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1. PROGRAMME

TUNING SECTORAL FRAMEWORK FOR SOCIAL SCIENCES

Bilbao, 5 - 6 December 2008

Friday 5 December 2008

Location: University of Deusto
Avda. de las Universidades 24
48007 Bilbao

Room 110

Morning session

9.00 -10.30

Introduction

Opening remarks

- Introduction of representatives
- Finalizing agenda

Presentation of the implementing plan. Debate, Revision and agreements

General introduction Tuning Project and its relation to the Bologna Process and the European, National and Sectoral Qualification Frameworks by Julia González

Background information:

- Tuning Sectoral Framework for Social Sciences
- Relevant Documents on EQF and Tuning

10.30 - 11.00 Coffee break (*Cafeteria*)

Towards a Definition of Social Sciences, Levels 6 to 8

11.00 - 12.30

Information and bridge building session of all participants of the work done by the 5 Subject Area in relation to Tuning reference points.

Initial definition and description of the Social Sciences Area. **(Part of Outcome 1)**

Background information:

- Reference Points for the Design and Delivery of Degree Programmes in OCCUPATIONAL THERAPY. Edited June 2008. (It will be distributed in the meeting)
- Reference Points for the Design and Delivery of Degree Programmes in EUROPEAN STUDIES. Edited September 2008 (It will be distributed in the meeting)
- Draft version of Reference Points for the Design and Delivery of Degree Programmes in EDUCATION. (It will be distributed in the meeting)
- Draft version of Reference Points for the Design and Delivery of Degree Programmes in BUSINESS. (It will be distributed in the meeting)
- Contribution from Social Work. (It will be distributed in the meeting)

12.30 - 14.30 Lunch (*Cafeteria*)

Afternoon session

14.30 - 16.00 **Towards a Definition of Social Sciences, Levels 6 to 8 (continuation)**

Second step to the definition of the Social Sciences Area.

Revision of the set of Tuning generic competences (2008)

Relevance of generic competences (Should certain competences be emphasized more, or less in relation to Social Sciences Sectoral Framework ?)

Background information:

- List of Tuning Generic Competences 2008 (Included in Document 1)

16.00 - 16.30 Coffee break (*Cafeteria*)

16.30 - 17.30 Provisional conclusions about generic competences for Social Sciences (in general) **(Part of Outcome 1)**

Identification of communalities and differences between the already prepared cycle (level) descriptors for the first, second, third level, i.e. the levels 6 to 8 of the EQF for LLL. **(Part of Outcome 1)**

21.00 Dinner (*Hotel Barcelo Nervion Restaurant*)

Saturday 6 December 2008

Location: Hotel Barcelo Nervion
Campo Volantín, 11
48007 Bilbao

Morning session

9.00 -10.30 Provisional conclusions about agreed cycle / level descriptors covering the levels **6 to 8** of the EQF for LLL. **(Part of Outcome 1)**

10.30 - 11.00 Coffee break

Levels 3 to 6

11.00 - 12.30 Mapping of secondary general education and vocational education and training level from the perspective of the sector as well as for each subject area involved. Identification of communalities and differences at national level.

Presentation of draft country report in relation to level 3 to 6 of the EQF for LLL. Inventory of information available. **(Part of Outcome 2)**

Background information:

- Secondary General Education - Draft Country Report - (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Latvia, Portugal, Slovenia, Spain, The Netherlands, United Kingdom). (Included in Document 1)

12.30 – 14.00 Lunch (*Hotel Barcelo Nervion Restaurant*)

Afternoon session

Conclusions and distribution of responsibilities an plan ahead

- 14.00 - 15.30 Summary and responsibilities in relation to country reports.
- Provisional conclusions, including general agreements in relation to:
- definition of Social Sciences
 - most relevant generic competences for Social Sciences
 - descriptors for level 6 to 8
 - basic agreements in relation to level 3 to 6.
- 15.30 - 16.00 Any other business concerning the project. Closing remarks.
- 16.30 - 17.30 Guided tour at the Guggenheim Museum,
N.B. Assemble in main hall of Museum at 16.15

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3. TUNING SECTORAL FRAMEWORK FOR SOCIAL SCIENCES

Introduction

Since 2000 the project Tuning Educational Structures in Europe¹ has contributed considerably to raising awareness regarding the use of the learning outcomes and competences based approach in the European Higher Education Area, that is the output centered approach, as an alternative to the so-called input oriented approach. The Tuning project can be seen as a representation of the European higher education sector at subject area level. It has found answers to the needs and constraints for implementing the Bologna Process at institutional and subject area level. Tuning has developed cycle level descriptors and reference points for a growing number of subject areas.

The work of Tuning has been taken into account when developing the Framework of Qualifications for the EHEA. Tuning is in an excellent position to bridge the EQF² for LLL and the QF for the EHEA as well as bridging the subject area level and the general descriptors of both qualification frameworks. What is really required now are frameworks which offer descriptors and reference points at mediate level, more general than at subject area level and more precise than at the level of the EQF for LLL and the QF for the EHEA (the Dublin descriptors).

The Bologna Process has focused on re-structuring the area in three cycles. Discussions about entrance levels and learning routes for admission to higher education institutions and programmes have been avoided so far. However, in a LLL perspective it is thought necessary to develop more transparency and clarity about entrance conditions and levels, recognition procedures regarding in- and non-formal learning to get access to higher education. This requires that level descriptors are developed at sectoral / subject area level for learning between primary and higher education. It implies the development of sectoral descriptors for the levels 3 and 4. Furthermore, it is thought useful from the perspective of recognition of prior knowledge and skills to develop sectoral descriptors for the levels 5 to 8. These descriptors should be based on the comparison of subject area descriptors and reference points as developed by Tuning. This should lead to insight knowledge about differences and communalities between subject areas within a sector. This will make it possible to identify more fairly the existing and absent parts of learning at the level of the individual, when recognition for prior learning is sought.

Given its scope, expertise and results so far, Tuning seems to be in an excellent position to contribute considerably to the development of frameworks, at national, sectoral and European level to be used by the higher education sector in the near future.

¹ <http://www.tuning.unideusto.org/tuningeu/>

² See Annex I.

A project for Social Sciences

The Tuning Project has been informed by the European Commission that an application by the project for the second call for proposals for the development of *sectoral frameworks* would be very welcomed. Given its previous experience Tuning was in an excellent position to prepare an application with the objective to develop QFs at sectoral level by bridging higher education and vocational and educational training. On August 2007, University of Deusto submitted a proposal for European Commission for *Call for applications: LLL Programme 2007-2013. European Qualification Framework (EQF) Projects. Transversal Programme. Key Activity 1: Policy Cooperation and Innovation*. On January 2008, we have been informed that our application was selected.

The project is based on the Tuning methodology and the outcomes of the Tuning project at subject area level so far. These outcomes are in particular the cycle (level) descriptors and key features developed for the first, second and third cycle, the levels 6 to 8 in the Qualification Framework for LLL. In practice these are the Tuning templates which have been prepared by the Tuning subject areas and some subject areas based (thematic) networks. This material has been validated in 2007 by renowned peers at subject area level. The planned objectives and outcomes of the Tuning Sectoral Framework for Social Sciences will be obtained by using the strategy of reflection, debate and consultation in the form of working groups, which has proven to be successful in the Tuning I to IV projects (2000 - 2008). Close cooperation with and consultation of experts in the field of non formal and informal learning at national and international level is foreseen. This cooperation and consultation is of relevance in particular for mapping secondary formal, informal and non formal level education. Cooperation with and consultation of secondary education is also essential for achieving the projects' goals.

The working groups will consist of representatives of higher education institutions and, if thought necessary, representatives of associations at subject area level.

In the project two types of subject areas are distinguished: areas which have developed Tuning cycle descriptors and reference points already and they have been validated at different stages and subject areas in the sector Social Sciences for which this has not been done so far. The availability of descriptors and reference points at subject area level is - in the opinion of Tuning - a precondition for a well functioning of sectoral, national and European qualification frameworks. The first type is represented by the subject areas Business, European Studies, Education Sciences, Occupational Therapy and Social Work. For the second type of subject areas it is thought absolutely necessary to prepare the required indicators: **Law, Sociology, Psychology and International Relations**.

General aims and objectives

The main aims and objectives for the development of a credit based sectoral qualification framework for the Social Sciences, consistent with frameworks for other Tuning sectors, which covers the levels 3 to 8 of the EQF for LLL, are the following:

- identification of (main) subject areas not covered by the Tuning project so far. Establishment of subject area based working groups for these fields. Initiating preparation of key features and cycle (level) descriptors for these subject areas;

- mapping of secondary general education and vocational education and training level from the perspective of the sector as well as for each subject area involved. Identification of communalities and differences at national level;
- identification of communalities and differences at sectoral as well as at subject area level at European level;
- preparation of cycle descriptors for the levels 3, 4 and possibly 5 at subject area as well as at sectoral level;
- identification of entrance and exit points as well as entrance levels at levels 3 and 4 and possibly 5 on the basis of different learning routes taken;
- identification of (ECTS) credit ranges for the levels 3 to 5 as well as exploration of the link to the ECVET initiative;
- identification of communalities and differences between the already prepared cycle (level) descriptors for the first, second, third level, i.e. the levels 6 to 8 of the EQF for LLL;
- preparation of sectoral cycle / level descriptors. These descriptors should be written in such a way that both the Dublin descriptors and the descriptors of the EQF for LLL are covered;
- identification of communalities between the different Tuning sectoral frameworks: sector by sector as well as all sectors concerned;
- identification of suggestions for fine tuning and bridging of the Bologna (Dublin) descriptors and the descriptors of the EQF for LLL.

Three main objectives and priorities of the LLL Programme have been identified, which are addressed by this project. It is expected that a credit based European sectoral qualification framework covering the levels 3 to 8 will facilitate individual learners for developing their competences further in a LLL context. It will be easier to obtain recognition of prior learning in particular within the same domain or sector and will avoid learners to loose time because of lack of recognition. Descriptors by themselves set minimum standards and therefore will contribute to the improvement of quality of education and training. The outcomes of this project should be seen in relation to the outcomes of the Tuning Projects regarding the enhancing of the EHEA, models for designing, delivering and quality enhancement of degree programmes, the use of credits for accumulation besides transfer and the best teaching and learning strategies in connection to employability and citizenship.

Description of each planned outcome

The following outcomes are foreseen:

1. a sectoral framework based on agreed cycle / level descriptors covering the levels 3 to 8 of the EQF for LLL;
2. report containing detailed information about formal, non formal and informal secondary education level identifying the main progression routes from the levels 3 to 6 at national level (app. 30 countries) as well as a comparison at European level (identification of differences and communalities);
3. a proposal for (ECTS) credit ranges for the EQF for LLL levels 3 to 6 in correlation with the ECVET initiative;
4. report containing a description of communalities of the four sectoral frameworks, including proposals to bridge the Dublin cycle descriptors and the descriptors of the EQF for LLL. It is the intention to combine the two frameworks;



5. establishment of subject area based working groups for main academic fields not yet covered by the Tuning project.
6. Identification of cross border areas and/or areas overarching different fields of study.

ANNEX I

EUROPEAN QUALIFICATIONS FRAMEWORK³ (EQF)

The proposal for the European Qualifications Framework was launched by the European Commission in September 2006. This recommendation outlines an overarching framework to be set up in Europe to facilitate comparison of **qualifications** and qualifications levels in order to promote geographical and labour market mobility as well as lifelong learning. The core of the framework consists of 8 qualifications levels described through **learning outcomes (knowledge, skills and competence)**. For the purposes of this brief summary, the definitions which apply are the following:

- **Qualification** means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
- **Learning outcomes** means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of **knowledge, skills and competence**
- **Knowledge** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual
- **Skills** mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)
- **Competence** means the proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

The EQF represents a new approach to European cooperation in the field of qualifications. The introduction of a set of learning outcomes based reference levels/descriptors spanning all forms of qualifications and the entire range of qualifications levels have not been attempted previously. Successful implementation of the EQF therefore requires that everybody involved shares a clear understanding of:

- The objectives and main intended functions of the framework;
- The principles and logic applied when defining the framework (how were the descriptors constructed, how should they be read?)
- The requirements to implementation (in terms of stakeholders involvement, transparency, quality assurance and peer review).

Countries are invited to relate their national qualifications level to the neutral reference established by the EQF. Its eight reference levels span the full scale of qualification s, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example doctorates) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well

³ European Commission (2008) Explaining the European Qualifications Framework for Lifelong Learning.



as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

		Knowledge	Skills	Competence
Level 1	The learning outcomes relevant to Level 1 are	- Basic general knowledge	- Basic skills required to carry out simple tasks	- Work or study under direct supervision in a structured context
Level 2	The learning outcomes relevant to Level 2 are	- Basic factual knowledge of a field of work or study	- Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	- Work or study under supervision with some autonomy
Level 3	The learning outcomes relevant to Level 3 are	- Knowledge of facts, principles, processes and general concepts, in a field of work or study	- A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	- Take responsibility for completion of tasks in work or study - Adapt own behaviour to circumstances in solving problems
Level 4	The learning outcomes relevant to Level 4 are	- Factual and theoretical knowledge in broad contexts within a field of work or study	- A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	- Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change - Supervise the routine work of others, taking some responsibility for the evaluating and improvement of work or study activities
	The learning outcomes			

Level 5 (*)	relevant to Level 5 are	- Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	- Exercise management and supervision in contexts of work or study activities where there is unpredictable change - Review and develop performance of self and others
Level 6 (**)	The learning outcomes relevant to Level 6 are	- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups
Level 7 (***)	The learning outcomes relevant to Level 7 are	- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research - Critical awareness of knowledge issues in a field and at the interface between different fields	- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches - Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 (****)	The learning outcomes relevant to Level 8 are	- Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	- The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	- Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

- (*) The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.
- (**) The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.
- (***) The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.
- (****) The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

4. LIST OF TUNING GENERIC COMPETENCES

1. Ability for abstract thinking, analysis and synthesis
2. Ability to apply knowledge in practical situations
3. Ability to plan and manage time
4. Knowledge and understanding of the subject area and understanding of the profession
5. Ability to communicate both orally and through the written word in native language
6. Ability to communicate in a second language
7. Skills in the use of information and communications technologies
8. Ability to undertake research at an appropriate level
9. Capacity to learn and stay up-to-date with learning
10. Ability to search for, process and analyse information from a variety of sources
11. Ability to be critical and self-critical
12. Ability to adapt to and act in new situations
13. Capacity to generate new ideas (creativity)
14. Ability to identify, pose and resolve problems
15. Ability to make reasoned decisions
16. Ability to work in a team
17. Interpersonal and interaction skills
18. Ability to motivate people and move toward common goals
19. Ability to communicate with non-experts of one's field
20. Appreciation of and respect for diversity and multiculturalism
21. Ability to work in an international context
22. Ability to work autonomously
23. Ability to design and manage projects
24. Commitment to safety
25. Spirit of enterprise, ability to take initiative
26. Ability to act on the basis of ethical reasoning
27. Ability to evaluate and maintain the quality of work produced
28. Determination and perseverance in the tasks given and responsibilities taken
29. Commitment to the conservation of the environment
30. Ability to act with social responsibility and civic awareness
31. Ability to show awareness of equal opportunities and gender issues

5. SECONDARY GENERAL EDUCATION - DRAFT COUNTRY REPORT

5.1 AUSTRIA

Compulsory secondary education - General secondary school (Hauptschule) - Academic secondary school-lower level (Allgemein bildende höhere)	Age 10-14
Upper secondary education - Academic secondary school- upper level (Allgemeinbildende höhere Schule-AHS Oberstufe) - Pre-vocational school (Polytechnische Schule- PTS) - Vocational schools (Berufsbildende Schulen) - Intermediate secondary technical and vocational schools (Berufsbildende mittlere Schulen-BMS) - Upper secondary technical and vocational schools (Berufsbildende höhere Schulen – BHS) - Schools for the training of kindergarten teachers and non-teaching education staff (Bildungsanstalten für Kindergartenpädagogik/ Sozialpädagogik) - Part-time vocational school (Berufsbildende Pflichtschule)	Age 14*-18 14*- 15 14+* 14*- 19 14*- 19 15+
Post-secondary education Kolleg	Age: 18-20
Tertiary education: Colleges and other Training Institutions for Health Occupations - Paramedical colleges (Medizinisch-technische Akademien) - Midwifery colleges (Hebammenakademien) - Training for cardiology technicians/perfusionists	

* Although students start courses at these schools at the age of 14, compulsory education ends when they are 15.

1. Compulsory secondary education

Compulsory secondary education is divided into different school types: general secondary school (Hauptschule) and academic secondary school-lower level (Allgemein bildende höhere).

1. 2. General secondary school (Hauptschule)

Admission criteria: Pupils attend general secondary school from 10 to 14 years old when they have successfully completed grade four of primary school (the certificate must not contain the grade "Insufficient" in any compulsory subject matter). For Hauptschulen with a special focus on music or sports, pupils must pass an admission test. Children with a mother-tongue other than German who take residence in Austria during grades 5-8 are admitted as regular pupils if their language skills permit them to follow classes. If their age and mental development qualify them for the corresponding year, but their lack of language skills forbids admission as a regular pupil, they are admitted as special-status pupils. Special-status pupils have to attend all compulsory classes, their evaluations may – for the duration of the special status – be replaced by an attendance certificate. Moreover, they attend separate German classes for pupils with a mother-tongue other than German. After a period of 12 month (after 24 month upon parental application and given the approval of school management) these pupils acquire regular status.

General objectives: Hauptschule provides general education in coeducational classes and, in doing so, the principle of social integration are to be taken into account. It prepares pupils for employment and for the transition to intermediate and upper secondary schools. The wide range of available classes includes compulsory subjects, optional subjects, compulsory exercises and optional exercises. These classes allow the in-depth study of theoretical educational contents and, at the same time, promote the acquisition of practical skills. Hauptschule aims at offering a holistic, integrating education with a view to moral, ethical and religious values. Knowledge, skills, insights and attitudes are conveyed by providing summary knowledge in combination with in-depth study in selected areas.

1. 3. Academic secondary school- lower level (Allgemeinbildende höhere Schule- AHS)

Admission criteria: Admission to AHS depends on achievement or is conditional on an admission test. The prerequisite for admission to an AHS is the successful completion of the fourth grade of primary school plus an assessment of "Very good" or "Good" in the subjects German, Reading and Mathematics. In addition, the staff council of a primary school may approve of a pupil's transfer to a AHS, even if the assessment is "satisfactory" only. If the pupil is not automatically entitled to enter the AHS, the possibility of passing an admission examination exists.

General objectives: Academic secondary school comprises four years in the lower level (from 10 to 14 years old). It is organised in coeducational classes according to age and provides a comprehensive and in depth general education. It has a dual function, on the one hand, it prepares pupils for the corresponding AHS upper level and on the other hand enables them to transfer to technical and vocational schools.

2. Post-compulsory secondary education: upper secondary education

At upper secondary level the differentiation in the school system becomes more marked due to the more clearly discernible interests and talents of pupils, as well as the requirements of society for different forms of vocational qualifications. Post-compulsory secondary education is provided by academic secondary schools and secondary technical and vocational schools.

2.1. Academic secondary school- upper level (Allgemeinbildende höhere Schule- AHS Oberstufe)

Admission criteria: Graduates of Hauptschule may be transferred to the upper cycle of a AHS if their end-of-year report warrants their attendance of the highest ability groups in all compulsory subjects with ability grouping (German, Mathematics, Modern Foreign Language) and if their assessment for the other subjects is not lower than "Satisfactory". If the statutory preconditions are not met, the pupil may sit for an admission examination. The transfer from the lower cycle of AHS to the upper cycle of AHS is effected according to the regulations on year-to-year promotion.

General objectives: The upper level of AHS comprises four years, from 14 to 18 years old. The task of the upper level of AHS is to give pupils a comprehensive and in depth general education and to prepare them for university studies.

2.2. Pre-vocational school (Polytechnische Schule- PTS)

Admission criteria: All pupils attending the ninth year of compulsory schooling, or a tenth voluntary year, and even pupils without a leaving certificate after grade eight, may attend a PTS. The aim is to convey the best possible support and skills for transfer to vocational training later on (dual system of training) or a higher-level school.

General objectives: The pre-vocational school is used primarily as a ninth school year by the 14- to 15-year-old age group wishing to learn an occupation immediately upon completion of compulsory schooling. The idea is to prepare pupils in the 9th year of compulsory schooling for practical life, in particular for the labour market, by adequately expanding and enriching their general education, by preparing them for career choices through vocational orientation, and by conveying a basic vocational education. On the basis of pupils' interests, inclinations, talents and abilities, the PTS provides them with the highest possible

qualifications for taking up an apprenticeship and Berufsschule (part-time compulsory vocational school) studies as well as for transfer to secondary higher schools. By providing a wide selection of practically oriented teaching and learning methods distinctly directed towards applications in the compulsory general education subjects and fields, it promotes the acquisition of abilities, skills and knowledge and encourages the individual's talents and motivation to learn.

Pupils receive targeted guidance and preparation for the vocational training that follows through on-site visits and practical training days in training workshops, vocational schools and firms. Pupils receive basic vocational training organised by vocational field (compulsory elective fields) corresponding to the major branches of business.

2.3. Vocational schools (Berufsbildende Schulen)

At this level vocational training is provided by intermediate secondary technical and vocational schools (Berufsbildende mittlere Schulen-BMS) and upper secondary technical and vocational schools (Berufsbildende höhere Schulen – BHS).

2.3.1. Intermediate secondary technical and vocational schools (Berufsbildende mittlere Schulen-BMS)

Admission criteria: Those pupils of Haputschulen who intend to enroll for a 3 year course may take an entrance exam. For pupils of AHS, successful completion of year 8 is required and for students of PTS, successful completion of year 9. For certain courses in the arts and crafts sector additional aptitude tests may be required.

General objectives: Through courses lasting from one to four years, depending on the sector they cover, BMS provide not only a thorough general education but also practical vocational training for specific occupations. They have the task of imparting the basic specialist knowledge and skills that qualify students to immediately take up a profession or trade in the domain of technology, arts and crafts, commerce, the service industries, or in the social field. Thus, BMS offer training for certain professions and an appropriate measure of general education with a particular emphasis on personal development and key competence.

Intermediate secondary vocational schools are full-time schools (except for the colleges for working adults). Courses focus on practical training in school workshops, laboratories, kitchens and practice enterprises. Most of the disciplines require the students to acquire work experience in relevant companies or enterprises during the summer holidays.

Optional subjects and differentiation according to ability level provide the necessary framework conditions for those students who intend to prepare for the Berufsreifeprüfung (special type of matriculation examination allowing unlimited access to university).

2.3.2. Upper secondary technical and vocational schools (Berufsbildende höhere Schulen-BHS)

Admission criteria: For pupils of Haputschulen, successful completion of year 8 is required and in some cases they may be asked to take an entrance exam. Pupils of AHS are required to have successfully completed year 8. For certain courses at Höhere technische und gewerbliche Lehranstalten which require special artistic abilities additional aptitude tests may be required.

General objectives: BHS have the task of imparting a higher level of general and specialist education, qualifying students for direct entry into higher-level professions in the areas of technology, trade, commerce, education and service industries, and at the same time lead to the qualification to take up university studies. The qualifications offered are equivalent to those acquired through post-secondary vocational training in other EU member states. Personal development, communicative competence, mobility, flexibility, creativity, critical faculties, social commitment and the ability to work in teams are major objectives of the training courses. Practice-oriented working methods are trained in practice firms, school workshops, laboratories and other facilities. Most of the courses require periods of work experience during the summer holidays.

2.4. Schools for the training of kindergarten teachers and non-teaching education staff (Bildungsanstalten für Kindergartenpädagogik/ Sozialpädagogik)

2.4.1. Schools for the training of kindergarten teachers (Bildungsanstalten für Kindergartenpädagogik)

Admission criteria: The admission requirement is the successful completion of the first eight years of statutory schooling, and the successful passing of an aptitude test. Depending on results previously achieved in other schools, individual candidates may also have to sit for entrance examinations.

General objectives: These schools train kindergarten teachers and nursery trainers. The theoretical part takes place at the colleges, while the practical part is in normal nursery schools. Students practise under the supervision of specially trained nursery schools teachers.

2.4.2. Schools for the training of non-teaching education staff (Bildungsanstalten für Sozialpädagogik)

Admission criteria: The admission requirement is the successful completion of the first eight years of statutory schooling, and the successful passing of an aptitude test.

General objectives: They train supervisory staff for day care centres and boarding establishments for children and adolescents, as well as for youth work outside school. The theoretical part takes place at the colleges, while the practical part is in day centres or boarding establishments. Students practise under the supervision of non-teaching supervisory staff.

2.5. Part-time vocational school (Berufsbildende Pflichtschule)

Admission criteria: Completion of the nine years of compulsory schooling. Attendance is mandatory as of the start of an apprenticeship (apprenticeship training contract).

General objectives: These schools have the task of providing supplementary specialised instruction and offering pupils who have to complete compulsory vocational schooling basic theoretical knowledge, promoting and complementing their company-based training, and to improve their general education. Optional subjects and differentiation in the different subjects of instruction provide the necessary framework conditions for those students who intend to prepare for the Berufsreifeprüfung (special type of matriculation examination allowing unlimited access to university).

3. Post-secondary education Kolleg

Admission criteria: Reifeprüfung (matriculation examination) or Reife- und Diplomprüfung (matriculation and diploma examination) of a higher-level school or Studienberechtigungsprüfung (university entrance exam) or Berufsreifeprüfung (special type of matriculation examination allowing unlimited access to university).

General objectives: It is the objective of a Kolleg to convey the education given at a Höhere technische und gewerbliche Lehranstalt (higher-level technical and vocational school) or a Höhere Lehranstalt für wirtschaftliche Berufe (higher-level secondary school for occupations in the service industries sector) or a Handelsakademie (higher-level commercial school) to graduates of other higher-level secondary schools and, in doing so, to complement their previous education.

4. Tertiary education: Colleges and other Training Institutions for Health Occupations

4.1. Paramedical colleges (Medizinisch-technische Akademien)

Admission criteria: In order to be admitted to a paramedical college, candidates must prove that they are mentally and physically fit to fulfil the duties of their profession, they have never been convicted of criminal offences, they have passed a Reifeprüfung (matriculation examination) or are in possession of a

nursing diploma or a paramedical service diploma or the Studienberechtigungsprüfung as an entrance qualification for medical studies. An admission board decides on the admission of candidates.

General objectives: Higher-level paramedical training is to convey all knowledge and skills required to exercise the profession in the given branch according to the state of the art.

4.2. Midwifery colleges (Hebammenakademien)

Admission criteria: The same requirements as for the paramedical colleges.

General objectives: Midwifery training is to convey all knowledge and skills required to practice midwifery according to the state of the art of the profession

4.3.. Training for cardiology technicians/perfusionists

Admission criteria: In order to be admitted to a training programme for cardiology technicians, candidates must prove that they are mentally and physically fit to fulfil the duties of their profession and that they are trustworthy; they either have to be certified radiographers/medical laboratory technicians or hold professional qualifications in higher health and nursing occupations; must have previously received special training in intensive or anaesthetic care or must have worked in intensive or anaesthetic care for at least two years. Admissions are decided on by the individual providers of training programmes. Before candidates are admitted they are interviewed or have to take a test.

General objectives: Training courses for cardiology technicians/perfusionists are directed at persons who have already been trained as radiologic technicians, medical laboratory technicians or who have received special training in other higher occupations in the health and nursing sector. In Austria, certified cardiology technicians/perfusionists are responsible for inducing and monitoring extracorporeal circulation/perfusion (operating heart-lung machines etc.) and for administering related tasks. These training courses are to convey all knowledge and skills required to carry out the responsibilities of a certified cardiology technician. They are to endow prospective cardiology technicians with the knowledge about illnesses and the anatomy, development and functions of the human body they need for their work. Their training is also supposed to promote scientific research as well as communication and co-operation in personal, cardiology-related and other socially relevant areas, which is to foster quality assurance in cardiology technology and to promote further progress in the field through research-oriented approaches.

5.2 BELGIUM

FLEMISH COMMUNITY

Secondary education (Secundair onderwijs) 1st stage: 1st year A- 1st year B 2nd general year- 2nd pre-vocational year 2nd stage: general- technical- artistic- vocational secondary education 3rd stage: general- technical- artistic- vocational education	Age 12- 14 14- 16 16- 18
Post-compulsory education - Part-time vocational secondary education (DSBO) - Apprenticeship (Leertijd) - Recognised part-time training programmes - Part-time off-shore fishing education	Age 15- 18
Fourth stage vocational secondary education	Age 18-20

1. 1st stage secondary education

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

1.1. 1st year A

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

1.2. 1st year B

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

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

1.3. 2nd general year

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

1.4. 2nd pre-vocational year

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

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

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

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

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

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

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

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

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

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

General objectives: The 4 educational forms offered during the 2nd stage, are offered at this stage as well. The number of courses of study are reduced or regrouped so that the range of study courses on offer becomes clearer and enjoys a more recognizable profile. This should have as result that within the different educational forms pupils are better prepared for higher education or their professional life.

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

4. Part-time vocational secondary education (DSBO)

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

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

5. Apprenticeship (Leertijd)

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

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

6. Recognised part-time training programmes

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

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

7. Part-time off-shore fishing education

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

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

8. Fourth stage vocational secondary education

General objectives: Three courses of study are offered, in three areas of study: visual arts, fashion design and nursing. With the exception of the course of study nursing, which comprises three years, the fourth stage always consists of 2 years. Because of its specificity no core curriculum is imposed.

FRENCH COMMUNITY

1st stage secondary education (observation stage) - Common 1st stage (1st stage A) - Differentiated 1st stage (1st stage B)	Age 12-13 13-14
2nd stage general, technical, vocational, artistic secondary education (orientation stage) - Transition stream for general education and part of technical and artistic education (general and technological humanities) - Qualification stream for part of technical and artistic education and for vocational education (technical and vocational humanities)	Age 14-16*
3rd stage general, technical, vocational, artistic secondary education (determination stage) - Transition stream for general education and part of technical and artistic education (general and technological humanities) - Qualification stream for part of technical and artistic education and for vocational education (technical and vocational humanities)	Age 16-18
4th stage for studies in decorative arts or nursing	Age: 18-20
Non-university higher education - Hautes écoles - Art colleges - Architecture colleges	Age 18+

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

1. 1st stage secondary education (observation stage)

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

Pupils who have obtained a certificat d'études de base (CEB) may be admitted to the first year of the differentiated first stage (1st B), with the agreement of the parents and an opinion from the Centre psycho-médico-social (CPMS). Pupils who have not obtained the CEB in the framework of primary education, but have followed the sixth year of primary education, can enrol in 1st B. Pupils who are at least 12 years old and who have not followed the sixth year of primary education can also enrol in 1st B.

General objectives: At the level of secondary education, efforts are made to generate a genuine common curriculum for the first two years. It is primarily intended to provide individual pupils with a broad basic education, enabling them to acquire all necessary skills at their own rate of learning. The two years of the first stage have four objectives: provide a wide-ranging

basic education, allowing each pupil to acquire, at his or her own pace, all of the required skills; continuously observe and evaluate the abilities and behaviour of each pupil; help everyone to discover their capabilities and affinities; allow each pupil to choose for the second stage the most fulfilling orientation. The priorities are learning to read focused on comprehension, written composition and oral communication, as well as mastering basic mathematical tools within the framework of problem-solving.

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

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

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

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

Admission criteria: Pupils who have successfully completed the 2nd common year can begin the second stage (orientation stage) in a 3rd technical or artistic year (qualification section) or in a 3rd vocational year. Pupils who have successfully completed the 2nd vocational year enrol in the 3rd vocational year. Pupils who have regularly followed a 2nd year of full-time education can be admitted to the 3rd professional or to dual education and training if they are 15 years-old and with a favourable opinion from the conseil d'admission. Pupils can follow dual education and training as soon as they reach the age of 16, whatever the schooling path, with a favourable opinion from the conseil d'admission.

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

General objectives: The qualification stream (technical and vocational humanities) provides a humanist education as outlined in the general objectives of education. This form of education consists of general courses plus qualification-oriented training, which is designed to attain the competencies detailed in a training profile. In the qualification stream, the major

objective is to enter the labour market by earning a Qualification Certificate (CQ), whilst retaining the option to pursue tertiary education studies.

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

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

4. Hautes Écoles

Admission criteria: An entrance examination is organised in certain sections of paramedical education (nurse, speech therapist) and social education (social worker, social auxiliary, social counsellor). There are two types of gateways towards non-university higher education: gateways that allow passage from a successful study year in a university or architecture college to a study year in a haute école and gateways that allow passage from a successful study year in a haute école to another study year in a haute école.

There are lists to establish correspondences between one or two first years of study successfully completed in a university and the 2nd year of study in a short-type or long-type programme in a haute école, or the 2nd cycle of a long-type programme in a haute école. The haute école authorities may impose supplemental training corresponding to students' particular situations. Such a supplement may not lead to a situation in which the hourly volume of the programme followed by students who successfully completed a first year of university education is more than 150 hours than the 2nd year programme to which the gateways entitles. It cannot make the hourly volume higher than that of the 2nd year in which the student wishes to enrol after he has already successfully completed a second year of university education. Similar conditions regulate transition from a year successfully completed to another year within the haute école, when this corresponds to a transition from short-type to long-type education or vice versa.

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

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

5. Art colleges

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

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

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

6. Architecture colleges

Admission criteria: To enter higher education, a student must hold an upper secondary education certificate (CESS), awarded upon completion of a full secondary education cycle by a French Community full-time secondary school or social advancement school, or conferred by the French Community's board of examiners. Holders of a CESS that was awarded upon completion of a 7th vocational year are the only students that are required to sit for exams administered by the Board of Examiners of the French Community to earn a higher education access certificate (DAES). In addition, no one may be admitted to exams for a first-cycle study year without proving sufficient command of the French language.

General objectives: The architecture colleges organize the studies leading to the degrees of bachelor and master of architecture.

GERMAN SPEAKING COMMUNITY

1st stage secondary education (Beobachtungsstufe- observation stage)	Age
- Common 1st stage (1st A year + 2nd common year) - Differentiated 1st stage (1st B year + 2nd B Year)	12-14
2nd stage general, technical, vocational secondary education (Orientierungsstufe- orientation stage)	Age
- Übergangsunterricht (transition stream) - Befähigungsunterricht (qualification stream)	14-16
3rd stage general, technical, vocational secondary education (Bestimmungsstufe- determination stage)	Age
	16-18
Non-university higher education	18+

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

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

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

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

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

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

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

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

3.1. Übergangsunterricht (transition stream)

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

General objectives: It covers all possible optional pathways in general education and a few sections in technical education. The various pathways and sections in transition stream mainly aim at preparing pupils to higher education whilst leaving them the choice to enter a professional career immediately.

3.2. Befähigungsunterricht (qualification stream)

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

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

4. 3rd stage general, technical, vocational secondary education (Bestimmungsstufe- determination stage)

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

4.1. . Übergangsunterricht (transition stream)

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

4.2. Befähigungsunterricht (qualification stream)

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

5. Non-university higher education

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

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

5.3 DENMARK

Compulsory secondary education ▪ General upper secondary school (Gymnasium) • The 3-year Upper Secondary School Leaving Examination Gymnasium (STX) • The 2-year Higher Preparatory Examination (HF) • The 3-year Higher Commercial Examination (HHX) • The 3-year Higher Technical Examination (HTX)	Age 15- 19 17-19 15-19 15- 19
Vocational Upper secondary education ▪ Vocational Education and Training ▪ The basic social and health education programmes • Social and health service helps • Social and health service assistants • Educator assistants	Age: 15-19
Non- university tertiary education ▪ short-cycle programmes (Academies of professional higher education) ▪ medium-cycle programmes (University Colleges)	Age: 19-24

1. General secondary education

Admission criteria for all general secondary education programmes: Pupils, who have received the relevant teaching - from 16 to 19 years old - and passed the prescribed examinations of the lower secondary education, can continue in any upper secondary programme more or less of their own choice. Access is, however, not totally free to the general upper secondary programmes. If a school finds that the pupil and his or her parents do not take the guidance provided seriously, and that there is a risk that the pupil cannot meet the requirements of the general upper secondary programmes, the pupil may be recommended to sit for an admission test to one of the general upper secondary programmes.

1.1. The 3-year Upper Secondary School Leaving Examination Gymnasium(STX)

Admission criteria: The specific requirement for admission to the Gymnasium (STX) is a completed 9th year of the basic school (or corresponding teaching). Students must have taken the compulsory final examination at the end of lower secondary school.

General objectives: The Gymnasium (STX) shall, in continuation of the 9th form of the basic school, provide a 3-year course of continued general education, which funds the necessary basis for further studies and is completed by an examination (the upper secondary school leaving examination). The education is intended for young people with the interest of knowledge, perspective and abstraction, whose aim is further education. The upper secondary school leaving examination qualifies for admission to higher education subject to the restrictions which appear from the regulations laid down to this effect. The teaching must furthermore contribute to the pupils' personal development to developing their interest in and ability to participate actively in a democratic society. In addition, the introductory period of six months' duration will give the students an academic insight and understanding, and an introduction to the working methods of the Gymnasium. This period is the basis of the students' choices of further specialisation in the Gymnasium.

1.2. The 2-year Higher Preparatory Examination (HF)

Admission criteria: In order to be admitted to a HF programme in one or more subjects, apart from the general criteria for every upper secondary programme, the student must have finished the basic school at least one year before admission. Students wishing to be admitted directly from the basic school must have completed the 10th year of the basic school. A student must have taken examinations in Danish, English, a second foreign language (French or German) and Physics/Chemistry.

General objectives: The programme leading to the HF examination shall be a course of general education preparing adults and young people with interest of knowledge, perspective and abstraction, whose aim is further studies. The teaching contributes to the participants' personal development to developing their interest in and ability to participate actively in a democratic society. The HF examination shall qualify for admission to higher education subject to the restrictions appearing from the regulations laid down to this effect.

1.3 The 3-year Higher Commercial Examination (HHX)

Admission criteria: Same as for the Gymnasium (STX).

General objectives: The 3-year higher commercial examination-programme (HHX) provides general and commercial vocational upper secondary education which qualifies the students for admission to higher education upon completion of the course and which contributes to the young persons' personal development and to their understanding of society and its development with special emphasis on the conditions of trade and industry. The programme furthermore provides a partial basis for occupational employment.

1.4. The 3-year Higher Technical Examination (HTX)

Admission criteria: Same as for the Gymnasium (STX).

General objectives: The 3-year higher technical examination (HTX) provides general and technical/scientific upper secondary education, which qualifies the students for admission to higher education. The program enables the students to analyze complex issues by means of theoretical knowledge (i.e. link theory and practice), and facilitate their independence and creativity.

2. Vocational upper secondary education

General objectives for all vocational upper secondary education programmes:

The aim of the vocational education and training programmes is ensuring the labour market an intake of qualified skilled staff and at the same time give primarily young people (and secondarily adults) an education and training opportunity. Furthermore, it aims to contribute in the development of the young peoples' interest in and ability to active participation in a democratic society and contribute to their personal development. In addition to leading to employment, it is the aim of the vocational education and training programmes that they are to give the graduates access and inspire to further education, and at the same time they are to contribute to the students' personal and social development.

2.1. Vocational Education and Training

Admission criteria: All pupils, who have received the relevant teaching and passed the prescribed examinations of the lower secondary education, can continue in any upper secondary programme more or less of their own choice.

2.2. The basic social- and health education programs

2.2.1. Social and health service helps

Admission criteria: To be admitted for the social and health service helpers' programme, the young person must have fulfilled the basis social and health education programme lasting 20 to 40 weeks or have educational or occupational experience equal to that period Social and health service helps.

2.2.2. Social and health service assistants

Admission criteria: To be admitted for the social and health service assistants' programme requires a completion of the social health service helpers' programme or equivalent educational or occupational training.

2.2.3. Educator assistants

Admission criteria: To be admitted for the educator assistants' programme, the young person must have fulfilled the basis social and health education programme lasting 20 to 40 weeks or have educational or occupational experience equal to that period.

3. Tertiary education: university sector and a college sector

3.1. Short-cycle higher education

Admission criteria: There are three types of admission requirements depending on the type of educational programme chosen:

a) a completed vocational (technical, commercial or agricultural) education and training programme (for programmes with a specific professional aim and with the point of departure in specific craft skills)

b) a completed general upper secondary education programme Gymnasium, HF, HHX and HTX (for programmes with a general professional aim and with the point of departure in analytical skills). This route may be chosen by skilled craftsmen if they take supplementary single-subject courses at general upper secondary level.

c) differentiated admission for skilled craftsmen as the main target group, but also with a possibility of admission for students with a completed general upper secondary education. For both groups, relevant supplementary subjects will be integrated into the introductory part of the programme (for programmes with a broad professional aim and which aim at broad job functions).

Some schools (e.g. the film school and the school of journalism) have their own aptitude tests. But in general, students are granted admission on the basis of the average mark obtained at the final examination at upper secondary level. Finally, there may be a number of special requirements regarding certain subjects at high level, work experience etc.

General objectives: It is the aim of the programmes to qualify students for the performance of practical, vocational tasks on an analytical basis. The programmes are furthermore to be organized in such a way that they will meet the general needs for vocational qualifications. Furthermore it is the aim of the short-cycle programmes that the graduates find employment at specialist or middle-management level.

3.2. Medium-cycle higher education

Admission criteria: The general admission requirement for all programmes at Bachelor level is the completion of one of the qualifying examinations at upper secondary level:

a) the *studentereksamen*

b) the *Højere Forberedelseseksamen* HF, HHX or HTX.

Admission to a specific Bachelor program requires in addition to the general admission requirements stipulated above certain courses at level A, B or C (secondary school) and/or a practical test specified by the college.

General objectives: The medium-cycle programmes usually prepare students for a specific profession (i.e. teacher training programmes, programmes in social work, journalism, nursing, engineering) and give the title *professionsbachelor*. The Profession Bachelor degrees are awarded on completion of programmes that meet a number of criteria, such as research and development. These programmes provide students with theoretical knowledge as well as knowledge of application of theory to professions and industry. All programmes include compulsory periods of practical training/in-service training and require the submission of a project/project paper. Most programmes give access to further studies in the same field, i.e. a Master programme or, on certain conditions, a specific Master programme.

5.4 FINLAND

General upper secondary education	Age:16-19
Vocational upper secondary education - Vocational School-based Education and Training - Apprenticeship Training (<i>oppisopimuskoulutus</i>)	Age: 16-19
Non- university tertiary education: professionally oriented higher education (Polytechnics)	Age: 19- +

1. General Upper Secondary Education

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

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

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

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

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

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

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

2. Vocational Upper Secondary Education

General objectives for the two types of vocational upper secondary education:

The aim of Finnish upper secondary vocational education is to provide students with the knowledge and skills necessary to gain vocational expertise, as well as the capabilities to find

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

2.1. Vocational School-based Education and Training.

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

2.2. Apprenticeship Training (*oppisopimuskoulutus*)

Admission criteria: The apprenticeship system requires that the student is no less than 15 years of age at the time of signing the apprenticeship contract (no maximum age, as the apprenticeship system is not based on age groups) and has completed the compulsory education syllabus or equivalent. In addition, a person, who does not fulfil this criterion but who is deemed by the education provider to have sufficient capabilities to cope with the training, may also be admitted. People interested in apprenticeship training usually have to acquire the apprenticeship training place themselves. It is possible for students in apprenticeship training to follow either the school-based education system or the competence-based qualification system in terms of certification.

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

Admission criteria: The general requirement for admission to polytechnics is general or vocational upper secondary education and training. In other words, applicants eligible for

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

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

5.5 FRANCE

Lower Secondary Education (Collège)	Age: 11-15
Upper Secondary Education (Lycée) - General and technological lycée - Vocational lycée	Age: 15- 18 * compulsory between 15- 16
Non-university tertiary education - Preparatory classes for grandes écoles - Higher technical education sections - Specialized schools or grandes écoles	Edad: 18- +

1. Lower Secondary Education (Collège)

Admission criteria: All children who have completed the skills development cycle in elementary school are automatically admitted in collège, by age of 12 at the latest. Those who have failed to acquire the skills of the indepth learning cycle can be admitted, upon the decision of the committee for the rights and autonomy of disabled persons (CDAPH) into an adapted general and vocational education section.

General objectives: The school is committed to teaching seven major skills that are:

- a) the command of the French language, considered as the base for all education
 - b) the command of a foreign language to avoid handicaps in the professional world where the command of at least one foreign language is becoming essential, and to subsequently promote the understanding of other ways of thinking and behaving
 - c) the acquisition of a mathematical and scientific culture, which represents a crucial selection and decision-making tool for everyday life, while developing logical, thought and abstract capabilities
 - d) the discovery of information technology to enable young people to acquire a more in-depth command of these tools but also to give them a critical appreciation of these new media;
 - e) the acquisition of a humanistic culture to provide references and access to the cultural world, make pupils understand the universal and essential elements of all human cultures and arouse their curiosity and appetite for all forms of artistic expression
 - f) social and civic skills to teach the pupils how to live together and promote citizenship awareness
 - g) autonomy and initiative to form independent citizens, capable of looking after themselves, showing initiative and using their acquired skills in their future professional life.
- Within the framework of the overall objective, the priority objective of collège is:
- a) to help each pupil acquire the knowledge and skills of the common foundation and prepare their orientation
 - b) to enable the development of the logical thought process and the command of all three means of expression: written, oral, imagery
 - c) to help them acquire the habit of working on one's own

2. Upper secondary education (Lycée)

Admission criteria: Admitting a pupil who has completed collège to a general and technological lycée depends on the choice of orientation regarding the type of establishment, taken on consultation with the class council, on the family's wishes concerning the options and specialisations, and on the assignment made based on the recommendation of a committed chaired by the inspecteur d'académie. The assignment decision takes not only the choice of orientation into account, but also the availability dictated by the carte scolaire.

General Objectives: Second-degree education has the general responsibility of helping all pupils of a given age group to reach at least qualification level V corresponding to the *certificat d'aptitude professionnel* (CAP) *brevet d'études professionnelles* (BEP) and helping 80% of pupils of a given age group to achieve the *baccalauréat* in the general, technological or professional section.

3. Non-university tertiary education

Admission criteria: non-university tertiary education studies are divided as follows:

a) those that may be accessed via a pre-entry selection procedure: preparatory classes for *grandes écoles* (CPGE), higher technical education sections (STS), *Instituts Universitaires de Technologie* (IUT) and special schools (*écoles spécialisées*). The selection procedure is based on an admission application. The type of *baccalauréat* awarded and the grades achieved during the last two years of *lycée* are determining factors.

b) those which may be accessed via a competitive examination, for which students receive preparatory tuition lasting two years in preparatory classes for *grandes écoles*: the most prestigious higher 'schools', normally known as *grandes écoles*

c) those that may be accessed via a selection procedure usually after obtaining a *licence*: studies

at *instituts universitaires de formation des maîtres* (IUFM).

General objectives: the tertiary education system has to:

a) meet the superior qualification standards necessary for France in a context of life-long education

b) ensure that French science and culture have their proper place on the international stage and are transmitted to students throughout the world

c) improve internal efficiency in the education system by reducing failure rates in *licence* programmes and to develop access to resources for the purpose of education and research. In the area of research, these objectives focus not only on the significance of scientific excellence and achieving the top international level, but also improving the economic and social impact of research, building more interest in the field, and developing the capacity to distribute the results and products of research while continuing to make advances.

5.6 GERMANY

Lower Secondary Education (Sekundarstufe I) - Schools offering one single course (Hauptschule, Realschule and Gymnasium) - Schools offering several courses (Gesamtschule, Gemeinschaftsschule, Mittelschule, Regelschule, Oberschule, Sekundarschule, Verbundene or Zusammengefasste Haupt- und Realschule, Integrierte Haupt- und Realschule, Regionale Schule, Regionalschule and Erweiterte Realschule)	Age 10-15
Upper Secondary Education (Sekundarstufe II) - General educational schools (Gymnasiale Oberstufe) - Vocational schools and vocational training (Berufsfachschule, Fachoberschule, Berufliches Gymnasium/Fachgymnasium and Fachschule)	Age 15- 19
Non-university tertiary education - Colleges of arts and music - Fachhochschulen - Establishments outside the higher education system (Berufsakademien and Fachschulen)	Age 19- +

1. Lower Secondary Education

Admission criteria: The Länder have different regulations governing the transition from primary into secondary education. In some instances, a binding decision on the choice of school attended and/or course of education pursued in lower secondary education (Sekundarstufe I) is made in grade 4, and in others during grades 5 and 6, while in others still this decision is only made at the end of grade 6. No such decision has to be made if the pupil is entering an Integrierte Gesamtschule (integrated comprehensive school). During grade 4 in the primary school, a vote is taken by the school which the pupil is leaving that contains general information about the pupil's progress in primary school and concludes with an overall assessment of his aptitude for certain types of secondary schools. This is accompanied by detailed consultations with parents. The vote of the primary school is either the basis for the decision or an aid in the decision regarding the pupil's future school career. Depending on Land legislation, various methods can be used to assess the pupil's suitability for a future school career at the Realschule or Gymnasium (trial half-year, trial lessons, entrance examination). The final decision is taken either by the parents or by the school or school supervisory authority. So far, education policy have tended to give increasing consideration to parental rights in the choice of the pupil's future school career.

General objectives: The organisation of lower secondary level schools and courses of education is based on the principle of basic general education, individual specialisation and encouraging pupils according to their abilities. The schools endeavour to achieve these goals by:

a) furthering the overall intellectual, emotional and physical development of pupils, teaching them to be independent, make decisions and bear their share of personal, social and political responsibility

b) providing instruction based on the state of academic knowledge that takes the pupils' age-related conceptual faculties into account in its organisation and in the demands made on them

c) gradually increasing the degree of specialisation in line with each pupil's abilities and inclinations

d) maintaining an open system allowing transfer from one type of school to the other after an orientation stage.

2. Upper secondary education: General education

Admission criteria: Admission to courses of general education at upper secondary level is based on leaving certificates and qualifications acquired at the end of lower secondary level

General objectives: The courses of education provided at general education schools within the upper secondary level lead to a higher education entrance qualification. The aim of learning and work within the upper level of the Gymnasium is to obtain the Allgemeine Hochschulreife, which entitles the holder to a place in higher education and also enables them to commence a course of vocational training. The instruction at the gymnasiale Oberstufe provides an indepth general education, general capacity for academic study and the propaedeutics of scientific work. Of particular importance are in-depth knowledge, skills and competences in the subjects German, foreign language and mathematics. Additionally, the instruction at the gymnasiale Oberstufe includes appropriate information on higher education institutions, on vocational fields and on structures and requirements of higher education and of the professional and working world.

3. Upper secondary education: Vocational training

Admission criteria: Admission to courses of vocational education at upper secondary level is based on leaving certificates and qualifications acquired at the end of lower secondary level

General Objectives: The courses of education provided at vocational schools within the upper secondary level lead to a vocational qualification for skilled work as qualified staff, e.g. in the anerkannte Ausbildungsberufe (recognised occupations requiring formal training) or the assistant occupations. The Berufsfachschulenserve to provide an introduction to one or several occupations, provide part of the vocational training in one or several recognised occupations requiring formal training or lead to a vocational training qualification in a specific occupation. At the same time, they expand the level of general education previously acquired. In the Berufsoberschule, the knowledge, capabilities and skills acquired by pupils during their initial vocational training are taken as the basis for an extended general and in-depth subject-related theoretical education, which shall enable pupils to pursue a course in higher education. The three- to four-year courses of education for double qualification provide both vocational qualification (e.g. the assistant occupations or vocational qualifications in a number of recognised occupations requiring formal training) and a higher education entrance qualification.

4. Colleges of arts and music

Admission criteria: Colleges of art and music require proof of the Allgemeine Hochschulreife or the Fachgebundene Hochschulreife (higher education entrance qualification) and artistic aptitude. In most Länder, purely artistic courses, i.e. not for prospective teachers, also admit applicants without proof of higher education entrance qualification if they show unusual artistic talent.

General objectives: The purposes of study common to all types of higher education institution are:

a) to prepare students for a profession in a certain sphere of activity, imparting to them the particular knowledge, skills and methods required in a way appropriate to each course so as

to enable them to perform scientific or artistic work and to act responsibly in a free, democratic and social state governed by the rule of law

b) to provide professional training to students in a way that directly involves scientific and academic research and artistic development.

Besides, colleges of art and music prepare students for artistic professions and teaching of music and art and promote art through the development of artistic forms and means of expression and through the free pursuit of art.

5. Fachhochschulen

Admission criteria: The prerequisite for admission to a Fachhochschule is either the Allgemeine Hochschulreife (general higher education entrance qualification) or Fachgebundene Hochschulreife (higher education entrance qualification restricted to a specified field of study) on the one hand or the Fachhochschulreife on the other, which as a rule is acquired after twelve ascending grades at a Fachoberschule. However, the Fachhochschulreife can also be obtained by taking additional classes at vocational schools, e.g. Berufsfachschulen and Fachschulen. In addition, previous related practical experience is required for admission to certain courses of study. In all Länder there are additional ways to obtain admission for vocationally qualified applicants who lack a higher education entrance qualification. In addition to their vocational qualifications, these applicants must prove they have the requisite knowledge and skills for higher education by undergoing, as a rule, an admission procedure (e.g. by provisionally enrolling for a probationary period of study) or an examination procedure at the Fachhochschule (e.g. assessment or aptitude test, interview). Based on their previous vocational qualifications, they are usually granted a limited right to embark on higher education only in a specified course of studies. In certain subjects (e.g. design) proof of artistic ability is required in addition to a higher education entrance qualification.

6. Establishments outside the higher education system (Berufsakademien and Fachschulen)

Admission criteria: Applicants for courses at the Berufsakademien require a Hochschulreife or a Fachhochschulreife (general or subject restricted higher education entrance qualification), depending on the regulations in force in the particular Land, and a training contract with a suitable training establishment. Depending on the Land legislation, applicants with professional qualifications but without the higher education entrance qualification can take an entrance examination. Once the training contract has been concluded, applicants are registered at the study institution by the company responsible for training them.

Admission requirements for the Fachschule vary, depending on the department. Admission to a Fachschule for agricultural economy, design, technology and business generally requires

a) either a qualification in a recognised occupation requiring formal training that is relevant to the objective of the respective discipline and at least one year's experience in a relevant occupation, as well as, if necessary, a qualification from the Berufsschule or

b) a qualification from the Berufsschule and at least five years' experience in a relevant occupation.

Admission requirements for a Fachschule for social professions are generally the Mittlerer Schulabschluss and successful completion of relevant vocational training.

Admission requirements for schools in the health sector are a school-leaving certificate and a certain minimum age (generally 17 or 18 years), as well as relevant vocational experience or successful completion of at least two years' vocational training.

5.7 GREECE

Compulsory secondary education (<i>Gymnasio</i>)	Age: 12- 15
Upper secondary education ▪ General non-Compulsory Secondary Education (<i>Geniko Lykeio</i>) ▪ Vocational non-Compulsory Secondary Education • Vocational Lyceum (<i>Epaggelmatiko Lykeio</i> - EPAL) • Vocational School (<i>Epaggelmatiki Scholi</i> –EPAS) • State Technical Vocational Educational School (<i>Technika Epaggelmatika Ekpaideftiria</i>– TEE)	Age: 15- 18
Post-Secondary non Tertiary Education : <i>Institouta Epaggelmatikis Katartisis</i> (IEK)	Age: 18- 20
Non- university tertiary education: higher technological education	Age: 18- 22

1. Compulsory secondary education (*Gymnasio*)

Admission criteria: Attendance of pupils at *gymnasio* (lower secondary school) is compulsory. Registration takes place with no prerequisites. The only documentation required is a school-leaving certificate from *dimotiko scholeio* (primary school).

General objectives: The aim of *gymnasio* is to promote, in the spirit of the broader purpose of education, the all-round development of the pupils according to their abilities at that age and the corresponding demands of life. In particular, *Gymnasio* helps pupils:

- a) to broaden their value system (moral, national, humanitarian and other values) so that they can regulate their behaviour to conform to these ethical concepts, this is, to direct their emotional world towards creative goals and humanitarian actions.
- b) to supplement and combine the acquisition of knowledge with analogous social reflections, so that they can deal successfully with a variety of situations and seek solutions to life's problems in a responsible way, in a climate of creative dialogue and collective effort.
- c) to cultivate their use of the language so that they can express their thoughts correctly and clearly both orally and in writing.
- d) to develop their bodies in a normal way so that they can improve their physical fitness and cultivate their talents and physical skills.
- e) to become acquainted with various art forms and develop aesthetic criteria useful for their own creative expression, and
- f) to become aware of their own abilities, inclinations, skills and interests, to acquire information about various trades and professions and to try and improve themselves within the context of their cultural, social and financial life, so that they can develop in harmony both as individuals and as future working people, understanding the equal contribution of mental and manual work to social progress and development.

2. Upper secondary education

Admission criteria for both types of upper secondary education: Pupils who aged 15 years old and holders of a school-leaving certificate from a *gymnasio* may register in a *geniko lykeio* (general upper secondary school), without entry exams or any limitations.

2. 2. General non-compulsory secondary education (*Geniko Lykeio*)

General Objectives: the general objectives of the general non-compulsory secondary education are

- a) to provide a high level of general knowledge
- b) to develop the pupils' abilities, initiative, creativity and critical thinking
- c) to offer the pupils the knowledge and abilities necessary to continue their studies on to the next level of education, and
- d) to cultivate pupils' skills which will, after specialisation or training, facilitate their access to the labour market.

2.3. Vocational non-Compulsory Secondary Education

General Objectives: the objective of Secondary Vocational Education is

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

3. Post-Secondary non Tertiary Education: *Institouta Epaggelmatikis Katartisis* (IEK)

Admission criteria: Admission to an IEK requires:

- a) a leaving certificate from a *Gymnasio* (compulsory secondary school) or equivalent school. In general, adults having a leaving certificate from a Gymnasio as minimum certified degree may study in an IEK.
- b) a leaving certificate from a *Lykeio* (general non-compulsory secondary school) and equivalent schools
- c) a degree from a 2nd-level TEE (technical vocational school) or equivalent school.

The procedure for selecting trainees to attend the 1st semester in State IEK takes place twice a year: early in September for the winter semester, and at the end of January for the spring semester. Students are selected for State IEK through a points system. The factors taken into account in allocating points are:

- a) the candidate's certificate mark: a number of points are added equal to the general average, converting fractions to decimals.
- b) age: two points are added for 19-year-old candidates; four points are added for 20-year-old candidates and six points are added for candidates 21-one year-old and over.
- c) families with many children: five points are added for candidates from families with four children or more, or in case the candidate is a parent of four or more children.
- d) experience: five points are added for every two hundred employment stamps in the public or private sector in a specialisation equivalent to that in which the candidate wishes to be trained, rounding towards the nearest two-hundreds with a maximum of twenty points.

General objectives: The objectives of *Institouta Epaggelmatikis Katartisis*-IEK (Vocational Training Institutes) is to provide any type of vocational training, whether initial or supplementary; ensure relevant qualifications for trainees through the provision of scientific, technical, vocational and practical knowledge; and enable them to develop the respective skills so as to facilitate their professional integration in society and ensure their adaptation to the ever-changing needs of the production process.

4. Non- university tertiary education: higher technological education

Admission Criteria: Candidates for Technological Education Institutions (TEI) and the Higher School for Teachers of Technological Education must have successfully completed their

secondary-education studies either in the *geniko lykeio* or in Technical Vocational Educational Schools (TEE) or ecclesiastical schools and must have sat successfully for admission exams, which are different in each case. Graduates of the second level of secondary technical vocational educational school T.E.E. can claim a certain number of places at the TEI, after passing nation-wide examinations in two general knowledge subjects and a specialisation subject. Graduates of second-level, evening TEE are not examined in specialisation subjects.

General objectives: The general objective of the Technological Education Institutions (TEI) and the Higher School for Teachers of Technological Education (ΑΣΠΑΙΤΕ/ASPAITE) departments is to promote the development of applied and technological research and to offer to all students the necessary knowledge so that they may acquire the qualifications necessary for successful employment, in view of the rapidly developing technology and science and the increased needs of economy and society for highly educated employees. In comparison with Universities, studies at TEI are of a more applied nature. Nevertheless, care is taken to ensure that curricula contain a sufficient number of background theoretical courses, so that graduates are able to adjust easily to the ever-changing and increasing demands of scientific and professional life owing to rapid advances in science and technology.

5.8 IRELAND

Lower Secondary Education(junior cycle) ▪ Voluntary Secondary School ▪ Vocational School ▪ Comprehensive school ▪ Community school	Age: 12-15
Upper Secondary Education (senior cycle) ▪ Voluntary Secondary School ▪ Vocational School ▪ Comprehensive school ▪ Community school	Age: 16-18
Non- university tertiary education: the Institutes of Technology	Age: 18 +

1. Lower secondary education (junior cycle)

Admission criteria: To be registered in a secondary school, pupils must reach age 12 by 1st January of their first year in secondary education, and when they have completed the full primary school program. Some voluntary secondary schools had entrance examinations for the purpose of screening intake, but equality of access by all to schools (including those with disabilities and special educational needs) is legally guaranteed, so this practice has been stopped. Therefore, children transfer to vocational schools, community schools, comprehensive schools, and community colleges when they have completed primary education, normally at age 12.

General objectives: The general aim of lower secondary education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development, for personal and family life, for working life, for living in the community and for leisure. The general objectives of the Junior Certificate Program include the further development and deepening of skills, knowledge, competencies and understandings acquired at primary level. It is also intended to develop young people socially and personally in terms of their self-esteem, competence and ability to take initiative as well as assisting in their moral and spiritual development.

2. Upper secondary education (senior cycle)

Admission criteria: To be a student of the Senior Cycle students, aged 16-18 years old, have to complete or finish the junior cycle and having sat the Junior Certificate examination. The school leaving age has been raised to either 16 years of age or the completion of three full years of second level education. The majority of senior cycle students are aged 16 and over and have already completed three years in a second level. This means that attendance by students in the senior cycle is voluntary rather than legally prescribed. Some students move school upon completion of Junior Cycle for various reasons, including the lack of availability of preferred senior cycle subject options.

General Objectives: The Senior Cycle contains a range of disparate programs with distinct aims and objectives. The established Leaving Certificate program is offered to students

after their period of compulsory schooling has ended. The established Leaving Certificate program aims to prepare students to be active citizens in society, prepare them to progress on to further education, training or employment and enable them to achieve their full personal, social, intellectual and vocational potential. The Leaving Certificate examination is used as an entry qualification by third level institutions and as a selection test for entry into various types of employment.

The Leaving Certificate Applied program is primarily intended to meet the needs of students who are not catered for by the two other Leaving Certificate programs, and who might otherwise leave full-time education. It is regarded as playing a key part to play in the retention of the maximum number of students within the second-level system until 18 years of age. Therefore, it stresses curriculum integration and active learning.

The Transition Year program is intended to provide participants with an opportunity to develop maturity in terms of their personal and social awareness and competence as well as continuing to develop their academic, technical and general educational skills. The mission of the Transition Year program is to promote the personal, social, educational, and vocational development of pupils and to prepare them for their role as autonomous, participative, and responsible members of society.

3. Non-university tertiary education: the Institutes of Technology

Admission criteria: The main entry requirement for higher education is the Leaving Certificate, which is taken at the end of second-level schooling. Most pupils are aged 17 or 18 on leaving school. The majority of courses are at undergraduate level; certificate courses generally last for two years, diploma courses take three years and degree courses take four years.

General Objectives: The Institutes of Technology provide a comprehensive spread of courses ranging from second/level craft apprenticeship programmes right through to two year Certificate, three year Diploma and four year degree programmes in the applied fields of Engineering, Science (including Computer Science) and Business Studies. Some colleges now engage in graduate studies and are involved in research projects. They articulate their objectives on styles of teaching, which nowadays, encourage more varied approaches involving lectures, seminars, tutorials, workshops, demonstrations. There is much greater emphasis on the quality of communications. There is greater articulation of objectives and processes. Quality assurance, transparency and accountability have become much more embedded. This leads to much greater public awareness of the objectives of the institutions and how they go to work to achieve these objectives. In addition, these institutes play an important role at regional level in providing for recurrent educational needs by way of part-time day and evening programmes. The objectives are of a character in keeping with best practice in the tradition of high quality tertiary education.

5.9 ITALY

Compulsory secondary education ▪ Lower secondary education ▪ General upper secondary education • <i>Liceo classico</i> • <i>Liceo scientifico</i> • <i>Liceo artistico</i> • Social-psycho-pedagogical <i>liceo</i> ▪ Vocational upper secondary education • <i>Istituti tecnici</i> • <i>Istituti professionali</i> • <i>Istituti d'arte</i> ▪ Post-secondary non-tertiary education • Vocational training courses • <i>Istruzione e formazione tecnica superiore</i> (IFTS)	Age: 11-14 14-19 14-19 19- 21
Non- university tertiary education: <i>Alta formazione artistica e musicale</i> (AFAM) ▪ <i>Diploma accademico di primo livello</i> ▪ <i>Diploma accademico di primo livello</i> ▪ <i>Diploma accademico di specializzazione</i> ▪ <i>Diploma di perfezionamento o Master</i>	Age: 19- 23

1. Lower Secondary Education

Admission criteria: In Italy and in every educational level, families are free to choose the kind of school they want to send their children to. The only limitations may be due to the lack of available buildings or to the lack of school staff assigned to each school by the School administration. Each school will establish its own criteria to accept the enrolment applications if the requests for enrolment are higher than the reception capacity of the school premises or than school staff.

When it comes to lower secondary education, pupils who have the admission final certificate issued at the end of primary school can access to lower secondary school. However, if they come from a non- *paritaria* school (a *scuola paritaria* is a non-state school that, on request and on certain conditions, is recognised by the State as having the same status of State schools) or from a *scuola familiare* (by *scuola familiare* it is meant the provision of primary education undertaken directly by parents or by a person whom they designate by the parents) they have access upon positive result of the *esame di idoneità* carried out in a state primary school or in a *scuola paritaria*.

General objectives: Lower Secondary Education is aimed at fostering the ability to study autonomously and at strengthening the pupils' attitudes towards social interaction. School organises and increases, also through ICT literacy and study in depth, knowledge and skills also related to the cultural tradition as well as to the social, cultural and scientific evolution of the contemporary reality. This educational level is characterised by the different teaching and methodology approaches according to the development of the pupils' personalities, as it progressively develops choice skills and abilities according to the pupils' attitudes and inclinations. It provides adequate instruments to continue education and training activities; it

introduces the study of a second language of the European Union and helps to orientate oneself in the future choice within education and training.

2. General upper secondary education

Admission criteria: Students who have passed the State examination at the end of the *primo ciclo di istruzione* (first part of the learning path that lasts for 8 years, from 6 to 14 years of age) can enrol in the schools of the upper secondary school level.

General objectives: Education offered by *liceo classico* (it includes five years of study and is structured in two cycles: a two-year lower cycle *ginnasio* and a three-year upper cycle) and *liceo scientifico* (it comprises a five-year course, focusing on scientific training in the last three years of study) aims at preparing students to university studies, whereas education offered by *liceo artistico* (its courses last four years and are structured in two sections: one for figurative arts and stage design, the other for architecture and students can attend a fifth year called *corso integrativo* in order to enrol in the University) aims at teaching art, independently from its industrial applications. Finally, social-psycho-pedagogical *liceo* prepares to university studies, in particular to teacher training for future teachers of all types of schools, and to work in the social sector. Nevertheless, each school establishes its own aims, taking into consideration changes and trends occurring at the social-cultural economic level, as well as regulations introduced in the meantime, peculiarities of the various ordinary and experimental study courses.

3. Vocational upper secondary education

Admission criteria: Same as for general upper secondary education.

General objectives: *Istituti tecnici* aim at preparing to carry out technical and administrative functions as well as some professions in the trade, services, industry, building, agriculture, navigation and aeronautics sectors. *Istituti professionali* aim at providing a specific theoretical and practical preparation to carry out qualified functions in the trade, services, and industry, artisanship, agriculture and navigation sectors. And *istituti artistici* aim at preparing to artistic work and production according to the local industry tradition and typical raw materials. In this case also, the aims established by each school take into account changes and trends occurring at the social-cultural economic level, as well as regulations introduced in the meantime, peculiarities of the various ordinary and experimental study courses.

4. Post-secondary non-tertiary education

4.1. Vocational training courses

Admission criteria: Students who have passed the upper secondary school leaving State examination and have attained the respective certificate. There are various types of selection to determine admission, using the objective evidence provided by entrance tests of students' prior knowledge of the subject or tests of capacity.

General objectives: Post-secondary training courses aim at acquiring vocational skills with a high theoretical, technical, and managerial content, also through practical work and stages in enterprises.

4.2. Istruzione e formazione tecnica superiore (IFTS)

Admission criteria: Young people and working adults who have attained the certificate of upper secondary school leaving examination or admission to the fifth year of upper secondary school are able to enter this type of education. In addition, those who have not obtained the *diploma di istruzione secondaria superiore* (certificate of completion of courses at

upper secondary level, issued after passing the final upper secondary school leaving examination) but have acquired the necessary skills during their previous educational or training paths and work experiences carried out after completion of compulsory education.

General objectives: It aims at developing professional specialisations at post-secondary level which meet the requirements of the labour market, both in the public and private sectors, in particular for what concerns the organisation of services, local bodies and productive sectors undergoing deep technological innovations and by the markets internationalisation according to the priorities indicated by the economic planning at regional level. The objective of these paths is to offer to both employed and unemployed young people and adults more specific cultural knowledge and an in-depth technical and vocational training.

5. Non-university tertiary education: *Alta formazione artistica e musicale (AFAM)*

Admission criteria: The admission requirements depend on the type of course:

a) Admission to the courses leading to obtain the *Diploma accademico di primo livello* requires a *Diploma di istruzione secondaria superiore* (certificate of completion of courses at upper secondary level, issued after passing the final upper secondary school leaving examination.) or another equivalent qualification obtained abroad. Furthermore, teaching regulations require possession or acquisition of an adequate initial qualification. To this end, teaching regulations establish which knowledge is required for admission and its verification procedures also at the conclusion of preparatory formative activities, carried out also in collaboration with upper secondary education institutes. *Conservatori di musica* (officially recognised Music institutes) and the *Accademia nazionale di danza* (higher institute of applied arts whose main purpose is to train male and female dancers, soloists and choreographers) admit also highly gifted students to the *Diploma accademico di primo livello* courses, even if they have never obtained a *Diploma di istruzione secondaria superiore*. However, this latter is required to obtain the academic diploma.

b) admission to the *Diploma accademico di secondo livello*, *Diploma accademico di specializzazione* and *Diploma di perfezionamento* o Master courses requires a *laurea* (degree awarded at completion of first cycle university courses) or a *Diploma accademico di primo livello*, or another equivalent qualification obtained abroad.

The acknowledgement of qualifications obtained abroad for the admission to the courses is decided by the institution itself, in the respect of European Union directives and regulations as well as of the international agreements in force. Access to the other non-university higher education institutes is allowed upon attainment of the *Diploma di istruzione secondaria superiore* and through admission exams. This is due to the limited number of available posts established on an annual basis. In some cases, the possession of the requirements of a previous training is necessary and it allows avoiding the admission exams.

General objectives: As above, the objectives of Non-University Tertiary Education depend on the type of the course:

a) the Course for *Diploma accademico di primo livello* aims at assuring an adequate mastery of artistic methods and techniques, as well as the acquisition of professional competencies in specific subjects b) the Course for *Diploma accademico di secondo livello* aims at providing students with an advanced level education to offer them a full mastery of artistic techniques and methods and techniques as well as the acquisition of high-level professional competencies

c) the Course for *Diploma accademico di specializzazione* aims at providing students with high-level professional competencies in specific sectors and

d) the *Course for Diploma di perfezionamento* o Master meets the requirements of cultural investigation in certain study sectors or of professional updating/requalification and lifelong learning.

5.10 LATVIA

General secondary education - General secondary school (<i>vidusskola</i>) - Gymnasium (<i>ģimnāzija</i>) - Evening school (<i>vakara (maīņas) vidusskola</i>)	Age:16-19
Vocational secondary education - Vocational school (<i>arodskola</i>) - Vocational secondary school (<i>profesionālā vidusskola</i>)	Age:15-18 Age:16-20
Non-university tertiary education: Professional tertiary education - First-level professional higher education - Second-level professional higher education	Age: 18+

1. General secondary education

Admission criteria: Everyone who has completed basic education has the right to enter general secondary education without age limit, as long as holder of a certificate of basic education (*apliecība par vispārējo pamatizglītību*) and an achievement sheet. Pupils are free to apply for admission to the preferred school. Each school (with the consent of the founder) is allowed to define its own admission criteria. When admitting students into secondary education programmes, schools are free to hold entrance examinations according to basic compulsory education standard, except in those subjects for which students have received basic compulsory education certificate. The decision on admission into a secondary school should be made within 5 working days after entrance examination. If the pupil is not admitted, he can require an extract from the protocol of the secondary school examination pointing out the results of examination.

General objectives: The main aims of general secondary education are:

- a) to provide pupils with knowledge and skills enabling them to prepare for further education
- b) to encourage the development of their personality and of their physical and mental capacities, and to develop their understanding of health as a condition for the quality of life
- c) to encourage the development of positive, critical and socially active attitude, and to develop understanding of rights and obligations of Latvian citizens and
- d) to develop the ability to study independently and improve knowledge as well as create motivation for lifelong learning and a purposeful career.

2. Vocational Secondary Education

Admission criteria: Everyone who has completed basic education and is over the age of 15 has the right to enter vocational secondary education without age limit, as long as holder of a certificate of basic education (*apliecība par vispārējo pamatizglītību*) and an achievement sheet. Graduates of vocational education are free to apply for vocational secondary education programme, in which pupil may be enrolled also if having completed vocational basic education (*profesionālā pamatizglītība*) or vocational education programme (*arodizglītība*). Pupils are free to apply for admission to the preferred institutions providing secondary vocational programmes. Each school (with the consent of the founder) is allowed to define its own admission criteria.

Usually enrolment at a vocational education institution is carried out through competition, based on the subject assessment in previous education documents. However, several groups of pupils are enrolled out of competition, such as children with special needs, orphans and children without parents support.

General objectives: The main aims and objectives of vocational secondary education are:

- a) to prepare the pupil for working in a certain profession, promoting his development as an open, responsible and creative personality
- b) to advantage the acquirement of skills and knowledge for gaining the second or third level of professional qualification
- c) to promote a positive attitude towards other people and the state, favour self-confidence and ability to undertake responsibilities of the Latvian citizen and
- d) to motivate the pupil for professional development and further education, and provide the possibility to prepare for continuation of education in the level of higher professional education.

3. Non-university tertiary education: Professional tertiary education

Admission criteria for both levels of professional higher education: Every person who holds the citizenship of Latvia, or who has the passport of a non-citizen of Latvia, as well as persons who have permanent residence permission, have the right to study in a higher educational institution, if they possess a document certifying a completed secondary education. There are no age restrictions for acquiring higher education. If international agreements do not state otherwise, admission of foreigners in higher education institutions of Latvia is possible taking into account that:

- a) the certificate on secondary education should correspond to the standards of Latvia
- b) knowledge tested in ordinary manner should correspond to the admission provisions in the respective institution
- c) foreigners should know the language of instruction well and
- d) tuition fee is paid according to the contract between the foreigner and the higher education institution (for citizens of the European Union member states and their children acquiring education in Latvia the tuition fee is specified and covered according to the same procedures as for Latvian citizens).

The admission to the study programme is organized according to the principles of competition. All higher education institutions and colleges enrol students on the basis of the results of centralized examinations (at least in two subjects as determined by each higher education institution) passed at the end of secondary education. They are organized according to a uniform methodology, applying identical requirements and held at the same time in all secondary education institutions. There are, however, categories of persons who are allowed not to pass centralized examinations (those having completed secondary education till 2004 or abroad as well as persons with special educational needs). Although the main criterion are the results of centralized examinations, higher education institutions may still organize one or several additional entrance examinations, aptitude tests or a competition with an emphasis on subjects pertinent to the chosen programme. The standards required for the entrance examinations correspond to secondary education programme.

3.1. First-level professional higher education

Admission criteria: As additional requirement, the access to first-level professional higher education programmes is granted to holders of secondary education certificates.

General objectives: The strategic objectives of first-level professional higher education are:

- a) to prepare a person for working in a certain profession, promoting one's development as an open, responsible and creative personality
- b) to advance the acquirement of skills and knowledge for gaining the fourth-level professional qualification and
- c) to motivate for further education and provide the possibility to prepare for continuation of education in the second-level of professional higher education.

3.2. Second-level professional higher education

Admission criteria: As additional requirement, for the admission to second-level professional higher education programmes a diploma on first-level professional higher education is required.

General objectives: The strategic objectives of second-level professional higher education are to provide professional studies corresponding to economic, cultural and social needs of the state. The main aims are:

- a) to educate specialists of fifth-level professional qualification in the fields necessary to national economy and state security, favour competitiveness in the changing social-economic conditions and in international labour market and
- b) to implement acquirement of knowledge characteristic to each field enabling to develop new or improve existing systems, products and technologies and prepare for research, pedagogical and creative work.

5.11 PORTUGAL

Lower Secondary Education (third cycle): <i>ensino básico</i>	Age: 12-15
Upper secondary and post-secondary non-tertiary education - Scientific-humanistic courses (<i>cursos científico-humanísticos</i>) - Technological courses (<i>cursos tecnológicos</i>) - Vocational courses - Education and training courses (CEF) - Technological specialisation courses (<i>cursos de especialização tecnológica CET</i>)	Age: 15-18
Non-university tertiary education: <i>ensino superior politécnico</i>	Age: 18 - 23

1. Lower Secondary Education (third cycle): *ensino básico*

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

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

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

2. Upper secondary and post-secondary non-tertiary education

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

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

g) to create working habits, individually and in groups, and to favour the development of attitudes of methodical reflection, of open-mindedness, of sensitivity and capacity to adapt to change.

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

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

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

2.2. Technological courses (*cursos tecnológicos*)

Admission criteria: Same as for scientific-humanistic courses.

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

2.3. Vocational courses

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

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

2.4. Education and training courses (CEF)

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

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

2.5. Technological specialisation courses (*cursos de especialização tecnológica*)

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

General objectives: Technological specialisation courses (CET) provide a post-secondary non-high education and among other objectives they aim at promoting a training path that combines qualification and professional objectives with the possibility of proceeding to higher education. They are made up of the training components: general and scientific, technological and training in work context. The general and scientific training components aim to develop attitudes and behaviour appropriate for professionals who are highly qualified and adaptable to the world of work and business and perfect the scientific knowledge that is the basis of the technologies of the training area. The technological component combines technological areas aimed to practical activities to solve problems related to a profession.

3. Non-university tertiary education: *ensino superior politécnico*

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

a) they have passed an upper secondary education course or have legally equivalent qualifications

b) they have done the national upper secondary education exams in the disciplines selected for the entrance test for each school/course, or the tests expressly selected for this purpose, and obtained the minimum mark fixed by law

c) they meet the pre-requisites if and when these are required for the school/course to which application is being made and

they have an application mark equal to or higher than the minimum fixed mark.

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

a) entrance tests in which the minimum mark, fixed annually, must be obtained;

b) pre-requisites, if demanded, and

c) the application form, on which the minimum mark, fixed annually, must be obtained.

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

a) stimulating cultural creation and the development of a scientific and entrepreneurial mind as well as reflective thought

b) training graduates in the different areas of knowledge, prepared for professional sectors and for participation in the development of society and co-operating in ongoing training

c) encouraging scientific research and investigation with a view to developing science and technology, the humanities and arts and the creation and spread of culture, so as to develop the understanding of man and his environment

d) promoting the spread of cultural, scientific and technical knowledge, that constitutes the heritage of humanity, communicating know-how through teaching, publication and other forms of communication

e) stimulating the desire for constant cultural and professional perfection and making it possible to apply it, integrating the knowledge that is going to be acquired in a systemising intellectual knowledge structure of each generation, from the perspective of lifelong learning and generational and intergenerational investment, with a view to achieving the unity of the formative process

- f) stimulating an understanding of the problems in today's world, from a global perspective, particularly national, regional and European problems, and providing specialised services to the community and in this way establishing a reciprocal relationship
- g) promoting and valuing Portuguese language and culture and
- h) promoting a critical spirit and the freedom of expression and research.

5.12 SLOVENIA

Lower secondary education	Age: 13-15
General upper secondary education (<i>Splošno sdremke opbrazevanje</i>) ▪ Gimnazija • general <i>gimnazija</i> (<i>splošna gimnazija</i>) • (<i>gimnazija</i> with specialization) (<i>strokovna gimnazija</i>) - o technical <i>gimnazija</i> (<i>tehniška gimnazija</i>) - o economic <i>gimnazija</i> (<i>ekonomska gimnazija</i>) - o art <i>gimnazija</i> (<i>umetniška gimnazija</i>) ▪ Matura course (<i>maturitetni tečaj</i>)	Age: 15- 18
Vocational and technical upper secondary education (<i>Srenje poklicno-tehniško izobrazevanje</i>) ▪ Short-term vocational education (<i>nizje poklicno izobrazevanje</i>) ▪ Secondary vocational education ▪ Secondary technical education ▪ Vocational course (<i>poklicni tečaj</i>)	Age: 15- 19
Non-university tertiary education: post-secondary vocational education	Age: 19+

1. Lower Secondary Education

Admission Criteria: Pupils who reach to 13 years old and have finished primary school are eligible to start their study in lower education.

General Objectives: Lower secondary education aims: to design to achieving internationally comparable standards of education and acquiring the knowledge necessary to continue schooling and to fostering pupils' talents and teach them to understand the works of art and express themselves artistically, as well as preservation of Slovenian cultural tradition.

2. General upper secondary education (*Splošno sdremke opbrazevanje*)

2.1. Gimnazija

Admission criteria: Pupils who reach to 15 years old and has successfully completed elementary school (*osnovna šola*) can enroll in *gimnazija*. For enrolment in the *umetniška gimnazija* candidates must also fulfill a special condition, which is passing different selection tests: for enrolment to fine arts an art aptitude test; for music a test of musical aptitude; for dancing there is a test of knowledge and skills for classical ballet, rhythmic, dance stiles, music theory and instrument. Candidates must also present a medical certificate on general health conditions, anatomical characteristics, and anthropometrical measurements.

General objectives: Educational programmes of general *gimnazija* and *gimnazija* with specialization (*splošna gimnazija*) prepare students for higher academic education, stimulate creativity and develops knowledge and personal skills, needed for later success in professional career and life. It ensures a broad general education and establishes knowledge, which is a common base for all streams of academic higher education. *Klasična gimnazija* stimulates development of critical thinking and judgment, which is based on understanding of cause-consequence connectedness of natural and social phenomena through space and time, while *tehniška gimnazija* develops technical thinking, stimulates understanding of the complex mutual connection of development of natural sciences, technology and society.

2.2. Matura course (*maturitetni tečaj*)

Admission criteria: who has successfully finished secondary vocational or technical school or third year of *gimnazija* and interrupted their education for at least one year, or finished elementary school (*osnovna šola*) and passed a test of knowledge on the third year *gimnazija* level, can enroll into the matura course (*maturitetni tečaj*)

General Objectives: In general they are the same main objectives of general upper secondary education, focused on those students who finish four-year secondary technical schools and want to take the matura examination and enroll for academic higher education.

3. Vocational and technical upper secondary education (*Srenje poklicno-tehniško izobraževanje*)

3.1 Short-term vocational education (*nizje poklicno izobraževanje*)

Admission criteria: Students who has successfully finished elementary school (*osnovna šola*) or at least 6 classes of it can enroll. Admission is possible also for students who have finished elementary school for children with special needs. With the education program (*izobraževalni program*) special psychophysical abilities can be determined, if they are necessary for successful education and practical work in particular activities or branches.

General objectives: The main aims of this kind of education are to consolidate and upgrade the general education in basic subjects of elementary school, which are important for life and professional success. Vocational qualification must assure independent performing of work procedures on basis of pre-prepared technological documentation and global instructions and prescribed work procedures, and qualify for identification of technological problems in the work process.

3.2 Secondary vocational education

Admission criteria: Students who successfully finished elementary school (*osnovna šola*) or short-term vocational education program can enroll in the secondary vocational education. When necessary, special psychophysical abilities can be tested before enrolment if such testing is determined with the education program.

General objectives: The basic objectives of secondary vocational education emphasize on development of skills for transfer of vocational knowledge to untypical situations and ability for problem solving and for mastering different work techniques and different technological procedures.

3.3. Secondary technical education

Admission criteria: Students who has successfully finished elementary school or secondary vocational education can enroll in secondary technical education. Within the education program (*izobraževalni program*) special psychophysical abilities can be determined, if they are necessary for successful education and performing work in particular activities or branches.

General objectives: The main objectives of secondary technical education are systematic upgrading of the general education in all basic general subjects, typical for secondary education. Teaching of general subjects allows awareness of appropriate science disciplines and in chosen examples allows deepening of theoretical principles which are a basis for understanding a profession.

3.4 Vocational course (*poklicni tečaj*)

Admission criteria: Students who finished four years of *gimnazija* (also if they were not successful in matura examination), can take vocational course (*poklicni tečaj*), that comprises technical education and training at the most to the extent of one year of secondary technical education. The weekly schedule of subjects (*Predmetnik*) comprises only subjects of specialization and practical training. After finishing their education they have to take vocational course (*poklicna matura*).

4. Non- university tertiary education: Post-secondary vocational education

Admission criteria: Students who has completed a qualifying secondary technical school or a *gimnazija* and meets the requirements defined in the study program may enroll in a post-secondary vocational college. Students who has passed a master craftsman's certification examination or completed a vocational secondary school, and has three years of working experience may also enroll in a vocational college. However, an examination of general subjects is required (i.e. an examination that equals the final examination in a qualifying four-year secondary school). Additionally, students who have completed a qualifying vocational course may enroll in a vocational college, as well. Qualifying three or four-year secondary programs are specified in each education program (*izobraževalni program*).

General objectives: The objective of post-secondary vocational education is to obtain properly qualified workers with ample knowledge of theory and practice. The vocational education system must be adapted to market economy requirements, and programs must follow the development of professional fields and qualification structures. Vocational colleges represent a continuation of secondary vocational education, aim at satisfying the growing demand for knowledge in the manufacturing sector and public services, and gear their programs to professional needs.

5.13 SPAIN

1. Secondary education

In the Spanish education system, secondary education is comprised of compulsory secondary and post-compulsory secondary. Compulsory Secondary Education (ESO), covers four school years and must be completed by all pupils after finishing primary education. Post-compulsory secondary education is made up of two branches: academic, by means of the two-year *Bachillerato*, and vocational, through intermediate vocational training, the duration of which varies in the different modular studies of variable duration (*ciclos formativos*).

1.1. Compulsory secondary education

The Compulsory Secondary Education (ESO), free of charge and compulsory, constitutes the first tier of secondary education and the final stage for completing basic education. It aims at getting students to acquire basic cultural elements, especially humanistic, artistic, scientific and technological aspects, developing and strengthening their study and work habits, preparing students for further studies as well as for access to the labour market and training them to exercise their rights and duties in life as citizens. Moreover, ESO must help students develop the following abilities to:

a) Assume their duties on a responsible basis and know and exercise their rights respecting others; practice tolerance and solidarity among people and groups; practice dialogue, strengthening human rights as the values of a multicultural society; and prepare for the exercise of democratic citizenship.

b) Develop and consolidate discipline, study and individual and team work habits as a necessary condition for performing successfully in learning tasks and as a means of personal development.

c) Appreciate and respect gender difference and equality of rights and opportunities; and reject stereotypes that can lead to discrimination between men and women.

d) Reinforce their emotional abilities in all the areas of personality and in their relationships with others; reject violence, prejudices of any kind and sexist behaviour; and solve conflicts peacefully.

e) Develop basic skills regarding the use of information sources in order to acquire new knowledge critically; obtain basic competence in the field of technologies and especially in ICT (information and communication technologies).

f) Conceive of scientific knowledge as comprehensive, structured into various disciplines; and know and apply methods to identify problems in the different areas of knowledge and experience.

g) Develop an entrepreneurial spirit and self-confidence, participation, critical ability, personal initiative and an ability to develop learning techniques, plan, take decisions and take on responsibilities.

h) Understand and correctly produce complex texts and messages, both orally and written, in the Spanish language and, if applicable, in the co official language of their Autonomous Community, and take first steps towards an awareness, study and reading of literature.

i) Understand and express themselves in one or more foreign languages correctly.

j) Know, appreciate and respect the basic aspects of their own and others' culture and history, as well as artistic and cultural heritage.

k) Know and accept how their own and others' body works; respect differences; consolidate hygiene and health habits; include physical education and sport in order to enhance

both personal and social development; know and value the human dimension of sexuality in all its dimensions; appraise critically social habits regarding health, consumption and the environment, contributing to its conservation and improvement.

l) Value artistic creation and understand the language of the different artistic forms, employing different means of expression and representation.

As this is a compulsory educational level, pupils finishing primary education are automatically eligible for direct access to ESO.

1.2. Post-compulsory secondary education: academic or vocational branch

As mentioned before, post-compulsory secondary education is made up of two branches: academic, and vocational.

1.2.1. Academic branch: *Bachillerato*

The *Bachillerato* constitutes the general branch in post-compulsory secondary education. Students access this educational level from the age of 16 years after completing the Compulsory Secondary Education (ESO). The *Bachillerato* comprises two academic years and is developed in different types within each pathway and organized in a flexible manner, in order to offer specialized education in accordance with students' educational perspectives and interests or for them to enter employment on its completion. Students may stay a maximum of four years, consecutively or not, in mainstream *Bachillerato*.

It is aimed at providing students with intellectual and humane education; the knowledge and skills through which they may progress in their personal and social development; participate actively in life and access higher education. Furthermore, the *Bachillerato* will help students develop the following abilities to:

a) Exercise democratic citizenship from a global perspective, and acquire responsible civic awareness, inspired by the values of Spanish Constitution and human rights, which promotes joint responsibility as to the creation of a fairer society favouring sustainability.

b) Consolidate personal and social maturity so that they may act in a responsible and autonomous manner and develop their critical spirit; foresee, predict and solve family, personal and social conflicts peacefully.

c) Promote effective equal rights and opportunities for men and women; analyse and appreciate critically existing inequalities; foster real equality and prevent discrimination of disabled people.

d) Reinforce reading, study and discipline habits, as necessary conditions to succeed in learning and as a means of personal development.

e) Master the Spanish language, both orally and written, and, if applicable, the co-official language of their Autonomous Community.

f) Express themselves fluently and correctly in one or more foreign languages.

g) Use information and communication technologies reliably and responsibly.

h) Know and appreciate critically the realities of the contemporary world, its historical background and the main factors influencing its evolution; and participate in the development and improvement of the social environment in a caring way.

i) Have access to basic scientific and technological knowledge and master the basic abilities of the chosen type of the *Bachillerato*.

j) Understand the basic elements and procedures of research and scientific methods; know and appreciate, on a critical basis, how science and technology have contributed to change life conditions; and consolidate sensitiveness and respect towards the environment.

k) Consolidate the entrepreneurial spirit with attitudes based on creativity, flexibility, initiative, team work, self-confidence and critical sense.

l) Develop artistic and literary sensitivity as well as aesthetic criteria as sources for training and cultural enrichment.

m) Use physical education and sport in order to increase personal and social development.

n) Consolidate attitudes based on respect and prevention in the field of road safety.

Access to the *Bachillerato* is granted to students:

a) holding the *Graduado en Educación Secundaria Obligatoria* certificate.

b) holding a *Técnico Auxiliar* certificate after completing elementary vocational training

c) having passed the core courses for Applied Arts and Artistic Crafts Education.

d) holding a *Técnico* certificate awarded after having completed intermediate vocational training, the *Técnico* certificate of Plastic Arts and Design and a sports *Técnico* certificate.

1.2.2. Vocational branch: intermediate vocational training

The intermediate vocational training is structured in different modular studies of variable duration (*ciclos formativos*) classified into 22 trade sectors. These *ciclos formativos* consist of modules of both theoretical and practical content and can be of two types: associated with a proficiency unit (the most specific modules) or cross-curricular basic ones (aimed to develop basic cross-curricular skills for professional competence in the corresponding course).

The aim of vocational training is to enable students to acquire skills that allow them to:

a) Develop general competence relevant to the qualifications for the studies undertaken.

b) Understand the organisation and the characteristics of the relevant social-productive sector, as well as the mechanisms to access the labour market; be familiar with employment legislation and the rights and duties deriving from labour relations.

c) Learn independently and through teamwork, as well as to be trained in conflict prevention and the peaceful resolution of conflict in all areas of personal, family and social life.

d) Work in safe and healthy conditions, as well as to predict possible work-related risks.

e) Develop a professional identity that encourages future learning and adaptation to the evolution of productive processes and social change.

f) Consolidate an entrepreneurial spirit to carry out professional activities and initiatives.

g) Acquire competence regarding the information and communication technologies, languages of Member States of the European Union, teamwork, Health and Safety, as well as those included in guidelines of the European Union.

h) Make lifelong learning a reality and use learning opportunities through the different training pathways to keep updated in the different fields: social, personal, cultural and professional, according to expectations, needs and interests.

Likewise, vocational training fosters real equality of opportunities among men and women so that they can access training which gives a range of professional options and the possibility to exercise them.

In order to enter intermediate vocational training it is required to:

a) hold the *Graduado en Educación Secundaria Obligatoria*, *Técnico Auxiliar* or *Técnico* certificates.

b) have passed the second year of the *Bachillerato Unificado Polivalente* (BUP)

c) have successfully completed certain courses of Applied Arts or Artistic Crafts education

d) have passed other types of studies, which are equivalent to the above.

2. Non-university tertiary education

Non- university tertiary education in Spain comprises advanced vocational training and advanced Artistic and Sports studies.

2.1. Advanced vocational training

Advanced vocational training studies aim at the acquisition of abilities enabling students to:

- a) Develop the general competence corresponding to the specific qualification(s) of the relevant studies.
- b) Understand the organisation and characteristics of the corresponding socio-productive sector, as well as the mechanisms for professional integration, know employment law and rights and duties in labour relations.
- c) Learn by themselves and work as a team, as well as be trained in conflict prevention and peaceful resolution in all areas of personal, family and social life.
- d) Work in good safety and health conditions, as well as prevent possible risks at work.
- e) Develop a professional identity that will motivate them for future learning and adaptations to the evolution of production processes and social change.
- f) Reinforce entrepreneurship to carry out professional activities and initiatives.
- g) Achieve the competences related to information and communication technologies, the languages of the European Union, teamwork, the prevention of labour risks, as well as any other envisaged in the guidelines of the European Union.
- h) Make lifelong learning a reality and use learning opportunities through different training paths to keep updated in the different fields: social, personal, cultural and work-related, according to their expectations, needs and interests.

Access to advanced vocational training may be obtained in the following ways:

- a) Through direct access, for which it is necessary to hold the *Bachiller* certificate
- b) Through an entrance examination when candidates do not hold the *Bachiller* certificate. The examination is regulated by the Autonomous Communities and its objective is to prove that the candidate's maturity is appropriate to the objectives of *Bachillerato* and to assess his/her skills for the *ciclo formativo* of the relevant professional field.

2.2. Advanced Artistic studies

The purpose of Artistic studies is to provide students with quality artistic education and to train qualified future professionals in the fields of Music, Dance, Dramatic Arts, Plastic Arts and Design. The aims of these studies are to:

- a) Provide students with a high-quality practical, theoretical and methodological training, which aims to guarantee the training of those professionals who intend to work in these fields as authors, performers, researchers or teachers.
- b) Train professionals, pedagogues and researchers in the fields of stage performance, design, management and playwriting.
- c) Plan and coordinate the carrying out of technical and artistic processes.
- d) Plan and implement works involving technical rigour and expressive sensitivity through the development of student's own artistic personality, skills and plastic knowledge.
- e) Obtain the required scientific, technical and practical knowledge to enable students to carry out their work through the technological processes linked to their professional activity.
- f) Develop students' ability as regards research of artistic forms with a multidisciplinary approach.

g) Understand the organisation and characteristics of their professional field and the mechanisms of basic professional integration; to be familiar with basic professional regulations and health and safety.

The common requirements to gain access to advanced Artistic studies are the following:

- a) Holding the *Bachiller* certificate.
- b) Having passed a specific test which proves that the candidate has the knowledge and skills needed to study the specialisation requested.

2.3. Advanced Sports studies

Sports studies aim to qualify students for a professional career in a specific sport or specialisation, as well as to facilitate their adaptation to employment and developments in the sports world and to active citizenship. These studies must contribute to the acquisition of abilities enabling students to:

- a) Develop the general competence corresponding to the professional profile defined in the relevant qualification.
- b) Guarantee professional training at an introductory level, management, basic training, technical improvement, training and management of teams and high performance sportsmen and women in the relevant type of sport within the sports system.
- c) Understand the characteristics and organisation of both the relevant sports type or specialisation and sports system, as well as know the rights and duties related to it.
- d) Acquire the necessary knowledge and skills to carry out their work under safe conditions, improving the quality and safety of the sports environment and looking after the environment and people's health, as well as to facilitate the integration and normalisation of disabled people participating in sport.
- e) Develop a professional identity and maturity that will motivate them for future learning (lifelong learning, continuing training) and adaptations to changes in the introductory level and improvement of the relevant type of sport and in high performance sport.
- f) Develop and transmit the importance of individual responsibility and effort both when practicing and teaching a sports type.
- g) Develop and transmit the ethical values related to fair play, respect towards others, healthy practice of sports as well as respect and care for one's own body.
- h) Be qualified to conduct business activities and initiatives.

The entrance requirements for advanced Sports studies are:

- a) Holding the *Bachiller* certificate or its equivalent.
- b) Holding the qualification of *Técnico Deportivo* in the relevant type or sports specialisation.
- c) Passing a specific test, if required in any of the *specialisations*.

5.14 THE NETHERLANDS

Lower years of secondary school - The first two years of pre-vocational secondary education (VMBO <i>voorbereidend middelbaar beroepsonderwijs</i>): - Four learning pathways: basic vocational programme (BL), the middle-management vocational programme (KL), the combined programme (GL) and the theoretical programme (TL) - Practical training - The first three years of senior general secondary education (HAVO <i>hoger algemeen voortgezet onderwijs</i>) - The first three years of pre-university education (VWO <i>voorbereidend wetenschappelijk onderwijs</i>): <i>atheneum</i>, <i>gymnasium</i> and <i>lyceum</i>	Age 12-14 12- 15 12- 15
Upper years of secondary school - The third and fourth years of pre-vocational secondary education (VMBO <i>voorbereidend middelbaar beroepsonderwijs</i>) - Four learning pathways: basic vocational programme (BL), the middle-management vocational programme (KL), the combined programme (GL) and the theoretical programme (TL) - Practical training - The fourth and fifth years of senior general secondary education (HAVO <i>hoger algemeen voortgezet onderwijs</i>) - The fourth, fifth and sixth years of pre-university education (VWO <i>voorbereidend wetenschappelijk onderwijs</i>): <i>atheneum</i>, <i>gymnasium</i> and <i>lyceum</i>	Age 14-16 15- 17 15- 18
Secondary vocational education (MBO <i>middelbaar beroepsonderwijs</i>) - level 1: training to assistant level (<i>assistentopleiding</i>) - level 2: basic vocational training (<i>basisberoepsopleiding</i>) - level 3: professional training (<i>vakopleiding</i>) - level 4: middle-management training (<i>middenkaderopleiding</i>) and specialist training (<i>specialistenopleiding</i>)	Age 16- 17 16- 19 16- 20 16- 20 20- 22
Non- university tertiary education: Higher professional education (HBO <i>hoger beroepsonderwijs middelbaar beroepsonderwijs</i>)	Age: 17-21

1. Lower years of secondary school

Admission criteria: Pupils between the ages of 12 and 16 are admitted to secondary school (*voortgezet onderwijs*) after leaving primary school (*primair onderwijs*) or a special school for primary education (*speciaal basisonderwijs*). Pupils must be assessed to establish their suitability. The commonest method of assessment is for pupils to be tested in the final year of primary school, using tests developed centrally to gauge pupils' level of knowledge and understanding. Primary schools advise parents as to the type of secondary education most suited to their child on the basis of the results of the test published every year by the National Institute for Educational Measurement (CITO) and the educational performance, interests and motivation of the child.

General objectives: the general aim for secondary education (*voortgezet onderwijs*) is to contribute to pupils' development, with attention and respect for the various religious, philosophical and social values that exist in Dutch society, and with an emphasis on the knowledge and skills needed to function well in society, as an individual, a citizen and a worker. As specific aim of pre-vocational secondary education VMBO, it provides a basis for further vocational training through four different learning pathways: the basic vocational programme (BL), the middle-management vocational programme (KL), the combined programme (GL) and the theoretical programme (TL). And also prepares pupils who are realistically deemed unlikely to obtain a qualification through one of the learning pathways for direct entry to the regional labour market through practical training. On the other hand, senior general secondary education HAVO provides pupils with a basic general education and prepares them for higher professional education. And finally pre-university education VWO prepares pupils for university.

2. Upper years of secondary school

Admission criteria: Pupils who have completed successfully the first cycle of VMBO; HAVO and VWO are entitled to follow the second cycle of their studies. Also pupils who have successfully completed the theoretical programme may transfer from VMBO to the 4th year of HAVO and pupils with HAVO certificates may likewise be admitted to the 5th year of VWO.

General objectives: Same as for the lower years of secondary school. Also, the aims of the upper years of HAVO and VWO are to provide a broad general education and to ensure cohesion between the various subjects and harmonisation with the methods used in higher education.

3. Secondary vocational education (MBO *middelbaar beroepsonderwijs*)

Admission criteria: Anyone may enrol for a course at assistant level (*assistentopleiding*) or basic vocational training level (*basisberoepsopleiding*), as there are no requirements regarding previous education. On the contrary, the admission requirements for a course at professional (*vakopleiding*) or middle-management training level (*middenkaderopleiding*) are:

- a) a certificate of pre-vocational secondary education (VMBO)
- b) a certificate of junior general secondary education (MAVO) or
- c) proof that the first three years of senior general secondary education (HAVO) or pre-university education (VWO) have been successfully completed

Admission to a course at specialist level (*specialistenopleiding*) is possible with a professional training qualification for the same occupation or occupational group.

Students who successfully complete the theoretical, combined or middle-management vocational programme at VMBO level are eligible for professional and middle-management training (MBO levels 3 and 4). Students who complete the basic vocational programme are eligible for basic vocational training (MBO level 2).

General objectives: The aim of secondary vocational education is to provide both theoretical instruction and practical training in preparation for the practice of a wide range of occupations for which a vocational qualification is necessary or useful. It also furthers the general education and personal development of students and helps them to play an active part in society.

4. Non- university tertiary education: Higher professional education (HBO *hoger beroepsonderwijs middelbaar beroepsonderwijs*)

Admission criteria: Applicants wishing to be admitted to higher professional education must possess:

- a) a senior general secondary education (HAVO) certificate
- b) a middle-management middenkaderopleiding or specialist training specialistenopleiding certificate at secondary vocational education (MBO) level or
- c) a pre-university education (VWO) certificate.

Applicants possessing any of the above qualifications have in principle the right to be admitted, but additional requirements regarding the subjects studied can be laid down by ministerial order. In addition to educational requirements, institutions may impose supplementary requirements relating to the profession for which the course trains students or to the course itself. For instance, applicants for courses in dance or sport and movement must have the skills specified by the institution in question. These requirements may only relate to matters not covered during the student's previous schooling. Prospective students must first contact the institution concerned, which then decides whether they meet the supplementary requirements and can be admitted.

General objectives: The aim of HBO institutions is to provide theoretical and practical training for occupations for which a higher vocational qualification is either required or useful, to contribute to the development of those occupations to which their teaching is geared and to transfer knowledge for the benefit of the community. They may also conduct research that is related to the programmes they provide (applied research). Graduates find employment in various fields, including middle and high-ranking jobs in trade and industry, social services, health care and the public sector.

5.15 UNITED KINGDOM

ENGLAND, WALES AND NORTHERN IRELAND

Compulsory Secondary Education	Age 11- 16
Post-compulsory upper secondary education ▪ Sixth form college* ▪ Further education college ▪ Tertiary college*	Age 16- 18
Higher education institutions	Age: 18- +

* In England and Wales only

1. Compulsory secondary education

Admission criteria: Most secondary schools, which are maintained schools in England and Wales are non-selective (that is, they do not admit pupils on the basis of ability) and are commonly known as comprehensive schools. Specialist secondary schools may admit a proportion of pupils on the basis of aptitude for the specialist subject. City technology colleges admit children on the basis of an aptitude for science or technology, but also select children proportionally to reflect the range of ability levels of children in the area the college serves.

In Northern Ireland, a school must admit pupils up to its approved admissions number. In secondary schools, this is the number of pupils a school may admit at transfer from primary to secondary stage. This figure is determined by the Department of Education (Northern Ireland) (DE), with reference to the school's capacity to accommodate pupils. If a school is oversubscribed, it must decide which pupils to admit by applying published admissions criteria. The criteria, drawn up by a school's board of governors must be published in order of priority and may take into account any representations made by the Education and Library Boards (ELBs) responsible for the management of the school or, if it is a Catholic school, representations made by the Council for Catholic-Maintained Schools (CCMS). Only grammar schools (and those non-grammar schools with a recognised grammar stream) may include the academic ability of pupils among their admissions criteria. Parents have the right to express preferences for the school they would like their child to attend and may appeal to an independent tribunal if the child is not offered the school of their choice. With the exception of one area of Northern Ireland, there is currently a selective system of secondary education, with pupils transferring to (selective) grammar schools or (non-selective) secondary schools at the age of 11+ years. Specially designed 'transfer tests' in English (Irish in Irish-medium schools), mathematics, and science and technology are used to assess academic performance for entry to grammar schools. The tests, which are based on the key stage 1 and 2 programmes of study, are also known as 'eleven plus' tests. Pupils do not need to take the tests, which usually take place in the November of a pupil's final year in primary school, if they want to attend a grammar school. Grammar schools must admit pupils who obtain higher grades in the transfer procedure tests before those with lower grades, although no grade guarantees admission to a grammar school. Some schools may be so popular that they are able to select only from pupils achieving Grade A in the transfer tests. A school's admissions criteria should describe how it will select between pupils with the same grade.

Grammar schools select all pupils on the basis of their ability and generally operate their own entrance examinations. (There are no grammar schools in Wales.)

General objectives: The basic principles underlying school education in England, Wales and Northern Ireland is

a) to provide a balanced and broadly based curriculum which is suitable to a child's age, ability, aptitude and to any special educational needs which he may have

b) to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

c) to prepare pupils for the opportunities, responsibilities and experiences of later life.

2. Post-compulsory upper secondary education

Admission criteria: In England and Wales, there are no official qualifications required for admission to the sixth form of a secondary school, but schools generally set their own admissions requirements. For example, schools commonly ask for a minimum of five General Certificate of Secondary Education (GCSE) passes at grades A*–C for admission to General Certificate of Education Advanced-level (GCE A-level) courses. Criteria for admission to GCE A-level courses also often include the achievement of good GCSE passes (usually grade C or above) in the subjects to be studied at GCE A-level. Other courses, for example, those leading to A-levels in Applied Subjects may have different admissions requirements.

In Northern Ireland, admission to the sixth form of post-primary schools is based on similar requirements to those operating in England and Wales.

General objectives: Secondary schools and sixth form colleges offer general/academic education, along with some, courses in vocational/applied subjects. Further education colleges place a greater emphasis on vocational courses although they also offer general courses and tertiary colleges offer both general and vocational education. Their general objective is to promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and to prepare such pupils for the opportunities, responsibilities and experiences of adult life.

3. Higher education institutions

Admission criteria: The traditional requirement for entry to degree study is two or three General Certificate of Education Advanced-level (GCE A-level) passes, as well as a minimum number of General Certificate of Secondary Education (GCSE) passes at grade C or above. These remain the most common form of entry qualification held by young entrants to higher education. However, many entrants to higher education are now older (over 21) and many such mature entrants hold other qualifications. A wide range of other qualifications is acceptable for entry. They include GCE A-levels in applied subjects (formerly Vocational Certificates of Education (VCEs), Edexcel BTEC National Qualifications and the International Baccalaureate. In Wales, a Welsh Baccalaureate qualification is available in several schools and colleges; the Advanced qualification is also acceptable for entry to higher education institutions.

Access courses provide another route, particularly for mature entrants. These programmes were originally designed for students over the age of 21 without formal qualifications but, since 2003-04, the lower age limit has been reduced to 19. Some access courses provide guaranteed entry to specific undergraduate courses on successful completion.

Most institutions also welcome applications from mature candidates who have had appropriate experience but may lack formal qualifications. Many institutions give credit for prior study and informal learning acquired through work or other experiences (Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL)).

It is the individual institution that determines the admissions requirements for each programme. These requirements are set out in the institution's undergraduate prospectus. Many

courses require some or all of the qualifications for entry to be in specific subjects or range of subjects and at specific grades. Institutions and programmes vary in terms of the competition for places. For some highly over-subscribed programmes, such as medicine, dentistry, veterinary science and law, applicants may be required to take an additional admissions test.

General objectives: Higher education has several aims:

- a) instruction in skills suitable to play a part in the general division of labour
- b) promoting the general powers of the mind, the advancement of learning and the transmission of a common culture and common standards of citizenship
- c) sustaining a learning society' through the intellectual development of individuals
- d) equipping them for work and enabling them to contribute effectively to society and to achieve personal fulfilment
- e) increasing individuals' knowledge and understanding both for their own sake and for the sake of the economy and society
- f) serving the needs of an adaptable, sustainable, knowledge-based economy
- g) shaping a democratic, civilised and inclusive society
- h) including increasing and widening participation and improving standards and quality of teaching and learning.

SCOTLAND

Secondary schools	Age 12-18
Post-compulsory upper secondary education ▪ Secondary schools ▪ Further education colleges	Age 16- 18/19
Non-university tertiary education: training, further education and higher education institutions	Age: 18- +

1. Secondary schools

Admission criteria: All pupils are admitted to secondary education from primary schools when they have completed seven years of primary education. There are no restrictions on entrance. There is a presumption that pupils with Additional Support Needs enter mainstream secondary schools, unless there are strong reasons why this is not the best action. Pupils with profound, complex or specific Additional Support Needs which require continuing review, for example children with visual or hearing impairments, may have the most appropriate school placement decided after full assessment and consultation with their parents. Such children may attend a special school or, in some education authority areas, a mainstream school with a specialist unit catering for their particular needs.

General objectives: In general, the secondary school aims to provide an education that prepares pupils to live in society, meets their personal, social and vocational wishes and matches the expectations of their parents, of employers and of tertiary education.

2. Post-compulsory upper secondary education

Admission criteria: There are no admissions criteria for continuing to ISCED 3 in a secondary school. However, in order to take some courses, the class teacher or school may impose specific requirements. Admission to Further Education College is at the discretion of each college.

General objectives: In addition to the general objectives of secondary education, in the upper stage a particular aim is to enable pupils, as they move beyond school, to profit from vocational education and training or from higher education.

3. Higher education institutions

Admission criteria: All major Higher Education institutions are autonomous bodies and each determines its own admissions policy and requirements for each course. In most cases, applicants require ISCED level 3 qualifications although other routes are offered to attract applications from people returning to study after a gap. In recent years greater provision for these students has led to the development of special access courses with guaranteed places for successful participants.

General objectives: Further and higher education has the task of:

- a) preparing a person for a vocational qualification preparing a person for Scottish Qualifications Authority or comparable English qualifications
- b) providing instruction for persons participating in a programme of learning who have learning difficulties
- c) preparing a person for access to higher education
- d) assisting persons whose first language is not English to achieve a level of competence in English language
- e) preparing a person for participation in any programme of learning.

6. REIMBURSEMENT FORM

Tuning Sectoral Framework for Social Sciences Request for Reimbursement

Bank Data

Bank account number	
IBAN code	
Name of the bank	
Address of the bank	
Postal code	
Town/City	
Country	

Name of the account holder	
Address of the account holder	
Postal code	
Town/City	
Country	

Institution (to which you belong)

Name of institution	
Address of Institution	
Telephone	
Fax	

Travel

Means of transportation used		Place of departure	Place of arrival	Date	Price paid*
Train/Ship	there				
	back				
Airplane (& class)**	there				
	back				

TOTAL:

* Please fill out the currency in which the ticket has been paid

** only APEX tickets will be reimbursed

I declare that this form was filled out truthfully, and that no other reimbursement requests for this trip have been made to another organisation or institution.

DATE
(day/month/year)

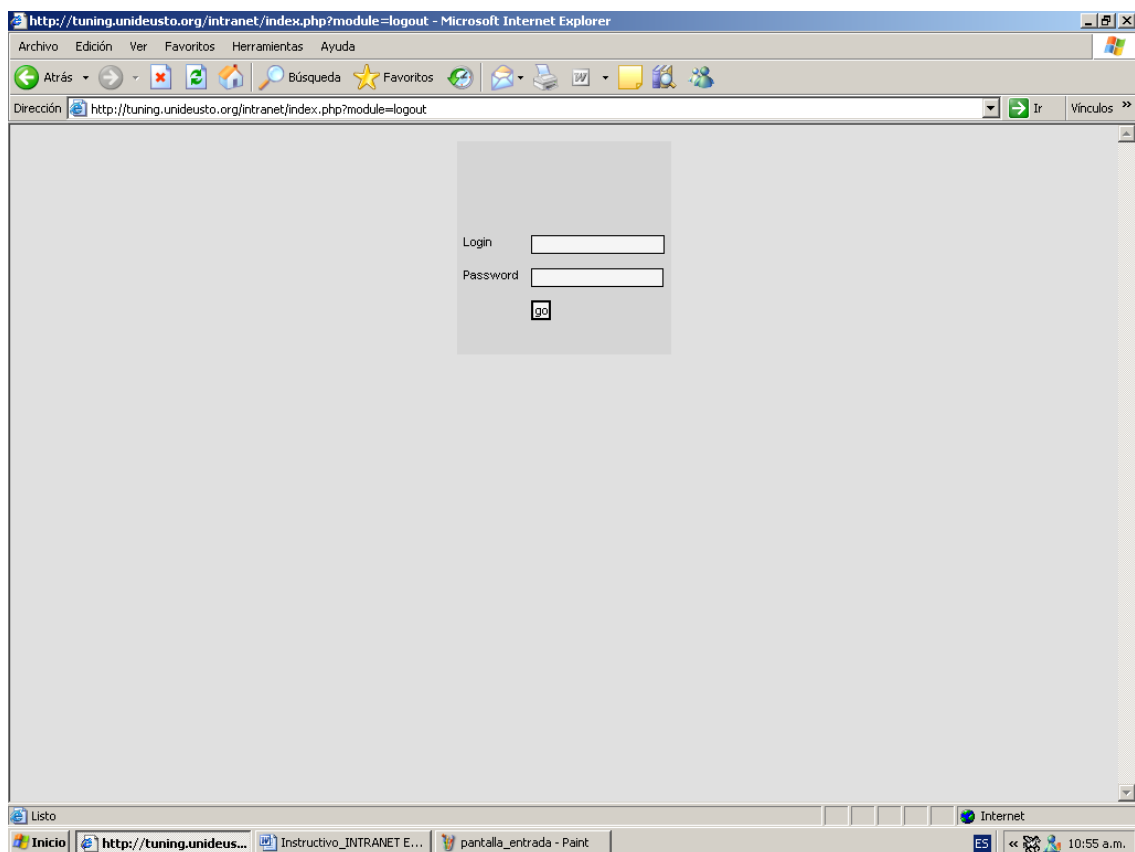
SIGNATURE
of the applicant for reimbursement

Please fill out this form by computer (or typewritten) and return it with the original tickets by mail to:

Pablo Beneitone
Universidad de Deusto
Relaciones Internacionales
Avda. de las Universidades 24
48007 Bilbao
ESPAÑA

7. INTRANET USER GUIDE

1. Go to: <http://tuning.unideusto.org/intranet/> or to the Tuning Latin America page <http://tuning.unideusto.org/tuningeu/> and choose INTRANET from the main menu.
2. You should see the intranet's start page, where you will be asked to fill in your username and password. Once you have done this, click on 'SEND'.



CLARIFICATION:

Each user belongs to one or more work groups, and it is important to know that the work group which you are in will always be visible on the far right of your screen. Your default work group will be Management Committee (Tuning EU), but in the same menu you will be able to choose the work group that is appropriate to the Subject Area you represent: **BUSINESS** (BUSINESS), each group has a person in charge. This person has special privileges. Almost all the descriptions that follow deal with pages on which the content will vary depending on the work group you are in.

Differences between work groups:

Management Committee (Tuning SQF – Social Sciences): Work group to which all those members of the Management Committee can be found, and from which the following items can be accessed:

- The tasks requested by the Management Committee that need to be done within a set time period, which can be found in the **Project section**. Eg.:
- Contact details for those members of the Management Committee. See **Contacts section**.
- Shared files for consultation. See **Archives section**.
- Advice concerning the task in hand. See **ToDo section**.

Subject Area Group (Business): Private work group specific to each subject area, where the person responsible for the Subject Area is in charge. Users can be added to the group if it is considered to have a beneficial outcome. In this work group, discussion of documents about subject area will take place, and so the following tasks will be able to be carried out:

- Project management: those responsible for the each Subject Area will be able to delegate tasks to be completed by the members of the group within a specific time-frame. See **Project section**.
- Management of contact details: those responsible will be able to create or transfer their own list of contacts. See **Contacts section**.
- Archive management: the person responsible for the Subject Area will be able to upload archives and use them for any project being undertaken. See **Archives section**.
- Management of tasks associated with a specific project: those responsible for the Subject Areas will be able to create notices concerning issues relevant to projects or tasks being undertaken. See **ToDo section**.

3. Different menus will appear on the main page, whose titles correspond to the following:

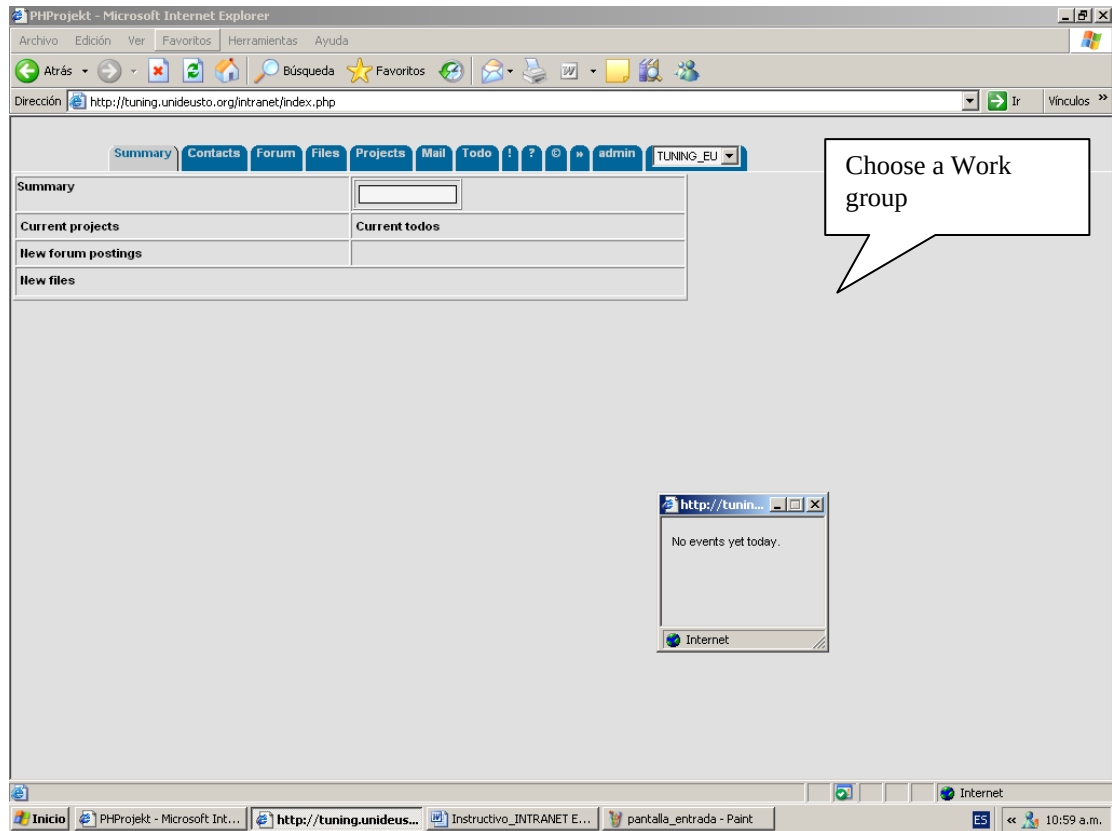
3.1 **Summary:** This describes the general state of the main items on the Intranet, and has a blank box that can be used to type words in which can then be searched for in all sections of the Intranet. Explanation of the choices shown:

Current projects: Shows the tasks that need to be undertaken, or that are yet to be completed, depending on the work group which has been chosen in the menu. On clicking on the project being undertaken, the user can get to its page and read about it in detail. The section related to this part of the summary is 3.5 – Projects; go to this page for further information.

Currently outstanding projects: Shows tasks associated with a certain project which have been sent to a user and are yet to be completed. The section related to this part of the summary is 3.7 - ToDo; go to this page for further information.

Forum publications: Shows if there is any discussion forum currently active. If one *is* active, a click on its name will take the user to it. The section related to this part of the summary is 3.3 – Forum; go to this page for further information.

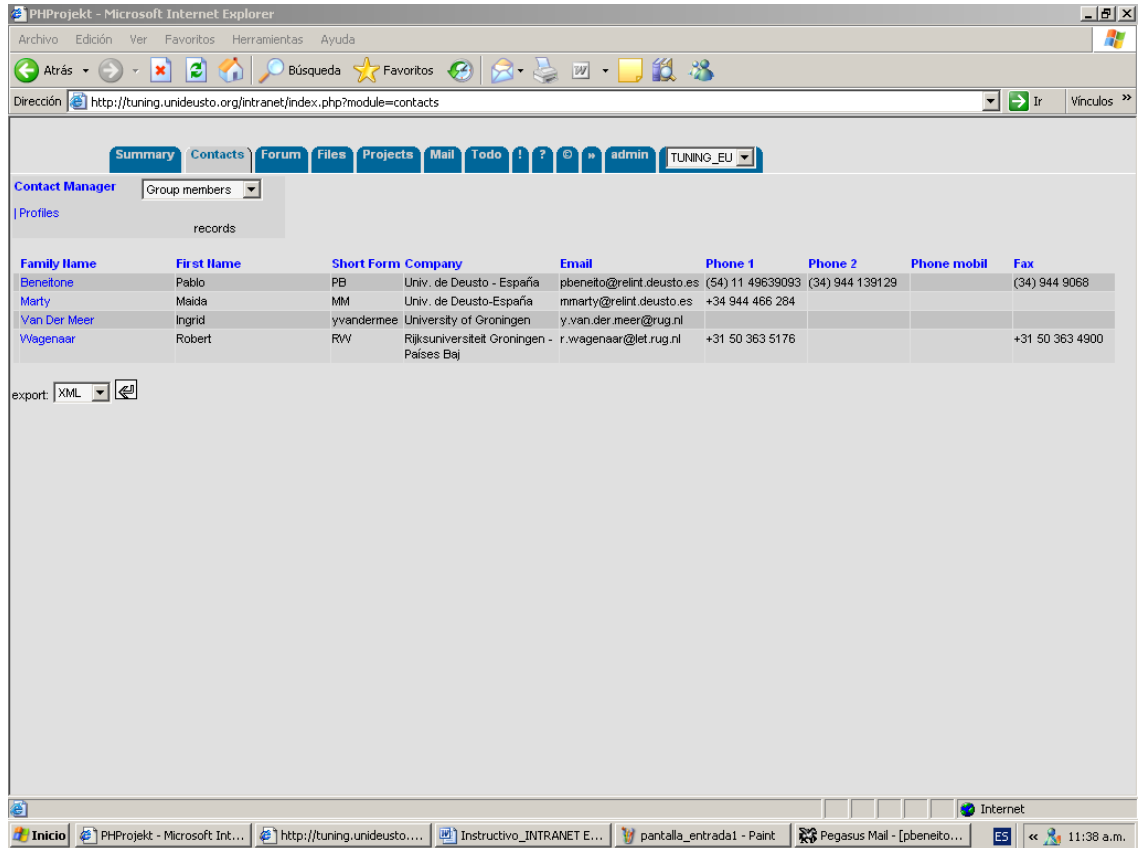
New files: Shows files which are currently available for viewing. Clicking on the name of a file saves it to your computer. Clicking on the – sign will take you to the Archive administrator, and clicking on the purple square will let you see the file, if it is in a recognised format. Clicking on the red square will allow you to delete the file if you have access to do so, and clicking on the blue/green square will allow you to modify the file, if permission for this has been granted. The date of the creation of the file is also shown, as are its category, and any relevant comments which have been made. The section related to this part of the summary is 3.4 – Archives; go to this page for further information.



3.2 Contacts: A section for managing contacts. It must be taken into account that what a user sees depends on the work group to which they belong. For the moment, users will have access to the Management Committee and Subject Areas work groups.

- The contacts you will be able to see are divided into two categories:
 - o **External contacts**, which will show contacts you have created, as well as those designated as 'open' by other members of the group. You will be able to create and transfer new contacts, as well as modifying them. You will be able to choose whether to leave them open, in which case they will be able to be seen by other groups members, or leave them so that they are visible only to you.
 - o **Group members**, which are the contact details of those contacts who are in your current work group. You can create different profiles, you can use this profile when you need send emails, upload files, or create project to define set of persons. You can send collective mails
- You can choose to apply a filter to the team of contacts you have entered.
- You may choose how many contacts you want to be displayed on each page.
- For each contact, you will be able to see the following: surname(s), given name(s), title, organisation, e-mail address, telephone numbers 1 & 2, and fax number. Clicking on the surname of a particular contact will allow you to see their details, or modify them. Clicking on the person's e-mail address will allow you to send them an e-mail.

- You can put each column shown in either ascending or descending order by clicking on the column name.



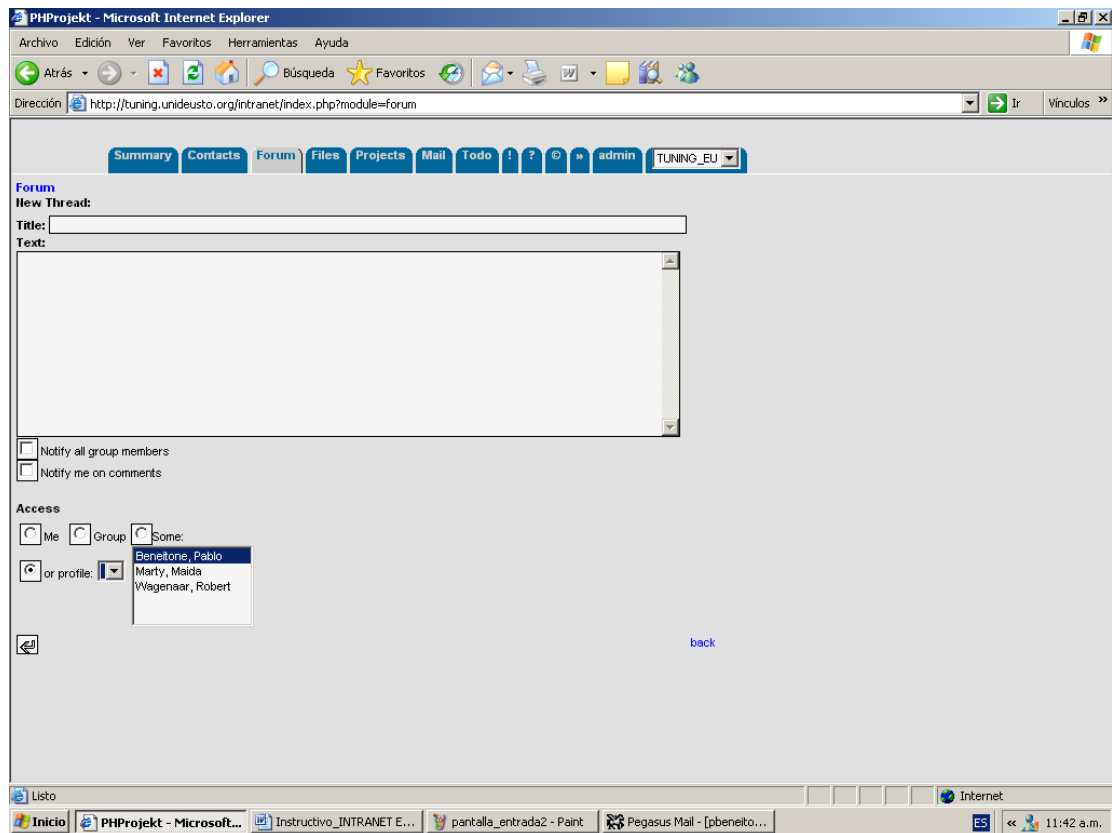
The screenshot shows a web browser window titled 'PHPProjekt - Microsoft Internet Explorer' displaying the 'Contact Manager' page. The page has a navigation bar with tabs: Summary, Contacts, Forum, Files, Projects, Mail, Todo, and a user menu with 'admin' and 'TUNING_EU'. Below the navigation bar, there's a 'Contact Manager' section with a 'Group members' dropdown and a 'Profiles' link. A table lists contact records with columns: Family Name, First Name, Short Form, Company, Email, Phone 1, Phone 2, Phone mobil, and Fax. The table contains four records: Benetone, Marty, Van Der Meer, and Wagenaar. At the bottom, there's an 'export' section with a dropdown menu set to 'XML' and a download icon.

Family Name	First Name	Short Form	Company	Email	Phone 1	Phone 2	Phone mobil	Fax
Benetone	Pablo	PB	Univ. de Deusto - España	pbeneito@relint.deusto.es	(54) 11 49639093	(34) 944 139129		(34) 944 9068
Marty	Maida	MM	Univ. de Deusto-España	mmarty@relint.deusto.es	+34 944 466 284			
Van Der Meer	Ingrid	yvandermee	University of Groningen	y.van.der.meer@rug.nl				
Wagenaar	Robert	RW	Rijksuniversiteit Groningen - Países Baj	r.wagenaar@let.rug.nl	+31 50 363 5176			+31 50 363 4900

3.3 Forum: This is a tool for the discussion of any themes that are relevant to a particular work group. Any member can answer messages that have been sent, or start a new discussion.

If you wish to begin a new discussion, simply enter its title into the appropriate field and write your message. You can notify the rest of the group of your posting by e-mail if you wish. You should then click on the arrow shape, which means 'submit'. On the left hand side of the screen you should be able to see all the threads of discussion on the database, set out in a 'tree' format. To read a particular posting, click on its name. If you wish to reply to or comment on the posting, open it, and fill in the form which you will be able to see to its left

From the main screen (a white window where the SUMMARY section can be seen), you can initiate a key word search, which will search both the titles and texts of all messages that have been posted.



3.4 Files: Within the 'Archive' section, the work group can share files which are relevant and important to all members, such as documents which are put together by all members, or articles of interest to members.

The table on the right shows you all the accessible files. Next to the name of a file you will find details such as comments made by group members, category, date of posting, and file size.

You can download a file by clicking on its name, and delete your files by clicking on the red square found on the left hand side of the screen (this action can not be reversed). A green square on the screen means that you have the right only to read this file. You can organise the table by clicking the top of a column.

Please note: Files with .html, .txt, .gif, or .jpg extension will be opened directly from the web page rather than there being a facility to save them to your computer. In this case, you can right click on the mouse and choose 'save as' or 'save link as'.

You can save your own files: to do this, you should click on 'new'. You will be able to find the file from those which are stored on your computer, or look for it in the 'search' facility. You will be able to add a password, choose where you want the file to be stored and the category to which it belongs, and also whether there is a project running that is related to it, and make any comments. You will be able to choose which users or group members will be able to see or modify the file, and notify these people of your decision by e-mail.

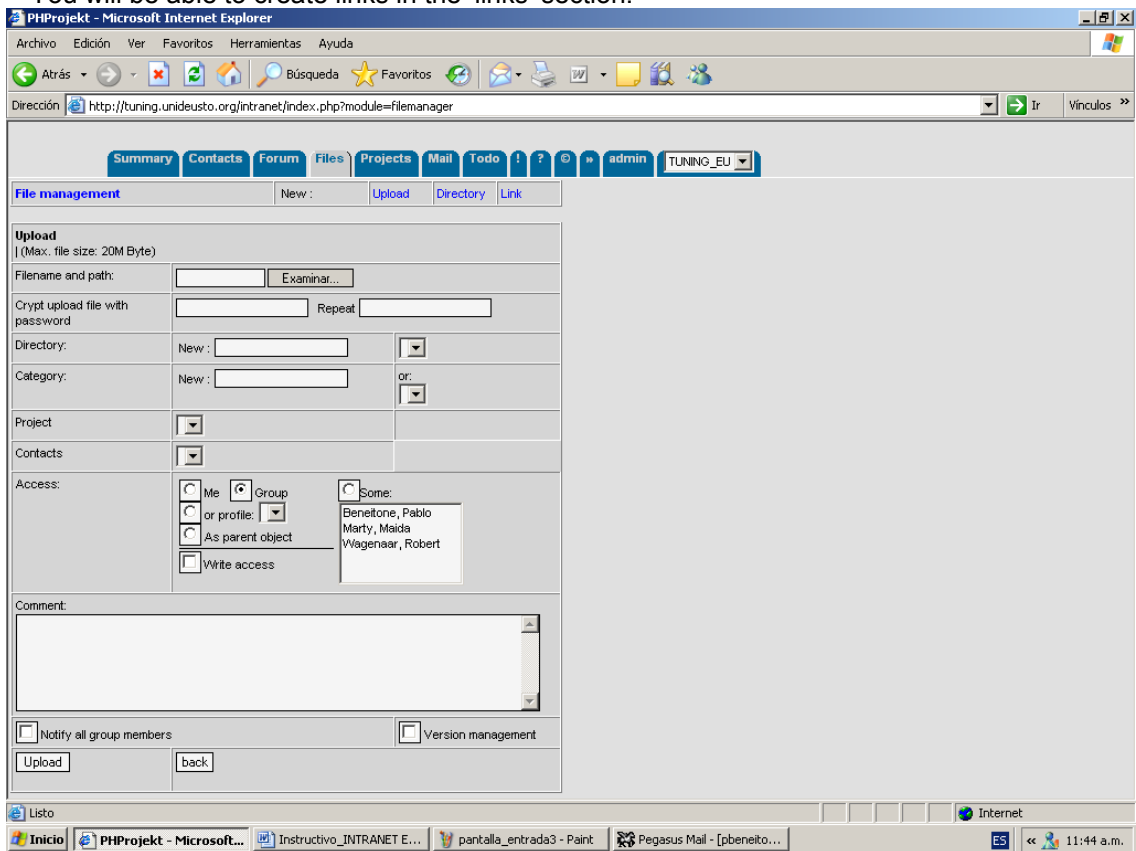
If you choose the 'overwrite' option, you will be able to overwrite files of the same name, .Within the access options, you can restrict access to the file along the following lines:

only yourself, all the work group, or only certain members who have been granted the privilege.

If you are searching for a particular file, use the search facility in the main section. The search will identify key words within the name of tables, categories, and comments, and the relevant files will be displayed.

You will be able to create your own directories in which to store the files you have downloaded.

You will be able to create links in the 'links' section.



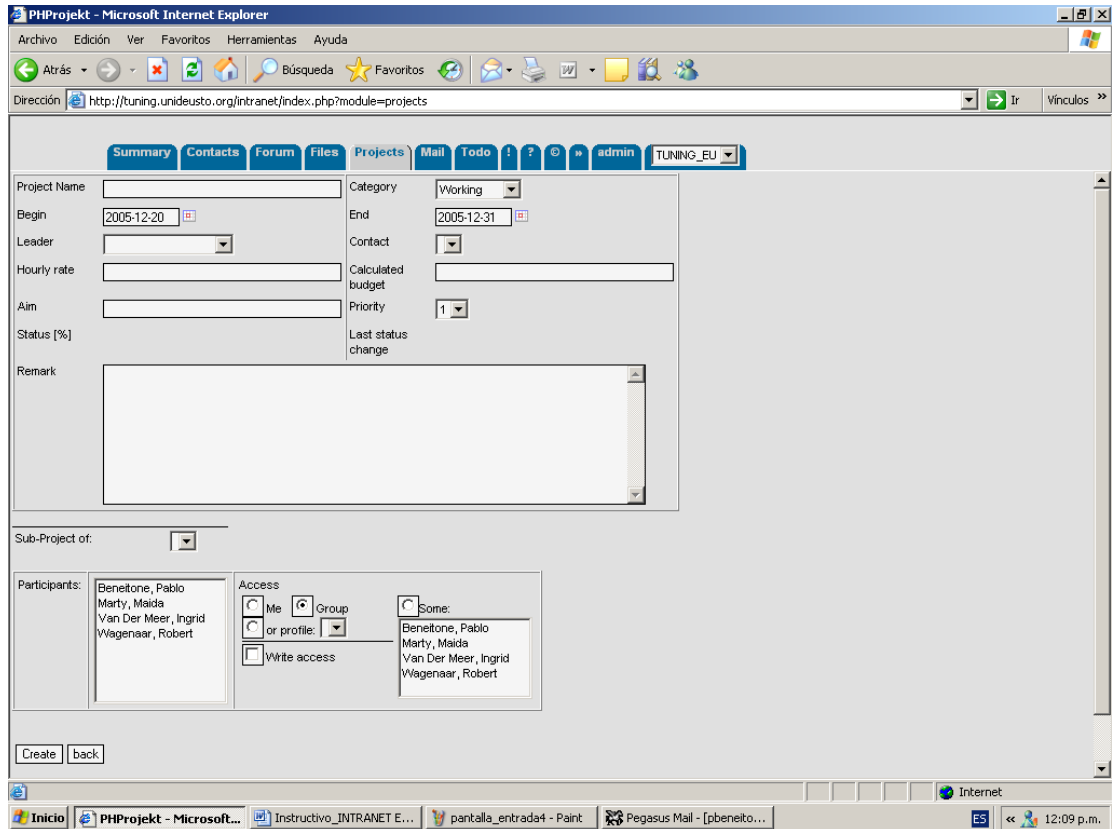
3.5 Projects: There are two places where you can look for information on projects:

- On the main page of the SUMMARY menu, where the projects you are currently undertaking are shown on the right hand side, along with their status and due dates. If you know (or think) that the status has changed, update the percentage in the box, and click once only on 'Enter'.
- In the 'Project' section which is currently being discussed. You can re-order the list by another category by clicking on the title of the category you wish to change.

If you are the leader of the work group into which you have signed in, you will be able to create a new project or task. To do this, you should enter the project name, its category (we advise you to make this WORKING once it has been created, so that it appears in the SUMMARY menu), its start and finish dates, any comments, those who will participate in it, and users who will have access

to it. On clicking on **Write access** you will be giving permission to users to modify the project being created. Finally, you should click on 'Create'.

If you have permission to do so, you can either modify an existing project, or simply look at it.

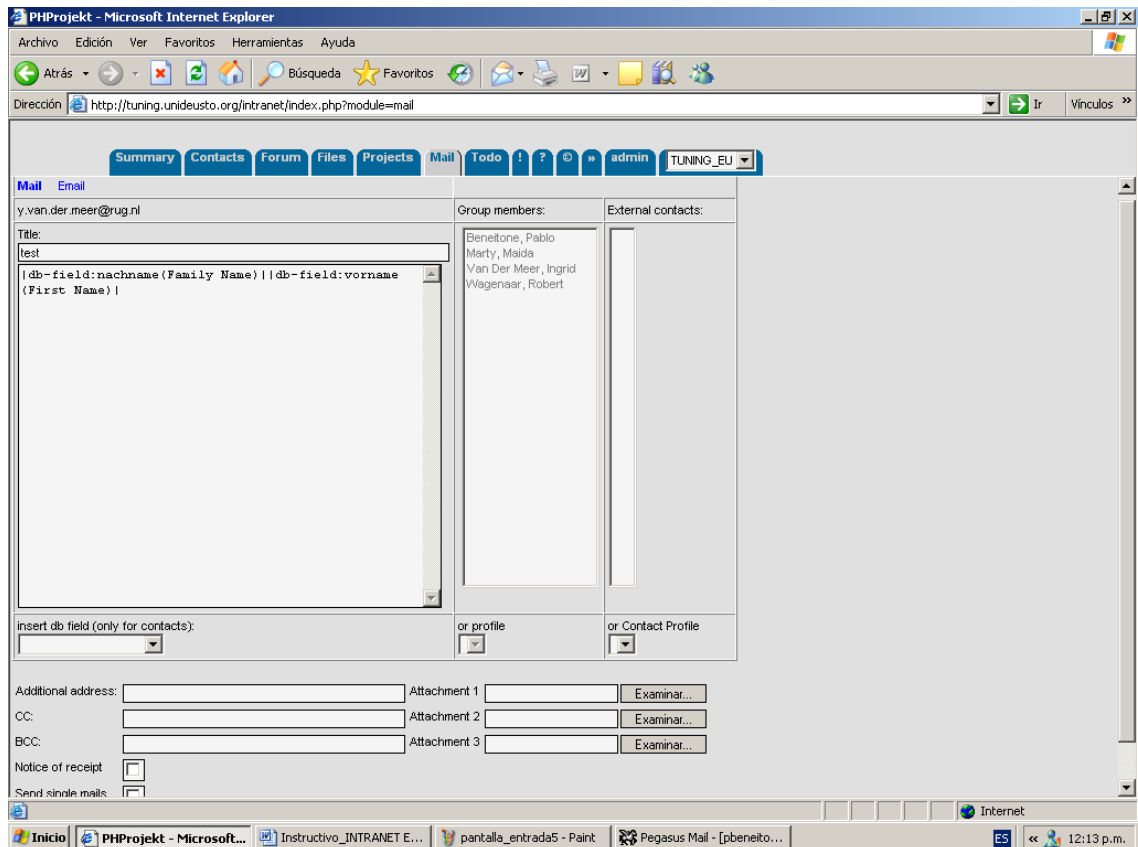


3.6 Mail: With 'Mail' you can send an e-mail to all contacts, or to a selection of members of the group. You can also attach files (see the end of the form). If you **attach** a file, this file will be uploaded to the server, and this could obviously take some time if the document is a large one. You will not receive a receipt showing that your file has been sent correctly, so it is a good idea to add yourself to the list of recipients.

To use this section, you must first go to Options → Accounts, and configure your e-mail account. You should enter your e-mail address, server, type of server, whether this account is your default e-mail account, your username, and your password, and finally click on 'Send'.

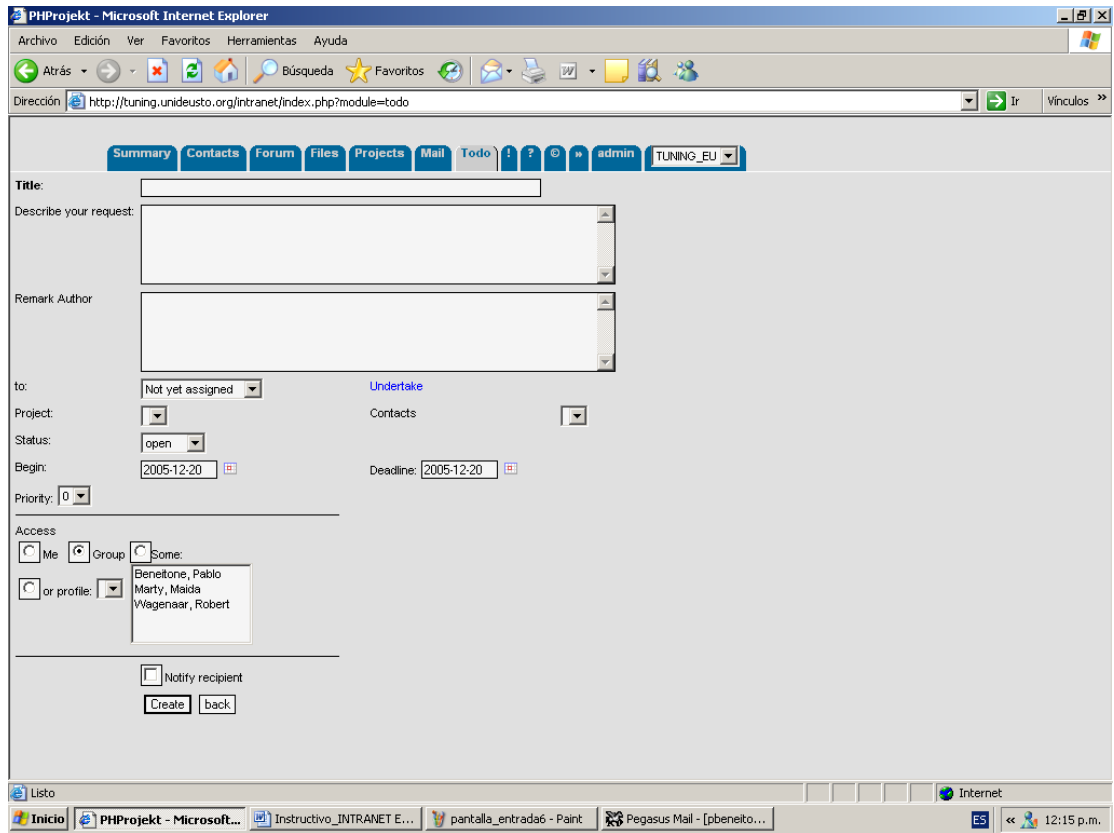
Under the name 'Send' (translated incorrectly this is SENT) you will be able to create a new e-mail. You should enter the sender's name, their title, who the e-mail is being sent to, and have the option to put together a selection of documents to personalise the e-mail by choosing from the options in the database. You should then add the address to which it is being sent, and any attached files. If you wish, you can choose to be sent a receipt of the e-mail, or send the e-mails separately. Finally, you should click on the arrow which means 'Send'.

You have the ability to read e-mails you have received and create subdirectories in which to keep them etc.



3.7 ToDo : In the 'To Do' list you can make note of words or short phrases which you want to keep in mind. This list will be private and not visible to other group members, and can be linked to an existing project.

You can post new comments in the box above the list, and delete any comment by clicking on the red box to the left of the text.



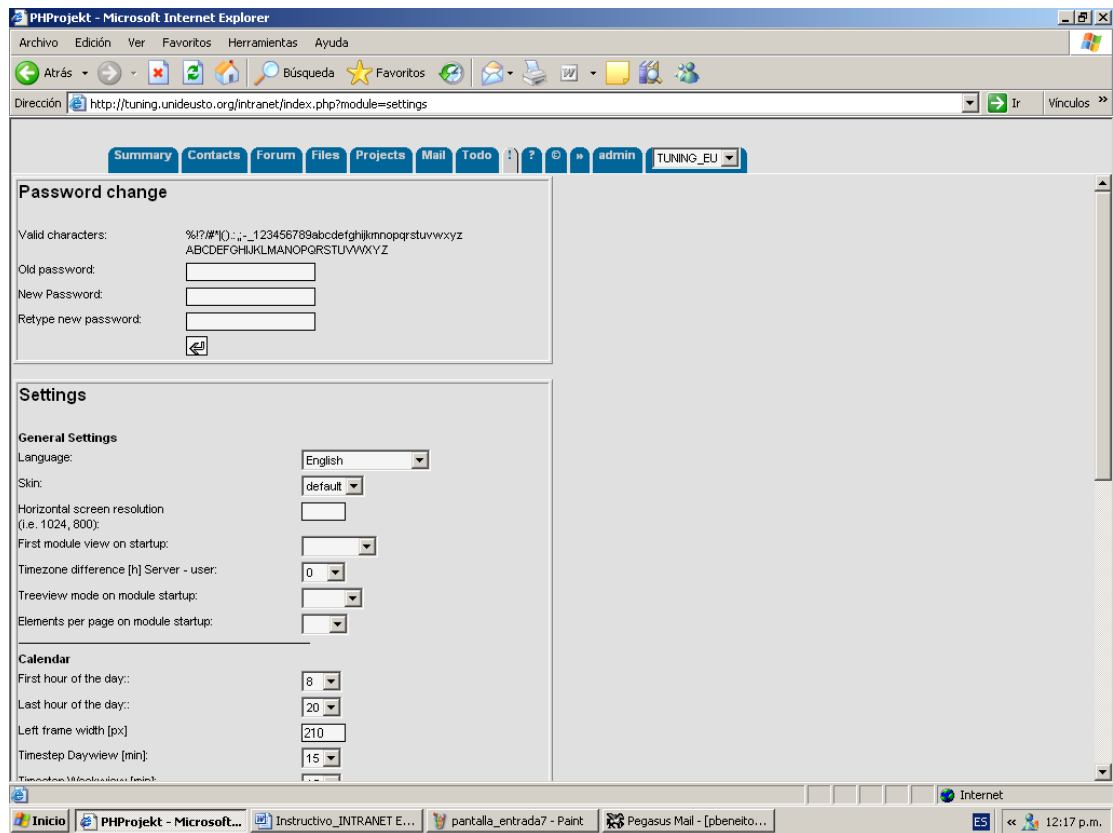
The screenshot shows a web browser window titled "PHPProjekt - Microsoft Internet Explorer". The address bar displays "http://tuning.unideusto.org/Intranet/index.php?module=todo". The page has a navigation bar with links: Summary, Contacts, Forum, Files, Projects, Mail, Todo, and a dropdown menu for "admin" and "TUNING_EU".

The main form area contains the following fields and options:

- Title:** A text input field.
- Describe your request:** A large text area.
- Remark Author:** A text area.
- to:** A dropdown menu currently showing "Not yet assigned".
- Project:** A dropdown menu.
- Status:** A dropdown menu currently showing "open".
- Begin:** A date input field showing "2005-12-20".
- Deadline:** A date input field showing "2005-12-20".
- Priority:** A dropdown menu currently showing "0".
- Access:** A section with radio buttons for "Me", "Group", and "Some:". The "Some:" option is selected, and a list of names is shown: Beneitone, Pablo; Marty, Maida; Wagenaar, Robert.
- Notify recipient:** A checkbox.
- Create** and **back** buttons.

The bottom of the browser window shows a taskbar with several open applications: Inicio, PHPProjekt - Microsoft..., Instructivo_INTRANET E..., pantalla_entrada6 - Paint, and Pegasus Mail - [pbeneito...]. The system clock shows "12:15 p.m.".

3.8 < ! > - Configuration: This allows you to change the configuration, principally to change your password from the one sent to you by us. It also allows you to make other changes related to configuration, such as to change the language in which the web pages appear.



3.9 < ? > - **Help:** A help system that offers information on all the different sections.

3.10 >> - **Disconnect:** Clicking on this will disconnect you from the Intranet.

3.11 A window that can be opened to choose a work group. This choice can be made at any time and in any section. See initial CLARIFICATION.