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Editorial:

**Jan Trzuszczynski, European Commission Director General
for Education, Training, Culture and Youth.**

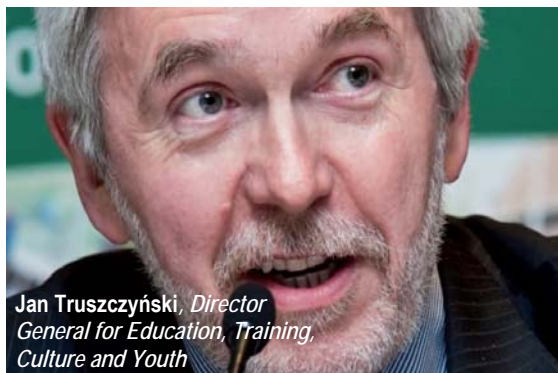
Half of the learners in Europe are engaged in vocational education and training (VET) curricula. This fact alone highlights the importance of VET.

Europe is strengthening its efforts to achieve high-quality, efficient and lifelong learning, where young trainees can build skills through mobility, and which recognises the whole range of people's skills, whether gained through formal or informal education, or in on-the-job training.

The European enhanced cooperation in VET, the so-called Copenhagen process, has helped a lot in that direction, through the development of tools which have a significant structuring impact on VET systems. Quality assurance underpins all the European initiatives in the field of VET, aiming at more transparency and mobility, like the European credit system for VET (ECVET) and the European qualification framework (EQF). A common understanding of what quality assurance means is necessary to build trust and allow for mutual recognition between countries. That is why the adoption of the recommendation establishing a European quality assurance reference framework (the so-called EQAVET recommendation) by the Member States in June 2009 represents a real achievement in this process.

The review of the Copenhagen process, to be finalised in December 2010 in Bruges under the Belgian Presidency, will define objectives for the period 2010-2020. The Commission

contributed to this process by presenting its vision in a Communication on 'A new impetus for European cooperation in Vocational



*Jan Trzuszczynski, Director
General for Education, Training,
Culture and Youth*

Education and Training to support the Europe 2020 strategy' in June 2010.

At every stage of the process, the importance of quality assurance in VET is reasserted. The association between EQF and ECVET is still an important part of the process.

Coordinated development of quality assurance in the Member States poses many challenges. More political will is still needed in some countries.

Further involvement of all stakeholders is necessary. Coordination work is important not only at cross-national level but also within each country, as well as between

sectors and fields of activities. Coordination is also highly desirable between general and higher education, employment and VET sectors. The wider public, learners and parents, need to be involved as well. A big effort has to be made regarding communication on these issues, not only to get support but also to secure ownership of the process.

We need strong commitment of all actors dealing with quality assurance in VET and of the European Commission as well. That is why I am happy today to contribute to this newsletter and to confirm DG EAC's willingness to be part of this crucial and challenging process.



European Lifelong Learning in Figures

In September 2010 Eurostat published the most recent information on lifelong learning statistics in the European Union, on the basis of data collected by the [Labour force survey \(LFS\)](#), supplemented by two other surveys, the [Continuing vocational training survey \(CVTS\)](#) and the [Adult education survey \(AES\)](#)

9.6%

of the EU population aged 25 to 64 received some form of lifelong learning in 2008 within the [EU-27](#). This figure was only 1.1 percentage points higher than the corresponding share for 2003.

64%

of those undertaking non-formal education or training reported that the main reason for their participation in non-formal education and training was to do their job better/improve their career prospects. To get knowledge or skills relating to interesting subjects (51%) and to get useful skills/knowledge for everyday life (30%) were also common reasons given by respondents in 2007.

40.2%

of those who wanted to participate in education and training but did not do so, reported in 2007 that family responsibilities were the main obstacle to participation in education and training. The other most commonly cited obstacles among those who wanted to participate but did not do so were conflict with work schedules (38.7 %) and cost (31.2 %).

38.4%

of those providing non-formal education and training activities in 2007 were employers. As regards vocational training, the proportion of all enterprises that provided training to their employees in 2005 ranged from 21 % in Greece to 90 % in the United Kingdom, and averaged 60% across the EU.

9 hours

was the average time spent in continuous vocational training courses per employee in EU enterprises in the year 2005.



Quality Assurance and ECVET: Opportunity and challenge

An article by Erik Hess, European Commission, Education and Culture DG, Vocational Training; Leonardo da Vinci

Within the last few years, stakeholders have demonstrated increased interest in quality assurance for vocational education and training policy during their discussions. This process reflects the significance assigned to *quality* as a part of the European "toolkit". In this context, the Recommendation on the establishment of a European Quality Assurance Reference Framework, adopted by the European Parliament and the Council of the European Union in June 2009, states as follows:

*"The Framework should therefore support the implementation of the EQF, in particular the quality of the certification of learning outcomes. It should also support the implementation of other European instruments, such as the European Credit System for Vocational Education and Training..."*¹

The implementation of ECVET² can be advanced significantly if this support is developed in a concrete way.

Key role of ECVET

In March 2010, the European Commission published the Communication *Europe 2020: A strategy for smart, sustainable and inclusive growth*, which will use the two flagship initiatives "An agenda for new skills and jobs" and "Youth on the move" to create the Europe of the coming decade. The Communication emphasises the importance of VET in this context as "a new incentive for

collaboration at the European level within the sector of vocational education and training in support of the Europe 2020 strategy". These new incentives represent the Commission's contribution to the review of the

Copenhagen Process, which will define strategic targets in the upcoming "Bruges Communiqué" (December 2010) to be achieved in the short term.

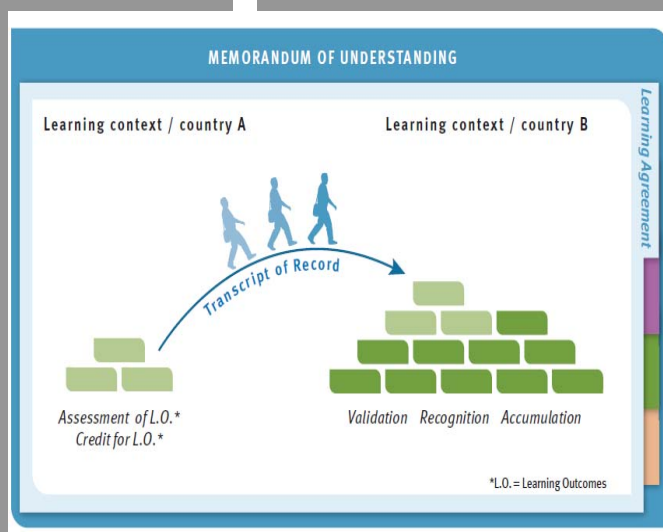
As has been stressed, the Copenhagen Declaration (2002), signed by the European Ministers of Education and the European Commission with the involvement of the Social Partners, emphasised the importance of quality assurance in VET. The Declaration also placed the issue of a credit system for vocational education and training on the agenda for the first time. Analogous to the ECTS in higher education, qualifications and skills obtained in other European countries were to be accredited and recognised in the home country. The system was designed to pave the way for individual, flexible learning paths and greater permeability.

Various Commission Communications have stressed that the fact that vocational education and training abroad helps students obtain foreign language skills, improves the confidence of the individual, fosters a sense of responsibility and encourages proactiveness. The intended increase in mobility, on the other hand, makes vocational education more attractive.

ECVET has a key role to play in this context.

At the same time, there is interdependency between ECVET, the European Qualifications Framework (EQF) and Europass. While the EQF aims at improving

transparency, comparability and transferability of obtained qualifications (and calls on Member States to establish appropriate National Qualifications Frameworks), ECVET accomplishes a change of





perspective by placing at its centre the accreditation, recognition and accumulation of the learning outcomes of individuals on the path to obtaining a qualification. This approach enables ECVET to facilitate cross-border mobility while at the same time promoting lifelong learning.

Common ground learning outcomes

What ECVET has in common with the EQF are the *learning outcomes*, which are statements of what a learner knows, understands, and is able to accomplish after completing the learning process. Learning outcomes are defined in terms of knowledge, skills and competence³.

As a result, comparison and adjustment of curricula, job titles and course volume of subjects, for example, are no longer to be used as a basis for cross-border cooperation with a partner institution for the purposes of implementing a mobility project. Instead, the ECVET Recommendation is intended to facilitate a description of qualifications in terms of units of learning outcomes and assignment of associated points.

In this context, a unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence.

Thus a learner will be able to achieve a qualification by accumulating the required units, even if those units are achieved in different countries and different settings, without interfering in national educational legislation matters in the respective Member States.

About the relevance of quality assurance

The European partners' agreement on learning outcomes forms a sustainable basis for educational cooperation but requires an easily understood procedure for the description of qualifications in terms of units of learning outcomes and the dividing up, awarding and weighting of points.

It is apparent that quality assurance by means of an easily understood and manageable set of rules, criteria, indicators and possibly also standards can create mutual trust across borders.

Ensuring this transparency, comprehensibility and reliability in the procedures is particularly important in matters concerning the evaluation, validation and recognition of learning outcomes.

Discussions on quality can make a significant contribution to carrying this work forward.

END NOTES

- ¹ The document can be downloaded from the EQAVET portal: <http://www.eqavet.eu/gns/library/policy-documents/policy-documents-2009.aspx>
- ² ECVET, European Credit System for Vocational Education and Training
- ³ Please refer to the glossary of terms in Attachment I of the Recommendation adopted by the European Parliament and the Council on the establishment of a European Credit System for the Vocational Education and Training (ECVET) on June 18, 2009: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

Making VET more attractive: the importance of European Cooperation

An article by Elizabeth Watters, EQAVET Expert

Recession exit and economic regeneration

The Commission's Communication, *Europe 2020* (2010), the EU roadmap for economic recovery, alerts us to the fact that "the crisis has wiped out recent progress" in economic growth and job creation. With 23.3 million people unemployed (10.1%), EU governments are endeavouring to safeguard advancements in human resource development. VET has a crucial role to play in evolving the skills of the estimated 6 million recently unemployed workers, as well as of newly qualified young people, given that EU youth unemployment has soared to 20.6%, in order to prevent the scarring effect of long-term unemployment.

VET-related occupations are essential for thriving, balanced economies and valued VET qualifications are important for the sustainable employability of individuals. Employment retention rates of holders of upper- and post-second level VET qualifications and their earning potential are significantly higher than those of people without such qualifications, yet, in the EU, 14.9% of young people leave school early and 'drop-out' rates are high. Fit for purpose VET is essential for up-skilling and re-skilling adults in employment and enabling longer-term unemployed people to enter and/or return to the workforce, yet the majority of Member States did not attain the 2010 benchmark for adult participation in lifelong learning.

To attract more people to acquire VET qualifications, their benefits must be made more apparent and their status more highly esteemed; this will be dependent on their relevance, quality and image.

Improving VET attractiveness in the EU

'Stepping up' skills acquisition is at the core of two of *Europe 2020* strategy's 'Flagship Initiatives': 'Youth on the move' and 'An agenda for new skills and jobs', which gives

special mention to the goal of "reinforcing the attractiveness of vocational education and training". The *ET 2020 Programme* presents an actionable plan to spur on EU VET systems and proposes arrangements to address skill inadequacies and mismatches and to nurture new skills for future employment that break new frontiers and thus help to get EU economies 'back on track'.

EU VET policy, driven by the *Copenhagen Process*, in tandem with the *ET 2010/2020 Programmes*, places great emphasis on increasing the quality, relevance and attractiveness of VET. To support the achievement of this goal, EU instruments and guidelines have been adopted for, *inter alia*: broader validation of learning, improving the transparency and portability of qualifications and quality assurance.

VET attractiveness depends primarily on the intrinsic qualitative development of systems and arrangements that ensure the relevance of qualifications to employment and further learning. Attracting individuals to invest in **quality** vocational training is additionally dependent on more extrinsic factors. These include:

- How VET qualifications are valued in society and the workplace and the visibility of their quality, relevance, currency and benefits,
- The status and image of VET pathways, programmes and provider institutions,
- The quality and accessibility of promotional information on VET opportunities,
- Practical issues such as cost, location and duration,
- 'Feel good' factors.

The **ENQAVET** publication: '[Making initial VET more attractive for learners](#)' (2009), presents Member States' policies which are responsive to the requisites for attractive IVET: first-rate quality, positive image, high status and maximum relevance for employability and further learning. The report contains policy useful messages for VET attractiveness that urge, *inter alia*, more:

- ✓ Robust, holistic legislation,
- ✓ Reliable skills-forecasting,
- ✓ Effective cooperation between schools and labour market,
- ✓ Focus on occupational skills meeting the highest standards,
- ✓ Balanced school and work-based learning,
- ✓ Teachers with up-to-date occupational knowledge and know-how and excellent pedagogical competences,
- ✓ Pervasive, multi-actor '*cultures of continuous improvement*' and systematic quality assurance,
- ✓ Effective and transparent recognition arrangements for all learning related to VET qualifications,
- ✓ Accessible information on quality VET and image raising actions,
- ✓ Effective vocational guidance,
- ✓ Attractive VET environments which are conducive to learning.

The report indicates disparity in the attractiveness of IVET within and across Member States; some is of first-rate quality and globally renowned as best practice and some struggles to meet all four requisites for VET attractiveness. For example, a criterion for attractiveness is close linkages between VET and the labour market. In IVET these linkages are at their strongest when school- and work-based learning are combined. However, according to **OECD** data (**Education at a Glance 2010**) less than one third of EU19 learners in upper second-level VET participates in such programmes.

Diversity in EU IVET attractiveness is also indicated in **Eurostat** data, connected to EU benchmarks, which differ markedly across Member States. Rates range from 5% to 39% for early school leaving (18-24), from 54.2% to

92.3% for youth education attainment, from 12.6% to 77.1% (2008) for enrolments in upper second-level vocational education and from 8% to 44.6% for youth unemployment (2010). Correspondence between the attainment of relevant IVET qualifications and transitions to the labour market and/or further learning is high.

Adult participation rates (in lifelong learning) range from 1.4% to 32.4% (2008). The diversity in VET attractiveness for adults in the EU needs further analysis.

Stepping up and broadening EU cooperation

Aiming for the highest common standards of VET quality and relevance and reducing the diversity in VET attractiveness, are central to EU VET policy. Although fundamentally a matter for Member States, EU cooperation processes and instruments help to level out imbalances in the attainment of EU targets for VET attractiveness and support Member States to remain on track regarding vital long-term goals, by:

- Making best examples of practice more easily identifiable and accessible,
- Facilitating peer learning to improve sagacious interpretation and adaptation of policies, processes and practices to other contexts,
- Pooling expertise to 'raise the bar' regarding standards,
- Exploiting and disseminating the outcomes of comparative research.

EU cooperation needs to be buttressed and extended to involve more stakeholders, particularly teachers in schools and workplaces, in order to raise the attractiveness of VET. Increased efforts are required to support the monitoring, evaluation and review of related policy implementation, to determine what is improving, and how (or not, as the case may be!), at all levels, from the perspectives of all stakeholders.

Focus on new comers to EQAVET/EU cooperation in quality assurance for VET. *Interview with the Flemish Community of Belgium*

Introduction: Structured European cooperation on quality assurance in vocational education and training (VET) has been a concern at European level since 2001 when the *European Forum on Quality in Vocational Education and Training* was established by the European Commission. The Forum provided, for the first time, a sustainable platform for collaboration between the Member States, Social Partners and the European Commission in the area of quality assurance in VET. From 2002, the *Technical Working Group on Quality in VET* continued the work of the *Forum* until 2005, when the European Network for Quality Assurance in VET (ENQA-VET) was set up. Since 2010, EQAVET has continued to further develop and enhance this ongoing process of European cooperation, which includes supporting Member States to make best use of the European Quality Assurance Reference Framework in VET (Reference Framework), adopted in 2009.

Thirty-three European countries are now members of EQAVET, this number includes 11 countries which are for the first time participating in this long established process of European cooperation in quality assurance for VET, thus providing an opportunity to bring valuable new national perspectives to the European process.

The EQAVET Newsletter Issue 02 focuses its attention on Member States

who are new to this process; in order to understand and reflect on what cooperation means for Member States. In this edition (re-printed below), we report on an interview with our new colleagues from the Flemish community in Belgium, Jan Meers¹ and Evelien Masschelein¹.



Evelien Masschelein talked with Arancha Oviedo, EQAVET Secretariat



Jan Meers talked with Arancha Oviedo, EQAVET Secretariat

EQAVET Secretariat (Sec.): First of all, I would like to welcome you to this long tradition of European cooperation in the area of quality assurance in VET and thank you for taking the time to answer some questions.

What has been your experience of participation in EQAVET as a “community of practice” and a platform of common interests and shared commitments in the area of quality assurance for VET?

(Jan and Evelien): *On a personal level, it has certainly boosted our interest in the European dimension of quality assurance of VET and in the possibilities that this European dimension provides to support our own progress in this area. It is obvious that similar discussions are taking place in a lot of European countries.*

(Sec.): **How have the “older” members of the process helped you become more involved and/or integrated in the process; what role has the Secretariat played in facilitating your engagement/input?**

(Jan and Evelien): *The Secretariat introduced us to the Dutch colleagues at the Annual Forum –Madrid, April 2010², which was very helpful in order to get to know them, the other members and the process. So far, we haven’t really asked them for much help, because the documents prepared and distributed for the different activities of the network at which we participate, are quite clear.*

(Sec.): **Does EQAVET understand your needs as a new member becoming involved in a network with many years experience of countries working together?**

(Jan and Evelien): *We very much appreciate the website that provides us with a lot of information. For the new*

members it is important to have easily accessible information and the EQAVET website achieves this. We have also realised that it is important to become actively involved in the network. The more active participation you have, the easier it is to develop experience.

(Sec.): Do you have any suggestions as to how EQAVET can more appropriately support new members in the process?

(Jan and Evelien): We have two small, practical suggestions to boost the active participation of new members:

1. In the OECD there is a practice where the Secretariat asks – ahead of a meeting – the different members to prepare very short comments on specific topics to be discussed. In this way, new members are stimulated to be actively involved in the meeting and at the same time, they can prepare their input. It could perhaps give some new impetus to the group discussions, which are, for obvious reasons, a bit dominated those who are more experienced in the process
2. As we are not that familiar with people involved in the network, it is always handy if there are nametags for everyone in all meetings. In this way, we can situate people much quicker and put names to faces.

(Sec.): What specific added-value do you think that being part of European process cooperation on quality assurance for VET will bring to the development of your national VET system?

(Jan and Evelien): *First*, it will certainly provide us with good practices from other countries facing similar challenges. **Secondly**, as a result of the adoption of the Recommendation on European Quality Assurance Reference Framework, European countries have embarked on a joint process. The common European deadlines/goals to be attained within the process stimulate progress in the national agenda quite well. **Thirdly**, we have experienced that working on the European agenda makes us reflect on our own national process. This is especially the case

concerning the involvement of different stakeholders.

(Sec.): Exchange of information and sharing of experiences/good practices are cornerstones of the process for strengthening cooperation in policy development in an area where EU Member States retain policy responsibility. How do you see your participation in this cooperation contributing to the goals for VET as expressed in the Copenhagen Process and its various reviews?

(Jan and Evelien): Our participation keeps us aware of the fact that quality assurance (in VET) is an ongoing challenge and a dynamic process. The exchange of models and methods, the development of general principles and criteria certainly help us to strengthen our own insights and deliberate upon them in our own national debates. The European dimension, especially on the issue of mobility and recognition of prior learning, informal learning and non-formal learning -- these are areas that are gaining more and more attention in our country.

We have developed a national qualification framework (NQF) in Flanders, which has required us to work on the improvement of transparency and attractiveness of VET, in a lifelong learning perspective. The NQF comprises the need to establish a strong link with labour market demands, including vocational qualifications at the higher levels. Finally, we will actively implement the European Recommendations on Europass.

END NOTES

¹ Jan Meers is the Quality Assurance Reference Point for the Flemish community in Belgium. He works as an adviser in the Flemish Agency for Quality Assurance in Vocational Education and Training/Flemish Ministry of Education and Training. He is member of the EQAVET working group on developing guidelines to support the national implementation approaches for using the Reference Framework. Evelien Masschelein is policy advisor working for the Flemish Ministry of Education and Training. She represents the Flemish Ministry within the EQAVET network. She is currently preparing the Bruges Conference 5/6 Dec. 2010 in the frame of the Belgian Presidency of the European Union, which will focus on quality assurance and transparency in VET.

² The EQAVET Secretariat designed and introduced at the 1st Annual Forum of the EQAVET network a buddy-system, by which older members of the European quality assurance process support and help new members.

Update on the implementation of the EQAVET work programme

An update on activities

The EQAVET Working Groups, which are the key implementation drivers of the EQAVET work programme 2010-2011, have worked steadily since June on the development of the methodologies and support material which will support



Member States in developing their approaches to the implementation of the European Quality Assurance Reference Framework (Reference Framework):

- ▶ **Working group 1** on developing guidelines to support the national implementation approaches for using the Reference Framework
- ▶ **Working group 2** on quality indicators in VET to support the national implementation approaches for using the Reference Framework.



You can follow working groups on line, and learn more about the results of their meetings by viewing the [video conversations with working group Experts](#), which are available on the Website.

Sectoral Seminars – strengthening cooperation with employers and social partners.

Preparatory work has commenced on a series of seminars which will be launched in Spring 2011. The seminars will focus on quality assurance procedures to ensure the quality of the training provision. Three seminars will take place in 2011, exploring the tourist/catering, construction and healthcare industries. Seminars will analyse example of good practices in the following topics:

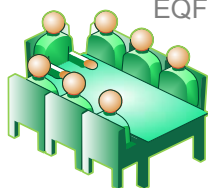


- ▶ Setting quality assurance procedures in the provision of training in the workplace – focus on training of trainers/instructors/facilitators
- ▶ Social Partners' input in the development of VET curricula and evaluation criteria for training in the workplace
- ▶ Use of quality indicators by industries in the provision of training

Further information on the seminars will be available on our Website in early 2011.

A Reflection Group has been established to promote enhanced cooperation and support complementarity between EQAVET, EQF and ECVET.

Representatives of EQAVET, EQF and ECVET will participate in the group. It aims to examine how quality assurance is intrinsically related to the mechanisms which are designed to improve progression, transfer and recognition of learning and skills acquired across European systems and education sectors. The work of the Reflection Group will be regularly updated on our Website.



To follow the different activities, please visit: www.eqavet.eu/gns/what-we-do

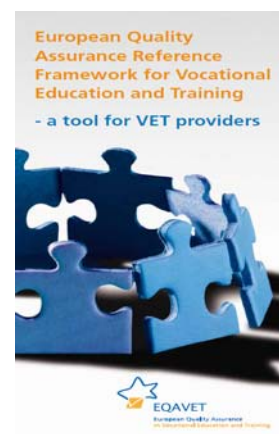
An update on dissemination material

A poster and a brochure on the European Quality Assurance Framework for VET have been published:



The **poster** outlines the quality cycle with its four phases linked to each other in a systematic way (Planning, Implementation, Evaluation and Review) and its quality indicators.

The poster is available in 23 European languages



The **brochure** presents the European Quality Assurance Reference Framework and its quality cycle to VET providers. It explores the benefits of applying the Reference Framework in the performance and day-to-day management of VET provision for providers, clients and all stakeholders involved.

The brochure is available in EN, DE and FR

A series of **Policy Briefs** will be published on an ongoing basis, presenting key issues of

interest to policymakers arising from the different activities established within the EQAVET work programme.



The first policy briefs presenting central issues addressed by the working groups are now available [on line](#).



This material is available for downloading at: www.eqavet.eu/gns/library/publications

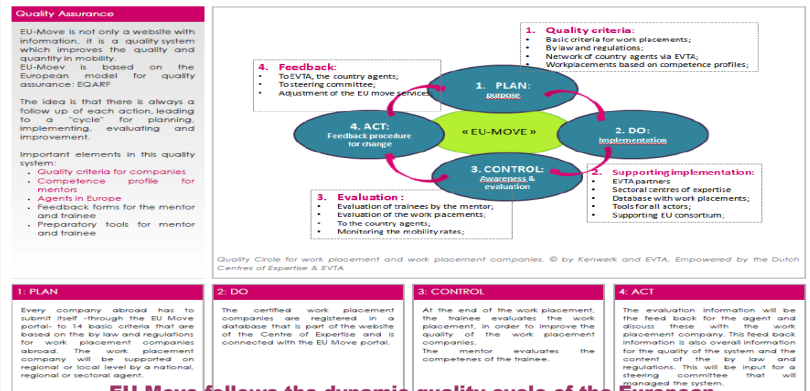
What's new on the Web

EU-Move. EVTA, the European Vocational Training Association in collaboration with the *Dutch Centres of Expertise for hospitality, trade and care together with various partners and stakeholders has launched the European mobility portal for VET.*

EU-Move is a Web-based portal for learners (in a working or learning context) who are interested in doing a work placement abroad as a part of their professional training/. The EU-Move portal is also for companies and for mentors who want to form work placement companies to guide young people in their personal and professional development.

framework of Lifelong Learning;

- is set up conform to the dynamic quality cycle of the quality assurance framework EQAVET;
- involves a network of partners in Europe;
- provides services and tools for the organisation, realisation and evaluation of work placements;
- provides a database with work placements for trainees and individuals;
- provides tools for the recognition of competence gained in another context, taking into account the ECVET and EQF principles (learning outcomes approach, units);
- promotes mobility via awareness raising campaigns and videos.



EU-Move follows the dynamic quality cycle of the European Quality Assurance Reference Framework

The Added value of EU-Move. EU-move is built on the principles of the European Quality Assurance Reference Framework quality circle. It makes use of national agents/ambassadors and provides quality work placement feedback moments for all actors within three specific sectors: hospitality, trade and care. The European dimension is not only strengthened by the national agents, but also by the fact that EU-Move is targeting both outgoing and incoming mobility actions. This is often lacking, not only in national portals and Websites, but also in Leonardo da Vinci mobility programmes, which focus only on outgoing mobility.

EU-Move:

- supports quality and quantity in mobility at

Creating synergies with existing structures and products.

EU-Move builds on existing practices, experiences and structures which have proven to be effective instead of developing new ones. In the **mobility portal for VET**, synergies are created between the outcomes of projects and other initiatives of partners and re-used to contribute to solutions to overcome obstacles.

Another reason for the capitalisation on existing practices is that they have been tested in a specific context and proven to be effective. These outcomes are usually the result of an innovative approach to tackling regional, sectoral or national difficulties in mobility.

For more information, visit:
<http://www.evta.net/eumoveportal/index.html>

What's new



The general call for proposals for 2011 (EAC/49/10) for the EU's Lifelong Learning Programme has just been launched

Each year, the European Commission sets out the priorities for the EU's Lifelong Learning Programme in a call for proposals.

Both citizens and organisations in the field of school and higher education, vocational training and adult learning, can now apply once again for the numerous activities supported by the programme, which includes the Comenius, Erasmus, Leonardo da Vinci and Grundtvig sub-programmes, Transversal Programme with its activities for policy cooperation, languages, ICT and dissemination, as well as Jean Monnet Programme.

Through the Lifelong Learning Programme the European Union offers interesting learning opportunities to individuals at all stages of their lives. It helps them spend periods learning abroad and also supports cooperation

between schools, universities and enterprises in different European countries.

For the first time five common priorities have been defined for the Lifelong Learning Programme in order to reinforce cohesion within all its activities:

- Develop strategies for lifelong learning and mobility
- Encourage cooperation between the worlds of education, training and work
- Support initial and continuous training of teachers, trainers and managers of education and training institutions
- Promote the acquisition of key competencies throughout the education and training system
- Promote social inclusion and gender equality in education and training, including the integration of migrants

These overarching priorities reflect the main elements of the political agenda for education and training in the European Union.

All information needed to apply for participation in the Lifelong Learning Programme, in particular the priorities of the Call for Proposals 2011 and the Guide to the programme, are available on line at:

http://ec.europa.eu/education/lfp/doc848_en.htm

The EQAVET Newsletter presents news and articles on EQAVET developments and related issues. It is published twice yearly by EQAVET Secretariat, as part of the contract to support the implementation of the Recommendation on the establishment of the European Reference Framework in VET, commissioned by the European Education Audiovisual and Culture Executive Agency.

The next issue of the EQAVET Newsletter will be published at the end of June 2010. If you wish to subscribe to the electronic version of the Newsletter, you can register following the instructions here:

www.eqavet.eu/newsletter/subscribe

Any comments or suggestions regarding the EQAVET Newsletter should be submitted to: info@eqavet.eu

If you are a national reference point, a VET provider, involved in quality assurance procedures for VET in your national context or in a related initiative and are interested in sharing your experience of national initiatives and events promoting the development of the European Quality Assurance Reference Framework for VET, we would be very pleased to inform network members about your work.