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## RESPECT4

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## INTRODUCTION



### Belgium

**Athenée royal of Chimay**, located in south-west Belgium, is a comprehensive school organized by the French Community. A pre-primary and primary school is attached to the secondary education institution that provides general, technical and vocational education. It has around 750 pupils (pre-primary: 50, primary: 200, secondary: 500) annually.



### France

**Corbon Vocational High School** is situated in Paris, the 15th district. In this high school, the students are trained to become professional in the fields of management, administration, trade and sales. The taught languages are English & Spanish. There are some classes without grades (Cap 1, 2GA, 2Com, 1Com) and classes in which the students get grades from 0 to 20 (3DP, 3NF, 1ère GA, Tcom, TGA). In both cases, the skills are evaluated. There are 300 students in Corbon Vocational High school.



### Greece

**38th Lower Secondary School of Athens** is situated in the centre of Athens next to the historical park of Pedion Areos. It has 340 students, all in the ages between 12 and 15, and 30 teachers. Its students come from different socio-economic backgrounds and 20% of them come from other European countries (2nd or 3rd generation immigrants).



### Hungary

**Városmajori Gimnázium és Kós Károly Általános Iskola** founded in 1988, is a state school and is located in the 12th district of Budapest. The school is a strongly academic secondary school, the results obtained by the students have ranked Városmajori Gimnázium among the top 10 most achieving academic grammar schools in the country for the past decade. In our school there are about 750 students aged between 12 and 19. The students entering Városmajori Gimnázium need to take the nationally-administered secondary school entrance examination.





## Italy

Almost 1100 students attend nine different courses at our **“G. Peano – C. Rosa” High School**. We have a General Section, a Technical Economical Section and a Special Course for Adults. The students are mostly commuters coming from the 12 local administrations of the Vibrata Valley area.



## Norway

**Lambertseter videregående skole** is a public sector upper secondary school in Oslo. The school prepares the students for further studies at universities and university colleges. It annually has around 850 full time students. The school has three different programmes:

- General studies with approx. 650 students
- Sport and physical Education with approx. 150 students.
- A sector for 7 multihandicapped students



## Romania

**Liceul Teoretic “Sfânta Maria”** is situated in Galati, a city in southeastern Romania by the Danube river. Liceul Teoretic „Sfânta Maria” offers students a wide variety of fields from the theoretical branch specializations (mathematics, informatics, sciences, humanistic studies) to vocational one (technician in the textile and fashion designer technician). We also have long distance learning addressing the students who didn't manage to finish their secondary school studies. Our high school has about 650 students annually and 40 teachers.



## United Kingdom

**Lancaster and Morecambe College** is a public sector college of further education and the main provider of vocational and adult education and training in North Lancashire and South Cumbria. It annually has around 1500 full-time students & 3000+ part-time or work-based students.



## EDUCATIONAL SYSTEM

### OVERVIEW OF THE COUNTRIES

#### PRE-SCHOOL

From the study of the education systems of the countries involved in the project it has been found out that preschool education is a common component. Thus, there are two structures: nurseries and kindergartens. The nursery children are integrated from birth to 3 years maximum. Kindergarten is optional for children from 3 to 6 years with the exception of Hungary where the kindergarten is compulsory from the age of 3 years. For further information, you may consult the table below.

<p><i>Belgium</i></p> 	<p>The education and care of young children are organised in two distinct types of structures: pre-primary or nursery education, from the age of 2,5, and childcare facilities: education and care for young children can be provided in day care centres or by childminders as soon as the maternity leave of their mother is over (which generally means after 4 months).</p>
<p><i>France</i></p> 	<p>Pre-primary education, which is dispensed at “nursery schools” and take children from 2/3 up to 6 years of age. Almost all children attend nursery school from the age of three, even though it is optional. Such schools therefore form – together with the elementary level - an integral part of the French “primary level of education”, which is under the aegis of the Department for National Education, Higher Education and Research.</p>
<p><i>Greece</i></p> 	<p>Pre-school education in Greece starts at the age of 4, when children are permitted to enroll in the Nursery School. However, attendance is compulsory only for children at the age of 5. Pre-school education is offered by: a) Nursery schools under the supervision of the Ministry of Education, Research and Religious Affairs, b) Infant/Child Centres (Vrefonipiakoi Stathmoi) under the auspices of Municipalities and c) respective private pre-school education centres.</p> <p>In this context an All-day Pre-primary school operates in parallel to the ordinary Pre-primary school with a broadened daily schedule. The aim is to fully prepare the child for Primary School, support working parents and reinforce the role of state care in order to eliminate any educational-social discrimination.</p> <p>Pre-primary school (Nursery) attendance is free of charge whereas Infant/Child Centres (Vrefonipiakoi Stathmoi) may require board fees on a monthly basis for the families of hosted children, depending on their economic capabilities. The Child and Infant Center Board of Directors establish the circumstances for a family to be exempted from this contribution or pay a lower one. Pre-primary schools (Nipiagogeia) can have one teacher or two teachers. Single-teacher schools accommodate 7-25 children, while two-teacher schools have 26-50 children. The number of children per pre-primary school teacher is fixed at 25.</p>
<p><i>Hungary</i></p> 	<p>Early childhood education and care is provided in different types of institutions for the different age-groups of children aged 0-7. Children between 20 weeks and 3 years of age are provided day care in crèches (day care centres, bölcsőde) offering professional care and nursing with some educational elements. This institution is part of the child welfare provision and is supervised by the State Secretariat responsible for health and social affairs within the Ministry of Human Resources.</p> <p>Kindergarten (óvoda) provides education and full day care for children aged 3 to 7 years. Kindergarten education and care belongs to the system of school education, within the competence of the State Secretariat for Education within the Ministry of Human Resources. Kindergarten education and care is compulsory from the age of 3, when children are obliged to participate 4 hours a day in the guided kindergarten activities.</p>

*Italy*



Early childhood education and care has two different stages based on child age groups. Provision for children aged 0-3 years, offered by nursery schools, is not part of the education system and, thus, is outside of the responsibilities of the Ministry of Education, University and Research (MIUR). The educational function of public nursery schools, as opposed to the merely utilitarian aspect of the service they provide for families, was established through central regulations in 1971. ECEC services are run directly by the municipalities, in accordance with general criteria defined at regional level.

Provision for children over 3 years of age is called scuola dell'infanzia. It is part of the education system and falls under the responsibilities of the Ministry of Education, although institutions providing pre-primary education are also run at local level, not only by the State, but by the municipalities and the private sector. This level of education is not compulsory and lasts up to three years (from 3 to 6 years of age).

Pre-primary education 'contributes to the affective, psychomotor, cognitive, moral, religious and social development of children and promotes their potential to establish relationships, for autonomy, creativity, learning and to secure equal educational opportunities: in accordance with parent responsibility for education, it contributes to the full education of children; through its autonomy and didactical and pedagogical unity, it implements the educational project and educational continuity, together with all childhood services and the primary school'.

Although pre-primary school for children aged over three years is not compulsory, over the years, the State has adopted a policy of generalising the service. This means setting up pre-primary schools in areas of the country without such provision or where the provision, if it exists, is insufficient.

*Norway*



In Norway Early Childhood and Care is for children under school age, less than six years old. Participation is voluntary. Municipalities are responsible for the development and supervision of both private and municipal institutions and for ensuring that institutions are run according to goals set by the national Government.

The pre-primary institutions are the responsibility of the Ministry of Education and Research. The municipalities are the local authorities for kindergarten institutions. At present, almost half of the kindergartens are provided by private organisations under municipal supervision.

The municipalities cover a great part of the annual costs, 75 - 80 %, of all approved institutions, private or public. In addition parents pay a monthly fee. There are regulations concerning maximum parents' fees. The Government gives the municipalities special grants to improve the language skills of and integrate minority language children. Norwegian kindergartens are founded on a holistic approach to care and learning and respect for the value of childhood in itself. Kindergartens shall be pedagogical undertakings that give children below school age good opportunities for development and activities. Kindergartens shall give children a safe and stimulating community, as well as individual support and care.

*Romania*



Kindergarten is optional under the age of five or six. At the age of six, children must join the "preparatory school year", which is mandatory in order to enter the first grade. Children can start as early as three years old and can stay until they are six or seven years old. Kindergarten is optional and typically lasts for 3 or 4 forms - "Small Group" (Grupa Mică) for children aged 3-4, "Middle Group" (Grupa Mijlocie), for children aged 4-5, "Big Group" (Grupa Mare) for children aged 5-6 and "School Preparation Class" (Clasa pregătitoare) for children aged 6-7. The preparation class became compulsory, and is a requirement in order to enter primary school. Currently preparatory class is the first year of primary school.

United  
Kingdom



In the UK, the Early Years Foundation Stage (EYFS) spans the years from birth to five. EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Different types of provider include the publicly funded schools sector (maintained nursery schools, primary schools and academies), private and voluntary settings and registered childminders. Some settings only cater for particular age groups and not all are available in all areas. Free part-time education is available for disadvantaged children from age two and for all children from age three. Depending on the provider, parents can choose to pay for additional provision on top of the free part-time provision. For the final year of the EYFS, most children attend the reception class of a primary school for the full school day.

## PRIMARY SCHOOL

In all eight countries primary education lasts 5 or 6 years (children aged 5 to 11 years old).

Belgium

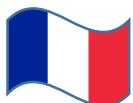


Although some institutions only provide primary education, most primary schools are grouped with pre-primary schools to form institutions of pre-secondary education. Some primary or pre-primary + primary schools are attached to a secondary education institution.

Pre-primary education and the first eight years of compulsory education, including the six years of primary education, are considered to be a pedagogical continuum structured in three phases: from entry into pre-primary to the end of the second primary year (phase 1); from the third to the sixth primary year (phase 2); and the first and second secondary years (phase 3).

This system of reference defining skills to be attained places emphasis on the development of thought and meaningful teaching, as opposed to mechanical exercises and the mere rote-learning of material. It covers various disciplines: French, mathematics, modern languages, physical education, technology, artistic education, and an introduction to history and geography including social and economic affairs. It includes cross-disciplinary skills and disciplinary skills.

France



Primary education, which is provided in "elementary schools" and admits children between the ages of 6 and 11. It marks the start of compulsory schooling, and is secular and free of charge when dispensed in State schools. At the end of this 5-year-course, pupils automatically access to the secondary level of education (there is neither standardised tests nor guidance procedures).

Greece



Pre-school Education is followed by Primary Education provided in Primary Schools. Primary Education has a six-year duration and includes 1st, 2nd, 3rd, 4th, 5th and 6th grades. Education is free including the provision of books and supplementary educational material to every pupil. Curricula are developed at central level and are globally applied in all school units across the country, in the respective education level.

Primary Schools are characterized as single teacher, two-teacher or three-teacher and up to twelve-teacher based on the teachers – pupils ratio. Schools with few teachers form classes with up to 15 pupils per class, while schools with six teachers and above have no more than 25 pupils per class. Otherwise, classes are further divided into smaller groups. Apart from the obligatory Primary Schools, there are also All-Day Primary Schools and All-Day Primary Schools implementing a Single Reformed Education Programme.

Within the framework of Primary Education, there are also alternative educational structures aiming at providing education which meets the needs of people with different educational, social and cultural backgrounds. Such structures are:

- Model Experimental Schools, where educational research, in collaboration with respective faculties and academic departments of Higher Education Institutions is promoted.
- Minority Primary Schools which operate in the geographic division of Thrace, in areas with residents belonging to the Muslim minority.
- Cross-cultural Education Schools are established in areas with high density of immigrant, repatriate or Roma pupils.
- Primary Schools of Special Education and Training which are attended by pupils with special educational needs if attendance at mainstream Primary School is not feasible.
- European Education School which operates for the children of employees of the European Network and Information Security Agency (ENISA) or other services of the European Union.

### *Hungary*



In Hungary, the 8-grade single-structure basic school comprises the institution of basic (primary and lower secondary) education. In these schools basic education is performed according to uniform requirements. This type of school is designed to ensure that students can prepare, in compliance with their abilities, interest and faculties, for further education at the institutions of secondary schooling.

Basic education (ISCED 1 and 2) is provided in 8-grade single structure schools comprising primary (ISCED 1) and lower secondary education (ISCED 2). Primary education (ISCED 1) comprises years 1 to 4, while lower secondary education (ISCED 2) comprises years 5 to 8. However, upper-secondary schools are also allowed to offer secondary programmes comprising lower (ISCED 2) and upper secondary levels (ISCED 3), covering 5 to 12 or years 7 to 12. The successful completion of grade 8 provides basic qualification. After completing basic school, students may continue their studies in an upper-secondary school: in general secondary schools, vocational secondary schools or vocational schools.

Mandatory school age is between age 6 and 16. Children reaching age 6 until 31 August become school-age students on 1 September of the same year. The starting date may be postponed by not more than one year by the kindergarten, which determines whether the child is school-ready. However, the law allows for the children to go to school before the age of 6 if the parent requests so and the child's development allows for it.

Hungary's public education system is characterised by the fact that, for students with special educational needs, compulsory education can be completed in mainstream basic schools in integrated education or in special schools specialising in children with special educational needs. The institutional network of special schools functions in parallel with that of "mainstream" schooling.

The entrance examinations to upper-secondary schools are centrally organised. Students who were not admitted to any upper-secondary school or cannot finish grade 8 but are still school-age students may participate in a "Bridge programme" which prepares them to continue studies in a vocational school. Bridge programmes last one year.

### *Italy*



Primary school is compulsory, lasts for a total of five years and is attended by pupils aged between 6 and 11. Although they are two completely different levels of education, each with its own specificities, primary school and lower secondary school make up the first cycle of education, which lasts a total of eight years.

The aim of this level in the education system is to provide pupils with basic learning and the basic tools of active citizenship. It helps pupils to understand the meaning of their own experiences.

Primary education is divided, for teaching purposes only, into the first year, linked to pre-primary school, followed by a further two periods of two years each.

## Norway



Single structure education: In Norway, there is a long tradition for combining primary and lower secondary education in a comprehensive and compulsory school system with a common legislative framework and a national curriculum. This chapter will deal with both levels in a single structure.

From 1997 Norwegian children start school during the calendar year of their sixth birthday. Compulsory education covers 10 years and comprises two stages:

- Primary stage: grades 1-7 (age 6-12)
- Lower secondary stage: grades 8-10 (age 13-16).

No formal division is made between the stages. Some schools cover all compulsory education, while others are purely primary schools or lower secondary schools. Main goal: The Knowledge Promotion is the latest reform in the 10-year compulsory school and in upper secondary education and training. One of the main goals of Knowledge Promotion is to help all pupils to develop basic skills that will enable them to participate actively in a knowledge society. The Norwegian school system is inclusive; there must be room for all. Everyone is to be given the same opportunities to develop their abilities. The Knowledge Promotion, with its special emphasis on learning, is meant to help ensure that all pupils receive an adapted education.

## Romania



Primary education is a part of the compulsory education and can be organised in public and private schools. According to the provisions of the Law of National Education (Law 1/2011), primary education includes *the preparatory class and I to IV grades*.

The first five years are taught by a single teacher (*învățător/profesor ciclul primar*) for the most subjects. Additional teachers are assigned only for a few specialized subjects (Foreign Languages, Introduction to Computers Religion, Physical Education etc.). At the end of primary school, curriculum starts to become congested and it led over time to the high performance educational system we known today.

A class of any grade in primary education works with one teacher and comprises in average 20 pupils, but no less than 12 and no more than 25. However, the Ministry of National Education can approve classes below the minimum or over the maximum number of pupils per class – according to the specific conditions (isolated areas, classes with tuition in the languages of the national minorities, etc.).

## United Kingdom



All primary schools must provide a curriculum which is balanced and broadly based and includes English, mathematics and science. They must also provide religious education and a daily act of collective worship. Under the Education Act 2002 (link to the Act in the Useful Links section), the National Curriculum is divided into four key stages; primary education consists of key stages 1 and 2, as follows:

- key stage 1 for pupils aged 5 to 7 (primary, ISCED 1)
- key stage 2 for pupils aged 7 to 11 (primary, ISCED 1).

Primary schools generally cater for considerably smaller numbers of pupils than secondary schools.

Virtually all primary schools are mixed sex, educating boys and girls together. In January 2015, 37% of all state funded primary schools were faith schools, i.e. designated as having a religious character.

## MIDDLE SCHOOL

The duration of secondary education is between 3 and 8 years as follows:

- Belgium: 3 years (pupils aged 12-15 years) - Lower Secondary Education
- France: 4 years (pupils aged 11-15 years) - Collège
- Greece: 3 years (pupils aged 11-14 years old) - Gymnasio
- Hungary: 5-8 years (pupils aged 11-14) - Lower Secondary school (Általános iskola)
- Italy: 3 years (ages 11-14 years) - Scuola secondaria di Primo Grado
- Norway: 4 years (ages 12-16 years) - Lower secondary education
- Romania: 4 years (ages 11-14 years) - Middle School (Gimnaziu)
- United Kingdom: 5 years (pupils aged 11-16) - Middle School / Secondary School

<p><i>Belgium</i></p> 	<p>Continuing the work of primary education, the first stage of secondary education aims to construct and develop basic knowledge and skills in all pupils. From the third year of secondary education onwards, a distinction is made between four forms of education each of which contains options. As well as full-time secondary education, there is qualification-stream dual vocational secondary education and training and, in some institutions, post-secondary non-tertiary education. Specialised education is provided for pupils with special educational needs, but various measures have been taken recently to help ensure the integration of some of these children in ordinary education.</p> <p>Secondary education is subdivided into three stage of two years each:</p> <ul style="list-style-type: none"> <li>• first stage: observation stage (normally for pupils aged 12 to 14 years – maximum 16 years old);</li> <li>• second stage: orientation stage (normally for pupils aged 14 to 16 years old);</li> <li>• third stage: determination stage (normally for pupils aged 16 to 18 years old).</li> </ul> <p>The first two years constitute the first stage, and correspond to CITE 2. The common first stage is organised for pupils who hold the certificate of primary education (CEB).</p>
<p><i>France</i></p> 	<p>Lower secondary education, which is provided in collèges for 4 school years (pupils between the ages of 11 and 15 years). Education in collèges is compulsory and common to all pupils. The end of the lower secondary education is sanctioned by the Diplôme national du brevet; however, admission to upper secondary level is not conditional upon success in the brevet. At the end of collège schooling (15 year-old pupils), the school recommends the appropriate scholastic path to families, basing its recommendation on the pupil's school reports and particular interests. Children will continue their schooling either in general, technological or professional education, provided at upper secondary level.</p>
<p><i>Greece</i></p> 	<p>Secondary Education in Greece is divided in two cycles: compulsory Secondary Education and non-compulsory Secondary Education. The first is offered at the lower secondary school (Gymnasio), day and evening, and is of three-year duration. Secondary non-compulsory Education is distinguished in a) General Education offered in upper secondary schools (Lykeia), day of three-year attendance and evening of four-year attendance, respectively and b) Vocational Education offered by Vocational Upper Secondary Schools (Lykeia), also of three and four year attendance respectively, or at Vocational Training Schools.</p> <p>Lower Secondary School comprises the last three years of the compulsory education and includes Grades A', B' and C'. Attendance is obligatory if the pupil has not exceeded the 16th year of age. Pupils attend the school nearer their home and "The Primary School Graduation Certificate" is obligatory for their registration. Every grade consists of one or more classes, depending on the number of pupils, which cannot be over 27 per class.</p>

Pupils attend a common curriculum for all subjects, without any differentiation. There are neither branches of studies nor any speciality in a sector.

The basic institutions that provide compulsory secondary education are the following:

- Day Lower Secondary Schools: They are addressed to the majority of pupils of this educational level and they represent 85% of schools offering General Compulsory Education.
- Evening Lower Secondary Schools: are addressed to working pupils over the age of 14 years. Attendance is of a 3-year duration and includes the grades A', B', and C', fully corresponding to the ones of the Lower Secondary Day School.

Lower secondary schools offering training and preparation for a specific vocational orientation, without though lagging behind in general education are Music Lower Secondary Schools, Art Lower Secondary Schools, Ecclesiastical Lower Secondary Schools and the Athletic Facilitation Classes in the Lower Secondary School. In addition, Lower Secondary Schools operate either applying experimental curricula, such as the Model Experimental Lower Secondary Schools, or they are addressed to pupils with specific educational needs, such as Evening Lower Secondary Schools, Cross-cultural Schools, Minority Schools, Lower Secondary Schools of Special Education and Training, Special Vocational Schools, Second Chance Schools and the European Education School.

Curricula for the Lower Secondary School are centrally defined and are addressed to all students in the territory attending the same grade and education level. The curricula serve as full guides for the teaching work and include the following:

- Explicitly stated purposes for each subject, in the context of the general and grade-specific aims of education.
- Indicative guidelines on the method and the teaching media, per subject.

#### *Hungary*



Basic education (ISCED 1 and 2) is provided in 8-grade single structure schools comprising primary (ISCED 1) and lower secondary education (ISCED 2). Primary education (ISCED 1) comprises years 1 to 4, while lower secondary education (ISCED 2) comprises years 5 to 8.

#### *Italy*



Secondary education is organised into a compulsory lower level, called first-level secondary school (*scuola secondaria di primo grado*) and an upper level, called the second cycle of education (*secondo ciclo di istruzione*). The latter is made up of State-run general and vocational upper secondary schools (*scuola secondaria di secondo grado*) and vocational education and training (*Istruzione e formazione professionale - IFP*) which are run at regional level. The first two years of the second cycle of education and training are compulsory. Together with the eight compulsory years of the first cycle of education, they make up the 10 years of compulsory education (from 6 to 16 years of age) and can be undertaken at any of the State or regional second-cycle institutions. Lower secondary school lasts for 3 years and is attended by pupils aged 11 to 14. Lower secondary school and compulsory primary school make up the first cycle of education which lasts eight years altogether. Each portion of the first cycle has its own specificities.

#### *Norway*



In Norway, the compulsory school system comprises primary and lower secondary education, covering grades 1-10. These grades are described above. Upper secondary education, or the period from the 11th to the 13th grades, normally serves the 16-19 age group. It includes general studies, vocational studies and apprenticeship training. Around half the pupils attend the programmes for general studies, the other half attend the vocational education programmes.

## Romania



### Gymnasium/Middle School

Classes are reshaped at the end of the 4th grade, based on academic performances. Many schools have special classes (such as intensive English classes or Informatics classes, providing one or two more courses in these subjects). Selection for such classes is done based on local tests. Assessing the students' performance is also different between primary and gymnasium cycles. Starting with the 5th grade, students have a different teacher (profesor) for each subject.

Furthermore, each class has a teacher designated to be class principal (diriginte), besides teaching his or her usual subject. Additional counseling may be provided by a special counselor (consilier pe probleme de educație — counselor on educational issues) or by a school psychologist.

Until 2004, pupils who completed Form VIII were awarded the Certificat de Capacitate, issued upon completion of a national final examination (called the examen de capacitate), from 2004 onwards known as the Test National de Cunoștințe.

Until 1999, this certificate was known as the Certificat de absolvire a învățământului de 8 ani (certificate of completion of 8 years of education). Following completion of an entrance examination, pupils can choose to continue on to senior secondary education in either the general track or the vocational track. Those who do not pass the national final examination automatically go on to the vocational track.

Admission to senior secondary education is granted based on the mark (nota) for the national Form VIII thesis (Tezele naționale unice), and on a yearly average across Forms V-VIII.

## United Kingdom



### MIDDLE SCHOOL

In most areas of England, key stages 1 and 2 are taught in primary schools and key stages 3 and 4 are taught in secondary schools catering for pupils aged 11 to 16 (and in many cases also for 16 to 18/19 year olds). However, in a few areas, schools are organised in three phases: primary (sometimes known as 'first') schools for pupils aged 5 to 8 or 9 years; middle schools for pupils aged 8 to 12 years or 9 to 13 years; and secondary schools for pupils aged 12 or 13 to 16 or 18/19 years. Pupils in these areas transfer to secondary schools at the age of 12 or 13 years. This is an organisational variation only and pupils follow the same curriculum as those in schools which transfer at age 11. Legally, middle schools are classified as primary or secondary schools according to whether the majority of their pupils are under or over 11 years of age.

There are now fewer than 200 middle schools still operational in the United Kingdom.

### SECONDARY SCHOOL

Under the Education Act 2002, the National Curriculum is divided into four key stages, of which the following two are taught at secondary schools (mostly high schools):

- key stage 3 for pupils aged 11 to 14 (secondary, ISCED 2)
- key stage 4 for pupils aged 14 to 16 (secondary, ISCED 3).

Secondary schools generally cater for considerably larger numbers of pupils than primary schools. The majority of secondary schools are mixed sex, educating boys and girls together. A minority are faith schools, i.e. designated as having a religious character. For statistics on the number of secondary schools by legal status, size and religious character, see Schools, Pupils and their Characteristics in Useful Links. There is a general restriction on selection by ability and most publicly funded secondary schools do not select pupils on this basis. They are commonly known as comprehensive schools. Only schools which already had selective arrangements in place prior to 1998 are permitted to select pupils at age 11 on the basis of high academic ability.

## HIGH SCHOOL

Upper secondary education (high school or upper secondary education) has a duration of 3 years in Belgium (Upper Secondary School), France (Lycée), Greece (Lykeio), Norway (Upper Secondary School) and UK (High School), 4 years in Hungary (Gimnázium) and Romania (High School/Liceu) and 5 years in Italy (Liceo). In Hungary, there may be a year of linguistic preparation before starting the 4 years of high school. In Norway, there is also Folk High School, which means an additional year after high school to prepare for admission to a form of higher education.

<p><i>Belgium</i></p> 	<p>From the third year onwards (second and third stages – CITE 3), education takes four different forms (general, technical, artistic and vocational) and consists of two streams (the transition stream and the qualification stream). In the case of the French Community, the distinction between CITE 2 and CITE 3 (two and four years respectively) does not coincide with the distinction between lower and upper secondary education (three years each).</p>
<p><i>France</i></p> 	<p>Upper secondary education which is dispensed in “lycées généraux et technologiques (general &amp; technological high schools)” or in “lycée professionnels (vocational high schools)”, which extends over 3 years (pupils between the ages of 15 and 18 years). Upper secondary education provides three educational paths: general path (which prepares pupils for long-term higher studies), technological path (which mainly prepares pupils for higher technological studies) and professional path (which leads mainly to active working life, but also enables students to continue their studies in higher education). The end of upper secondary education is sanctioned by the baccalauréat. It which is both a sign of successful completion of secondary studies and the first step in university education, access to higher studies being conditional upon its obtention. After two year of studies in a vocational high school, pupils at vocational high schools can get BEP ("Brevet d'études professionnelles") certification. They can also prepare the CAP (Certificat d'aptitude professionnelle), a course of study extending over 2 years, after what they can either integrate active working life or prepare the baccalauréat professionnel after 2 additional years of studies.</p>
<p><i>Greece</i></p> 	<p>The General non-Compulsory Education is offered in Upper Secondary Schools (Lykeio). Attendance is of a three-year duration and includes the grades A', B', and C'. Students attend the Upper Secondary School in the region of their permanent place of residence and there is no age limit for enrollment. However, the vast majority of students are 15 to 18 years old. Attendance in Upper Secondary Education Schools is non-compulsory. The graduation certificate of Lower Secondary School is the necessary requirement for enrollment. Every grade consists of one or more classes, depending on the number of pupils, while there cannot be more than 27 pupils per class.</p> <p>The types of institutions that provide General non-Compulsory Secondary Education and award equivalent degrees are the following:</p> <ul style="list-style-type: none"> <li>• Day Upper secondary Schools: They constitute the main provider of general non-compulsory secondary education as they are addressed to the majority of pupils selecting general education in this educational level.</li> <li>• Evening Upper secondary Schools: Evening Upper Secondary Schools are addressed to working pupils, who wish to complete school education. More specifically, adults as well as underage individuals employed in the family business, upon their parents or guardians' declaration, are eligible to enroll in Evening Upper Secondary Schools. Evening Upper secondary School includes 4 years and grades A', B', C' and D'. Grades A and B of the Evening School correspond to grade A' of the Day School, while grades C' and D' correspond to grades B' and C' of the Day School.</li> </ul>

Upper secondary schools offering training and preparation for a specific vocational orientation, without though lagging behind in general education, are Music Schools, Art Schools, Ecclesiastical Schools and the Upper Secondary Athletic Facilitation Classes. In addition, Upper Secondary Schools operate either applying experimental curricula, such as the Model Experimental Schools, or they are addressed to pupils with specific educational needs, such as the Evening Schools, the Cross-cultural Schools, the Minority Schools, Schools of Special Needs Education and the European Education School.

Grade A' of Day General Upper Secondary School is an exclusively general education grade with a timetable of subjects totalling 35 hours per week.

Grade B' of the Day General Lyceum includes general education courses of 30 teaching hours per week in total and 2 Groups of Orientation Courses, Humanities and Science Studies, of 5 teaching hours per week in total, where pupils are required to choose one.

Grade C' of Day General Upper Secondary School includes 2 categories of classes: General Education and Direction Subjects. The three directions offered are: Theoretical, Sciences and Technological. General Education subjects are taught 17 hours in grade C' per week. Direction subjects are divided in: a) Compulsory subjects for all pupils, taught for 12 hours and b) Elective subjects, out of which pupils can choose, with a duration of two hours.

### *Hungary*



General secondary schools provide general knowledge to students and prepare them for the secondary school leaving examination and for higher education studies. They traditionally start in year 9 and finish in year 12. If education is provided in two languages - in Hungarian and in a foreign language - the programme has one more year (year 13) or, if there is a language preparatory year in year 9, regardless of whether the language of instruction is Hungarian and the foreign language or only Hungarian in the following years. In addition to 4- (or 5-) year programmes there are longer secondary school programmes covering 6 or 8 years, which start in year 5 or 7 and finish in year 12 (or year 13 in the case of bilingual education).

Teaching and Learning in General Secondary Education are based upon the National Core Curriculum (the core document of regulating Hungarian school education), the Framework curricula (a central document guaranteeing the implementation of the contents of the National Core Curriculum ) and the Local curriculum (based on one or another framework curriculum, part of the Pedagogical Programmes of individual schools determining the contents to be taught, the subjects and the numbers of classes in view of the regulations and requirements of the National Core Curriculum and in view of the more detailed recommendations contained in the framework curriculum concerned).

### *Italy*



State upper secondary education offers general, technical and vocational education. The overall length of studies at upper secondary level is 5 years (from 14 to 19 years of age).

General upper secondary education lasts five years and is delivered by six types of liceo specialising in the following areas: art (Liceo artistico), classical studies (Liceo classico), science (Liceo scientifico), languages (Liceo linguistico), music and dance (Liceo musicale e coreutico), human sciences (Liceo delle scienze umane).

The arts-based liceo offers the following branches of studies: figurative arts, architecture and the environment, design, audiovisual and multimedia design, graphics, set design. The first two years are the same for all branches. The science based liceo offers an option in applied sciences and the human sciences liceo offers an option in social and economic studies.

## Norway



In Norway, the compulsory school system comprises primary and lower secondary education, covering grades 1-10. These grades are described above. Upper secondary education, or the period from the 11th to the 13th grades, normally serves the 16-19 age group. It includes general studies, vocational studies and apprenticeship training. Around half the pupils attend the programmes for general studies, the other half attend the vocational education programmes.

### FOLK HIGH SCHOOL

Folk high schools are boarding schools with no examinations. They are an alternative and supplement to the formal education system. The Directorate for Education and Training is responsible for administering the folk high schools. There are no tuition fees, but students pay to live in the halls of residence and also for their board, course material and study trips.

Folk high schools have existed in Norway since the late 19th century, and they are based on a philosophy of education developed by the Danish educationalist and theologian Grundtvig. Each school is free to choose its own values and profile. There are both independent, liberal folk high schools and Christian folk high schools owned by or closely affiliated to churches and Christian organisations. The schools offer different programme subjects that are normally taught over one school year (33 weeks), but some also offer shorter courses. Most schools have an 18-year age limit, and many choose to take a year at a folk high school after completing upper secondary school.

## Romania



High school enrolment is conditioned on passing the National Test and participating in the National Computerized Repartition.

High school studies are four years in length, two compulsory (9th and 10th year), two non-compulsory (11th and 12th year). There are no exams between the 10th and the 11 years. There is also a lower frequency program taking 5 years for those wishing to attend high school after abandoning at an earlier age.

Each type of high-school is free to offer one or more academic programs (profile). These are:

### Theoretical program

- Science - Profil Real ("mathematics and computer programming" or "earth studies") - this is the most demanding of all the academic programs, and the most sought-after as it offers the best chance for university admission, teaching as it does most of the subjects needed for admission. There are 15 different subjects per year, with 30–35 hours weekly : e.g. Latin is compulsory for a year, Math for 4 years (4–7 hours/week — Calculus, Trigonometry and Algebra), Computer Programming (4 hours weekly - 4 years), two modern languages, such as English for 2–6 hours/week and French for 2 hours/week, also 4 years, Literature 3 hours/week 4 years, Geography, History, Chemistry, Physics (all of these 4 years, 1–2 hours weekly each), Economics, Philosophy, Logic, Psychology (1 year each - 4 years) etc. This will give an "Computer Programmer" qualification. Besides being the hardest, this is the most common program, as it is the most sought after.

- Humanities - Profil Uman ("social studies" or "languages") - 3 or 4 modern languages, 4 years of Latin or Ancient Greek, literature (both Romanian and foreign), two years of each of the studied social sciences, more history and geography than in the case of real studies, but almost no mathematics, chemistry, physics or biology. This program still demands over 30–35 hours weekly but will give no work qualification, with the exception of bilingual colleges, which offer a translator qualification. Classes specialized in Humanities sometimes provide intensive study of a foreign language (at least 5 hours per week), along with the study of the literature, history and geography of the respective country.

Technical programs — Profil tehnic will give a qualification in a technical field such as electrician, industrial machine operator, train driver and mechanic etc. A lot of subjects

are technically based (e.g. Calibration of Technical Measurement Machines, Locomotive Mechanics), with some math, physics and chemistry and almost no humanities.

#### Certification

High school education ends with a national examination (examen de baccalauréat), diversified according to the path, profile and specialisation, and the options of candidates. According to the provisions of the Education Law (Law 84/1995, republished, subsequently modified and completed), the baccalauréat examination is a national external examination.

In order to pass the baccalauréat examination, candidates have to obtain at least the mark 5 at each test and the final average mark has to be at least 6. Successful candidates receive diploma de baccalauréat issued by the school and listing the marks obtained at each test as well as the average final mark of the exam. Diploma de baccalauréat confers to the holder the right to continue their studies in higher education, according to the criteria established by the Ministry of Education, Research, Youth and Sports and higher education institutions.

High school graduates that do not pass the national exam (examenul de baccalauréat) may receive upon request a certificate attesting that they have graduated (completed) the high school. This certificate confers to the holder the right to continue their studies in post-secondary non-tertiary education, according to the general admission criteria established by the Ministry of Education and Scientific Research, and the specific admission criteria established by educational institutions.

Full time education is not compulsory for young people aged 16 and over. However, under the Education and Skills Act 2008 (see Useful Links), the Government raised the compulsory age of participation in education and/or training to 18 from 2015 onwards. This does not mean that young people over the age of 16 must stay in school, but means they must follow one of the following options:

- full-time education
- an apprenticeship
- part-time education and training if they are employed, self-employed or volunteering full-time (defined as 20 hours per week).

The great majority of young people continue with full-time education after the age of 16 and full-time education is free up to age 19. This phase of education is characterised by subject specialisation and a range of providers: sixth forms in secondary schools, sixth-form colleges (16 to 18/19) or further education colleges (16+) in the further education sector. The landscape of providers varies according to local arrangements, but all areas provide young people with a wide choice of programmes leading to general/academic, pre-vocational and/or vocational qualifications. Most academic routes lead to three A levels, which are single subject qualifications at Level 3 of the National Qualifications Framework (NQF) and provide the main, but not the only, route into higher education. Vocational options at Level 3 include applied general qualifications and tech levels and can also provide access to higher education. Vocational programmes at a lower level are also available. Apprenticeships are offered at different levels and traineeships are available for young people not ready to start an apprenticeship.

Outside of higher education, there is a large and diverse range of vocational programmes designed to prepare people for careers and jobs, provide specific skills and ongoing development for people in work, and support career progression. These programmes typically lead to qualifications in the QCF. A large proportion of government supported vocational learning is within apprenticeship frameworks. An increasing proportion of workplace training is funded by employers through in-company training and learning by independent providers. Adults who wish to improve their basic skills and, in particular, English and Maths, can take single subject qualifications, including functional skills, GCSEs and A levels. 'Access to Higher Education' programmes are also available (see

United  
Kingdom



Useful Links); these are designed specifically to prepare adult learners for higher education study. Community learning provides flexible opportunities for both formal learning and non-formal learning, including opportunities for personal development and cultural enrichment and learning opportunities and outreach and support activities for people living in disadvantaged neighbourhoods. The major providers of further education and training for adults are further education (FE) colleges, such as Lancaster and Morecambe College, which are self-governing corporations.

## VOCATIONAL SCHOOL

All countries involved in the project have vocational schools. The specialization for the Vocational schools is chosen according to the economic and social needs of the regions and communities where these schools are located. Here are some examples:

CEFA (Centers of Dual Vocational Education and Trainings - Belgium) and Centre de Formation d'Apprentis - CFA (France), VUSS (Vocational Upper Secondary Schools - Greece), Szakközépiskola- technical-vocational secondary school and secondary school szakiskola (Hungary), vocational institutes (Italy) programs in vocational secondary courses (Norway), Arts and Crafts Schools (Romania), vocational programmes (UK). In most cases students attend these schools for 3 years (16-19 years old).

<p><i>Belgium</i></p> 	<p>Dual vocational education and training is provided by education institutions called CEFAs (Centres of Dual Vocational Education and Training), by IFAPME (the Walloon Institute of Dual Vocational Education and Training for Small and Medium-Sized Enterprises) and by EFPME (the Training Centre for Small and Medium-Sized Enterprises). A CEFA is a structure common to one or more full-time secondary education institutions which organises qualification-stream technical education or vocational education in the second and third stages. IFAPME and EFPME are funded by small and medium-sized enterprises and fall within the scope of competence of the Regions.</p>
<p><i>France</i></p> 	<p>Despite the favoured status of the general baccalaureate in France there are a wealth of opportunities to undertake good quality vocational training, either at a vocational lycée or an apprentice training centre linked to industry, called a Centre de Formation d'Apprentis (CFA).</p> <p>In a vocational lycée most students can either prepare for the Certificate d'Aptitude Professionnelle (CAP) or the Brevet d'Etudes Professionnelles (BEP). They may also study for a Brevet des métiers/ d'art (BTM or BMA) or a Mention Complémentaire (MC). The BEP is more demanding and theoretical than a CAP, and can lead to further study for a vocational baccalaureate called a Baccalauréate Professionnel.</p>
<p><i>Greece</i></p> 	<p>Vocational non-compulsory Secondary Education is offered mainly at day or evening Vocational Upper Secondary Schools (VUSS). VUSS offers two cycles of study:</p> <ol style="list-style-type: none"> <li>a. a secondary cycle of studies and</li> <li>b. a post-secondary (optional) cycle of studies, the «Apprenticeship Class»</li> </ol> <p>Enrolment in the VUSS A' Grade is without examinations for holders of Lower Secondary School Leaving Certificate or equivalent. Enrollment in the following two Grades (B' and C') is subject to successfully passing end of year exams. Students of VUSS A' Grade who pass the end of year examinations may enrol in Grade B' of the General Upper Secondary School.</p>

## Hungary



In Hungary vocational training at secondary level is available at regular vocational schools and vocational schools for students with special educational needs, like students with disabilities or learning difficulties assessed by expert committees.

Vocational instruction, not having a nationally standardised structure, in most cases starts with a two year (9th-10th) general education program combined with some vocational orientation followed by two (11th-12th) or three (11th-13th) vocational training years leading to vocational qualifications qualifying for manual skilled work. The length of the training mainly depends on the trades concerned and the pedagogy program of the given educational institution. The pedagogy program may prescribe a longer training period for students with special education needs. Since the amendment to the Act on Public Education in 2009 was introduced, vocational training may be started as early as after the completion of the 8th year of primary education in 86 different trades.

## Italy



State vocational upper secondary education, which lasts 5 years, is provided by technical institutes and vocational institutes.

Technical institutes offer vocational education in economics and technology sectors. There are 2 economics - based programmes and 9 different technology-based programmes. These courses have 11 different options. Specific guidelines set out the target learning outcomes for each option and each subject and these are defined in terms of knowledge, skills and competences.

Vocational institutes offer vocational education in areas of the service sector and the industry and crafts sector. There are 4 service sector programmes and 2 industry and crafts programmes. These courses include 10 different options and specific guidelines for targets as described above for technical institutes.

### Regional Vocational Education and Training (IFP)

Three-year and four-year vocational education and training courses are available from vocational training agencies and upper secondary vocational institutes. Training agencies are vocational training institutions that are accredited by the Regions according to specific criteria established in agreement with the State. Upper secondary vocational institutes follow the guidelines issued by their Regions for IFP courses.

The Regions accredit training agencies that meet the following specific criteria:

- a) they are part of a non-profit institution offering educational services to young people;
- b) their educational plan involves offering young people the opportunity to acquire certain defined competences and skills;
- c) they implement the national labour contract for vocational training with all staff;
- d) their teaching staff is qualified to teach at upper secondary level;
- e) they create networks and relationships within the territory and with families;
- f) they take joint decisions on the planning and management of teaching activities and guarantee periodic assessment and the final certification of learning;
- g) they have suitable facilities and premises.

Training agencies are in the private sector (religious institutions or trade unions) and the public sector (regional, provincial and local institutions).

Vocational upper secondary institutes in the mainstream education system can also offer IFP courses. Vocational upper secondary institutes can provide, on a subsidiary basis and in keeping with the competences of the Regions, two types of IFP course:

- a) integrated subsidiary courses for students attending mainstream 5-year upper secondary vocational courses to obtain an IFP qualification after three years of training;
- b) complementary subsidiary courses organised in special classes at vocational institutes, preparing students for a three/four-year qualification within the IFP system. Vocational institutes can issue IFP certificates.

So far, most Regions have opted for the first of the two types of offer.

## Norway



Furthermore, guidelines include the possibility for those with a four-year IFP qualification to be admitted to universities, institutes of AFAM (Higher Education in Music and Art) and ITS (Higher Technical Institutes) courses, provided they have attended a one-year integration course offered by the Regions and organised by the vocational institutes and the training agencies themselves.

In each vocational education programme, there is a common first year, upper secondary level 1 (Vg1) before the pupils specialise for different trades and occupations by choosing among several programme areas and apprenticeships in public or private sector in the second and third year.

As opposed to the rest of the Norwegian education system, the majority of the vocational post-secondary non-tertiary providers (fagskoler) are private.

The large majority of upper secondary schools are combined schools, i.e. offering both general studies and vocational studies.

Vocational education and training mainly leads to a trade or journeyman's certificate. If the county authorities do not succeed in providing enough apprenticeship places, the county authorities are obliged to offer Vg3 programmes in school, in which case there is no productive work.

The vocational post-secondary technical and maritime colleges, which are traditionally run by the counties, offer two-year courses to students who already have trade skills, practical work experience, and/or a vocational upper secondary qualification. They offer further vocational qualifications within a broad range of trades, and can also act as a stepping stone to higher education. Vocational post-secondary technical and maritime colleges currently offer courses in motor mechanics, drilling technology, production technology, electronics, machinery, process technology, welding technology, house building, heating-ventilation-sanitary technology, chemistry, foodstuffs technology, maritime studies, and fishery.

The majority of the provision at the post-secondary non-tertiary level (ISCED 4) is private. Education at this level is of half-a-year (one semester) to two years' duration and offers cover a wide range of studies. Besides those at the technical public vocational colleges, there are recognised programmes in agriculture, business administration, marketing, tourism, ICT, health and social education, alternative medicine, media, culture, arts, Bible studies, and for varied service occupations.

## Romania



Vocational programs - Profil vocațional will give a qualification in a non-technical field, such as kindergarten educator, assistant architect, or pedagogue. A lot of subjects are based on humanities, with specifics based on qualification (such as Teaching) and almost no math, physics or chemistry. Art, music and design high schools are grouped here. High schools belonging to religious cults are also included. Usually, admission in these high schools is done by a special exam besides the National Tests in music or art.

Services and Economics programs - Profil economic will give a qualification in the fields of services, such as waiter, chef, tourism operator. Offering a quite balanced program, similar to the real studies in the theoretical program, but a bit lighter, and giving a valuable qualification, this program is very sought after (being second only to the real program).

The following high-schools forms does not allow entrance to universities:

- School of Crafts and Trades (Școală de Arte și Meserii) - a two-year school providing a low qualification such as salesman or welder or builder. In case the student wants to continue to high school he or she must attend a special year between the 2nd year in the School of Crafts and Trades, and the 11th year in high school.

- Apprentice School - a two-year school, almost integrally based on apprenticeship with a company, that usually also hires the graduates. Once highly popular, nowadays only a handful remains and will be almost completely phased out by 2009. There is no access to high school from this type of school.

Optional subjects are either imposed by schools on the students, or at best, students are allowed to choose a package of two or three subjects at group level (not individual level). Usually optional subjects provide additional hours of the hardest subjects, through "extensions" and "development classes". In addition, there are also a large number of specializations. A student can be, for example, enrolled in a National College, study a real program, specializing in mathematics-informatics.

United  
Kingdom



Full time education is not compulsory for young people aged 16 and over. However, under the Education and Skills Act 2008 (see Useful Links), the Government raised the compulsory age of participation in education and/or training to 18 from 2015 onwards. This does not mean that young people over the age of 16 must stay in school, but means they must follow one of the following options:

- full-time education
- an apprenticeship
- part-time education and training if they are employed, self-employed or volunteering full-time (defined as 20 hours per week).

The great majority of young people continue with full-time education after the age of 16 and full-time education is free up to age 19. This phase of education is characterised by subject specialisation and a range of providers: sixth forms in secondary schools, sixth-form colleges (16 to 18/19) or further education colleges (16+) in the further education sector. The landscape of providers varies according to local arrangements, but all areas provide young people with a wide choice of programmes leading to general/academic, pre-vocational and/or vocational qualifications. Most academic routes lead to three A levels, which are single subject qualifications at Level 3 of the National Qualifications Framework (NQF) and provide the main, but not the only, route into higher education. Vocational options at Level 3 include applied general qualifications and tech levels and can also provide access to higher education. Vocational programmes at a lower level are also available. Apprenticeships are offered at different levels and traineeships are available for young people not ready to start an apprenticeship.

## HIGHER EDUCATION

The highest level of the educational system is represented by prestigious institutions of higher education as follows:

- Belgium: Hautes Ecoles d'Art and College,
- France: Universités, Grandes Écoles, École de commerce et management,
- Greece: Universities, National Technical Universities, the Higher School of Fine Arts, Hellenic OpenUniversity, Technological Educational Institutes, School of Pedagogicaland Technological Education,
- Hungary: Állami egyetemek, Művészeti akadémiák és Főiskolák Magana,
- Italy: Universities, Técnica Superior's artistic and musical AFAM- Alta formazione,
- Norway: Universities, Institutes, Specialised university, university colleges, university colleges of arts, public university colleges,
- Romania: Universities and Academy of arts, music, business studies, politics and military force
- U.K: Higher Education Institutions - universities, colleges and institutes.

The courses are organized according to the Bologna principles in three cycles: Bachelor's degree (3 years), Master's degree (two years) and Doctorate (3 years). There are also partnerships between various institutions of higher education from the same country or different countries. A common element is given also by the transferable credits system.

<p><i>Belgium</i></p> 	<p>Higher education includes university education, higher non-university education organised in hautes écoles and higher education in the arts organised in arts colleges. Two or more universities may associate to form an academy. An academy may establish partnership relations with other higher education institutions.</p> <p>Partnerships between universities and other institutes were regulated. The use of ECTS was confirmed, with one year of study corresponding to 60 ECTS. The first cycle consists of 180 credits which may be acquired in three years of study. It leads to the bachelor degree. The second cycle consists of 60 or 120 credits which may be acquired in at least one or two years of study respectively, and leads to the master's degree. Third-cycle programmes consist of doctoral courses (leading to a research training certificate) (up to 60 credits) and work on the preparation of a doctoral thesis (at least 180 credits).</p>
<p><i>France</i></p> 	<p>Higher education which is dispensed in higher educational institutions. These institutions have a wide variety of legal statuses that are listed in the French Code of Education (book VII). Courses dispensed at these institutions have different aims and conditions for admission, but most of them are structured into three study cycles (Bachelor's degree, Master's degree and Doctorate) and in ECTS credits, in compliance with the principles of the Bologna Process.</p>
<p><i>Greece</i></p> 	<p>Higher education in Greece constitutes the last level of the formal educational system and is divided into the University Sector and the Technological Sector.</p> <p>The University Sector: Higher Education University Sector aims at establishing, producing and developing science and technology, achieving our country's future scientists' high level, comprehensive, theoretical and applied training while promoting and developing scientific research. It also gives emphasis to high quality education according to the demands of science, technology and arts taking into account the international scientific practice and the corresponding professional fields. This sector includes:</p> <ul style="list-style-type: none"> <li>• Universities, National Technical Universities,</li> <li>• the Higher School of Fine Arts and</li> <li>• the Hellenic Open University.</li> </ul> <p>Technological Sector: Higher Education Technological Sector aims at developing the scientific and technological research and at providing programmes of more applied character. Special emphasis is given to high quality education as well as to the applied character of science, technology and arts in the corresponding professional fields. In this framework they promote the development of the appropriate theoretical background together with the development of high standard practice. To this sector belong:</p> <ul style="list-style-type: none"> <li>• Technological Educational Institutes (TEIs) and</li> <li>• The School of Pedagogical and Technological Education (ASPETE).</li> </ul>
<p><i>Hungary</i></p> 	<p>In Hungary higher education institutions are autonomous regarding their educational, academic, as well as research activities.</p> <p>The core educational activities include higher education vocational training, the Bachelor programmes, the Master programmes, the doctoral programmes and the post-graduate specialist trainings.</p> <p>The institutions are expected to recognise students with outstanding skills and abilities as well as disadvantaged and multiply disadvantaged students and are responsible to cater for their special needs.</p>

### Universities and colleges

A university in Hungary is a higher education institution authorised to provide Master programmes in at least two different fields of study and run doctoral programmes in at least two fields of study. The prerequisites for the university title are; 1) that at least half of their teaching staff must have a doctoral degree, 2) it has at least three faculties, 3) it operates students' study circles, 4) it is able to offer at least some of its programmes in foreign languages.

Colleges may also operate in a faculty structure provided that at least one third of their teaching staff have a doctoral degree. Colleges are authorised to run Bachelor programmes, Master programmes and trainings that do not result in a higher education degree.

### The structure of higher education

Hungarian higher education institutions have been following a three-cycle structure in accordance with the Bologna Declaration since 2006. The cycle consist of a 6-8-semester Bachelor level, a maximum of 4-semester Master level and a third cycle of doctoral programmes. There are a few exceptional study fields operating with an undivided long cycle of 10-12 semesters (e.g. Faculty of Law, Faculty of Medicine).

Higher education institutions may also offer for graduate students post-graduate specialist trainings which do not lead to another degree. In addition, there are also higher education vocational trainings resulting in advanced vocational qualifications.

### Italy



The following types of institution offer higher education in Italy:

- Universities (including Polytechnics)
  - Institutes of Higher Education in Art and Music (Alta formazione artistica e musicale - AFAM)
  - Higher Technical Institutes (Istituti Tecnici Superiori – ITS)
- Universities and AFAM institutions are autonomous bodies. They adopt their own charters, appoint their own governing bodies (such as the rector, senate, and executive board) and their own teaching and research facilities.

Higher Technical Institutes (ITS) are highly specialised technical schools set up to meet the demand for new and advanced competences from the labour market, particularly from the technical and technological sectors. They offer short-cycle, non-university, tertiary education, which has been part of the education system since 2011/2012.

In addition to universities, AFAM institutions and ITS, other specialised institutions also offer tertiary education in specific fields. Generally, access to courses requires an upper secondary education qualification and a pass in the entrance examination. The number of available places is limited and fixed annually. In some cases, previous relevant training may also be required. These institutes issue qualifications that are recognised within the education system but refer to national authorities other than the Ministry of Education, University and Research; hence, the following articles do not describe the offer in detail. Specialist institutions offering tertiary education include: Scuola nazionale di cinema (National School of Cinema), Scuole di archivistica, paleografia e diplomatica (Schools for archive systems, palaeography and diplomatics), Military academies (Air Academy of Pozzuoli, Revenue Guard Academy, Military Naval Academy of Livorno, Military Academy of Modena), Istituti superiori di scienze religiose (Higher Institutes of Religious Sciences), the Foundation for the Preservation and Restoration of Books.

## Norway



Higher education in Norway is defined as education and training provided at universities, specialised university institutions, university colleges, university colleges of arts, other public university colleges not under the auspices of the Ministry of Education and Research, and private higher education institutions.

Since the Quality Reform of 2002, higher education institutions offer 3-year bachelor's degrees, 2-year master's degrees and 3-year Ph.D. degrees. A few study programmes are shorter than 3 years, there are some integrated five to five and half year master degrees and some professional study programmes that last 6 years. In addition, there are some master programmes of less than two years duration.

Tertiary education also includes vocational colleges (ISCED 4) and practical courses of training with duration half a year to two years as alternatives to higher education.

State (public) universities and university colleges may not charge fees from students neither for regular courses leading to a degree nor for professional training courses.

Private universities and university colleges shall ensure that the state operating grant and fees from the students are used to the benefit of the students. Institutions receiving state funding may not give financial dividends or in any other manner transfer profit to the owner or close associates of the owner.

## Romania



Higher education in Romania is less centralized than in many countries in the West, with every university having its own internal policies regarding admission, exams and conditions for graduation. With historically established universities in major cities such as Iași, Bucharest, Cluj-Napoca, Timișoara, Târgu Mureș, Craiova, Romania's higher education institutions form a much looser network than in other European countries, albeit offering most of the qualifications sought after by today's high-school graduates.

Romanian universities have historically been classified among the best in Eastern Europe and have attracted international students, especially in the fields of medicine and technology. However, its system of higher education has suffered both from a lack of qualified professors and from no government initiative to support and expand the network of universities. Romania also has a private system of higher education, with private universities operating in the larger cities. The first modern Romanian universities are:

- University of Iași (Alexandru Ioan Cuza University) (1860)
- University of Bucharest (1864)
- University of Cluj (Babeș-Bolyai University) (1919)

## United Kingdom



Higher Education Institutions (HEIs) are diverse, ranging widely in size, mission and history. They are private bodies which receive their income from a number of sources, including student fees, other public funds, through research projects and by generating business. The power to award degrees and the right to be called a university are controlled by government on a UK-wide basis. Subject to their degree-awarding powers, institutions are free to design their programmes and awards and to determine the conditions on which they are awarded. The key reference point is the nationally agreed Quality Code by Quality Assurance Agency for Higher Education (QAA), which includes the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (see Useful Links). Although not required to do so by law, all institutions structure their programmes along broadly similar lines within a three-cycle framework – bachelors, masters and doctoral studies – which aligns with the FHEQ and conforms to the European Higher Education Area (EHEA) Qualifications Framework (see Useful Links). Institutions determine their own admissions policies and the minimum entry requirements for each programme. However, the applications process is managed centrally, by UCAS, a non-governmental organisation (link to UCAS website in Useful Links).

## TEACHER EDUCATION

Analyzing the educational systems of the 8 partner countries in our project concerning the initial training as a teacher / educator (for all educational levels, from kindergarten to the upper secondary school), many similarities emerge. Thus, to become a teacher or educator requires specialized university studies (3, 4 or 5 years) sometimes followed by 2 years of practice. In most cases it is also required to have a MA (a Master of Arts in teaching). In order to access the educational system, those who want to become teachers must pass a series of exams, such as: CAP (Belgium), CAPES, CAPLP, CAPEPS, Agrégation (France), Cattedre, Concorso (Italy), Titularizare, Definitivat (Romania), QTS ( the United Kingdom), etc. Emphasis is also put on teacher training through access to training programs and courses, for example in Belgium, France, Hungary, Romania and the U.K.

### Belgium



The requirement for initial training for staff at all childcare facilities is relatively recent, and the qualifications required vary depending on the type of facility.

The teaching profession can be categorised according to pupil age, educational level, specific nature of studies and training objectives. Initial training for teachers in pre-secondary and secondary education includes several training routes which lead to the following qualifications:

- bachelor's degree – pre-school teaching
- bachelor's degree – primary teaching
- bachelor's degree – lower secondary education
- upper secondary teaching diploma

The initial training of teachers of pre-secondary, transition-stream lower secondary and qualification-stream secondary education generally takes place in the hautes écoles. All the networks organise this type of education. Administratively, the education departments at hautes écoles form part of the short-type, full-time higher education system. Teachers of Latin, Greek, Spanish and Italian are trained at university. Teachers of arts subjects, except those who have been trained at hautes écoles and hold a certificate of lower secondary education in the fine arts, are trained in arts colleges.

In pre-secondary education, teachers hold a bachelor's degree in pre-primary or primary teaching, depending on the level of schooling, whereas in lower secondary education, they hold bachelor's degrees in lower secondary education (AESI).

Teachers of vocational practical courses and some teachers of technical courses for whom no full-time training is provided, may prepare for the lower secondary or qualification-stream secondary teaching profession by attending training leading to the teaching proficiency certificate (CAP) organised by higher-level social advancement education, while in employment. Entrance requirements and the length of these courses depend on the candidate's profile, and in particular on his/her school and/or academic record and the qualifications that he/she holds. There is a CAP section open to candidates who hold a higher education degree and one open to candidates who do not hold such a qualification. The training of teachers of upper secondary education is organised principally in the universities and in some hautes écoles which organise long-type higher education programmes that follow the consecutive model. The training programme for all students enrolled in studies leading to the upper secondary teaching diploma lasts 300 hours, 70% of which are common and 30% are dedicated to activities that the institutions decide on completely autonomously.

Students must either obtain the teaching master degree in the discipline of their choice, or first obtain a second-cycle university degree (after four or sometimes five years of study), which certifies specific training, followed by an upper secondary teaching diploma (AESS), which certifies teaching proficiency. All teachers at the ordinary or specialised pre-secondary and secondary levels must attend continuing training.

## France



Since the reform of initial teacher training implemented at the start of the school year 2010/2011, in order to be recruited, first- and second-degree teachers must hold a Master's degree (5 years of higher studies) and have passed one of the competitive teaching examinations (CAPES, CAPLP, CAPEPS, Agrégation, etc.). Before the reform, CAPES, CAPLP and CAPET examinations were open to holders of a Bachelor's degree, and the Agrégation to anybody who had completed the first year of a Master's degree. Students who have obtained their Master's degree and those who have passed one of the competitive teaching exams become "trainee teachers" and, during their first year of teaching, benefit from a support and vocational training system acting as an extension of their initial training.

As regards higher education, conditions for access to teaching posts vary depending on category of personnel. Research professors are recruited by national competitive examination or by open examinations organised by the institution concerned; they must hold a Doctorate or equivalent and must have been "qualified" by the National University Council – i.e. been capacitated at national level to apply for a post open to recruitment.

Ongoing training is organised at local level by the académies, which, in collaboration with the universities, draw up an annual "Academic Training Plan" (PAF – Plan académique de formation). The PAF contains the list of ongoing training programmes and actions for which interested teachers may register. In drawing up their proposals, académies must take account of the training priorities set at national level by the Department of Education's "National Training Plan".

The Écoles Supérieures du Professorat et de l'Éducation were set up in time for the academic year 2013-2014. They replaced the ancient IUFM (Institut universitaires de formation des maîtres). They become one of the operators for providing initial and further training for education staff.

## Greece



Initial training for Primary and Secondary Education teachers falls under the Higher Education University or Technological sector, while all teachers in primary education – including pre-primary and primary school education- as well as teachers in secondary education, hold at least a first cycle degree.

### PRE-SCHOOL AND PRIMARY EDUCATION TEACHING STAFF

At municipal infant/child and child centres, which provide early childhood education and care, educators are graduates of Pedagogical Departments for Pre-Primary Education operating at Universities, or graduates of Nursery Departments operating at Technological Educational Institutes (TEIs).

### SECONDARY EDUCATION TEACHING STAFF

Prospective teachers for the secondary education, compulsory and non-compulsory, receive their initial training in University Departments throughout the country, providing courses relevant to the subjects included in the curricula of secondary education. The majority of these Departments are included in the so-called "Teachers' Departments", meaning university departments whose graduates may be appointed in secondary education as permanent or substitute teachers. Their appointment does not require any additional degree or pedagogical proficiency certificate since, simultaneously with their studies at the corresponding university department, students receive pedagogical training, just as with prospective primary teachers. In most Education Departments and "Teachers' Departments", beyond the theoretical training, enough time is devoted to actual practice through teaching in real class or through participation in relevant laboratory exercises.

## Hungary



In the multi-cycle system, launched in September 2006, the earlier dual/concurrent model (college-level and university level degrees) was replaced by a two-cycle (consecutive) model. The first cycle provides degree courses in various disciplines (to form a basis for subject-based teaching qualifications), while the Masters degree in teaching is acquired in the second cycle.

The Higher Education Act, which entered into force in 2011, differentiates between the studies of future lower secondary and upper secondary school teachers, e.g. in terms of the length of studies. The initial education of lower secondary school teachers is provided as undivided long-cycle programmes (8 semesters), which may be supplemented by a 2-semester traineeship. The initial education of upper secondary school teachers is also offered as undivided long programmes (or as two-cycle programmes in special cases determined by the Government), lasting 10 semesters, with a compulsory traineeship of two semesters. The studies of both types of teachers end in a Master degree. Teachers to be entering higher education also have to sit for an aptitude test. These changes will be phased in from September 2013.

### Continuing professional development (CPD) for teachers

In the late 90s a free market of in-service training for teachers developed, where the training supply meets demand from schools. The most significant change in the field of CPD was brought about by the amendment of the Public Education Act in 1996, which introduced obligatory participation in in-service training (120-hour courses) for teachers every 7 years.

## Italy



Teachers have always been considered government employees; however, they have their own collective bargaining unit at school level. Educational reforms have led to increased decentralization. Individual schools are becoming the groups primarily responsible for the administration and management of the teaching staff. The Ministry of Public Instruction continues to be responsible for orientation, coordination, and verification of teaching status.

Until 1997-1998 primary school teachers were trained at upper secondary schools (Istitutos Magistrali) for four years where the curriculum included academic courses on teacher training that included theory, methods, and teaching practice. Since 1998 nursery school and elementary teacher education are required to complete a four-year university degree (Laurea).

Secondary school teachers always had been required to attend and earn a university degree in a specialized field. They may obtain the designation of Abilitazione from two-year specialization schools (Scuole di Specializzazione). Those wishing to take the teaching exam (cattedre) must have this designation. Teachers must pass another exam (concorso) to obtain professional teaching status. Teachers also receive training on the integration of special needs students, such as handicapped students; some teachers have a specialization in areas of special education. Teachers in recognized private schools must meet the same qualifications as public school teachers.

School principals or head teachers (Presidente, Direttore Didattico, or Dirigente Scolastico) are responsible for the overall management of the school, including instructional, financial, and personnel issues and represent the school within the community. They report directly to the Provincial Director of Education. The principals or head teachers coordinate all school activities and are responsible for meeting legislative provisions. They must guarantee equal opportunity and equity of resources to all students, taking into account the sociocultural needs of the community. These school leaders implement School Council decisions; organize the school internally, promoting and coordinating activities for faculty and staff; and develop class schedules, teacher assignments, and student disciplinary action. Other teachers or administrative directors may assist the principal or head teacher.

The recruitment of new Dirigente Scolastici is done through a course-competition announced by the Ministry of Public Instruction. Teachers with a university degree (Laurea) who have been teaching for at least seven years can be admitted to this competition. Teachers who complete the general training course-competition satisfactorily and who meet placement qualifications can be placed in primary and middle schools. Teachers who complete specific secondary training can be placed as head teachers in upper secondary schools.

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## Norway



The decision-making body in all initial teacher education is the Ministry of Education and Research. Important advisory bodies for the Ministry are the Norwegian Association of Higher Education Institutions (UHR) in particular its agency the National Council for Teacher Education, and the independent Norwegian Agency for Quality Assurance in Education (NOKUT).

Different types of initial teacher education qualify for teaching at different educational levels, but all teacher education qualifies for teaching at more than one level. The following types of teacher education exist:

Pre-primary teacher education (three-year) qualifies for educational work in kindergartens. Addition of one year's relevant further education qualifies pre-primary teachers to work in the first to fourth year of primary school.

- General teacher education (four-year) qualifies for teaching at primary and lower secondary school and adult education at the corresponding level. A full year of study of the subject is required in order to be qualified for teaching the subjects Mathematics, English and Norwegian in lower secondary school. Starting with the autumn 2010 student intake, the General teacher Education is replaced by the new differentiated teacher education (below).

- Differentiated primary and lower secondary teacher education (four-year) qualifies alternatively for teaching in primary school, years 1-7 or in lower secondary school, years 5-10, according to which of the two distinct programmes of study is followed. It also qualifies for teaching in adult education at the corresponding level. Teaching qualifications are limited to the chosen specializations in teacher education.

- Subject teacher education (three-year and four-year) qualifies for teaching of specific subjects at primary and lower secondary school, at upper secondary school, adult education and for other cultural work with children and adolescents.

- Vocational teacher education (three-year) qualifies for teaching at upper secondary school, adult education and for subjects from the fifth year of the primary school.

- One-year programme in educational theory and practice is a teacher education programme for students who have 3 to 5 years of university or university college education, usually covering two or three school subjects. The programme qualifies for teaching from the fifth year of the primary school, at upper secondary school and adult education.

- Integrated master's degree (five-year) qualifies for teaching of certain subjects from the fifth year of primary school, at upper secondary school and adult education.

- Sami teacher education qualifies for teaching Sami children in kindergartens and schools in Sami areas. The purpose of the courses is to secure qualified personnel. Sami language is an official language in Norway.

- Teacher education for deaf students qualifies for teaching deaf children and adolescents in kindergarten and schools. It includes the subjects Norwegian Sign Language and Norwegian for deaf pupils. Sign language is an official language in Norway.

## Romania



The teaching profession in Romania is a profession regulated through the law. As a consequence, for a given education level, teachers work in very similar conditions throughout the country and variations from one workplace to another are rather minor. Initial training ensures the acquisition of competences and official certifications which are necessary for access to qualified teaching. This level includes:

1. Training in a subject area, ensured and certified through the completion of university study programmes or, as applies, specialised studies at high-school or post-secondary level, provided by authorised or accredited education institutions, under the law;

2. Psychopedagogical and didactical training, both theoretical and practical, in a subject area, ensured and certified through the completion of psychopedagogical programmes provided by the teacher training departments of faculties that offer specialisation in the pedagogy of primary and pre-primary education, in higher education institutions, or the completion of psychopedagogical training programmes organised by institutions at high-school or post-secondary level, that have the right to organise such programmes under the law.

The initial teacher training for all teaching positions in Romania is based on a concurrent model - meaning that the education and training in the specialisation of studies is combined with the professional training within the same educational sequence. However, for certain teaching position a supplementary professional training is required that may be considered as part of the initial training but is actually finalised after the graduation of the required education level (e.g. specific training for teaching positions in special education).

The teaching positions in school education are:

- in pre-primary education is *educatoare / educator, institutoare / institutor*, and teacher for pre-primary education.
- in primary education is *învățător / învățătoare, institutor / institutoare* or teacher for primary education.
- in *gimnaziu* education are *profesor (teacher), profesor-psihopedagog (psychopedagogue teacher), profesor-pedagog social (social pedagogue teacher)*, and *maistru-instructor (foreman instructor)*.
- in high school education are *profesor (teacher), profesor-psihopedagog (psychopedagogue teacher), profesor-pedagog social (social pedagogue teacher)*, and *maistru-instructor (foreman instructor)*.

Initial education and training for kindergarten teachers is currently provided by universities, in compliance with the Bologna process, through the Departments for Pre-School and Primary Education Teacher Training. The duration of the training programme is three years and its completion leads to the award of a first degree in pre-school and primary pedagogy.

The graduates can hold a position as a teacher in pre-primary education and primary education.

Because initial education and training – before new decisions were adopted following the Bologna Process – was provided by pedagogical high schools and pedagogical colleges, teachers who are currently working in the system can complete their studies by taking first degree and master programmes at universities.

United  
Kingdom



The initial teacher training for all teaching positions in Romania is based on a concurrent model - meaning that the education and training in the specialisation of studies is combined with the professional training within the same educational sequence. However, for certain teaching position a supplementary professional training is required that may be considered as part of the initial training but is actually finalised after the graduation of the required education level (e.g. specific training for teaching positions in special education).

The UK education system is broadly divided into primary and secondary schools, with a few authorities running a three-tier system. The key stages include:

- Early years foundation stage (EYFS): 3-5 year olds; nursery and reception
- Key Stage 1: 5-7 year olds; school years 1-2
- Key Stage 2: 7-11 year olds; school years 3-6
- Key Stage 3: 11-14 year olds; school years 7-9
- Key Stage 4: 14-16 year olds; school years 10-11

Teacher training covers two key stages and, once qualified, teachers gain experience of teaching across key stages but tend to stay within the age range they trained to teach.

Legally, qualified teacher status (QTS) means that you can teach any age range but you would need supporting evidence to demonstrate that you have the experience to do that effectively.

To teach in England and Wales you need to gain QTS. You will obtain this on an initial teacher training (ITT) programme which takes approximately one year to complete. Once you have completed the course, assuming you meet the standards, you will be awarded QTS and become a newly qualified teacher (NQT) ready to undertake your induction year.

Routes into teaching in England are mainly through an ITT course, this can be either school or university led. Applications for most teacher training programmes in England and Wales are made through UCAS Teacher Training in the autumn prior to starting training. Financial support is available including bursaries for some subjects depending on degree grade.

Entry requirements for teacher training:

- School-based work experience. This is usually a minimum of two weeks in the age range you want to teach.
- A UK degree or equivalent qualification of 2:2 or above. If you want to teach at secondary or post compulsory level, your degree should be in, or relevant to, the subject you want to teach. If it is not, contact a training provider as you may be able to take a Subject Knowledge Enhancement course.
- At least a GCSE grade C or equivalent in English and maths, or a B or above in Wales. If you want to teach primary or early years you will also need a GCSE grade C or equivalent in science. Some training providers may accept equivalency tests; you would need to check this with them.
- To have passed the professional skills tests in England for numeracy and literacy. This must be passed before starting the teacher training course.
- Declared any previous convictions and undergone the criminal records check through the Disclosure and Barring Service (DBS).

Once you have passed ITT you will be awarded QTS. You will then be required to complete an induction period to become a fully qualified teacher.

Formal qualification requirements for FE (Upper Secondary Education) teachers were revoked in September 2013. However, the sector still recognises the need for good teaching qualifications – FE training providers are all independent organisations that recruit directly to their courses, so they may still specify particular requirements or eligibility criteria. There are three training routes available to become an FE teacher, catering for people with and without teaching qualifications:

- pre-service – this involves gaining a teaching qualification with a university, college or other training provider, with entry requirements decided by the specific institution
- in-service – typically involves working within further education as a teacher while training part-time at a college of FE
- transferring to FE – if you already have a teaching qualification, you can transfer to FE with a few additional steps and potential extra qualifications, all of which can be done in-service.

There is no national training programme for teaching in higher education, and higher education institutions (HEIs) have the autonomy to organise their own training provision and supervise the continuing professional development of their staff.

## EUROPEAN QUALIFICATION FRAMEWORK (EQF)



### *Belgium* *French-speaking community*

The French-speaking community of Belgium has developed a qualifications framework for lifelong learning (cadre francophone des certifications pour l'apprentissage tout au long de la vie, CFC). An eight-level structure is learning-outcomes-based and describes levels in terms of knowledge/skills and context/autonomy/responsibility. The framework is seen as an integral part of the existing education and training system and seeks to improve overall transparency of qualifications, to ease mobility and support learner progress. The CFC is an important instrument for strengthening use of learning outcomes and for referencing to the EQF, but it does not have a regulatory role and is not seen as an instrument for reforming existing institutions and structures. In the first stage of implementation only qualifications delivered by public providers will be included; opening up at a later to other qualifications will be considered.

Legal adoption of the CFC is still (end 2014) pending, and actual qualifications have yet to be placed in the framework. A steering and positioning authority will be created as soon as legal adoption is carried out. This body will be responsible for implementation and follow-up of the CFC, including the positioning of qualifications. The delay has slowed progress and is currently hindering the CFC move into an operational stage.



### *France*

France has an NQF based on a five-level structure which has been in use since 1969; its regulatory role is strong and well-established. The NQF was established in 2002, when the National Committee on Vocational Qualifications (CNCP) and the national register of vocational qualifications (RNCP) were set up. In scope, the French NQF is more limited than the comprehensive NQFs now being developed throughout Europe, as it is focused strictly on vocationally or professionally oriented qualifications (including all higher education qualifications with a vocational and professional orientation and purpose). A common policy on learning outcomes covers the entire vocational system, and all qualifications registered in the RNCP can be acquired through validation; in France this aims specifically at awarding an official, formal qualification. The objectives of the framework are focused on employability, responding to the need for education and training that makes candidates better suited

to the labour market. Recent policy initiatives and reforms serve to underscore the high priority given to employability.

Belonging to the first generation of European frameworks, the French NQF is fully operational. Broad involvement of stakeholders is seen as necessary to capture the diversity of qualifications in France and ensure credibility and ownership. CNCP is a platform for cooperation between ministries, social partners and other relevant stakeholders, and no qualification can be included in the official register without the approval of the CNCP and adherence to a set of procedures and criteria. An important characteristic of the CNCP lies in its openness to public and private providers and awarding institutions. The French experience since 2002 illustrates the need for NQFs to evolve continuously to stay relevant; currently, in view of the increasing youth unemployment, one issue being addressed is the question of opening up to the development of qualifications at what would correspond to level 2.

A process involving all stakeholders resulted in the French NQF being referenced to the EQF in 2010, using the original five-level structure as reference point. NQF and EQF levels are included in databases as well as in certificate and diploma supplements. Currently, there is discussion of whether the five-level structure should be replaced, possibly by a more comprehensive structure; however, it is unclear when this could happen.



## *Greece*

Greece has developed a comprehensive Hellenic qualifications framework (HQF) for lifelong learning, aiming at a coherent and comprehensive system of qualifications from all parts and levels of education and training. The framework has eight levels and is defined in terms of knowledge, skills and competence. First stage development has focused on the range of qualifications awarded within the formal system but, in a long-term perspective, the plan is to accommodate non-formal and informal learning. An objective for the period of 2014-15 is to consolidate the HQF as the main lever for reforming the Greek education system.

From policy point of view, apart from responding to the European qualifications framework (EQF) initiative, the HQF work is directly linked to the country's efforts to develop a framework for further improving lifelong learning policies and practices, which will allow recognition and certification of all kinds of education and training. Strengthening the learning outcomes dimension in all parts of education and training is considered a precondition for moving towards lifelong learning. This will provide the basis for a more transparent and open qualification system, and will allow individuals to have their learning validated and recognised throughout their lives.

The framework is not yet operational. HQF implementation is the responsibility of the Ministry of Education and Religious Affairs, with the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) as the main actor. A draft presidential decree on HQF has been prepared, which will clarify many operational aspects. The inclusion of qualifications in the framework is defined through qualification type specifications: title, level, awarding body, summary descriptor, volume of learning, purpose, education sector, learning outcomes, employment relevance and progression possibilities. The allocation procedures have been defined but still need to be tested in practice. The framework needs to be populated with qualifications based on learning outcomes. This is work in progress.



## *Hungary*

Hungary designed and adopted a comprehensive Hungarian qualifications framework (HUQF) for lifelong learning in 2012. It has eight levels of learning outcomes defined in four categories: knowledge, skills, attitudes, and autonomy and responsibility. The HUQF embraces all national qualifications that can be acquired in general and higher education and those vocational qualifications in the national vocational qualifications register (NVQR). The inclusion of other formal qualifications (mainly CVET qualifications, master craftsman qualifications, and postgraduate specialisation programmes) will be assigned to levels in the next stage of HUQF implementation. One of the main objectives of the HUQF is to improve transparency, transferability and comparability of national qualifications and promote harmonisation of the different subsystems, helping the national qualification system to become more coherent and supporting national policy coordination.

The framework has been formally adopted and is being implemented. three implementing projects (VET and adult learning, higher education and general education) have provided conceptual clarifications, technical solutions and capacity building across subsystems. An intergovernmental task force was set up in February 2011 to programme, harmonise and monitor all phases of NQF development and implementation. A new body – the Hungarian Qualifications Board – will be in charge of further development, implementation and maintenance of the framework. Assigning qualifications to NQF levels has started. General education and VET qualifications were assigned to HUQF levels on individual basis; each qualification was analysed in terms of learning outcomes and compared with the level descriptors. Higher education qualifications were grouped and ‘reference qualifications’, representing most typical qualifications and cycles from higher education, were selected for referencing. implementation of the NQF is closely linked to new legal provisions in education and training subsystems: new VET Law (Law CLXXXvii/2011); new Law on General Education (Law CXC/2011); amended Law on Higher Education (Law CCiv/2011); and the new Act on Adult training (Law LXXvii/2013). There are also major reforms in of education and training subsystems. Strengthening the learning outcomes approach is an important integral part of these developments.

The HUQF was referenced to the EQF in February 2015.



## *Italy*

Italy does not have a NQF for lifelong learning in place but there has been technical work pointing in this direction in recent years. since 2003, reforms have been implemented in education and training (upper secondary general education and VET) and higher education, preempting the principles of a learning-outcomes-based NQF. The Italian Qualifications Framework for Higher Education (QTI) was published in 2010 and self-certification against the QFEHEA is ongoing.

Italy faces a challenge of integrating different levels of lifelong learning systems into a coherent national qualification system. It is a complex system, governed by different legislation and weighing the competences of regional and national authorities in designing and awarding qualifications. The absence of an explicit and adequately regulated national system of qualifications (even if there are regional qualifications systems) is seen as a barrier to taking forward coherent lifelong learning policies, to validation of non-formal and informal learning, making learning pathways for lifelong learning more visible, and wider recognition of skills. responsibility for taking forward this initiative is shared between the Ministry of Labour and Social Policies and the Ministry of Education, University and Research; the process is supported by regions and social partners. An important milestone in this work is the recently adopted Law 92/2012 on labour market reform that contains provisions on lifelong learning, approaches to a national system of certification of competences, and services for validation of non-formal and informal learning.

Despite not having a NQF in place, Italy has referenced its formal qualifications (general education, VET and higher education qualifications), which are awarded by the Ministry of Education and University, and those awarded by the regions in the framework of the state-regions agreement directly to the eight EQF levels, using the EQF level descriptors. Other qualifications awarded by the regions, licences for regulated professions and private qualifications, are not included and will be dealt with in the second stage of referencing.



Norway has developed and adopted a comprehensive seven-level NQF (Norsk kvalifikasjonsrammeverk, NKR), reflecting all general, vocational and higher education qualifications of national education and training. The framework is learning-outcomes-based, and describes levels in terms of knowledge, skills and general competence. Work on the current framework started in 2009, building on previous input, and was concluded in December 2011 through the adoption of a government decree. The main objective of the framework is to increase transparency and mobility, contribute to more flexible learning pathways, and promote lifelong learning. It is not seen as an instrument for reform and intends to describe, rather than to change, the existing Norwegian Education and Training System. The NKR is viewed as a tool for evaluation and further development, and a platform for debate and dialogue, also with the labour market.

The NKR has reached an early operational stage. All main education and training stakeholders and social partners have been involved throughout development and implementation. There is broad consensus on the relevance of the learning outcomes approach and the role it can play in bridging different of education and training areas. The NKR presently covers only qualifications awarded by publicly recognised and accredited education and training institutions. Possible procedures and criteria for inclusion of certificates and qualifications awarded outside formal education are being discussed; they will influence the next stage of development.



Romania adopted a learning-outcomes-based NQF for lifelong learning, the Romanian NQF (ROQF), in 2013. This aims to bring together nationally recognised qualifications from both initial and CVET, apprenticeship, general and higher education, and help integrate the validation of non-formal learning into the national qualification system. The framework has eight levels, defined in terms of knowledge, skills and competences. Apart from its transparency function, the ROQF is seen as a tool to support national reforms and modernisation of education and training, opening up the possibility to address issues such as coherence and progression in the education system, the use of validation, adult participation, and transitions between work and education.

The framework builds on reform in VET and the development of competence-based qualifications since the mid-1990s. The National Council for Adult Training (Centrul National de Formare și Perfectionare a Antrenorilor, CNFPA) was established with responsibility for coordinating the national register of (vocational) qualifications and for putting the validation system into practice (authorising validation centres, certifying individual assessors, issuing formal competence certificates). Parallel work was carried out in higher education, steered by the Agency for Qualifications in Higher Education (ACPART). A qualifications framework for higher education has been established in line with the Bologna process and the EQF. One of the main challenges in recent years was to link these two development processes, structures and stakeholders from VET, higher education and the labour market in a more

comprehensive framework. An important step was taken in June 2011 through the set-up of a single National Qualifications Authority (Autoritatea Națională pentru Calificări, ANC), responsible for developing and implementing the comprehensive NQF.

The comprehensive NQF is firmly based on national legislation and underpinned by clear governance structure; it is not yet operational. Stakeholders need to agree on how to implement it.

A draft EQF referencing report was presented in 2014. The qualifications framework for higher education was self-certified against the QF-EHEA in 2011.



## *United Kingdom*

There is no single comprehensive NQF covering all levels and types of qualification in England and Northern Ireland. The QCF mainly addresses vocational and pre-VET areas, but without including secondary general education (school leaving certificates) and higher education. The latter qualifications are covered by the framework for higher education (FHEQ).

The QCF is a regulatory credit and qualifications framework for England, Wales and Northern Ireland. It comprises nine learning-outcomes-based levels from entry level (subdivided into entry levels 1 to 3) to achievement at level 8. The levels are defined in three categories: knowledge and understanding; application and action; autonomy and accountability. The QCF recognises skills and qualifications by awarding credit for qualifications and units. It was formally adopted – after a two-year trial period – in autumn 2008. Evaluation of the QCF, including broad consultation, is currently under way to help clarify the future role of the framework, for instance its regulatory functions. In comparison, the FHEQ is not a regulatory framework but introduces some common objectives (benchmarks) to be pursued voluntarily and provides a language of communication supporting transparency and the positioning of qualifications to each other. There is currently no formal link between these two frameworks, but comparison is aided by use of parallel level approaches supporting transparency.

The QCF was referenced to the EQF in February 2010 as a part of the overall UK referencing process. The FHEQ was self-certified to the QF-EHEA in 2008, but not referenced to the EQF.

## **RESPECT THEMES WITHIN THE EDUCATIONAL SYSTEMS**

A thorough study of the educational systems in the countries participating in this project has shown that there are many common things to the ultimate goal of education for children, teenagers and young adults. Our project themes are found in the objectives of each educational system. That is why we selected these common elements:

- a. spiritual development
- b. moral development
- c. social development
- d. cultural development
- e. education for tolerance and liberty
- f. education for democracy
- g. education for a clean environment
- h. human rights education
- i. education for cultural differences
- j. education for historical and cultural heritage of each country

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APPENDIX A

NATIONAL QUALIFICATIONS FRAMEWORK DEVELOPMENTS IN EUROPE

France

FR NOMENCLATURE	QUALIFICATIONS TYPES	EQF LEVELS
I-Doctorat	Doctoral programmes ( <i>Doctorats</i> )	8
I-Master	Master degrees ( <i>Master</i> ) Degrees in engineering ( <i>titre d'ingénieur</i> )	7
II-Grade de Licence	Bachelor programmes ( <i>Licences</i> ) Vocational bachelor ( <i>Licence professionnelle</i> )	6
III	Undergraduate technician certificates ( <i>Brevet de technicien supérieur – BTS</i> )  Undergraduate technician certificates in agriculture ( <i>Brevet de technicien supérieur agricole – BTSA</i> )  Undergraduate certificates in technology ( <i>Diplôme universitaire de technologie – DUT</i> )  Master qualifications ( <i>Brevets de maîtrise</i> ) issued by <i>Chambre des métiers</i>	5
IV	Vocational baccalaureates ( <i>Baccalauréats professionnels</i> ) Technological baccalaureates ( <i>Baccalauréats technologiques</i> ) Professional certificates ( <i>Brevet professionnels</i> ) Applied arts certificates ( <i>Brevet des métiers d'art</i> )  Technician certificates ( <i>Brevet de technicien</i> )	4
V	Secondary vocational certificates ( <i>Certificat d'aptitude professionnelle – CAP</i> )  Secondary vocational certificates in agriculture ( <i>Certificat d'aptitude professionnelle agricole – CAPA</i> ;  <i>Brevet d'études professionnelles – BEP</i> ;  <i>Brevet d'études professionnelles agricoles – BEPA</i> )	3
	No French qualifications and certificates at this level	2
		1

*Greece*

HQF & EQF LEVELS	VOCATIONAL EDUCATION	GENERAL EDUCATION	HIGHER EDUCATION
1		PRIMARY SCHOOL CERTIFICATE	
2		LOWER SECONDARY SCHOOL CERTIFICATE	
3	VOCATIONAL TRAINING SCHOOL		
4	VOCATIONAL SCHOOL CERTIFICATE (post lower secondary level)	GENERAL UPPER SECONDARY SCHOOL CERTIFICATE	
	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE"		
	VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE		
5	VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE" / CERTIFICATE + APPRENTICESHIP CLASS		
	VOCATIONAL TRAINING DIPLOMA (Initial Vocational Training) (post secondary level)		
	POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR "DEGREE"		
6			BACHELOR DEGREE
7			MASTER'S DEGREE
8			DOCTORATE

*Hungary*

NQF LEVELS	QUALIFICATIONS	EQF LEVELS
8	DLA/PhD	8
7	MA/MSC	7
6	BA/BSc Higher-level NVQR vocational qualification (built on HE diploma)	6
5	Higher-level NVQR vocational qualification Higher education short cycle vocational qualification	5
4	Secondary school-leaving certificate Upper secondary NVQR vocational qualification	4
3	Lower secondary NVQR vocational qualification (10th grade of primary school)	3
2	Primary school leaving certificate Lower secondary NVQR vocational qualification	2
1	(6th grade of primary school)	1

Italy

EQF LEVELS	ITALIAN FORMAL QUALIFICATIONS
8	<p>Research doctorate <i>Dottorato di ricerca</i></p> <p>Academic diploma for research training <i>Diploma accademico di formazione alla ricerca</i></p> <p>Specialisation diploma <i>Diploma di specializzazione</i></p> <p>Second level university master <i>Master universitario di secondo livello</i></p> <p>Academic specialisation diploma (II) <i>Diploma accademico di specializzazione (II)</i></p> <p>Higher specialisation diploma or master (II) <i>Diploma di perfezionamento o Master (II)</i></p>
7	<p>Master degree <i>Laurea magistrale</i></p> <p>Second level academic diploma <i>Diploma accademico di secondo livello</i></p> <p>First level university master <i>Master universitario di primo livello</i></p> <p>Academic specialisation diploma (I) <i>Diploma accademico di specializzazione</i></p> <p>Higher specialisation diploma or master (I) <i>Diploma di perfezionamento o Master (I)</i></p>
6	<p>Bachelor degree <i>Laurea</i></p> <p>First level academic diploma <i>Diploma accademico di primo livello</i></p>
5	<p>Higher technical education diploma <i>Diploma di tecnico superiore</i></p>
4	<p>Professional technician diploma <i>Diploma professionale di tecnico (a)</i></p> <p>Upper secondary education diploma <i>Licei Diploma liceale</i></p> <p>Upper secondary education diploma – technical schools <i>Diploma di istruzione tecnica</i></p> <p>Upper secondary education diploma – vocational schools <i>Diploma di istruzione professionale</i></p> <p>Higher technical specialisation certificate <i>Certificato di specializzazione tecnica superiore (a)</i></p>
3	<p>Professional operator certificate <i>Attestato di qualifica di operatore professionale (a)</i></p>
2	<p>Compulsory education certificate <i>Certificato delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione (b)</i></p>
1	<p>Lower secondary school-leaving diploma <i>Diploma di licenza conclusiva del primo ciclo di istruzione</i></p>

Norway

NQF LEVELS	QUALIFICATIONS		EQF LEVELS
8	PhD degree		8
7	Master degree		7
6	Partial bachelor (short higher education)	Bachelor (Bologna first cycle)	6
5	<b>5.1</b> Certificate of completed post-secondary VET 1 ( <i>Fagskole</i> )	<b>5.2</b> Certificate of completed post-secondary VET 2 ( <i>Fagskole</i> ) 2	5
4	<b>4A</b> Certificate of completed general upper secondary education	<b>4B</b> Certificate of completed vocational upper secondary education ( <i>Fagbrev</i> )	4
3	Certificate of partially completed upper secondary education and training ( <i>Kompetansebevis</i> )		3
2	Certificate of primary and lower secondary education		2
1	Not part of the NQF No qualifications included		1

Romania

AGE	GRADE	EDUCATION LEVEL				NQF	EQF
>19		Higher education long duration	Doctorat (PhD)			5	8
			Higher education master				7
		Higher education short duration	Higher education bachelor			4	6
			Post high school education (Tertiary education – non university)			3+ E. TVET	5 TVET
18	XIII						
17	XII	General high school (upper secondary - US)	Art, sport and theological	Technical high school	Technical high school (US)	3 TVET	4 TVET
16	XI		High school (US)	(US)	Completion year	2 TVET	3 TVET
15	X	General high school (lower secondary - LS)	Art, sport and Theological	Technical high school (LS)	Arts and trades school	1 TVET	2 TVET
14	IX		High school (LS)	(LS)			
13	VIII	<b>GYMNASIUM EDUCATION</b>					1
12	VII						
11	VI						
10	V						
9	IV	<b>Primary Education</b>				-	
8	III						
7	II						
6	I						
5	High	<b>Pre-school education</b>					-
4	Medium						
3	Low						

*United Kingdom*

QCF/NQF LEVELS	QUALIFICATION TYPES	EQF LEVELS
8	Vocational qualifications level 8	8
7	NVQ level 5 Vocational qualifications (a) level 7	7
6	Vocational qualifications level 6	6
5	NVQ level 4 Higher national diplomas Vocational qualifications level 5	5
4	Vocational qualifications level 4 Higher national certificates	5
3	NVQ level 3 Vocational qualifications level 3 GCSE and A-level Advanced diplomas	4
2	NVQ level 2 Vocational qualifications level 2 GCSE at grade A-C ESOL skills for life Higher diplomas Functional/essential skills level 2 (English, mathematics and information and communications technology)	3
1	NVQ level 1 Vocational qualifications level 1 GCSEs at grade D-G ESOL skills for life Foundation diplomas Functional skills level 1 (English, mathematics and information and communications technology)	2
Entry level	Entry level certificates (sublevel 1-3) ESOL skills for life Functional skills entry level (English, mathematics and information and communications technology)	1