 of the framework will obtain a Bachelors degree (or national equivalent).

Given the popularity of psychology as a subject of study and the large numbers of students studying psychology for the first cycle, many of these will not go on to complete cycle 2 and the subsequent year of supervised practice. Although the cycle 1 does not provide any occupational qualification, it offers a valuable input to work in a wide variety of settings in the public and private sector and will provide individuals with well-developed core transferable skills in the areas of

communication, numeracy, problem solving, analysis and technology. Cycle 1 qualifications may also provide a valuable input to nonpsychology postgraduate training programs.

Generic or specialised qualification (at the Master level)

The Framework accommodates both a curriculum that leads to a degree with more general or generic professional qualification and a curriculum with variable degrees of differentiation (specialisation).

Comparison of university programmes shows that some countries provide a generic education and training with later specialisation or differentiation, while other countries provide programmes with early specialisation and differentiation into the different areas of professional psychology.

The role of Professional Associations in Curriculum Design

Historical developments and different institutional settings in European countries have resulted in a wide variety of positions and roles of national professional and scientific psychological associations. Their influence in determining curriculum content and structure of university education in psychology varies accordingly. General recommendations are, therefore, difficult to formulate. However, in many European countries the professional body has a role in defining the requirements for the license to practise, which may consist of a certain level of university education, a prescribed amount of supervised practice, and other requirements determined by national laws where relevant. A dialogue among the different stakeholders will eventually lead to a viable consensus on curriculum design and implementation.

3.3. Bachelor Degree in the Framework of EuroPsy.

The first cycle (EQF level 6) leading to the Bachelor degree, is typically devoted to the orientation of students in the different sub-specialities in psychology, but it is also opened to related disciplines. It offers a basic education in all the psychology specialities, and in the major theories and techniques in psychology. It provides a basic introduction to psychologists' skills, and grounding for research in psychology. It does not lead to any occupational qualification in psychology and does not provide the necessary competence for independent practice in psychology.

The curriculum of the first phase is based broadly on the framework agreed in 2001 in *EuroPsyT: A Framework for Education and Training for Psychologists in Europe*. The process of this earlier project demonstrated widespread agreement in European countries concerning the coverage of basic education in psychology. This framework or general outline is presented in Table 1, based on psychological knowledge and understanding in relation to individuals, groups and society/systems.

3.4. Master Degree.

The second cycle leads to the Master degree (EQF level 7). There are different forms of Master degree in psychology, with very different purposes and orientations. Some second cycle programmes in psychology provide a foundation for subsequent progression to PhD research; others of them provide the opportunity for further more generic study; and other forms contribute,

together with the year of supervised practice, to the acquisition of the competences required for professional practice as a psychologist.

The programme of the second cycle can either be undifferentiated and prepare for further PhD training, or for employment as a 'general practitioner' in psychology, or be differentiated and prepare for practice within a particular professional area of psychology, such as (i) clinical or health psychology (ii) educational or school psychology, (iii) work & organisational psychology or (iv) another area. In the first case the student will acquire additional knowledge on topics that were already addressed during the first phase, such as cognitive architecture theory, specific theories of emotions, advanced personality theory. This implies preparation either for a future research career (through the PhD) or a more generic professional psychology preparation. In the second case the student will acquire specialist knowledge on e.g. theories and techniques of clinical assessment, theories of educational intervention such as behaviour modification, theories of work performance, theories of leadership, or statistical models of personnel selection. Since all of the knowledge and skills acquired are based on the discipline of psychology, either type of curriculum content is acceptable in the framework of the second phase.

As part of the second cycle the student, whether preparing for a research or a professional psychologist career, has to demonstrate the capacity to acquire skills in research. There is wide agreement that all psychologists should gain competence in research, both in order to evaluate their own work and interventions, and in order to maintain their competence in relation to the research and other literature.

Table 2 outlines a framework for the second phase and presents a structure based on competence in relation to the 'individual' the 'group' and 'society'. This acknowledges that psychologists may work at the individual, group and/or societal level, and that their preparation should include coverage of work at all three levels.

Internship ("stage")

Almost all university psychology degrees include a short period of 'internship' where the student is able to participate in a practical work situation in psychology; this may be an organisational setting, hospital or clinic settings, private practice, schools and educational institutions, community services, a research project or any situation where the student psychologist may be involved in practical aspects of psychologists' work. The aim of the internship (referred to as "stage" in some European countries) is to provide an introductory professional field training in order to enable students to:

- integrate theoretical and practical knowledge
- learn procedures related to psychological knowledge
- start practising under supervision
- be able to reflect upon and discuss their own and other people's activities
- begin working in a setting with professional colleagues

This training usually occurs during the second half of the university curriculum, but it may start earlier and/or extend beyond the curriculum. In the latter case, there should be joint responsibility of the university and/or the national professional psychological association and/or the relevant bodies for the accreditation of the training. The duration would normally be at least 3 months (or 15 ECTS), according to the specific area of interest.

The type of practice during the internship varies and may include:

- observation of actual situations in which psychological techniques are used
- use of basic techniques under supervision
- taking part in projects with a specified role
- analysis and discussion of 'cases'.

The internships will normally take place in a public or private institution or 'certified' private firm which a) provides services which are congruent with the trainee's educational background; b) is able to guarantee that the majority part of the supervision will be provided by professional psychologists c) is recognised by the national Psychological Association and/or an accredited university.

The internship may be arranged towards the end of the Bachelor degree or as part of the Master degree; it is not considered as part of the supervised practice.

Research

There is an expectation that students completing the full education and training (to Master level) will have developed some basic competence in research skills and will have carried out a small-scale research project. This may be carried out within the laboratory at the university or in the field, and may use experimental approaches, or more naturalistic approaches such as quasi-experiments, case studies, interview or questionnaire. Students will be introduced to issues concerning the nature and ethics of psychological research, and the basic methods of design, data collection and analysis employed by psychologists. This activity is likely to take the equivalent of 3-6 months (i.e. 15-30 ECTS).

The year of supervised practice

After the second cycle of studies, in order to qualify as a professional psychologist, the professional education of psychologists must include supervised practice within a particular area of professional psychology. It can be considered as professional field training in order to:

- prepare for independent practice as a licensed (or equivalent) psychologist,
- develop working roles as a professional psychologist based on one's unique training and personality,
- consolidate the integration of theoretical and practical knowledge.

This training often occurs completely or partially after completion of the second phase, and often occurs after leaving university. However, it may also be part of the university training, for example integrated courses of six years where the supervised practice is arranged by the university as part of the course and occurs within the total six year education period. Its duration is 12 months or the equivalent (60 ECTS).

Supervised practice consists of semi-independent work as a psychologist under supervision in a professional collegial setting. This form of training is considered to be essential for obtaining the professional qualification of psychologist, since the application of the knowledge and skills acquired during the first and second phases in a professional setting is a pre-requisite for the development of the psychologists' competences. Graduates who have completed the first and second phases without a period of supervised practice cannot be considered qualified for independent work as a psychologist.

Supervised practice will normally take place in institutions or 'certified' private firms which:

- provide services that are congruent with the trainee's educational background,
- are able to guarantee that the major part of the supervision will be provided by a professional psychologist,
- are normally accredited or recognised by the national body regulating entry into the profession.

Examples of institutions include hospital or clinic settings, private practice, schools and educational institutions, community services.

Minimum Standards for the University Curriculum

The minimal requirements concerning the scope and contents of the psychology curriculum set a standard for defining the qualifications which a professional psychologist should attain, in terms of content categories as defined above and a minimal magnitude in terms of curriculum units. The unit adopted is the ECTS-unit (ECTS=Educational Credit Transfer System). 1 ECTS is assumed to be equivalent to 25 hours of active study (i.e. 'study load') by the student.

The university curriculum should have a duration of at least 5 years (300 ECTS), divided over 180 units for the 1st phase and 120 units for the 2nd phase. The duration for supervised practice should be at least 1 year.

The academic curriculum must cover all curriculum components outlined in Tables 1 and 2. However, there may be differences in emphasis on fields of study and/or types of educational objectives. Table 3 expresses the limits within which the composition of the curriculum may vary. They provide a flexible definition of the 'common core' of European psychology in operational terms.

Table 3 shows the minimum requirements in terms of coverage in ECTS. The largest part of the 1st cycle should be devoted to theoretical courses and skills training, with some part allocated for methodology and non-psychological theory (e.g. philosophy or sociology) that is relevant for the study of psychology. It is suggested that the part spent on theoretical courses and skills training, plus orientation and academic skills should be between 125 and 135 units. Within the theoretical courses and skills training the largest part should be devoted to individual behaviour. The behaviour of people in groups and society should receive a minimal coverage of 20 units each. Methodology should have a coverage of at least 30 units; nonpsychological theory between 15 and 25 units. Taken together, these curriculum components should account for 45 to 55 units. Within the 2nd cycle approximately 60 units (1 year) should be spent on theoretical courses, seminars, assignments etc. To ensure that sufficient attention is being paid to individuals in the context of systems and/or society the number of units to be devoted to this should be at least 30. Minimally 30 units should be devoted to an internship ("stage") and a research project or thesis. These two activities should cover at least 60 units (1 year).

A paper or a dissertation or thesis is not deemed necessary for the first cycle, because the Bachelor's Degree is not considered to lead to a qualification for independent practice. However, a dissertation is required for the second cycle.

Minimally 60 units (1 year) should be spent on supervised practice.

Use of the minimum standards

These standards can be used for various purposes. Their main functions are to serve as:

- a template for assessing the adequacy of existing curricula
- a guideline for curriculum design
- a means to promote student exchange and mobility

- a means to promote mobility among professional psychologists
- a tool for evaluating the equivalence of individual qualifications
- the basis for a certification qualification
- inform the development of qualifications in countries where the discipline and the profession of psychology are emerging.

3.5 Doctorate degrees in Psychology

The PhD is the most widely known form of Doctorate, and is intended to develop in students a high level of research competence, and the ability to carry out research independently. The typical length of the PhD programme in European countries is 3-4 years. The goals of the PhD programme include the acquisition of research skills and competence, and specialist knowledge in a particular field of enquiry. In most countries in Europe, the PhD is gradually changing in approach and structure, with a strong trend towards greater structure, more taught components and stricter regulations for completion within a stipulated time. This means that doctoral students are expected to gain broad competence in a range of research methods, both qualitative and quantitative, and to understand the principles of research design, research ethics, and project management. Increasingly, too, PhD programmes are expected to contribute to students' employability through the development of more generic skills such as general research skills, communication skills, skills in networking and teamwork, management, enterprise and personal effectiveness.

The idea of a European Doctorate (European PhD or Doctor Europaeus/ Europaea) originated from an informal initiative in 1991 of the former Confederation of European Union Rectors' Conferences concerning requirements for the award of a 'Doctor Europaeus'. Several European Doctorate programmes are now offered by UK and other European universities, often in small consortia connected to Marie Curie Networks, and to Erasmus Mundus programmes delivered by consortia composed of universities from different countries. Doctoral training also featured as the 10th Bologna Action line in the Berlin follow-up meeting in 2003 with an emphasis on the importance of doctoral training as the first stage of a research career as well as the last stage of education. Recently the Professional Doctorate (PD) has emerged as a form of doctorate for experienced professionals and has become a popular form of doctoral education for professions such as psychology.

The PD is often titled by the name of the profession e.g. DClin Psy, DEdPsy and so on. The professional doctorate has a strong research basis and requires the production of a thesis based on original research similar to but normally shorter than the thesis required for the PhD; it normally also includes assessed components of advanced study.

It should not be confused with the DClin Psy which is the license to practise qualification in a few countries in Europe (e.g. UK). All clinical psychologists in the UK are required to undertake a 3 year Bachelor degree which is followed by a three year DClin Psy which integrates academic input with supervised practice and leads to the qualification of clinical psychologist and to eligibility for the licence to practise. This is also the situation in a few other European countries.

3.6 Specialisation in psychology

Increasingly psychologists are developing areas of specialist expertise. These may take the form of advanced specialisation training (e.g. advanced clinical psychology), or the development of new skills (for example in neuropsychology). Courses of specialisation are normally 3 to 5 years in length (post initial professional qualification) and are aimed at certifying the acquisition of competence in specialised areas.

Typically specialisation requires a certain number of years of professional practice (for example 5 years) and involves courses, internship and supervised practice in the area of specialisation. Examples of advanced specialisations include Psychotherapy, Work and Organisational Psychology, Neuropsychology, Educational Psychology. The specialisation qualification may lead to more specialised or higher level work, and in some countries may be a requirement for particular work within the profession. The EuroPsy framework is being developed to encompass Specialist certificates.

3.7 The role of psychology in other degree programmes

Psychology courses constitute a part of the degree programme in many other subject areas. Professional courses in pedagogy, teacher training, early years education, speech therapy and health degrees usually include introductory courses in psychology. Likewise there are many university programmes, for example in the area of management, business administration, nursing and sports sciences, which include psychology courses. In addition students increasingly choose joint degrees, for example psychology joint degrees with sociology, economics, communication, philosophy. These courses may be of a general character at a relatively introductory level, or may be specialist in nature – e.g. psycholinguistic aspects of language production in Speech Therapist degree programmes. In all cases, the courses provide students with knowledge of aspects of psychology that may be useful and/or complementary to their cultural and academic training.

4. Typical occupations of a Graduate in Psychology

First cycle graduates in psychology are not able to work as professional psychologists, though there are many occupations which they are well-qualified to undertake, for example general graduate occupations, administration, some welfare jobs etc. In fact the psychology first cycle develops a wide range of generic skills which have been found to be very useful for employment. For second cycle graduates in psychology even though there are differences among European countries in terms of training requirements for independent professional psychologists and licensure, most countries have adopted the EuroPsy certificate and are working to harmonise the requirements for working as a professional psychologist.

4.1 Typical occupations according to cycle

First cycle In most countries, first cycle psychology degrees enable graduates to hold a position that involves working directly with people counselling, coaching, mentoring, mediation, advising, helping in different contexts, often under supervision. Graduates may also work as research assistants, vocational trainers, some social and welfare jobs, or in a wide range of positions in business, consultancies and administration.

In the field of psychology the 3-year university education (Bachelor degree) is

considered to provide the foundation level of the professional psychologist's training but it is not sufficient for performing autonomous and independent scientific and professional activities.

Second cycle Second cycle degrees, plus the year of supervised practice, enable graduates to work as professional psychologists in a professional context (e.g. work and organizations, clinical and health, and education areas among others).

Second cycle graduates can also work in teaching, research and consultancy, and more senior positions in their chosen fields.

Third cycle PhD holders normally qualify for academic, research and teaching positions in health and social and behavioural sciences in all levels of education in universities and organizations.

Consultant/advisor in the different specialisation fields. Professional Doctorate holders may work in specialised positions of public, private, or consultancy firms, as well as freelance in their speciality of psychology. Given that the professional doctorate is a CPD qualification, psychologists will frequently remain in their professional post, possibly gaining a more senior position.

Specialist Certificates normally entitle psychologists to work in a specialised field or at a more senior level.

4.2 Generic functions and tasks

Professional psychologists work in many different contexts, to address everyday-life questions and to enhance the well-being of humans as individuals, groups and social systems. It is possible to define some generic functions which are common to most psychologists' work. In a typical occupation, psychologists usually perform the following activities at the individual, group or societal level:

- Goal specification, including needs analysis and goal setting for the intervention or service to be provided.
- Psychological assessment at the individual, group, organizational or situational level needed for the service demanded. Psychological assessment is conducted using a variety of techniques and methods such as interviewing, testing, observation and surveys.
- Development of services to be provided which typically includes definition and requirements analysis, design, testing and evaluation.
- Psychological Intervention including planning and direct person and/or situation intervention, as well as, if appropriate, indirect intervention or service/product implementation
- Evaluation: Psychologists also plan, perform and analyse evaluations in order to draw conclusion on the effectiveness of the interventions.
- Communication: finally, a crucial aspect of a psychology's typical occupation is the communication and feedback giving of their professional activities.

4.3 Psychological specialities

Although most psychologists will undertake this set of generic functions in their work, increasingly psychologists develop specific skills to work in different contexts. The main contexts in which psychologists work are i) the clinical/health field ii) education/schools iii) work and organisation. These major areas of psychological practice have a long tradition, and have well-developed training routes; however other branches of psychological practice continue to develop in response to emerging societal needs and demands.

It remains the case that the majority of professional psychologists who graduate from psychology programmes in all countries work in the field of clinical/health psychology. However, related to this field, psychologists have developed counselling psychology, forensic and legal psychology (working particularly

in prisons and similar settings), and neuropsychology (specialising mainly in assessment and rehabilitation of brain-damaged people). As psychologists have also expanded their work into social settings, contexts of practice such as social or community psychology or psychology of social interventions have developed. Another area where psychologists are increasingly working is the field of consumer psychology and economic psychology, where they attempt to understand consumer behaviour. As the world becomes more vulnerable to disasters, psychologists have developed a specialisation in crisis and disaster psychology, and trauma psychology, as well as in environmental psychology.

In some European countries there is a well-developed branch of psychology in the traffic and transportation field, and also in aviation psychology. Work and organisational psychologists have extended their work into the field of coaching psychology and other forms of consultancy. The whole area of sports and exercise provides a growing context for psychologists' practice, and most teams of athletes and sportsmen have their own psychologist who attempts to help them to attain peak performance and success. As may be seen, psychologists are increasingly working in a wide range of contexts where they aim to help others to understand behaviour, to improve performance and well-being, or to alleviate problems and distress. As these emergent specialisms develop in response to new demands, there is a tendency to develop education and training programmes, thus increasing the specialisation, and the requirement for specialist skills of professional psychology.

Many psychologists develop a specialisation in psychotherapy, for which there is a set of European standards and requirements.

It will be evident that psychologists work in almost every organisation and area of society, in the public or private sector, and in the third sector.

5. Learning outcomes and competences.

Tuning makes the distinction between learning outcomes and competences to distinguish the different roles of academic staff and students/learners. Desired *learning outcomes* of a process of learning are formulated by the academic staff, whereas *competences* are obtained or developed during the process of learning by the student/learner.

According to this distinction, *learning outcomes* are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning. Learning outcomes specify the requirements for award of credit. *Competences* represent a dynamic combination of knowledge, understanding, skills and abilities that the student builds on and develops during a period of study.

Fostering competences is the goal of educational programmes.

The *Tuning* project identifies two types of competences: *generic competences* which are those which would be expected of any graduate in any subject area (e.g. capacity to learn, capacity for analysis) and which are transferable and related to flexible employability, and *subject specific competences* which are related to the specific field of study and often referred to as academic-subject

specific competences. Over recent years, thinking on competences has developed considerably in higher education, and most universities are now required to formulate their degree programmes in terms of competences, learning outcomes and skills.

These developments mean that university programmes are expected to be more explicit about the expected learning outcomes, and the knowledge, skills and understanding that a graduate can be expected to gain.

The wider concept of professional competence can be defined as “The state of having the knowledge, judgment, skills, energy, experience and motivation required to respond adequately to the demands of one’s professional responsibilities”. This is a useful goal in relation to the learning outcomes of a professional programme, in this case for psychologists.

5.1 Learning outcomes for graduates at the different levels of education

First cycle psychology graduates should be able to:

- Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;
- Identify and evaluate general patterns in behaviour, psychological functioning and expertise;
- Generate and explore hypotheses and research questions;
- Carry out empirical studies involving a variety of methods of data collection;
- Apply basic knowledge of the field of psychology and its main sub-specialities, such as neuropsychology, cognitive psychology, psychopathology;
- Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies.

In addition they should have the following generic skills:

- Communication skills
- Computer skills
- Basic numeracy skills
- Interpersonal and teamwork skills
- Metacognitive skills

Such graduates will:

- have the skills to gather and interpret relevant scientific data and to make judgements that include reflection on relevant scientific and ethical issues.
- have the ability to communicate information, ideas, problems, and solutions about psychological phenomena to informed audiences;
- have competences to fit them for entry-level graduate employment in the general workplace in positions in which knowledge of psychology may be helpful (e.g. civil servant);
- have developed those learning skills necessary to undertake further study with a sufficient degree of autonomy.

Second cycle psychology graduates are expected to:

- have knowledge and understanding that is founded upon and extends that of the Bachelor level in psychology, and that provides the basis for developing and applying new ideas within a research context;
- have competences to fit them, after supervised practice, for employment as professional psychologist;
- have developed basic research skills;

- have attained a standard of knowledge and competences which will give them access to third cycle degree programmes.

Such graduates will:

- have the ability to apply their knowledge and understanding, and problem solving abilities, in new or unfamiliar environments;
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, being able to reflect on the ethical responsibilities of the application of their knowledge and skills;
- have the ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and general audiences clearly and unambiguously;
- have developed those learning skills that will allow them to continue to study in a manner that may be largely self-directed or autonomous, and to take responsibility for their own professional development;
- have gained awareness of their ethical responsibilities and their commitment to maintain their competence through continuing professional development.

Third cycle (doctoral or specialisation) degrees in psychology are awarded to students who:

- have demonstrated systematic understanding of a topic(s) of the science and/or practice of psychology and mastered those skills and methods or research and/or intervention related to such topic(s)
- have demonstrated the ability to conceive, design, implement, and develop a substantial process of research and/or intervention in psychology by developing a substantial body of work, some of which merits national or international refereed publication;
- have competences which fit them for employment as professional psychologists in senior positions in psychology and related (e.g. health) sectors, or for a progression to a career in academic research.

Such graduates:

- are capable of critical analysis, evaluation, and synthesis of new and complex ideas;
- can communicate with their peers, the wider scholarly community, and with society in general about their area of expertise and specialisation;
- can be expected to promote, within both academic and professional contexts, scientific and professional advancement;
- are able to develop and apply methodology to the solution of novel problems, defining a strategy and an action plan to solve that problem.

5.2 Four types of competences relevant for psychologists

The Bologna process emphasises the development of professional competences and thus the enhancement of qualifications and employability as important aspects of higher education. The Dublin descriptors define the features and complexity of the qualifications that should be achieved in the different levels included in higher education.

In a similar vein, the *EuroPsy* certificate of Psychology has emphasised that the curricula for the education of psychologists preparing for professional practice should be designed taking into account not only the academic content of the discipline (“input” approach) but also the professional competences required for adequate professional performance (“output” approach). This approach emphasises that the education of the psychologists has to enable them to

develop the competences required to fulfil the role of professional psychologist, at least at the initial level of professional practice without supervision.

Input models are valuable for assessing the equivalence of provision at the organisational and institutional levels. However the output model becomes important for assessing the equivalence of competence at the individual level. The focus on assessment of outcomes (competence) is somewhat unfamiliar to current practice in many universities (which focuses on defining inputs, examining knowledge and skills, and timeserving notions of practice). So there is a need to balance an input and an output approach. Bearing this in mind, together with the Dublin descriptors, it is possible to differentiate four types of competences that should be developed during the education of psychologists and during the period of supervised practice.

1) Basic or generic competences. The *Tuning* methodology has established a list of 30 generic competences that may be applied to the different disciplines. These are grouped in three categories: Instrumental (e.g. analysis, synthesis, communication, problem-solving etc), interpersonal (critical abilities, teamwork, ethical commitment, ability to work in an international context etc) and systemic (ability to apply knowledge, research skills, capacity to learn, initiative and entrepreneurial spirit etc). Most of these competences are considered relevant for psychology education.

2) Primary competences for psychology professional practice are those competences relating to the psychological content of the professional practice process. The primary competences are unique for the psychological profession in terms of their content and the knowledge and skills required for their performance.

3) Enabling competences for professional practice are those enabling the practitioner to render their services effectively. In general, enabling competences are shared with other professions and providers of services

4) Research competences. These are the competences required to carry out a research project. There is a shared understanding that psychologists who aim to practise as a professional should be competent, at least at a basic level, as a researcher and should have carried out a piece of research (Master thesis or equivalent) as a way of practising these competences and proving that they have been acquired. Psychology as a profession implies a scientist-practitioner model and the expert power of a psychologist is grounded in rigorous and tested theoretical models and empirical or experimental evidence produced by research.

Not all these competences need to be developed with the same intensity during every education cycle. In fact, there needs to be a differentiation between the education levels in order to define the emphasis in the development of the different types of competences.

Table 4 defines the aims that should be pursued for the development of competences in the different levels of higher education in Psychology.

5.3 The conceptualisation of Competences

This section sets out the concept of competence as it is defined in *EuroPsy* and describes in more detail the different competences included in each block. Competence may be defined as "a learned ability to adequately perform a task, duty or role" (Roe, 2002). Competences integrate knowledge, skills, personal values and attitudes, and build on knowledge and skills; they are acquired

through work experience and learning by doing. The relationships between these three aspects of the definition are illustrated in an architectural model of competences, presented in Figure 1. Competences rest on the pillars of knowledge, skills and attitudes. This whole structure is built on the individual person's dispositions, i.e. abilities, personality traits, interests and values etc. They define capabilities to learn, acquire the necessary knowledge and skills, display the appropriate attitudes, and, ultimately, to carry out psychological services for their clients to the standard expected of them by their profession. Competences can be defined at higher and lower levels. Higher level competences are those that correspond to distinctive tasks that the psychologist has to fulfill, such as conducting an individual assessment, while lower level competences (often called sub-competences) refer to activities that cover only part of these duties, such as interviewing or testing (see Roe, 2002).

Competences are developed through learning-by-doing under supervision. This means that most professional competences have to be practised in a professional context under well designed supervision, by a competent psychologist. Professional competences themselves are not developed in the classroom or by reading text books, although some classroom exercises may contribute to building some subcompetences or other relevant components of the competences. However, the curriculum has to provide the following essential elements for the development of professional competences:

a- Knowledge needed as a pre-condition for the competence acquisition. This knowledge is very complex and implies concepts, theories, empirical evidence, and has an explanatory and/or interpretative function. Also knowledge is relevant about change processes and about designing interventions for change at an individual, group, institutional or organizational and societal levels, etc.

b- Skills. Competences are built through the use of a number of professional skills or "know-how" knowledge that is essential for a competent performance. The education of a psychologist requires the development of skills both for using and developing explanatory and change knowledge.

Psychologists need to learn a large number of explanatory skills, mainly focusing on assessment of psychological constructs. They also need to incorporate change and intervention skill in a wide array of fields, contents and processes.

c- Attitudes that enhance the competent practice as a professional is the other important block of contents of the curriculum of a professional psychologist. Psychologists need to learn and develop proper and relevant attitudes for a responsible exercise of the profession. These attitudes can be acquired during the learning process of the different units of the curriculum.

d- Basic competences are essential for the development of professional competences (problem solving, team work, critical thinking, and other basic or transversal competences can be learnt as a part of the curriculum, especially with proper methodologies, e.g. problem based learning, experiential learning, simulations, role-plays etc.) and are needed for the development of professional competences.

Thus, when professional competences are included as part of the goals of a curriculum, a detailed analysis is needed of the knowledge, skill and attitudes which are necessary for the development of such a competence. It should be specified in which unit(s) of the curriculum these different components will be

taught and learnt. Thus, a curriculum designed from an output perspective, starts from the competences required for professional practice (at the entry level) and moves back identifying the knowledge, skills and attitudes required and establishing in which units these learning outcomes will be included.

The professional competences provide a description of the various roles psychologists perform. These roles are performed in one or more of a variety of occupational contexts and in relation to a variety of types of client. Competences are based on knowledge, understanding and skills applied and practised in an ethical fashion. The competent practitioner is not only able to demonstrate the necessary skills but also the attitudes appropriate to the proper practice of their profession. Attitudes are considered to be of special importance, since they express the unique nature of the psychological profession. While some knowledge and skill is general in its applicability, much of it is context-related. Thus, the psychologist who has demonstrated professional competence in one context (e.g. clinical or health) with one client group cannot be assumed to be competent in other contexts (e.g. work and organization).

5.4 Basic competences for psychology graduates

For clarity the basic competences have been grouped into five categories where those generic competences of *Tuning* relevant for psychologists' education are incorporated. These competences are the following:

COMPETENCES DESCRIPTION

Self management

Goal-setting; assessing needed resources; planning of activities; organisation of activities; monitoring own progress and performance.

Information handling

Effective gathering of information from books and journals; effective gathering of information from documents; effective gathering of information from other people; designing and conducting interviews; designing and conducting surveys; keeping documentation.

Communication

Reading and writing in English; giving audiovisual presentations; giving oral and written reports; effective 2-way communication; interpreting people's intentions.

Teamwork Cooperation in teams.

Academic Logical reasoning; critical thinking; applying various problem solving strategies; evaluating new developments.

In order to describe the outcomes to be expected at the different levels of education in terms of the development of these competences the following scale is used:

- 1- Basic knowledge, skill and attitudes required present, but competence not yet developed
- 2- Competence for performing tasks partly developed, requiring guidance and supervision.
- 3- Competence acquired for performing basic tasks without guidance or supervision
- 4- Competence for performing complex tasks without guidance or supervision

5.5 Primary professional competences for psychologists

The overall purpose of practising as a professional psychologist is to develop and apply psychological principles, knowledge, models and methods in an ethical and scientific way in order to promote the development, well-being and effectiveness of individuals, groups, organisations and society.

Primary competences are unique for the psychological profession in terms of their content and the knowledge and skills required for their performance. They are essential for rendering services in a professionally acceptable way.

The competences provide a description of the various roles psychologists perform. These roles are performed in one or more of a variety of occupational contexts and in relation to a variety of types of client. Competences are based on knowledge, understanding and skills applied and practised ethically. The competent practitioner is not only able to demonstrate the necessary skills but also attitudes appropriate to the proper practice of their profession. Attitudes are considered to be of special importance, since they define the unique nature of the psychological profession. While some knowledge and skill is general in its applicability, much of it is context-related. Thus, the psychologist who has demonstrated professional competence in one context with one client group cannot be assumed to be competent in other contexts or with other client groups in the same one.

A distinction is made in the *EuroPsy* framework between four broad professional contexts, designated as:

Clinical & Health; Education; Work & Organisations and Other (more specific applications that do not fall within these generic contexts).

The descriptions of these competences are intended to be generic and applicable to most or all types of psychologists' professional work, although they are implemented in specific ways in different professional contexts.

There are 20 primary competences that any psychologist should be able to demonstrate; these can be grouped into six categories, which relate to professional activities. These 'blocks of competences' are designated as: goal specification, assessment, development, intervention, evaluation and communication.

The competences are described below.

Primary competences Description

A. Goal specification Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided

Needs analysis Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.

Goal setting Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment at a later time.

B. Assessment

Establishing relevant characteristics of individuals, groups, organisations, and situations by means of appropriate methods Individual assessment Carrying out assessment by means of interviewing, testing and observation of individuals in a setting relevant for the service demanded.

Group assessment Carrying out assessment by means of interviewing, testing and observation of groups in a setting relevant for the service demanded.

Organisational assessment

Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying organisations in a setting that is relevant for the service demanded.

Situational assessment

Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying situations in a setting that is relevant for the service demanded.

C. Development

Developing services or products on the basis of psychological theory and methods for use by the clients or psychologists.

Service or product definition & requirements analysis

Defining the purpose of the service or product, identifying relevant stakeholders, analysing requirements and constraints, and drawing up specifications for the product or service, taking into consideration the setting in which the service or product is to be used.

Service or product design

Designing or adapting services or products in accordance with the requirements and constraints, taking into consideration the setting in which the service or product is to be used.

Service or product testing

Testing the service or product and assessing its feasibility, reliability, validity and other characteristics, taking into consideration the setting in which the service or product is to be used.

Service or product evaluation

Evaluating the service or product with respect to utility, client satisfaction, user friendliness, costs and other aspects which are relevant in the setting in which the service or product is to be used.

D. Intervention Identifying, preparing and carrying out interventions which are appropriate for reaching the set goals, using the results of assessment and development activities.

Intervention planning Developing an intervention plan that is appropriate for reaching the set goals in a setting relevant for the service demanded.

Direct person oriented intervention

Applying intervention methods that directly affect one or more individuals in accordance with the intervention plan, in a setting relevant for the service demanded.

Direct situation oriented intervention

Applying intervention methods that directly affect selected aspects of the situation in accordance with the intervention plan, in a setting relevant for the service demanded.

Indirect intervention Applying intervention methods that enable individuals, groups or organisations to learn and take decisions in their own interest, in a setting relevant for the service demanded.

Service or product implementation

Introducing services or products and promoting their proper use by clients or other psychologists.

E. Evaluation Establishing the adequacy of interventions in terms of adherence to the intervention plan and the achievement of set goals.

Evaluation planning Designing a plan for the evaluation of an intervention, including criteria derived from the intervention plan and the set goals, in a setting relevant for the service demanded.

Evaluation measurement

Selecting and applying measurement techniques that are appropriate for effecting the evaluation plan, in a setting relevant for the service demanded.

Evaluation analysis Conducting analyses in accordance with the evaluation plan, and drawing conclusions on the effectiveness of interventions in a setting relevant for the service demanded.

F. Communication Providing information to clients in a way that is adequate to fulfil the clients' needs and expectations.

Giving feedback Providing feedback to clients, using appropriate oral and/or audiovisual means, in a setting relevant for the service demanded.

Report writing Writing reports as to inform clients about the results of assessment, service or product development, interventions, and/or evaluations, in a setting relevant for the service demanded.

The following scale has been developed to describe the outcomes expected at the different levels of education in terms of the development of these competences:

1- Basic knowledge, skill and attitudes required present, but competence not yet developed

2- Competence for performing tasks partly developed, requiring guidance and supervision.

3- Competence acquired for performing basic tasks without guidance or supervision

4- Competence for performing complex tasks without guidance or supervision

6 Teaching, Learning and assessment

The *Tuning* framework and the *EuroPsy* competence framework imply a need for new forms of teaching, learning and assessment. Given the shift from a teacher-centred to a more student-approach to the curriculum and a more transparent specification of learning outcomes, psychology departments have given attention to different forms of teaching, learning and assessment. The traditional lecture format for teaching, memorisation form of learning and unseen written examinations as mode of assessment are increasingly giving way to a range of different approaches.

6.1 Different approaches to teaching and learning psychology

Universities have increasingly been developing their approaches to teaching, learning and assessment (TLA) both in response to student feedback, and taking account of advances in understanding and research in these areas. Much of the academic and research literature on teaching, learning and assessment emanates, at least in part, from the discipline of psychology. The *Tuning* approach to developing curricula and approaches to TLA around student competences has been gradually taken up by universities particularly in relation to the development of professional practice.

A number of universities have developed Problem-Based Learning (PBL) approaches to the education and training of psychologists, where integrated blocks of theory-method-application cycles are organised from the start of the programme. The model assumes that students graduating from these

programmes have gained equivalent knowledge, skills and competence, and innovative approaches are a welcome feature of professional formation. In these approaches, the student psychologist will encounter psychological problems from the start of the course (in year 1) and the learning will be organized around the problem according to themes, theories and types of understanding in psychology. Other university programmes emphasise the importance of integrating theoretical with practical learning, and all psychology departments incorporate learning in the laboratory through practical activities into the degree programmes.

Teaching and learning are clearly related to assessment methods and these have a mutual and interactive influence. While traditionally there was a focus on summative assessment, there is now increased interest in the use of formative assessments and in the strength of 'assessment **for** learning' (not only assessment **of** learning).

6.2 Teaching methods and assessment

Psychology departments use the whole range of teaching methods. In many countries the early years of the

Bachelor degree involves large numbers of students (psychology being a very popular subject) and much

use is made of lectures. However these are supplemented by seminars and workshops, and laboratory

classes where students learn about practical research. In addition, psychology programmes make use of simulations and role plays in teaching in order to develop students' understanding, for example, of social psychology, and short periods of internship are used to help to consolidate students' learning.

In most universities, psychology programmes make use of the wide range of teaching methods:

*seminars * workshops

* tutorials * problem-based sessions

* laboratory classes * work-based practice

* internship learning * demonstration classes

* on-line learning * video observation and feedback

* fieldwork * role play

These approaches to teaching and learning imply the importance of active learning, and of engaging students in thinking about their own learning and in developing meta-cognitive skills. Although these approaches are used during both first and second cycle programmes, the second cycle programme enables psychologists wishing to progress to qualification as a professional psychologist to mature and develop professional competences through internship and subsequent supervised practice.

Psychology programmes make use of the wide range of assessment approaches, including unseen written examination, assessed essay type assignments, assessed research dissertation, competence assessment, practical work assessment, short tests, as well as the use of on-line assessments and video assessment. A number of universities have also included students in their own assessment and emphasized the importance of self-evaluation and self-assessment as means of developing meta-cognitive strategies.

6.3 Competence development.

Competence development is an essential feature of the education of all psychologists. As suggested above, there is a wide range of competences which are relevant to the development of psychologists at the different cycles. Competence development is achieved through a combination of developing knowledge and understanding and practising competence in situ. For example in university settings, learning may involve reading, presentations, role plays; this is followed by observation and practice in a practical situation.

6.3.1 How competences are learned.

The approach to learning competences requires first that the competences are identified and defined, in order that the psychologist learner knows the goal of the learning (or learning outcome). An example may be useful: the development of skills in interviewing. There is a literature on interviewing, whether this be research interviewing or clinical interviewing and it is important that the development of competence is underpinned by knowledge and understanding. Role play in class (in groups of three, interviewer, interviewee, observer) is frequently used to develop the competence, using feedback, discussion, and sometimes video playback. This enables the student to develop both competence and confidence, and to try out activities in a setting where the competence is discussed and practised. Finally, the student may be on internship or supervised practice where s/he may observe an experienced psychologist undertaking an interview, thus learning by 'modelling'; finally the student psychologist may have the opportunity to carry out an interview while being observed, gain feedback and participate in discussion of the activity, before finally undertaking an interview 'in the real life situation'. Formative feedback throughout the learning period is an important and central aspect of the learning process. The competences may be assessed or evaluated through micro-analysis of video recordings, through viva voce examination and through role play.

6.3.2 Supervised practice

Supervised practice provides an important aspect of competence development and is an important element of the professional qualification as a psychologist. Countries in Europe differ in the extent to which supervised practice has been developed. In some countries there is a well-developed tradition of supervised practice, frequently organised by universities in collaboration with placements for example in clinics, and as part of the university Psychologist training. Examples here include the Nordic countries and the UK. The *EuroPsy* framework terms those who are in the process of completing the supervised practice part of the *EuroPsy Practitioners-in-Training*. They will be working in real settings with real clients but under the supervision of a qualified practitioner.

Practitioners-in-Training may either be completing their professional training within an integrated programme managed by a university department or be working under the supervision of licensed or registered psychologists in a work context. In either case, it is necessary for a suitably qualified and experienced person to act as the Supervisor of the Practitioner-in-Training. The Supervisor is responsible for assessing the competence of the Practitioner-in-Training on a

day-to-day basis and encouraging her/him to act as independently as possible, given the situation and her/his competences.

At the current time there is a wide range of practice among different European countries reflecting different stages of the evolution of the profession in relation to the accreditation of Supervisors; this ranges from those countries where there is an extensive system for the training and recognition of Supervisors and workplace settings as appropriate for professional training and supervised practice to those where these practices are not yet developed. The interests of both the public and the profession are served best by developing high quality supervision by appropriately trained and supported Supervisors, and by setting appropriate requirements for this area of professional formation.

Ongoing practice and formative assessment

For each main activity of supervised practice, the Practitioner-in-Training and Supervisor should agree on, which:

Professional context and client group(s) is covered by the practical work
Roles(s) (from those listed in the profile options) most closely match the work competences on which the activity will provide evidence.

When the work has been completed, the Supervisor should complete an assessment of the Practitioner-in-Training on each of the 20 competences that are relevant for that piece of work. This assessment should be discussed with the Practitioner-in-Training and areas for further development identified.

Clearly, such assessments are formative, as the Practitioner-in-Training will be developing their skills in the course of the minimum required period of one year. Good practice such as the use of reflective portfolios where the Practitioner-in-Training records their work and the development of competences and identifies professional development needs and review their own learning are recommended. These may form the basis for sound professional practice and may contribute to Continuing Professional Development where portfolios are also relevant. It is important that there is also a form of summative assessment at the end of a period of supervised practice which evaluates the learning of professional competences.

The practice of supervision

The practice of supervision requires that the supervisor has the time, the commitment and the competence to be a supervisor. The time will typically involve between one and two hours each week of 'protected' and uninterrupted time where the supervisor and the practitioner-in-training work together, discussing the work of the practitioner-in-training, helping to process that work at a cognitive and emotional level, and supporting the practitioner-in-training in the development of competence and professional confidence.

This process may also involve tasks carried out by the practitioner-in-training under observation by the supervisor which then form the basis for subsequent detailed discussion and critical reflection as part of the learning process. This might also involve the practitioner-in-training observing the supervisor carrying out tasks, and then using reflection on these as part of the learning and development process. There is a considerable literature on the process of supervision, both within clinical psychology and more widely. It is likely that Guidelines on Supervision will be developed at a future date. These have already been developed in a number of countries within Europe, and the *EuroPsy* will promote the sharing of good practice.

6.4 Competence assessment

Procedures for *EuroPsy* Profiling

Assessment categories

Supervisors will make formative and summative assessments of psychologists' achievements according to traditions that are specific for the particular professional and/or national context. These assessments are to be used for or supplemented by assessments of the primary competences mentioned above. It is recommended that the assessment distinguishes between the following levels of competence.

1 2 3 4

Basic knowledge and skill present, but competence insufficiently developed

Competence for performing tasks but requiring guidance and supervision

Competence for performing basic tasks without guidance or supervision

Competence for performing complex tasks without guidance or supervision

The most important distinction to be made by the assessor is between levels 2 and 3. At the end of the supervised practice period sufficient competences should be present at level 3 or 4 to enable the individual to practise independently within one or more contexts, with one or more client groups.

The award of the *EuroPsy* is dependent upon a final synoptic assessment of the practitioner's ability to integrate knowledge, skills and competences into a single process of providing a professional service to their client, at the same time taking account of ethical principles.

In the final assessment the Supervisor should summarise the available information and indicate whether, on the basis of the available evidence, the candidate can be expected to adequately and independently perform the six primary roles under which the 20 competences were grouped. The Supervisor's judgement should be expressed as a judgement of 'competent' or 'not yet competent'. In addition, the Supervisor should give an overall evaluation of the enabling competences, again in terms of whether the person is 'competent' or 'not yet competent'. The candidate should provide evidence to satisfy their Supervisor of their competence for the six primary competences, as well as on the total of the enabling competences.

The results of an exemplar evaluation are summarised in a tabular form, as indicated in the example below.

Professional contexts Clinical & Health

Education Work &

Organisations

Other

(specify)

Competences

A. goal definition

B. assessment

C. development

D. intervention

E. evaluation

F. communication

Enabling competences

This psychologist has competences mainly in the area of health and clinical psychology, and their competences have been attested by the supervisor. This means that they are competent to practise in the professional context of clinical psychology. However, they also have competence in assessment in the educational and work and organisational professional contexts and also have some additional competences in the professional context of work and organisation. These latter might be built on to contribute to subsequent overall competence in a wider area of professional practice.

It is proposed that Supervisors assess the competences of a Practitioner-in-Training during and at the end of the period of supervised practice, using standard rating categories.

7 Continuing Education and Professional Development

In many countries in Europe, psychologists have developed a system of and a commitment to continuing professional development (CPD), or lifelong learning, acknowledging that it is essential that psychologists maintain their competence and that their knowledge and education is up to date. Formally in many countries this is linked to the notion of revalidation of the license or the practising certificate after a number of years. Holders of the *EuroPsy* Certificate are expected to maintain and further develop their level of professional competence. This is achieved by means of work experience and personal professional development and through the process of supervision, and by meeting local CPD requirements if such exist. In order to renew or revalidate the *EuroPsy* (required every seven years) the applicant has to show evidence of continued practice and Continuing Professional Development over the period of professional practice.

Work experience

The applicant should show evidence of professional work as a psychologist amounting to not less than 400 hours per year averaged over the period.

Life Long Learning

As a scientific discipline, psychology is much younger than many other disciplines. Over recent decades, considerable advances have been made in research in psychology, and gradually stronger links have been made between

research findings and applications in practical work. This means that psychological knowledge advances rapidly with the result that knowledge gained by the psychologist during initial academic training may be quickly outdated. Therefore, psychology is a discipline in which lifelong learning plays a particularly important role, in order that professional psychologists are able to maintain their competence in the light of new knowledge. This fits well with the aims of the *Tuning* programme and the commitment of the *EuroPsy* framework. The *EuroPsy* certificate has to be revalidated every seven years, and evidence of continuing education is a condition for this renewal. A wide range of different types of professional development activities may contribute to a psychologist's continuing professional development. In the *EuroPsy* system, each type of activity has an approximate maximum percentage of time that can be counted in the revalidation process, in order to ensure that psychologists undertake a range of different activities as part of their CPD.

Activities include:

- Certified attendance and participation in accredited courses and/or workshops aimed at further professional development.
- Development of specific new skills through practice at work
- Certified attendance in peer supervision meetings
- Certified participation as a supervisor provided that this is formally recognised
- Certified attendance at a professional or scientific conference
- (Co-)authorship and/or editing of publications on research and/or professional issues
- Presentations to professional audiences
- Editorial work on journals and books in psychology

Record keeping

Registered *EuroPsy* Psychologists are required to maintain a record of their Continuing Professional Development. In addition to recording the acquisition of experience of practice in the context of new functions, client groups and settings, this should cover training and development from continuing education. This record, with supporting evidence, will provide the basis for the Registered *EuroPsy* Psychologist's Profile as included in the Register, when the *EuroPsy* is renewed after seven years.

Continuous professional development and EuroPsy specialised certificates

Obtaining a specialized *EuroPsy* certificate will usually take place after a period of professional practice.

Therefore, it is necessarily the result of a continuous professional development. These specialized certificates will also need to be renewed every five years.

8. Conclusions

The *EuroPsy* framework is the culmination of 10 years' work involving a project team of psychologists from 12 countries in Europe, and extensive consultation with relevant stakeholders both nationally, at European level, and with other European countries. The project has been disseminated at European and international congresses every year, and at national congresses and meetings, thus achieving a wide consensus on the standards. The approach taken by the *EuroPsy* project fits well with the approach of *Tuning*, and provides reference points for the delivery of degree programmes in psychology. Given the wider political developments in Europe in relation to mobility, the *EuroPsy* certificate

has focussed substantially, though not exclusively, on the requirements for professional practice as a psychologist.

We see a number of current wider trends in the field of psychology. Psychology continues to be a highly popular field of study and professional occupation across European countries. As university education expands, so does the demand for the study of psychology. Some countries operate a 'numerus clausus' policy either at Bachelor or at Master level. Even with a 'numerus clausus' policy there are a large number of first cycle graduates in psychology who do not have the required competences to work as a professional psychologist, yet who have a wide range of generic and basic psychological competences, and who are ready for the labour market. For those countries with no 'numerus clausus' policy, the popularity of psychology means that there can be an over-supply of qualified psychologists putting pressure on the labour market.

Psychology as a scientific discipline and as a profession continue to diversify into more specialist fields.

Psychological science interfaces with biological and neurosciences, with social sciences, with humanities and cultural studies, and divides into ever more specialist research fields. As a profession, new specialties continue to develop in response to emergent demands in the field and developments in society. So we see

a list increasing in length of the types of professional psychologist, each requiring both generic and specialist competences for work in a particular context. As specialisations develop so education and training routes are developed. It is important to have a coherent framework and standard for professional education and competences for professional practice in these domains. Here the EuroPsy framework has begun to develop a system of Advanced Certificates which may be useful in an overall framework of training.

It is widely agreed that professional psychology is underpinned by the scientist practitioner model, and by the importance of evidence and of evidence-based practice. In fact, the EuroPsy framework requires the acquisition and demonstration of research competences by professional psychologists. Yet psychological interventions do not fit easily into the model of randomised control trials, and evaluation of the efficacy of interventions is both complex and costly. The maintenance of the scientific approach to professional practice is an essential aspect of the EuroPsy framework, both in terms of competence, and in terms of ethical practice. Linked to this is the challenge of integrating theory and practice, and of bringing together scientific psychologists who are engaged primarily in research with professional psychologists who are engaged primarily in practice: mutual discourse in universities, conferences, and publications is beneficial to both groups.

The EuroPsy framework requires an ethical commitment, including an obligation to maintain competence and to undertake continuing professional development. Public protection is an important aspect of professional psychology, as indeed is the protection of participants an important element of research in psychology. Yet there may at times appear to be a tension between the pressures for mobility and the requirements for public protection. The one may require some lenience in application of standards, while the other requires a rigorous and demanding evaluation of standards. EuroPsy aspires to meet both goals.

In adopting the competences approach to evaluating professional competence, it is important to be aware that the development of professional judgment which is an important element of ethical practice requires theoretical learning, practice in simulated and workshop conditions, supervised practice and time; this is one of the several reasons that the EuroPsy standards demand second cycle qualifications plus supervised practice.

Psychology students are mobile students, whether through formal programmes such as Erasmus Mundus or through personal choice and preference. Despite the considerable success and influence of the Bologna process in relation to the structure of degrees, it is still challenging to create the opportunity for a student to undertake the different cycles of psychology in different countries. The use of credit rating and ECTS may support greater mobility within degree programmes, and enable students to make greater use of the opportunities provided by the European Higher Education Area. In addition we see the development of networks and joint degrees and diplomas across European universities which may facilitate greater mobility and greater understanding of national practices in higher education. Furthermore globalisation

creates a demand for more international standards both in education and in ethics, both across Europe and more widely.

Psychology is increasingly a cross-cultural science and profession, and professional psychologists require cultural sensitivity, and the knowledge and competences to work in a cross-cultural and international context. This is a challenge for all universities in designing psychology programmes.

Although much has been written about assessing achievement in higher education, this remains a challenge for all fields including psychology. It is important that different countries share good practice, and also learn from research in this area, and where appropriate from developments in other sectors of education e.g. upper secondary education. For example, much has been learned about assessment **for** learning, involving students in assessment, on-the-job type assessment and other forms of competence assessment. It is an important challenge for university psychology departments to be at the forefront of developments in assessment, and to learn the lessons from research on effective teaching and learning.

ICT and other new technologies have had and have the potential to have a major impact on psychological practice. Examples may be seen in on-line assessment, developments in distance interventions such as telehealth, and cross-border practices. These opportunities bring challenges in terms of quality assurance and ethical practice. As society becomes more complex, so the demands for psychologists appear to increase.

One of the most positive aspects of the *EuroPsy* project, and thus also the *Tuning* project is the opportunity that they create for sharing of good practice and of innovative developments. We welcome the opportunities for networking, for learning from other countries and colleagues, for sharing practice and for enhancing the quality and the transparency of qualifications in psychology.

ANNEX 6

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