GLOSSARY
on European Policy in VET

July 2015

EREIVET

European **R**egions **E**nhancing **I**nternationalisation in
Vocational **E**ducation and **T**raining
http://www.ereivet.net

PROEM

EREIVET is a network of 15 European regions in 12 countries enhancing internationalisation in vocational education and training.

The goal of the EREIVET network is to facilitate the acquisition and the use of international knowledge, skills and competences for personal development, employability and participation in the European labor market.

We are cooperating to develop a common strategy to enhance learning mobility in quantity and quality. We support teachers, trainers and stakeholders in

- Building trustful partnerships

- Bringing the transparency instruments Europass in classrooms and companies

- Identifying learning outcomes for the branches:
- business, administration and services,
- electrician,
- health and care

- Following the ECVET-process

This glossary is a summary of all new policies in the EU. The glossary is written to give clarity to all terms used in the EU. By clicking on the appropriate chapter in the table of contents the reader will get linked to it directly.

11. CONTENT

1. BOLOGNA PROCESS

> The Bologna Process aims to help diverse higher education systems converge towards more transparent systems, based on three Degree cycles: Bachelor - Master - Doctorate.

Launched in 1999 by the Ministers of Education and university leaders of 29 countries, the Bologna Process aims to create a European Higher Education Area (EHEA) by 2010; it has further developed into a major reform encompassing 46 countries. Taking part in the Bologna Process is a voluntary decision made by each country and its higher education community to endorse the principles underlined in the European Higher Education Area.

The Bologna Process does not aim to harmonise national educational systems but rather to provide tools to connect them. The intention is to allow the diversity of national systems and universities to be maintained while the European Higher Education Area improves transparency between higher education systems, as well as implements tools to facilitate recognition of degrees and academic qualifications, mobility, and exchanges between institutions. The reforms are based on ten simple objectives which governments and institutions are currently implementing. Most importantly, all participating countries have agreed on a comparable three cycle degree system for undergraduates (Bachelor degrees) and graduates (Master and PhD degrees).

The main actors in the Bologna Process are:
- Education Ministers of countries that signed the Bologna Declaration

- Representatives of European universities (EUA), professional higher education institutions (EURASHE), students (ESU), quality assurance agencies (ENQA), the United Nations Educational, Scientific and Cultural Organisation - European Centre for Higher Education (UNESCO-CEPES), Education International (EI)
  and Business Europe

- The Process is also supported by the European Commission and the
  Council of Europe

The *Bologna Declaration* initiated the *Bologna process*. In 1999, Ministers of Education from 29 European countries signed the Bologna Declaration which aims to create a coherent and cohesive European Higher Education Area (EHEA) by 2010.

The main objectives outlined in this statement were as follows:

- adopt a system of easily readable and comparable degrees
- adopt a system with two main cycles (undergraduate/graduate)
- establish a system of credits (ECTS)
- promote mobility by overcoming legal recognition and administrative obstacles
- promote European co-operation in quality assurance
- promote a European dimension in higher education.

Websites:
http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-basics.aspx

http://www.ond.vlaanderen.be/hogeronderwijs/bologna/

http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11088_en.htm

2. BRUGES COMMUNIQUÉ

The Bruges Communiqué sets out a vision for vocational education and training in the year 2020, together with a set of measures on how to get there.

Central to this vision is a vocational training system that is modern and attractive to learners and their parents. Everyone needs to have confidence in its quality and know that learners will acquire skills and knowledge which can be used immediately in an employed or self-employed role.

Vocational training includes basic skills, courses which develop expertise in specialist areas and higher level qualifications which are characterised by innovation and excellence. This wide range of provision allows learners to continue their studies at a higher level and university graduates to complete vocational courses which complement their knowledge with more technical and practical training. In the future, most workers should participate in continuing training in order to keep their skills up-to-date or acquire new ones.

By 2020, vocational studies should be easily accessible and practical. All vocational courses should include work-based training in business or industry. By collaborating with employers, training organisations should support learners with less interest in academic study. This should reduce the number of people leaving school early.

Internationalisation should become an everyday feature in vocational training. Qualifications should include foreign languages, and international cooperation between institutions should encourage new approaches to teaching and learning. Students who learn in an international setting should be more ready to go on to work in that environment.

To make this vision a reality, the commitment and contribution of all stakeholders is needed. The support of training organisations and their staff, school leaders and teachers, as well as in-company trainers is crucial to implementing the changes. National, regional and local authorities have a role in reforming vocational training. The EU Institutions will support these reforms by developing Europe-wide approaches to maximise the benefits of living and working in a community with free movement of employees and businesses.

Websites:
http://ec.europa.eu/education/library/publications/2011/bruges_en.pdf

http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom_en.pdf
http://www.evta.net/docs/brugescom.pdf

12. 3. CEDEFOP

Cedefop, (the European Centre for the Development of Vocational Training) founded in 1975 and based in Greece since 1995, supports development of European vocational education and training (VET) policies and contributes to their implementation. Cedefop's mission is to support development of European VET policies and contribute to their implementation.

The right VET policies depend on understanding how economies, societies and people are changing. CEDEFOP works to strengthen European cooperation and provide the evidence on which to base European VET policy.

CEDEFOP's added value is the high quality of its comparative analyses and expertise gathered through research and networking. CEDEFOP works closely with the European Commission, Member States' governments, representatives of employers and trade unions, VET researchers and practitioners. It provides them with up-to-date information on developments in VET as well as opportunities for policy debate.

CEDEFOP disseminates its information through its website, publications, networks, study visits, conferences and seminars.

Website: http://www.cedefop.europa.eu/EN/Index.aspx

13. 4. COPENHAGEN PROCESS

The 2002 Copenhagen declaration set up a process of cooperation in vocational education and training (VET) in Europe, involving governments, social partners and EU institutions, in which EU Member States, Norway and candidate countries participate.

The *Copenhagen Declaration* set the priorities of the Copenhagen process on enhanced European cooperation in vocational education and training (VET). This process aims to improve the performance, quality and attractiveness of VET in Europe. It seeks to encourage the use of the various vocational training opportunities within the lifelong learning (LLL) context and with the help of the LLL tools. The Copenhagen process consists of:

- a political dimension, aiming to establish common European objectives and reform national VET systems
- the development of common European frameworks and tools that increase the transparency and quality of competences and qualifications and facilitate mobility
- cooperation to foster mutual learning at European level and to involve all relevant stakeholders at national level

The priorities set by the Copenhagen Declaration provide the basis for voluntary cooperation in VET. With the target of 2010, they aim at:

- reinforcing the European dimension in VET
- increasing information, guidance and counselling on, as well as the transparency of VET
- developing tools for the mutual recognition and validation of competences and qualifications
- improving quality assurance in VET.

Since 2004, CEDEFOP is mandated to report on how countries are progressing towards achieving commonly agreed VET policy goals. "A bridge to the future. European policy for vocational education and training 2002-10" analysed each participating country's development during the first eight years of the cooperation.

Whereas previous communiqués focused on general short-term objectives for VET (Maastricht, Helsinki, Bordeaux communiqués), in 2010 a long-term vision for VET in 2020 with a commitment to implement a series of actions by 2014 were agreed (Bruges communiqué).

Websites:
www.eqavet.eu/gns/policy-context/european-policy/copenhagen-process.aspx

http://europa.eu/legislation_summaries/education_training_youth/vocational_training/ef0018_en.htm

http://www.obessu.org/vet/wp-content/uploads/2012/05/Position-Paper-VET_adopted.pdf

14. 5. EACEA

The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for the management of certain parts of the EU's funding programmes in the fields of education, culture, audiovisual, sport, citizenship and volunteering.

The agency is responsible for
- most management aspects of the programmes, including
- drawing up conditions and guidelines for funding opportunities
- evaluating applications, selecting projects and signing project agreements
- financial management
- contacts with beneficiaries
- monitoring of projects (intermediate and final reports, and controls)
- on-site project visits
- Information and support to applicants and beneficiaries
- Dissemination and exploitation of projects' results
- Contribution to European knowledge and expertise

Which programmes are managed by the agency?
- Creative Europe
- ERASMUS+
- Europe for Citizens
- EU Aid Volunteers

The agency is also responsible for the management of the EURYDICE network.

Website:
http://eacea.ec.europa.eu/about-eacea_en

15. 6. EAFA

The European Alliance for Apprenticeships (EAfA) aims to bring together public authorities, businesses, social partners, VET providers, youth representatives, and other key actors in order to promote apprenticeship schemes and initiatives across Europe.

EAfA is jointly coordinated by DG Education and Culture and DG Employment, Social Affairs and Inclusion.

There are three strands of action:

- reform of apprenticeship systems

- promote the benefits of apprenticeship

- smart use of funding and resources

Although managed by the European Commission, the success of the initiative lies with the commitment of its partners, notably through the network of ambassadors and pledges by stakeholders.

Website:
http://ec.europa.eu/education/policy/vocational-policy/alliance_en.htm

16. 7. ECTS

The European Credit Transfer and Accumulation System (ECTS) is a tool that helps to design, describe, and deliver study programmes and award higher education qualifications.

The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.

ECTS is closely related to the modernisation of higher education in Europe. In particular, it is a central tool in the Bologna Process which aims to make national systems more compatible.

Participating institutions publish their course catalogues on the web, including detailed descriptions of study programmes, modules, university regulations and student services.

Course descriptions contain 'learning outcomes' and workload. Each learning outcome is expressed in terms of credits, with a student workload ranging from 1500 to 1800 hours for an academic year, and one credit generally corresponds to 25-30 hours of work.

Website:
http://ec.europa.eu/education/tools/ects_en.htm
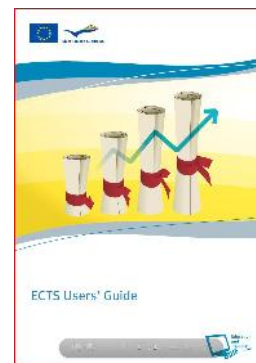
17. 8. ECVET

ECVET is the European credit system for vocational education and training. It helps individuals who are trying to acquire a VET qualification to move between countries and gain access to lifelong learning.

ECVET helps individuals to transfer, recognise and accumulate the learning outcomes they have achieved in diverse contexts.
It describes units of learning outcomes as parts of qualifications that can be assessed and validated. It gives an indication of the size of units and qualifications in ECVET points.

It offers a framework for making learners more mobile and qualifications more portable. It does so by laying down principles and technical specifications and by making use of existing national legislation and regulations.

It complements and builds on concepts and principles shared with the European Qualifications Framework (EQF), Europass and the European Quality Assurance Reference Framework for VET (EQAVET).

ECVET applies to VET (vocational education and training) qualifications at all levels of the European Qualifications framework.

Website:
http://www.cedefop.europa.eu/EN/about-cedefop/projects/european-credit-system-for-vocational-education-and-training.aspx

www.ecvet-toolkit.eu

9. EHEA

EHEA is the European Higher Education Area and was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference.

As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe.

Between 1999 and 2010, all the efforts of the Bologna Process members were targeted to creating the European Higher Education Area, that became reality with the Budapest-Vienna Declaration of March, 2010.

The next decade will be aimed at consolidating the EHEA and thus the current EHEA permanent website will play a key role in this process of intense internal and external communication.

Website:
http://www.ehea.info/

10. EQF

European
Qualifications
Framework

The European Qualifications Framework (EQF) is a
common European reference framework. It acts as a translation grid which links countries'
qualifications systems/framework. It covers qualifications at all levels and in all sub-systems
of education and training (general and adult education, vocational education and training as
well as higher education).

Its main role is to make qualifications more readable and understandable across different countries and systems. In close cooperation with the European Commission, CEDEFOP provides analytical and coordination support for the implementation of the EQF and carries out a number of comparative studies and analyses on issues related to the implementation of the framework at EU, national and sectoral level.

The core of the EQF is its eight reference levels defined in terms of **learning outcomes**, i.e. knowledge**,** skills and competence. Learning outcomes express what individuals are expected to know, understand and/or do at the end of a learning process. Countries develop national qualifications frameworks (NQF) to implement the EQF.

The main role of EQF is to make qualifications more readable and understandable across different countries and systems. This is important to support cross-border mobility of learners and workers and lifelong learning across Europe.

Website:
http://www.cedefop.europa.eu/EN/news/5748.aspx
http://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97

Analysis and overview of NQF developments in European countries. Annual report 2012:
http://www.cedefop.europa.eu/EN/publications/21311.aspx

11. EQARF

In June 2009 the European Quality Assurance Reference Framework (EQARF) was adopted by the European Parliament and the Council. This common framework encourages member states to establish national reference points for quality in VET. It is a reference instrument designed to help EU countries promote and monitor the continuous improvement of their vocational education and training systems on the basis of commonly agreed references.

The framework should not only contribute to quality improvement in VET but also, by building mutual trust

EQARF quality criteria
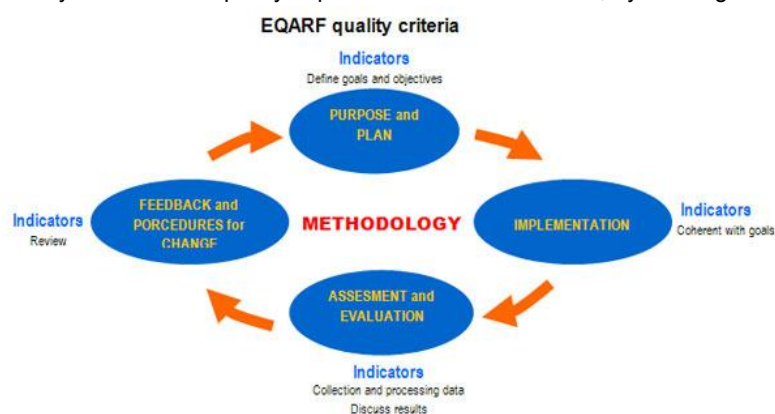
between the VET systems, make it easier for a country to accept and recognise the skills and competencies acquired by learners in different countries and learning environments.

EU countries use the framework to improve their quality assurance systems in a way that involves all relevant stakeholders. This includes:

- setting up national reference points for quality assurance;
- actively participating in the relevant European-level network;
- developing a national approach aimed at improving quality assurance systems and making the best possible use of the framework.

Transnational cooperation in the field of quality assurance and development (cooperation by exchanging models and methods, development of general criteria and principles for quality in VET) was laid down as a central aim of the Copenhagen Declaration already in 2002.

The EQARF Recommendation of 18th June 2009 foresees the establishment of a network chaired by the Commission in order to foster the implementation of the EQARF Recommendation in the member states. The new network EQAVET established in 2010 replaced the network ENQA-VET which existed from 2005-2009 and which was based on the voluntary commitment of the member states.

Website:
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11108_en.htm

http://www.eqavet.eu/gns/policy-context/european-quality-assurance-reference-framework.aspx

12. EQAVET

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

EQAVET
European Quality Assurance
in Vocational Education and Training

Within EQAVET the member states, the social partners and the European Commission enter into an exchange in order to improve quality assurance and development in European VET systems.

This happens through:

- supporting member states in the development of effective approaches in order to foster the implementation of the Recommendation

- developing a quality culture, which should be strengthened at European level with the help of national reference points and other network members

- supporting member states and the European Commission in monitoring and implementing the Recommendation against the background of the Council conclusions on a strategic framework for European cooperation in education and training (ET 2020)

- supporting the quality dimension in the implementation of EQF and ECVET.

EQAVET is a **voluntary system** to be used by public authorities and other bodies involved in quality assurance.

Websites:
http://www.eqavet.eu/gns/home.aspx

http://www.eqavet.eu/gns/about-eqavet/welcome.aspx

www.eqavet.eu/gns/policy-context/european-policy/copenhagen-process.aspx

http://eqavetprojects.eu/

18. 13. ERASMUS+

Erasmus+ is the new EU programme for education, training, youth and sport for 2014 -2020 started in January 2014. The Erasmus+ programme aims to boost skills and employability, as well as modernising education, training and touth work.

The seven year programme will have a budget of €14.7 billion; a 40% increase compared to current spending levels, reflecting the EU's commitment to investing in these areas. Erasmus+ will provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad.

Erasmus+ will support transnational partnerships among education, training, and youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.

It will also support national efforts to modernise education, training, and youth systems. In the field of sport, there will be support for grassroots projects and cross-border challenges such as combating match-fixing, doping, violence and racism.

Erasmus+ brings together seven existing EU programmes in the fields of education, training, and youth; it will for the first time provide support for sport. As an integrated programme, Erasmus+ offers more opportunities for cooperation across the education, training, youth and sport sectors and is easier to access than its predecessors, with simplified funding rules.

Website:
http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

14. ESCO

ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations. ESCO is part of the Europe 2020 strategy.

The Commission services launched the project in 2010 with an open stakeholder consultation. DG Employment, Social Affairs and Inclusion and DG Education and Culture – supported by the European Centre for the Development of Vocational Training (Cedefop) – jointly coordinate the development of ESCO. Stakeholders are closely involved in the development and dissemination of ESCO.

The ESCO classification identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education and training.

It systematically shows the relationships between the different concepts. ESCO has been developed in an open IT format, is available for use free of charge by everyone and can be accessed via the ESCO portal.

The first version of ESCO was published on 23rd October 2013. This release marks the beginning of the pilot and testing phase, including the ESCO mapping pilot. Until 2017 the classification will be completely revised. The final product will be launched as ESCO v1.

Website:
https://ec.europa.eu/esco/web/guest/escopedia/-/escopedia/European_Skills%252C_Competences%252C_Qualifications_and_Occupations_%2528ESCO%2529

15. ETER

The European Tertiary Education Register (ETER) is a database of higher education institutions (HEIs) in Europe, currently including 36 countries and 2,673 HEIs; 29 countries have provided a full set of data for 2,250 HEIs. ETER presents comparable information under headings such as numbers of staff and students, subject domains covered, research activity and expenditures.

Ministers in the European Higher Education Area committed themselves to making higher education systems easier to understand for the public, and especially for students and employers, especially by supporting the improvement of transparency tools to gather empirical evidence.

ETER is a principal tool for this as it will provide a wider range of comparable basic information on higher education institutions. It will be useful also for higher education institutions to compare their profiles with others (to identify research or educational partners, for example, or to spot opportunities for specialisation) and for policy makers who have to manage the higher education system as a whole.

Website:
http://eter.joanneum.at/imdas-eter/

16. EURES

EURES - European Employment Services - is a cooperation network designed to facilitate the free movement of workers within the European Economic Area; Switzerland is also involved. Partners in the network include public employment services, trade union and employers' organisations. The network is coordinated by the European Commission.

The main objectives of EURES are:

- to inform, guide and provide advice to potentially mobile workers on job opportunities as well as living and working conditions in the European Economic Area

- to assist employers wishing to recruit workers from other countries; and

- to provide advice and guidance to workers and employers in cross-border regions.

Website:
https://ec.europa.eu/eures/page/homepage?lang=en

17. EUROAPPRENTICESHIP

EuroApprenticeship is a Europe-wide web platform for supporting the mobility of apprentices.

EuroApprenticeship is a network of more than 250 competent bodies,
intermediate organisations and Vocational Education and Training providers, which organise "in company learning mobility" or provide expertise, information, help and support to learning mobility projects for the benefit of SMEs, Skilled Crafts Companies, of apprentices and young people in work-based learning and training systems.

EuroApprenticeship is not a programme directly dedicated to apprentices.
- it does not provide funding for mobility projects
- it does not propose direct placements for young people.

It provides information, tools, contacts and exchange of experiences to find partners, support and adapted solutions for organising transnational mobility.

The Network will provide added value by:
- supporting and guiding those organisations without any experience to get into mobility,
- integrating them in the EuroApprenticeship "club", so that they can find partners and develop mobility on a wider scale.

Website:
http://www.euroapprenticeship.eu/en/what-is-euroapprenticeship.html

18. EUROPASS

Europass consists of five documents to make your skills and qualifications clearly and easily understood in Europe.

Its objective is:
- to help citizens communicate their skills and qualifications effectively when looking for a job or training

- to help employers understand the skills and qualifications of the workforce

- to help education and training authorities define and communicate the content of curricula.

Two documents are freely accessible, completed by European citizens:
- the *Curriculum Vitae* helps you to present your skills and qualifications effectively and clearly. You can create your CV online using tutorials or download the template, examples and instructions.

- the *Language Passport* is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.

Three documents to be issued by education and training authorities:
- the *Europass Mobility* records the knowledge and skills acquired in another European country.

- the *Certificate Supplement* describes the knowledge and skills acquired by holders of vocational education and training certificates.

- the *Diploma Supplement* describes the knowledge and skills acquired by holders of higher education degrees.

Website:
http://europass.cedefop.europa.eu/en/home

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19. THE EUROPE 2020 STRATEGY

Europe 2020 is the European Union's ten-year growth and jobs strategy that was launched in 2010.

It is about more than just overcoming the crisis from which our economies are now gradually recovering. It is also about addressing the shortcomings of our growth model and creating the conditions for a smart, sustainable and inclusive growth.

Five headline targets have been set for the EU to achieve by the end of 2020. These cover employment; research and development; climate/energy; education; social inclusion and poverty reduction.

The objectives of the strategy are also supported by seven 'flagship initiatives' providing a framework through which the EU and national authorities mutually reinforce their efforts in areas supporting the Europe 2020 priorities such as innovation, the digital economy, employment, youth, industrial policy, poverty, and resource efficiency.

Other EU levers such as the European single market, the EU budget and the EU external agenda also contribute to the achievement of the goals of the Europe 2020 strategy.
The Europe 2020 strategy is implemented and monitored in the context of the European Semester, the yearly cycle of coordination of economic and budgetary policies.

Website:
http://ec.europa.eu/europe2020/index_en.htm

20. THE NEW EUROPEAN EDUCATION STRATEGY

Each EU country is responsible for its own education and training systems, so EU policy is designed to support national action and help address common challenges, such as ageing societies, skills deficits in the workforce and global competition.

To support the countries EU offers a forum for exchange of best practices, gathering and dissemination of information and statistics, as well as advice and support for policy reforms.
Funding is also available for activities that promote learning and education at all levels and for all age groups.

Through the strategic framework for education and training, EU countries have identified four common objectives to address these challenges by 2020:

- Making lifelong learning and mobility a reality
- Improving the quality and efficiency of education and training
- Promoting equity, social cohesion, and active citizenship
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

The following EU benchmarks for 2020 have been set for education:
- At least 95% of children (from 4 to compulsory school age) should participate in early childhood education
- fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science
- fewer than 10% of young people should drop out of education and training
- at least 40% of people aged 30-34 should have completed some form of higher education
- at least 15% of adults should participate in lifelong learning
- at least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad
- the share of employed graduates (20-34 year-olds having successfully completed upper secondary or tertiary education) having left education 1-3 years ago should be at least 82%.

Website:
http://ec.europa.eu/education/policy/strategic-framework/index_en.htm

21. EUROPEAN QUALITY CHARTER FOR MOBILITY

The European Quality Charter for Mobility constitutes the quality reference document for education and training stays abroad.

European Quality
Charter on Internships
and Apprenticeships

The Charter is addressed to the Member States, particularly their organisations responsible for stays abroad, and provides guidance on mobility arrangements for learning or other purposes, such as professional betterment, to both young and adult participants.

This is in order to enhance personal and professional development. By involving the stakeholders more, it also aims to improve the quality and efficiency of education and training systems.

It should help to ensure that mobility participants always have a positive experience both in the host country and in their country of origin on their return, and that the number and depth of education and training exchanges are stepped up.

It offers guidance designed to respond to:

- participants' expectations as regards pre-departure information, suitable infrastructure in the host country and the exploitation of acquired knowledge following their return to their country of origin

- the legitimate requirements of education bodies and institutions, mainly in the host country, which expect that mobility participants will not arrive without being properly prepared and that their mobility period will be positive both for themselves and for the host body, institution or company.

Website:
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11085_en.htm

22. EURYDICE

> EURYDICE is a network to provide those responsible for education systems and policies in Europe with European-level analyses and information which will assist them in their decision making.

The EURYDICE network primarily focuses on the way education in Europe is structured and organised at all levels. It provides a vast source of information, including:

- Detailed descriptions and overviews of national education systems (National Education systems and Policies)
- Comparative thematic reports devoted to specific topics of Community interest (Thematic Reports)
- Indicators and statistics (Key Data Series)
- A series of Facts and Figures related to education, such as national education structures, school calendars, comparison of salaries and of required taught time per countries and education levels (Facts and Figures)

All studies are available free of charge on this website or in print (if in stock) upon request.

As of 2014 it consists of 40 national units based in 36 countries participating in the EU's Erasmus+ programme (EU Member States, Bosnia and Herzegovina*, Iceland, Liechtenstein, Montenegro*, the former Yugoslav Republic of Macedonia, Norway, Serbia* and Turkey).

 It is co-ordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels, which drafts its studies and provides a range of online resources. View the latest Eurydice reports by type (Eurypedia, Thematic Reports, Facts and Figures, Key Data) or see the full list of publications.

Website:
http://eacea.ec.europa.eu/education/eurydice/about_eurydice_en.php

https://www.facebook.com/pages/Eurydice-Network/180307152071407

23. EURYPEDIA

> EURYPEDIA offers comprehensive descriptions of 38
> European education systems, usually at national
> level, but sometimes also at regional level.

All information is available in English with some national
information available in the language of the country or region
concerned.

Aiming at providing the most accurate picture of education
systems and latest reforms in Europe, EURYPEDIA is a resource
tool which is regularly updated and completed by the EURYDICE
Network and it involves education experts and national ministries
responsible for education from across Europe.

Created in 1980, EURYPEDIA is a reputable Europe-wide
information provider on education, analysing European education
systems and policies and contributing to spreading knowledge in the field.

As from 2014 it consists of 40 national units based in 36 countries participating in the EU's ERASMUS+
programme (EU Member States, Bosnia and Herzegovina*, Iceland, Liechtenstein, Montenegro*, the former
Yugoslav Republic of Macedonia, Norway, Serbia* and Turkey).

It is coordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels,
which drafts its studies and provides a range of online resources.

Website:
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=About_Eurypedia

24. THE FORMER LIFE LONG LEARNING PROGRAMME

The Lifelong Learning Programme (LLP) was designed to enable people, at any stage of their life, to take part in stimulating learning experiences, as well as developing education and training across Europe.

The concept of lifelong learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life, as well as the different forms of apprenticeship. Lifelong learning aims to provide citizens with tools for personal development, social integration and participation in the knowledge economy. The programme has been terminated by 1st January 2014.

But may be you still will meet some European projects running under LLP.
The activities of LLP continue under the new Erasmus+ Programme from 2014-2020.

Websites:
http://eacea.ec.europa.eu/llp/index_en.php

http://ec.europa.eu/education/tools/llp_en.htm

25. NON-FORMAL AND INFORMAL LEARNING

People gain knowledge and skills throughout their lives, often outside the formal education and training system.

The importance to Europe of a skilled and knowledgeable citizenry extends beyond formal education to learning acquired in non-formal or informal ways.
Citizens must be able to demonstrate what they have learned in order to use this learning in their career and for further education and training. To do so, they must have access to a system which identifies, documents, assesses and certifies (=validates) all forms of learning.

Validation of non-formal and informal learning is a way to recognise the full range of an individual's knowledge, skills and competences, regardless if acquired within or outside the formal education system.

If validated (identified, documented, assessed, and/or certified) these learning experiences can be made more visible and usable for further studies or work. Member countries are invited to put the necessary arrangements for validation in place by 2018. Guidelines for implementation of these arrangements in the member countries are being developed.

A European Inventory is updated on a regular basis to provide an overview over good practices in the area of validation.

Websites:
http://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_en.htm

http://www.cedefop.europa.eu/en/about-cedefop/projects/validation-of-non-formal-and-informal-learning/european-inventory.aspx

26. PLOTEUS

PLOTEUS is a portal that provides an answer to whoever wishes to study abroad.

For learning opportunities or country information, PLOTEUS help students, job seekers, workers, parents, guidance counsellors and teachers to find out information about studying in Europe.
On this portal you will find information on learning opportunities and training possibilities available throughout the European Union. The website contains links to web sites of universities and higher education institutions, databases of schools and vocational training and adult education courses.

To help making informed choices the portal also contains links to websites where you find everything you need to know when moving to another European country. You will find links to:

- Websites with descriptions of and explanations about European education and training systems.

- Websites with information on cost of living, tuition fees, finding accommodation, legal framework and other general information for European countries.

- Websites with exchange programmes and grants available in European countries.

- Who to contact, how to apply for grants, etc.

Websites:
http://ec.europa.eu/idabc/en/document/2050/5637.html

http://euxtra.com/en/2013/11/04/ploteus-database-portal-learning-opportunities-troughout-european-space-network-guidance-country-websites/

27. REFERNET

REFERNET is a network of institutions created by CEDEFOP in 2002 to provide information on national vocational education and training (VET) systems and policies in the EU Member States, Iceland and Norway.

Each national partner is a key organisation involved in VET in the country it represents. Therefore, all partners are particularly well-placed to offer first-hand information on VET's role, purpose, governance and structure, insights into developments and trends in VET policies, and in-depth analysis of how each country is progressing in its implementation of common European policy objectives.

Whenever you need information on national and European VET issues, you can easily access a wealth of reports, publications and other sources of information.

Website:
http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/refernet.aspx

28. VET IN EUROPE

VET in Europe is the most comprehensive information resource on vocational education and training (VET) systems in Europe.

ReferNet, Cedefop's European network, provides descriptions of national VET systems in the European Union, Norway and Iceland based on a common template designed by Cedefop.

Understanding national VET systems, their characteristics, developments and priorities is key for cooperation. With VET in Europe, Cedefop collects reviews and disseminates up-to-date comprehensive information on education and training systems through two main products:

- VET in Europe – Country reports, available for all EU countries, plus Iceland and Norway and updated every year

- Short descriptions and/or Spotlights, prepared for the Presidency countries and published in collaboration between Cedefop and the ReferNet members of the corresponding countries

Website:
http://www.cedefop.europa.eu/EN/about-cedefop/projects/vet-in-europe/vet-in-europe.aspx

29. YOUTH ON THE MOVE

Youth on the Move is a comprehensive package of policy initiatives on education and employment for young people in Europe.

Launched in 2010, it is part of the Europe 2020 strategy for smart, sustainable and inclusive growth. *Youth on the Move* aims to improve young people's education and employability, to reduce high youth unemployment and to increase the youth-employment rate.
In line with the wider EU target of achieving a 75% employment rate for the working-age population (20-64 years) by:

- making education and training more relevant to young people's needs

- encouraging more of them to take advantage of EU grants to study or train in another country

- encouraging EU countries to take measures simplifying the transition from education to work.

Websites:
http://ec.europa.eu/youthonthemove/index_en.htm

http://ec.europa.eu/social/main.jsp?catId=950&langId=en

https://www.facebook.com/YouthontheMoveEurope

SOURCES (WEBSITES):

Text of Bologna Declaration:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/BOLOGNA_DECLARATION1.pdf

Text of Copenhagen Declaration:
http://ec.europa.eu/education/policy/vocational-policy/doc/copenhagen-declaration_en.pdf

Trends in VET policy in Europe 2010-12 Progress towards the Bruges communiqué: http://www.cedefop.europa.eu/EN/publications/20814.aspx

Europe 2020 targets:
http://ec.europa.eu/europe2020/europe-2020-in-a-nutshell/targets/index_en.htm

Europe 2020 targets pro nation:
http://ec.europa.eu/europe2020/pdf/targets_en.pdf

European Commission (glossary of topics):
http://ec.europa.eu/atoz_en.htm

Legal basis of Erasmus+:
http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32013R1288&qid=1395671967554

Terminology of European education and training policy; a selection of 130 key terms:
http://www.cedefop.europa.eu/EN/publications/24020.aspx

Council recommendation on a Quality Framework for Traineeships (new initiative): http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/141424.pdf

Eurodesk - the main provider of information on European policies and opportunities for young people and those who work with them:
http://www.eurodesk.eu/edesk/Welcome.do

European Exchange Travel; Lifting the borders in your personal development:
http://euxtra.com/en/study/

The Rethinking Education initiative:
http://ec.europa.eu/languages/policy/strategic-framework/rethinking-education_en.htm