

# EFELSE RESOURCE LIBRARY - Policy Level



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Policies/ Initiatives	Description	Target Group	Time Frame	Country	Level	URL	Reference	Language
European Lifelong Learning Indicators (ELLI)	ELLI supports policy makers and citizens interested to observe and display the quality and development of lifelong learning.	policy makers	since 2009	EU	EU, Regional	<a href="http://www.elli.org">www.elli.org</a>	ELLI website	German, English
Knowledge System for Lifelong Learning	The system is a support mechanism for both the Education and Training 2010 work programme and its successor, the Strategic framework for European cooperation in education and training. The website offers relevant, up-to-date, easily accessible and comparable information on national policy initiatives and practices in prioritised areas in the field of Education and Training for the development of lifelong learning. It mainly builds on the work of Peer Learning Clusters and other working groups. Using it will allow you to easily access and/or identify examples of policies and practices and to review past events within the peer learning clusters and other working groups.	policy makers, researchers, training institutions	since 2000	EU	EU	<a href="http://www.ksll.r">http://www.ksll.r</a>	KSSL website	English
LIME (Lisbon Methodology) Assessment Framework - LAF	LAF is an analytical tool designed to help Member States identify policy measures to raise growth potential. This is part of the work that the LIME group, a sub-committee of the Economic Policy Committee (EPC) has undertaken to track, analyse and model structural reforms under the Lisbon process. The focus of this work has been on identifying practical policy tools. The database contains all the quantitative scores of LAF for the 27 Member States, together with the underlying data and computations. It covers 12 GDP components and 20 policy areas affecting growth: ten areas concerning the labour market and demographic issues. Nine of these policy areas are especially relevant for labour productivity as they deal with product and capital markets plus innovation and knowledge; one policy area covers macroeconomic policies. It includes also education and learning related indicators.	policy makers	since 2007	EU	EU	<a href="http://ec.europa.eu/economy_finance/thematic_articles/article_15224_en.htm">http://ec.europa.eu/economy_finance/thematic_articles/article_15224_en.htm</a>	LAF website	English
Nationale Konsultation zum EU Memorandum über Lebenslanges Lernen (National consultation process on the EU Memorandum on Lifelong Learning)	The results of this consultation in 2000/01 were the basis for an official statement of Federal Ministry of Education and Research (see BMBF, 2001). Germany is actively involved in the design and implementation of strategic EU Programme "Education and Training 2010" as part of the Lisbon process.	children, adolescents, young adults, adults and age group 50+	2000/2001	EU	Federal	<a href="http://www.die-bonn.de/forschungslanckarte.info/projekt_details.aspx?projectId=40">http://www.die-bonn.de/forschungslanckarte.info/projekt_details.aspx?projectId=40</a>	BMBF, 2008b, p. 153	German
Aufstiegsfortbildungsförderungsgesetz (AFBG) (Career Advancement Further Education Promotion Act)	Financing of career advancement further education and acquisition of school qualifications at later stages of life for craftsmen and other professionals who are preparing for an advanced training graduation as a master craftsman, master of industry, technician, technical management assistant, technical nurses, operating computer scientists, programmer, business economists or a comparable qualification and who are skilled in a concluded, accepted first apprenticeship or in a comparable associate degree.	craftsmen	Amendment in 2002	Germany	Federal	<a href="http://www.meister-bafog.info">www.meister-bafog.info</a>	BMBF, 2008b, p. 147	German

Beamtenengesetze (Civil service acts)	Opportunity for civil servants to participate in regular further professional development; Availability of paid or unpaid special leave for continuing education purposes Also applicable on the level of the Länder.	civil servants	1985, February 27	Germany	Federal, States	<a href="http://www.beamtenengesetz.de">http://www.beamtenengesetz.de</a>	BMBF, 2008b, pp. 148-149	German
Begabtenförderung Beruflicher Bildung (Vocational Training Programme for the Highly Talented)	Young employed people under the age of 25 who have completed a recognised vocational training course can receive a grant for continuing education; funded by the BMBF	agegroup <25, highly talented adults	since 1925	Germany	Federal	<a href="http://www.begabtenfoerderung.de">http://www.begabtenfoerderung.de</a>	BMBF, 2008b, p. 172	German
Berufsbildungsgesetz (BBiG) (Vocational Training Act)	Organisation and implementation of vocational further training and retraining; Definition of related responsibilities	vocational training institutions, companies	Since 2005	Germany	Federal	<a href="http://www.bmbf.de/pub/bbig_20050323.pdf">http://www.bmbf.de/pub/bbig_20050323.pdf</a>	BMBF, 2008b, p. 148	German
Betriebsverfassungsgesetz (Labour Management Relations Act)	Grant of time off work for participation in continuing education, for works council members and union representatives	work council members, union representatives	Since 2009 in this form	Germany	Federal	<a href="http://www.betriebsverfassungsgesetz.com/">http://www.betriebsverfassungsgesetz.com/</a>	BMBF, 2008b, p. 149	German
Bezahlter Bildungsurlaub (Paid education leave)	Länder-specific laws (Exceptions: Bavaria, Baden-Württemberg, Saxony, Thuringia); granting employees individual entitlement to paid educational leave. Employees are in most cases entitled to spend five days' paid leave per year at-tending general, political or vocational training of their choice with a recognised provider.	employees	various dates	Germany	States	Country specific websites	BMBF, 2008b, p. 171	German
Bildung in Deutschland - Arbeitsgemeinschaft Bildung für Deutschland (ABFD) (Education in Germany - working group)	The ABFD working group was founded with the aim to provide independent, high quality information about all education and training related issues in Germany with a focus on the needs of individuals. It promotes collaboration of labour market, training institutions, and policy makers with the aim to meet the demand for learning in Germany.	policy makers, training institutions, learners	since 2009	Germany	Federal	<a href="http://www.bildung-fuer-deutschland.de">http://www.bildung-fuer-deutschland.de</a>	Bildung in Deutschland website	German
Bildungsgutscheine für Maßnahmen geförderter Weiterbildung (Education Vouchers for continuing education)	Education vouchers for continuing education, target group: unemployed who are likely to be integrated into working life upon completion of such measure	unemployed people	since 2003	Germany	Federal	<a href="http://www.bmbf.de/de/11052.php">http://www.bmbf.de/de/11052.php</a>	BMBF, 2008b, p. 151	German, English
Bildungsschecks (Education Cheques)	The Land government of NRW helps employees of small and medium-sized enterprises to take part in continuing vocational education by offering education cheques. Up to 500€ seminar costs are covered (with money from the European Social Funds).	employees of SME	since 2007	Germany	States (NRW, Hesse)	<a href="http://www.bildungsscheck.com/">www.bildungsscheck.com/</a>	BMBF, 2008b, p. 173	German
Deutscher Qualifikationsrahmen (DQR) für Lebenslanges Lernen (German Qualification Framework for Lifelong Learning)	The DQR aims at providing transparency for the German qualification system and supporting reliability and quality assurance as well as easy transitions. The recognition of German qualifications in Europe will be improved.	children, adolescents, young adults, adults and age group 50+	since 2006	Germany	Federal	<a href="http://www.deutscherqualifikationsrahmen.de">http://www.deutscherqualifikationsrahmen.de</a>	DQR website	German
Fernunterrichtsschutzgesetz (Distance Learning Protection Act)	Regulations and obligations for participants and providers of distance learning; provision of state licensing of distance learning courses Complemented with corresponding treaties of the Länder	young adults, adults, age group 50+	1977, January	Germany	Federal, States	<a href="http://www.bmbf.de/pub/fernungsgesetz_neu_2002.pdf">http://www.bmbf.de/pub/fernungsgesetz_neu_2002.pdf</a>	BMBF, 2008b, p. 148	German
Finanzierung für lebenslanges Lernen (Financing lifelong learning)	The goal of achieving lifelong learning is ambitious in its aims to engage all citizens in the process of learning. It is complex because it breaks with past education reforms by defining in new ways the content, place, timing and duration of learning. Perhaps more fundamentally, it shifts the focus of policy from institutions to learners. In this context, the answer to the question of how societies will find the resources for lifelong learning will depend on how society defines the new mandate, and the priority it is given.	children, adolescents, young adults, adults and age group 50+	2004	Germany	Federal	<a href="http://www.oecd.org/document/56/0,3343,en_2649_39263238_2670264_1_1_1_1_00.html">http://www.oecd.org/document/56/0,3343,en_2649_39263238_2670264_1_1_1_1_00.html</a>	BMBF, 2008b, p.224	English

Handwerksordnung (Crafts and Trade Code)	Includes organisation and implementation of vocational further training and retraining for craft professions	employer, employees in craft professions	1953, September 24	Germany	Federal	<a href="http://www.gesetze-im-internet.de/bundesrecht/hwogaesamt.pdf">http://www.gesetze-im-internet.de/bundesrecht/hwogaesamt.pdf</a>	BMBF, 2008b, p. 148	German
Hightech-Strategie (Hightech Strategy)	Aim: Turn Germany into one of the world's most conducive countries for research and innovation; in the context of this strategy continuing education and lifelong learning are key requisites for strengthening the innovative potential of Germany.	children, young adults, adults, age group 50+, employers, employees, companies, training institutions	Since 2006	Germany	Federal	<a href="http://www.bmbf.de/de/6608.php">http://www.bmbf.de/de/6608.php</a>	BMBF, 2008b, p. 160	German, English
Hochschulrahmengesetz (Framework Act for Higher Education)	Obligation for higher education institutions to offer continuing education and to promote continuing professional development of their staff. Amendment in 1998; Fleshed out by higher education laws at Länder level	universities, higher education teaching staff	Since 2006 in this form	Germany	Federal, States	<a href="http://www.bmbf.de/de/8680.php">http://www.bmbf.de/de/8680.php</a>	BMBF, 2008b, p. 148	German, English
Initiative 50 plus (50 plus initiative)	Aim: increasing the level of employment among older members of the workforce, the measures include the promotion of continuing vocational education and training;	age group 50+	Since 2005	Germany	Federal	<a href="http://www.gemeinschaft-der-generationen.bmas/">http://www.gemeinschaft-der-generationen.bmas/</a>	BMBF, 2008b, p. 159	German
Job-Aktiv-Gesetz (Job-Aktiv Act) AQTIV – Activate, Qualify, Train, Invest, Place	Incentivising employers to provide their staff with training Reform of labour market instruments; e.g. the concept of job rotation was introduced	employers, employees	Since 2001	Germany	Federal	<a href="http://www.bmbf.de/de/8500.php">http://www.bmbf.de/de/8500.php</a>	BMBF, 2008b, p. 151	German
Koalitionsvertrag (Coalition Agreement)	The aim of this 2005 coalition agreement between the current governing parties (CDU/CSU; SPD) is – with the help of uniform framework conditions across the Federal Republic – to strengthen links between training and continuing education to create greater transfer opportunities within the education system and to facilitate lifelong learning	policy makers	2005	Germany	Federal	<a href="http://www.bundesregierung.de">http://www.bundesregierung.de</a>	BMBF, 2008b, p. 153	German
Konzeption für das Lernen im Lebenslauf (Concept for Lifelong Learning)	The Federal Government approved the Concept for Lifelong Learning on 23 April 2008. The concept links up with the measures which have been introduced under the Federal Government's Qualification Initiative. These include: Measures to improve educational opportunities for children under six years of age, An extensive raft of measures to improve the training situation, Facilitating the transition from school to higher education, Creating more than 90,000 additional places for first-year students by 2010 under the pact for higher education, Drawing more attention to technology and the natural sciences, and Improving opportunities for women.	children, adolescents, young adults, adults and age group 50+	since 2008	Germany	Federal	<a href="http://www.bmbf.de/en/411.php">http://www.bmbf.de/en/411.php</a>	BMBF website	German, English
Lebensbegleitendes Lernen für Alle (Lifelong Learning for All)	BMBF action programme launched in 2001, pooling of research, development and pilot measures of the Federation in the individual areas of education designed to promote lifelong learning	children, adolescents, young adults, adults and age group 50+	Since 1998	Germany	Federal	<a href="http://www.bmbf.de/pub/aktionsprogramm_lebensbegleitendes_lernen_fuer_alle.pdf">http://www.bmbf.de/pub/aktionsprogramm_lebensbegleitendes_lernen_fuer_alle.pdf</a>	BMBF, 2008b, p. 155	German, English
Lernen vor Ort (Local Learning)	The programme was initiated in Autumn 2009 with the aim to promote the development of coherent local education management in municipalities.	municipalities	Since 2009	Germany	States, Regional	<a href="http://www.lernen-vor-ort.info/">http://www.lernen-vor-ort.info/</a>	BMBF website	German

Lernende Regionen – Förderung von Netzwerken (Learning Regions – Providing Support for Networks)	Aims: creation of sustainable structures for lifelong learning at regional level, e.g. by supporting the development of regional networks of education providers across different education areas, aiming at the implementation of regional projects. Learning Regions was part of the BMBF action programme LLL for All	children, young adults, adults, age group 50+, employers, employees, companies, training institutions	since 2000	Germany	States, Regional	<a href="http://www.lernende-regionen.info">www.lernende-regionen.info</a>	BMBF, 2008b, p. 155	German
Lernkultur Kompetenzentwicklung (Learning cultures and competence development)	BMBF programme, Focus: company-based and company-focused continuing education; basic research and practical development work were combined in many different projects	employees, unemployed people, older employees, companies	2001-2007	Germany	Federal	<a href="http://www.bmbf.de/de/406.php">www.bmbf.de/de/406.php</a>	BMBF, 2008b, p. 156	German, English
Modellversuchsprogramm "Lebenslanges Lernen" (Lifelong Learning pilot programme)	Implementation of innovative projects in the Länder (part of the BMBF action programme LLL for All); Aims: changing learning culture, support realignment of education system, strengthening of individual responsibility and self-direction, creation of incentive systems, improvement of people's capacity to learn	training providers, companies	2000-2005	Germany	States	<a href="http://www.blk-III.de">www.blk-III.de</a>	BMBF, 2008b, p. 155	German
Nationaler Integrationsplan (National Integration Plan)	Developed after the first National Integration Summit in 2006; Focus: improving integration of immigrants in Germany through training and continuing education	people with migration background	2006	Germany	Federal	<a href="http://www.bundesregierung.de">http://www.bundesregierung.de</a>	BMBF, 2008b, p. 160	German
Profilpass (profile pass)	The ProfilPASS assists by determining and documenting one's own competencies and abilities how and where they were acquired. The ProfilPASS inspires to deal intensively with one's own activities and abilities that were used thereby and supports by making aware of personal strengths and weaknesses.	children, adolescents, young adults, adults and age group 50+	since 2002	Germany	Federal	<a href="http://www.profilpass-online.de/">http://www.profilpass-online.de/</a>	ProfilPass website	German, English
Qualifizierungsinitiative für Deutschland (Skill Building Initiative for Germany)	The initiative was agreed by the Federal Government and the KMK in 2008 (Bundesregierung, 2008); Aims: pooling individual initiatives to secure the supply of young skilled workers (e.g. improvement of promotion opportunities, assistance for migrants regarding movements within the education system, linking contents of training and further training, accessibility of higher education for people with vocational qualification, expansion of the grant system)	children, adolescents, young adults, adults and age group 50+	since 2008	Germany	Federal, States	<a href="http://www.aufstieg-durch-bildung.info">http://www.aufstieg-durch-bildung.info</a>	BMBF, 2008b, p. 154	German, English
Schule-Wirtschaft/Arbeitsleben (School Industry/ Working Life)	BMBF programme, Focus: Problems related to the transition from school to working and professional life in terms of orientation, skills and coordination; 46 projects were supported	young adults	1999-2007	Germany	Federal	<a href="http://www.swa-programm.de">www.swa-programm.de</a>	BMBF, 2008b, p. 156	German
Sozialgesetzbuch (SGB III and II) (Social Code, Book III and II)	Employment promotion services (SGB III) Support for job seekers (SGB II) The aim is to avoid unemployment and to support the integration of people into the workforce; Reform of SGB III in 2002/03	unemployed people	Since 2009 in this form	Germany	Federal	<a href="http://www.sozialgesetzbuch-sgb.de">http://www.sozialgesetzbuch-sgb.de</a>	BMBF, 2008b, p. 147	German
Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland (Strategy for Lifelong Learning in the Federal Republic of Germany)	The BLK (BLK, 2004) outlined in this strategy paper opportunities for the encouragement and promotion of learning throughout all stages of life; part of the BMBF action programme LLL for All	children, adolescents, young adults, adults and age group 50+	2004	Germany	Federal, States	<a href="https://bildungsministerium.info/pub/strategie_lebenslanges_lernen_blk_heft115.pdf">https://bildungsministerium.info/pub/strategie_lebenslanges_lernen_blk_heft115.pdf</a>	BMBF, 2008b, p. 153	German, English
Tarifverträge und Betriebsvereinbarungen (Collective bargaining agreements and plant agreements)	Legally effective contracts between employers and employees; Not subject to regulation by the states	employers, employees	various dates	Germany	N/A	N/A	BMBF, 2008b, p. 149	German
Vierter Vorschlag für Erwachsenenbildung (Fourth Recommendation on Continuing Education)	The recommends that continuing education should be made an essential component of education, with special importance being attached to personal growth in the context of lifelong learning (KMK, 2001).	young adults, adults, age group 50+	2001	Germany	States	<a href="http://www.kmk.org/doc/beschl_vierteweiterb.pdf">http://www.kmk.org/doc/beschl_vierteweiterb.pdf</a>	BMBF, 2008b, p. 153	German, English

WeGebAU-Programm (WeGebAU programme)	Those with a low level of qualifications and older employees can receive state support for continuing education within the framework of the WeGebAU programme.	low-educated people, older employees	since 2006	Germany	Federal	<a href="http://www.sigs-datacom.de/fileadmin/user_upload/content/2.0_seminare/2.3.7_wegebau/Wegebau-Flyer.pdf">http://www.sigs-datacom.de/fileadmin/user_upload/content/2.0_seminare/2.3.7_wegebau/Wegebau-Flyer.pdf</a>	BMBF, 2008b, p. 172	German
Weiterbildungsallianz (Continuing Education Alliance)	Proposed by the coalition parties in 2008 (Deutscher Bundestag, 2008); Aims: improve basic conditions for lifelong learning by bringing together the Länder, social partners and stakeholders; highlight importance of lifelong learning and raise public awareness	young adults, age group 50+, people with low-income	2008	Germany	Federal	<a href="http://www.bmbf.de/de/12733.php">http://www.bmbf.de/de/12733.php</a>	BMBF, 2008b, p. 153	German, English
Weiterbildungsgesetze (Continuing education laws)	Basic conditions governing the public sector support of continuing education e.g. establishments operated by different providers, state recognition for the establishments, rules regarding the freedom of curriculum design, independent staff selection, qualification of training personnel, accessibility of training provisions	researchers, policy makers, training institutions	various dates	Germany	States	<a href="http://www.die-bonn.de">http://www.die-bonn.de</a>	BMBF, 2008b, p. 149	German
Weiterbildungsprämie (Educational savings plan)	Offers financial incentives to get involved in continuing education: bonus (Weiterbildungsprämie) and education loan (Weiterbildungssparen) for gainfully employed peoples whose taxable income is not above 20.000 € as well as people in parental leave and vocational returnees; every employee who received employee savings allowance .	employees	since 2008	Germany	Federal	<a href="http://www.bmbf.de/de/7342.php">http://www.bmbf.de/de/7342.php</a>	BMBF, 2008b, p. 173	German
Zuwanderungsgesetz (Immigration Act)	Including the Integration Course Ordinance; Binding and legally secured range of integration courses for immigrants	people with migration background	since 2005	Germany	Federal	<a href="http://www.zuwanderung.de/">http://www.zuwanderung.de/</a>	BMBF, 2008b, p. 151	German
Consorci d'Educació de Barcelona (CEB)	The Consortium for Education in Barcelona (CEB) is an association with instrumental character, created by the Government of Catalonia and Barcelona City Council to jointly manage education in the city of Barcelona. Since the introduction the consortium as a coordinating body on regional level has been very successful, the same strategy will be applied in the rest of Spanish autonomous communities.	coordination of all E&T in Catalonia	Since 2002	Spain	Regional (Catalonia)	<a href="http://www.edu.bcn.cat/">http://www.edu.bcn.cat/</a>	EFELSE interviews	Spanish, Catalan
Instituto Nacional de las Cualificaciones (INCUAL)	The National Institute of Qualifications (INCUAL), under the Ministry of Education is a support body facilitating to achieve the objectives of the National System of Qualifications and Vocational Training. INCUAL competencies are, among others, the development, production and maintenance of the catalog updated National Vocational Qualifications and the development of support tools for the assessment and accreditation of skills acquired through work experience and no formal way training.	educational institutions	since 1999	Spain	National	<a href="http://www.educacion.es/educacion/ice_informacionOrientacion.html">http://www.educacion.es/educacion/ice_informacionOrientacion.html</a>	Royal Decree 375/1999 of 5 March	Spanish
AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)	The National Agency for Quality Assessment and Accreditation (ANECA) is a state foundation that aims to contribute to improving the quality of higher education system through assessment, certification and accreditation of university teachers and institutions.	educational institutions	since 2002	Spain	National	<a href="http://www.aneca.es">http://www.aneca.es</a>	Acuerdo de Consejo de Ministros, de 19 de julio de 2002 por el que se crea la ANECA	Spanish

Instituto de Evaluación	The Institute of Evaluation is the organization responsible of the assessment of educational system of the Spanish Ministry of Education and Science . All the functions of the Institute of Evaluation are realized in coordination with educational Administration: elaborating multiannual projects of general assessment of educational system; coordinating the participation of Spanish State in international evaluations; elaborating the National System of Education Indicators that will contribute to the knowledge of educational system and to orientate the decision-making of educational institutions and of all sectors implied in education; collaborating in the realisation of general diagnostic assessments, which permit to obtain representative data, as well from students and centres of the Autonomous Communities as the hole State, in the framework of general assessment of educational system.	educational institutions	since 2006	Spain	National	<a href="http://www.institutoevaluacion.mec.es/acercadeevaluacion/institutoevaluacion/">http://www.institutoevaluacion.mec.es/acercadeevaluacion/institutoevaluacion/</a>	rtículo 142 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE)	Spanish
RECONOCIMIENTO, EVALUACIÓN Y ACREDITACIÓN DE CUALIFICACIONES	It is a series of actions aimed to recognize, assess and accredit the skills acquired through work experience or through non-formal training.	adults, professionals through experience	experimental since 2003, in action since 2009	Spain	National	<a href="http://www.educacion.es/educacion/ice_recAcr.html">http://www.educacion.es/educacion/ice_recAcr.html</a>		Spanish
INFORMACIÓN Y ORIENTACIÓN de INQUAL	Collaboration between training and technological expertise of the 26 families professionals ensures a coordinated view of the world situation and job training. INQUAL provides information and guidance is characterized by these aspects: Coordination between the field of training and employment. Coordination between professionals of local, regional, national and European. Transparency of vocational skills. Transparency in the working world. Interaction through forums of various trade sectors. Networking with the observatories of the Autonomous Communities. Information structured and verified.	adults	since 2002	Spain	National	<a href="http://www.educacion.es/educacion/ice_informacionOrientacion.html">http://www.educacion.es/educacion/ice_informacionOrientacion.html</a>	Ley Orgánica 5/2002, de 19 de junio, TÍTULO III	Spanish
Plan FIP (Formación en Inserción Profesional)	The National Plan for Training and Professional Insertion includes all occupational training activities aimed at the unemployed, to provide skills required by the productive system and Laws, when the same lack of specific training or qualification is insufficient or inadequate .	adults	yearly, since 2004	Spain	National	<a href="http://www.mepsyd.es/politica-social/inclusion-social/formacion.html">http://www.mepsyd.es/politica-social/inclusion-social/formacion.html</a>	REAL DECRETO 1936/2004, de 27 de septiembre, BOE núm. 238	Spanish
Fundación Tripartita para la Formación en el Empleo	The Tripartite Foundation for Employment Training, belonging to the State Public Sector is one of the organs that make up the organizational structure and institutional participation of the subsystem of vocational training for employment. You tripartite and its board is comprised of Public Administration and business organizations and trade unions.	active workers and unemployed	since 2007	Spain	National	<a href="http://www.fundaciontripartita.org">http://www.fundaciontripartita.org</a>	Real Decreto 395/2007 de 23 de marzo	Spanish
Acuerdos Nacionales de Formación Continua	Since 1993, the training and retraining of employed workers has been regulated through the National Continuing Education Agreement signed between business organizations and trade unions, and between them and the government. These agreements have been characterized by the prominence of social partners in the design and implementation of training. They have also enabled the provision of financial resources for businesses and their workers and building a model based on social cooperation and development of sectoral and regional peer institutions.	active workers	since 1993	Spain	National	<a href="http://www.fundaciontripartita.org/index.asp?MP=2&amp;MS=5&amp;MN=2&amp;TR=C&amp;IDR=83">http://www.fundaciontripartita.org/index.asp?MP=2&amp;MS=5&amp;MN=2&amp;TR=C&amp;IDR=83</a>	Real Decreto 1046/2003, de 1 de agosto	Spanish

Premios necesidades educativas especiales	Awards for schools who develop actions aimed at students who have special educational needs. The awards call is based on one of the fundamental principles governing the Organic Law on Education from 2006, which is to provide quality education to all students, tailored to their needs, to achieve the maximum development of all their capabilities, applying, at the same time, the principle of attention to diversity and ensuring equality of opportunity.	institutions that support students with special educational needs	2009	Spain	National	<a href="http://www.educacion.es/horizontales/ministerio/premios-centros-educativos/premios-necesidades-educativas-especiales.html">http://www.educacion.es/horizontales/ministerio/premios-centros-educativos/premios-necesidades-educativas-especiales.html</a>	BOE 127 de 26 Mayo 2009, Sec. III. Pág. 43902, <a href="http://www.boe.es/boe/dias/2009/05/26/pdfs/BOE-A-2009-8714.pdf">http://www.boe.es/boe/dias/2009/05/26/pdfs/BOE-A-2009-8714.pdf</a>	Spanish
PLAN EXTRAORDINARIO DE MEDIDAS DE ORIENTACIÓN, FORMACIÓN PROFESIONAL E INSERCIÓN LABORAL	With the fundamental objective of addressing the unemployed issue in the context of the recent crisis, the Government has approved in April 2008 a special plan for guidance, vocational training and job placement. This special plan applies throughout the country, and is managed by the Public Employment Service and the Autonomous Communities with statutory powers assumed in the field of labor, employment and training. The plan provides for the hiring of 1,500 advisers whose role is aimed specifically at strengthening support tasks to the job search. Also specific grants are assigned for the job search process and to facilitate geographical mobility, which will be integrated into the plan along with measures of orientation, training and integration already in place, which are thus reinforced. The geographical mobility aids are aimed at unemployed to accept a job that requires them to move their household, financial aids are provided for the transfer, travel, transport, accommodation and childcare.	more than 400.000 unemployed	2009	Spain	National	<a href="http://www.planegob.es/plan-extraordinario-de-medidas-de-orientacion-formacion-profesional-e-insercion-laboral/">http://www.planegob.es/plan-extraordinario-de-medidas-de-orientacion-formacion-profesional-e-insercion-laboral/</a>		Spanish
Reconocimiento de las competencias profesionales adquiridas por experiencia laboral	In order to facilitate workers without official title to benefit from their expertise, Spanish government enabled a system of evaluation and accreditation of knowledge gained through experience or through non-formal training. The skills and may be confirmed by accredited vocational training modules, which allow the worker to earn the title or certificate of Training for studying the modules that you lack. This initiative also increases the flexibility of the vocational training for employment by keeping open calls and allowing adaptation to labour market needs.	all adults	2009	Spain	National	<a href="http://www.boe.es/boe/dias/2009/08/25/pdfs/BOE-A-2009-13781.pdf">http://www.boe.es/boe/dias/2009/08/25/pdfs/BOE-A-2009-13781.pdf</a>	BOE 205 de 25 Agosto 2009, Sec. I. Pág. 72704	Spanish
Catálogo Nacional de Cualificaciones Profesionales (CNCP)	The National Catalog of Professional Qualifications (CNCP) is the instrument of the National System of Qualifications and Vocational Training for ordering qualifications susceptible to recognition and accreditation, as identified in the production system based on the appropriate competencies for professional practice. It includes the most significant professional qualifications of the Spanish production system, organized in professional categories and levels. It is the basis for developing the training offer for diplomas and professional certificates. The CNCP includes the contents of the training associated with each qualification, according to an articulated structure of training modules. The National Qualifications Institute is responsible for defining, developing and updating the CNCP and the corresponding catalog Modular Training.	VET		Spain	National	<a href="http://www.educacion.es/educacion/ice_catálogoWeb.html">http://www.educacion.es/educacion/ice_catálogoWeb.html</a>		Spanish

Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional	The Organic Law on Qualifications and Vocational Education and Training		2002	Spain	National	<a href="http://www.boe.es/boe/dias/2002/06/20/pdfs/A22437-22442.pdf">http://www.boe.es/boe/dias/2002/06/20/pdfs/A22437-22442.pdf</a>	BOE número 147 del jueves 20 de junio de 2002	Spanish
Acuerdo de formación profesional para el empleo	Agreement on Vocational Training for Employment		2006	Spain	National	<a href="http://www.mtas.es/es/empleo/formacion/acuerdo-fp.pdf">http://www.mtas.es/es/empleo/formacion/acuerdo-fp.pdf</a>		Spanish
Plan de Formación e Inserción Profesional	Employment Training and Integration Plan	VET	2004	Spain	National	<a href="http://www2.inem.es/BDlegislacion/script/docu/mentos.asp?archivo=Legis/PDF/SoloPDF/d16555">http://www2.inem.es/BDlegislacion/script/docu/mentos.asp?archivo=Legis/PDF/SoloPDF/d16555</a>	REAL DECRETO 1936/2004, de 27 de septiembre	Spanish
Federación de Asociaciones de Educación de personas Adultas	The Federation of Adult Education (FAEA) is a statewide non profit organization of social initiative coordinating more than 50 entities independent of each other with a common mission to promote an integrated model, critical, open and inclusive lifelong learning of adults in which each person is his educational process, prioritizing the needs of those at risk of exclusion. FAEA mission is to create view through the analysis of educational and social policies, and dissemination of information and documentation of continuing education for adults in the context of multiculturalism; to innovate by developing research projects, developing educational materials and developing training strategies tailored to the needs of each entity and its professionals and to provide quality services offering advice to organizational change professional oriented associations on issues such as planning, management, project design, evaluation and training.	adults, especially those at risk of exclusion	since 1984	Spain	National	<a href="http://www.faea.es/">http://www.faea.es/</a>		Spanish
Premios Marta Mata a la calidad de los centros educativos	Prize Marta Mata 'to the quality of schools for 2009. The main objective of the award is to recognize, highlight and make visible the path of those non-university schools who have distinguished themselves by their good practices and by the joint efforts of the educational community in search of better educational activity for achieve quality education for all. It aims to demonstrate and disseminate exemplary global actions, having experienced and innovative new approaches, can guide and inspire other educational communities in their desire to improve their performances.	Training centers	yearly	Spain	central	<a href="http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premios-marta-mata.html">http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premios-marta-mata.html</a>	BOE Núm. 117 Jueves 14 de mayo de 2009 Sec. III. Pág. 41227	Spanish
I Premio Nacional de Educación para el Desarrollo	National Awards for Education for Development aimed at those schools to develop activities, educational experiences, educational projects or proposals to raise awareness, raise awareness, develop critical thinking and encourage active participation of students in the pursuit of global citizenship, compassionate committed to the eradication of poverty and its causes and sustainable human development.	Training centers	yearly	Spain	central	<a href="http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premio-educacion-desarrollo.html">http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premio-educacion-desarrollo.html</a>	BOE Núm. 124 Viernes 22 de mayo de 2009 Sec. III. Pág. 43015	Spanish



Concurso nacional de buenas prácticas para la dinamización e innovación de las bibliotecas escolares	The national contest of good practice and innovation to revitalize the school library includes modality for Special Education and Adult Education. The awards are aimed at Spanish schools supported with public funds that have developed dynamic performances and innovation of its library, to give visibility and recognition for his efforts and his contribution to improving the quality of education	Training centers	yearly	Spain	central	<a href="http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premios-bibliotecas-escolares.html">http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premios-bibliotecas-escolares.html</a>	BOE Núm. 116 Miércoles 13 de mayo de 2009 Sec. III. Pág. 41077	Spanish
Programas de Cualificación Profesional Inicial (PCPIs)	One of the major innovations introduced by the LOE in the year 2008/09 the offer of Initial Vocational Training Programs (PCPIs) with which about 50,000 students will have the opportunity to return to education. The PCPIs offers to students who at the age of 16 have not completed compulsory secondary education to achieve a Level 1 qualification certifying them for the development of a profession and the possibility of obtaining a secondary school diploma (a new feature within the Spanish educational system)	adult people with no secondary education	since 2009	Spain	central	<a href="http://www.educacion.es/horizontales/iniciativas/pcpi.html">http://www.educacion.es/horizontales/iniciativas/pcpi.html</a>		Spanish
"hoja de ruta" para impulsar un nuevo modelo de Formación Profesional	A "roadmap" to promote a new model of vocational training aiming to promote lifelong learning throughout life, the transfer of some other professional activities, and recognition of skills acquired through work experience or through non-formal training. Furthermore, as the qualifications for adequately prepare students for the demands of the information society and knowledge, also facilitating and encouraging the international mobility of students and workers. It is provision to establish a Network of National Focal Points (Red de Centros de Referencia Nacional) of the 26 occupational families. The centers, which will be in the Autonomous Communities, will be leading everyone in your area, and promote measures and research programs needed to meet the needs of emerging and innovative sectors. Furthermore, the network of integrated Training Centers will be extended which will allow the centers to maintain high quality standards of education, while they will be in constant contact with the labor market reality. It is also intended to improve the allocations of both equipment and infrastructure. In 2	adults	since 2009	Spain	central	<a href="http://www.educacion.es/educacion/que-estudiar/formacion-profesional/hoja-ruta-fp.html">http://www.educacion.es/educacion/que-estudiar/formacion-profesional/hoja-ruta-fp.html</a>		Spanish
PLAN EXTRAORDINARIO DE MEDIDAS DE ORIENTACIÓN, FORMACIÓN PROFESIONAL E INSERCIÓN LABORAL	With the fundamental objective of addressing the surge in the volume of unemployed, the Government has approved in April 2008 a special plan for guidance, vocational training and job placement. The plan provides for the hiring of 1,500 advisers whose role is aimed specifically at strengthening support tasks to the job search. Also referred to specific grants for the job search process and to facilitate geographical mobility, which will be integrated into the plan along with measures of orientation, training and integration already in place, which are thus reinforced. The geographical mobility aids are aimed at unemployed to accept a job that requires them to move house and move down aid, travel, transport, accommodation and childcare.	unemployed people through the Public Employment Service and the Autonomous Communities	since 2008	Spain	central	<a href="http://www.planegob.es/plan-extraordinario-de-medidas-de-orientacion-formacion-profesional-e-insercion-laboral/">http://www.planegob.es/plan-extraordinario-de-medidas-de-orientacion-formacion-profesional-e-insercion-laboral/</a>	BOE de 22 de abril de 2008	Spanish
FORMACIÓN DE TITULADOS UNIVERSITARIOS EN SITUACIÓN DE DESEMPLEO	The Government will subsidize the tuition of the official master studies at public universities for the unemployed aged between 25 and 40 years who are receiving unemployment benefits. The measure, when applied to experienced workers, improve training and employability of this group of unemployed and promote training throughout life. The measure has a budget of 70 million euros and will be launched during 2009-2010.	unemployed between 25 and 40 years with advanced training who are receiving unemployment benefits	2009-2010	Spain	central	<a href="http://www.planegob.es/formacion-de-titulados-universitarios-en-situacion-de-desempleo/">http://www.planegob.es/formacion-de-titulados-universitarios-en-situacion-de-desempleo/</a>	BOE de 22 agosto	Spanish

Ayudas para realizar cursos de inglés en el extranjero	Support for English language courses during the summer of 2009, aimed at young people between 16 and 30 years. 25,000 aids of 1,700 euros each have been provided through a competitive call for students who will participate in a course for improving the English language at least three weeks with a minimum of 15 hours per week from 1 June to 30 November of the year 2009, in countries whose official language is English.	young people between 16 and 30 years old	2009-2010	Spain	state, except for the Basque Country.	<a href="http://www.educacion.es/horizontales/servicios/becas-ayudas-subvenciones/para-estudiar/idiomas/beca-cursos-ingles-extranjero.html">http://www.educacion.es/horizontales/servicios/becas-ayudas-subvenciones/para-estudiar/idiomas/beca-cursos-ingles-extranjero.html</a>	BOE Núm. 37 Jueves 12 de febrero de 2009 Sec. III. Pág. 15159	Spanish
FEAPS: manual de buenas prácticas (Educación personas con retraso mental)	FEAPS (Confederación Española de Organizaciones en Favor de las Personas con Discapacidad Intelectual) has developed a manual on good practices in the education of mentally retarded people. The manual is especially directed to the educators/trainers and to the management bodies of educational/training institutions, but is also useful to more general public.	organisations, trainers and other people related to the education of mentally retarded people	Since 2000	Spain	National	<a href="http://www.feaps.org/manuales/bb_pp/educacion.pdf">http://www.feaps.org/manuales/bb_pp/educacion.pdf</a>		Spanish
Guía de buenas prácticas sobre materiales de formación continua: marco de referencia y los estudios empíricos	The Guide to Good Practices for Didactic Materials in Continuous Education is a comprehensive document presented an extensive study on the subject. It contains separate sections dedicated to the production of printed material, electronic materials and video. The Guide has been developed in the focus of FORCEM (La Fundación para la Formación Continua).	Institutions and educators in Continuous training developing training materials	2003	Spain	National	<a href="http://www.pymesonline.com/formacion/index.php?action=file&amp;id=765">http://www.pymesonline.com/formacion/index.php?action=file&amp;id=765</a>	Fundación Tripartita para la Formación en el Empleo	Spanish
CUESTIONARIO DE EVALUACIÓN DE LA CALIDAD DE LAS ACCIONES FORMATIVAS	A standardised questionnaire has been developed, aiming to assess the quality of the training activities, taking into account the satisfaction and effectiveness of these actions once executed. The questionnaire is accompanied by a manual which provides guidance on the use and method of completing the questionnaire.	mainly VET	2009	Spain	National	<a href="http://www.fundaciontripartita.org/almacenV/doc/Ayudas_Formacion/Planes_formacion_ocupados/17282_147147200910105.pdf">http://www.fundaciontripartita.org/almacenV/doc/Ayudas_Formacion/Planes_formacion_ocupados/17282_147147200910105.pdf</a> <a href="http://www.fundaciontripartita.org/almacenV/doc/Ayudas_Formacion/Planes_formacion_ocupados/23155_4124122009112.pdf">http://www.fundaciontripartita.org/almacenV/doc/Ayudas_Formacion/Planes_formacion_ocupados/23155_4124122009112.pdf</a>	Fundación Tripartita para la Formación en el Empleo	Spanish
ITE - Instituto Superior de Formación y Recursos en Red para el Profesorado	The Institute of Educational Technology (former known ISFTIC - Instituto Superior de Formación y Recursos en Red para el Profesorado) is the unit of the Ministry of Education responsible for the integration of ICTs in non-university educational stages. Holds the rank of Assistant Director General in DG integrated vocational training, which in turn is part of the Secretariat of State for Education and Vocational Training.	adults, professors/educators/educational institutions	2009	Spain	National	<a href="http://www.ite.educacion.es/">http://www.ite.educacion.es/</a>	BOE Núm. 163 Martes 7 de julio de 2009 Sec. I. Pág. 56559	Spanish

INEM Subdirección General de Formación Continua	The General Office of Continuing Education has been established in response to the needs and obligations under the Tripartite Agreement III of Continuing Education. The General Office of Continuing Education is responsible for the assessment and analysis of records of Continuing Education; planning, monitoring and evaluation of Continuing Education, counseling and legal-technical assistance relating to Continuing Education, and the establishment and maintenance of business processes to be developed by the various units of the Public Employment Service on Continuing Education.	adults & vet institutions	2001	Spain	National	<a href="http://www.inem.es/inem/ciudadano/formacion_continua/sub_general.html">http://www.inem.es/inem/ciudadano/formacion_continua/sub_general.html</a>	Real Decreto 377/2001, de 6 de abril, (BOE de 21 de abril)	Spanish
Aula Mentor / Mentor Classroom	Mentor Classroom is an initiative of the Ministry of Education, Culture and Sports that offers open and distance-learning via the Internet, with more than 70 courses to choose from, all of them within the scope of lifelong learning. They are directed to adults outside of the Education System, and aim at updating their skills in a number of professional fields, with an emphasis on Information and Communications Technology (TIC) and its application within the labour market.	adults		Spain	National	<a href="http://www.mentor.mecd.es">www.mentor.mecd.es</a>	INEM (2008) THEME 5: Continuing education and training for adults in Spain, p.8	English
The Alba Project	The Alba Project: Improvement on women's hirability linked to basic (curricular) and vocational training. This project is part of the Leonardo Da Vinci Community Programme for the encouragement of Vocational Training. It aims at improving the hirability of adult women without a degree, and promotes the co-ordination between Basic Education and Vocational Training. This project is promoted by the Women's Institute, in collaboration with the Ministry of Education, Culture and Sports; the National Employment Institute (INEM), and the National Qualification Institute.	adult women	1998-2000	Spain	National		INEM (2008) THEME 5: Continuing education and training for adults in Spain, p.8	English
Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD	The Center for Innovation and Development of Distance Education (CIDEAD), integrated in the General Directorate for Lifelong Learning at the Ministry of Education, has the function of coordinating and organizing the elements and processes of distance education and facilitate access to education of adults and pupils who, by personal, social, geographical or other exceptional reason may be unable to continue learning through regular attendance system. Its educational methodology count on open and flexible curriculum adaptations, new modular systems and innovative evaluation models, together with the effort being made in technological innovation.	adults and pupils who can not participate in regular education		Spain	National	<a href="http://cidead.cnice.mec.es/">http://cidead.cnice.mec.es/</a>	EURYDICE (2009) Organisation of the education system in Spain 2008/09	English
CARITAS	CARITAS (a non-profit organisation related with the Catholic Church) is worthy of mention for its presence and tradition in social caring of underprivileged groups. This organisation develops training programs as the managing entity of public programs, as well as other programs of own initiative.	underprivileged people	since 1947	Spain	National	<a href="http://www.caritas.es/">http://www.caritas.es/</a>	INEM (2008) THEME 10: Financing - investment in human resources in Spain, p.10	English
ONCE	ONCE (National Organisation for the Visually Impaired), which represents a historical reference in Spain regarding social care for visually impaired and handicapped individuals. ONCE is also involved in specific actions in the fields of Education and Vocational Training for these groups. As well as other non-governmental organisations ONCE develops public training programs such as management and personal programs.	visually impaired and handicapped individuals		Spain	National	<a href="http://www.once.es/">http://www.once.es/</a>	INEM (2008) THEME 10: Financing - investment in human resources in Spain, p.10	English

Návrh - Stratégia celoživotného vzdelávania a celoživotného poradenstva (Proposal for lifelong learning strategy and lifelong guidance)	Proposal for lifelong learning strategy and lifelong learning guidance in Slovakia until 2015. It refers to the reasons for developing a strategy, basic terms, goals of lifelong learning and its lifelong guidance, analysis of actual status, system of lifelong learning, arrangements to realisation, impact on target groups + attachments.	policy makers, other stakeholders (citizens, employees, public service, delivery institutions)	2007	Slovakia	National	<a href="http://www.rokovania.sk/app/material.nsf/072D2F96631133B00C12572BA002D7D25?OpenDocument">http://www.rokovania.sk/app/material.nsf/072D2F96631133B00C12572BA002D7D25?OpenDocument</a>	J. MIKOLAJ, the Deputy Prime Minister and Minister of Education	Slovak
Národný program pre učiace sa regióny (National Program for Learning Regions)	The proposal for a national program is the implementation of the principle of learning regions and supporting networking of stakeholders for the development of lifelong learning. This plan will be jointly pursued in the development and adoption of regional strategies for lifelong learning, creating partnerships for projects in the field of lifelong learning as well as training regions while using EU funds during the 2007-2013 programming period.	all types of educational institutions, labour offices, employers, NGOs	2007 - 2013	Slovakia	National	<a href="http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/VDOC/narodny_program_pre_uciace_sa_regiony.pdf">http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/VDOC/narodny_program_pre_uciace_sa_regiony.pdf</a>	Ministry of Education of the SR - website	Slovak
Zákon č. 386/ 1997 Z. z. o ďalšom vzdelávaní (Act. No. 386 / 1997 on Further Education)	Act. No. 386 / 1997 Coll z. on further education and a change of National Council of Slovak Republic no. 387 / 1996 Coll z. Employment as Law. 70 / 1997 Coll z. amended by Law No. 567 / 2001 Coll z. provides, inter alia, business establishments of further education, process and conditions for accreditation, issuance of documents for accreditation of educational institutions the obligation, to obtain certification and educational activities of the Accreditation Commission for further education.	providers of learning, other stakeholders	Amendment in 2007.	Slovakia	National	<a href="http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/AKRDV/Zakon_386-1997.pdf">http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/AKRDV/Zakon_386-1997.pdf</a>	Ministry of Education of the SR - website	Slovak
Stratégia celoživotného vzdelávania a celoživotného poradenstva (Lifelong Learning Strategy and Lifelong Guidance)	Strategy for lifelong learning and lifelong guidance was approved by the Slovak Government Resolution No. 382/2007 of April 25th, 2007. It includes system design, objectives, analysis and financing of lifelong learning and lifelong guidance system designing quality management education and recognition system of non-formal education and informal learning.	all stakeholders	Amendment in 2007	Slovakia	National	<a href="http://www.minedu.sk/index.php?lang=sk&amp;rootId=525">http://www.minedu.sk/index.php?lang=sk&amp;rootId=525</a>	Ministry of Education of the SR - website	Slovak
Koncepcia celoživotného vzdelávania v Slovenskej republike (The concept of Lifelong Learning in the Slovak Republic)	The concept of lifelong learning is based on material from the European Commission's Memorandum of lifelong learning and is consistent with the strategic documents of the Slovak Republic aimed at education and employment. Individual design objectives are in line with the fundamental principles of sustainable development in the field of lifelong learning. The concept of lifelong learning was adopted by the Slovak Government Resolution No. 157/2004.	policy makers, receivers of education, all stakeholders	Amendment in 2004	Slovakia	National	<a href="http://www.minedu.sk/index.php?lang=sk&amp;rootId=525">http://www.minedu.sk/index.php?lang=sk&amp;rootId=525</a>	Ministry of Education of the SR - website	Slovak
Národná správa o realizácii konzultačného procesu k memorandu o celoživotnom učení (National Report on Implementation of the Consultation Process to the Memorandum on Lifelong Learning)	The consultation process to the Memorandum was assured by the Ministry of Education to co-operate with other central state administration bodies, NGOs and social partners held a nationwide debate by focusing on individual key messages during the first half of 2001.	policy makers	2001	Slovakia	European - national	<a href="http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/VDOC/2000_narodna_sprava_CZV.pdf">http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/VDOC/2000_narodna_sprava_CZV.pdf</a>	Ministry of Education of the SR - website	Slovak
Memorandum o celoživotnom vzdelávaní (Memorandum on Lifelong Learning)	Memorandum on lifelong learning was elaborated by the European Commission in order to develop a coherent strategy for lifelong learning in Europe. It is based on the idea of the necessary needs of lifelong learning, aiming to promote active citizenship and employment. Promoting lifelong learning focuses on six key messages which comprise of important parts of the text of the memorandum. The memorandum also contains concrete examples of the practice of lifelong learning in European countries.	policy makers, stakeholders	2000	Slovakia	Federal, national	<a href="http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/VDOC/2000_memorandum_o_celozivotnom_vzdelavani.pdf">http://www.minedu.sk/data/USE/RDATA/DalsieVzdel/VDOC/2000_memorandum_o_celozivotnom_vzdelavani.pdf</a>	Ministry of Education of the SR - website	Slovak

Koncepcia mediálnej výchovy v SR v kontexte celoživotného vzdelávania (The Concept of Media Education in Slovakia in the Context of Lifelong Learning)	The concept of media education in the Slovak republic in the context of lifelong learning is prepared by the programme public notice of the Slovak Republic, where, for the first time since the establishment of an independent republic, a role of the concept of media education process in the context of lifelong learning was established.	stakeholders	2009	Slovakia	National	<a href="http://www.rokovania.sk/app/manager.nsf/0/9EF30696F7860E80C125768800442265/\$FILE/vlastnymat.rtf">http://www.rokovania.sk/app/manager.nsf/0/9EF30696F7860E80C125768800442265/\$FILE/vlastnymat.rtf</a>	Ministry of Education of the SR, Ministry of Culture	Slovak
Schválené znenie zákona o celoživotnom vzdelávaní 2009 (Approved text of the Law on Lifelong Learning 2009)	The government Bill on lifelong learning and amending some laws were discussed and approved at the 44th session of the National Council of the Slovak Republic, resolution no. 1764 dated December 1st, 2009.	providers of education	Amendment in 2009	Slovakia	National	<a href="http://www.nrsr.sk/Dynamic/Download.aspx?DocID=341399">http://www.nrsr.sk/Dynamic/Download.aspx?DocID=341399</a>	Ministry of Education of the SR	Slovak
Kľúčové kompetencie pre celoživotné vzdelávanie Európsky Referenčný Rámec (Key Competences for Lifelong Learning, the European Reference Framework)	Document 'Key competences for lifelong learning' - a European frame of reference annexed to the Recommendation of the European Parliament and the Council of December 18th, 2006 on key competences for lifelong learning.	policy makers, delivery institutions, other stakeholders	2007 - 2010	EU - Slovakia	European - national	<a href="http://ec.europa.eu">http://ec.europa.eu</a>	EC website	Slovak
Európsky kvalifikačný rámec pre celoživotné vzdelávanie / European Qualifications Framework for Lifelong Learning	The EQF is a common European reference system linking national qualification systems in different countries, and operates as a kind of translation device to facilitate the qualifications to be transparent and understandable across different countries and systems in Europe. It has two main objectives: to promote citizens' mobility between countries and facilitate their lifelong learning.	policy makers, delivery institutions, other stakeholders	2009	EU - Slovakia	European - national	<a href="http://ec.europa.eu/dgs/education_culture/publ/pdf/eqf/broch_sk.pdf">http://ec.europa.eu/dgs/education_culture/publ/pdf/eqf/broch_sk.pdf</a>	European Commission website	Slovak
Program celoživotného vzdelávania 2007-2013 (Lifelong Learning Programme 2007-2013)	Lifelong learning will be in all participating countries, and hence in the Slovak Republic, implemented between 2007 - 2013. The main aim is to contribute through lifelong learning to the goal of the Lisbon strategy to create an advanced knowledge society with sustainable development and greater social cohesion.	pupils, students, adult participants, teachers	2007 - 2013	EU - Slovakia	European - national	<a href="http://www.minedu.sk/index.php?lang=sk&amp;rootId=1140">http://www.minedu.sk/index.php?lang=sk&amp;rootId=1140</a>	Ministry of Education of the SR	Slovak
Akreditácia v oblasti ďalšieho vzdelávania (Accreditation of Continuing Education)	Accreditation is the verification by state educational institutions to carry out educational activities under the conditions laid down by Law No. 386 / 1997 Coll z. on further education and a change of National Council of Slovak Republic No. 387 / 1996 Coll z. Employment, as amended. The accreditation decision is managed by the Slovak Ministry of Education in the opinion of the Accreditation Commission for further education.	educational institutions	since 1997	Slovakia	National	<a href="http://www.minedu.sk/index.php?lang=sk&amp;rootId=4129">http://www.minedu.sk/index.php?lang=sk&amp;rootId=4129</a>	Ministry of Education of the SR	Slovak
O strategickom rámci pre európsku spoluprácu vo vzdelávaní a odbornej príprave („ET 2020“) / The Strategic Framework for European Cooperation in Education and Training (ET 2020)	Results of council of the EU: 4 strategic goals towards enhancement of vocational training and European collaboration in education.	policy makers	2009	EU - Slovakia	European - national	<a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:010:SK:PDF">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:010:SK:PDF</a>	Council of the EU	Slovak
Akčný program v oblasti celoživotného vzdelávania / The Action Program for Lifelong Learning	It focuses in particular on the development of exchange, co-operation and mobility between education and training within the Community to become a leader in quality.	policy makers	2006	EU - Slovakia	European - national	<a href="http://eur-lex.europa.eu/LexUriServ/site/sk/oj/2006/l_327/l_32720061124sk00450068.pdf">http://eur-lex.europa.eu/LexUriServ/site/sk/oj/2006/l_327/l_32720061124sk00450068.pdf</a>	Council of the EU, European Parliament	Slovak
Zákon o službách zamestnanosti / Act on Employment Services	Act. No. 5 / 2004 Coll z. on employment services and amending certain laws as amended. Education - Section 44-48.	Organ of public services, partnerships, educational institutions, employers and employees	2004	Slovakia	National	<a href="http://www.employment.gov.sk/index.php?id=15597">http://www.employment.gov.sk/index.php?id=15597</a>	National Council of the SR	Slovak

O zlepšení partnerstiev v kontexte celoživotného vzdelávania / The Improvement of Partnerships in the Context of Lifelong Learning	The result of deliberations of the Council: The improvement of partnerships between institutions of education and training and the social partners, especially employers, in the context of lifelong learning.	policy makers, delivery institutions	2009	EU - Slovakia	European - national	<a href="http://register.consilium.europa.eu/pdf/sk/09/st09/st09876.sk09.pdf">http://register.consilium.europa.eu/pdf/sk/09/st09/st09876.sk09.pdf</a>	Council of the EU	Slovak
Lepšie začlenenie poradenstva do stratégií celoživotného vzdelávania / Better Integration of Guidance into Lifelong Learning Strategies	Definition of counselling as an ongoing process which helps citizens of all ages throughout life to determine their skills, competences and interests, take decisions concerning education, training and employment and to manage their individual career in education, work and other areas where it is possible obtain and / or use those skills and competences.	policy makers, delivery institutions, other stakeholders	2008	EU - Slovakia	European - national	<a href="http://register.consilium.europa.eu/pdf/sk/08/st15/st15030.sk08.pdf">http://register.consilium.europa.eu/pdf/sk/08/st15/st15030.sk08.pdf</a>	Council of the EU	Slovak
O vytvorení európskeho kvalifikačného rámca pre celoživotné vzdelávanie / The Creation of a European Qualifications Framework for Lifelong Learning	Implementing the Community Lisbon Program: a proposal - European Parliament and Council recommendation on a European Qualifications Framework for Lifelong Learning. The goal was to create a common reference framework which should serve as a transition device between different qualifications systems and levels, whether for general and higher education or vocational education and training.	policy makers, delivery institutions	2006	EU - Slovakia	European - national	<a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0479:FIN:SK:PDF">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0479:FIN:SK:PDF</a>	European Commission	Slovak
Progress report	Implementing Lifelong Learning Strategies in Europe: Progress report on the follow-up to the 2002 Council resolution. Reply to the Commission questionnaire.	policy makers	2003	EU	European	<a href="http://ec.europa.eu/education/policies/2010/doc/synthesis_acc_en.pdf">http://ec.europa.eu/education/policies/2010/doc/synthesis_acc_en.pdf</a>	European Commission	English
Competitiveness Strategy for the Slovak republic until 2010	Focus on four areas which are considered to be the most important : information society, science, R&D and innovations, business environment, education and employment	policy makers	2005	Slovakia	national	<a href="http://www.financie.gov.sk/en/Default.aspx?CatID=115">http://www.financie.gov.sk/en/Default.aspx?CatID=115</a>	Ministry of Finance of the Slovak Republic	English
National Strategic Reference Framework of the SR for the period 2007-2013	The National Strategic Reference Framework for 2007-2013 and the operational programmes, including the LLL most relevant OP Education and OP Employment and Social Inclusion, were adopted by the government on 6th December 2006 and subsequently approved by the European Commission in 2007.	policy makers	2006	Slovakia	National	<a href="http://www.roopis.vlada.gov.sk/data/files/3911.pdf">http://www.roopis.vlada.gov.sk/data/files/3911.pdf</a>	Ministry of Construction and Regional Development of SR	Slovak
Modernisation Programme Slovakia 21	The programme was adopted by the government in 2008 complemented by Action Plans. Short-term and medium-term measures identified within the Action Plan Education should be interlinked with 2007-2013 ESF OP Education. Creating a system of LLL it is being listed among measures introduced in this paper within the priority area	policy makers	2008	Slovakia	National	<a href="http://www.minedu.sk/data/USE/RDATA/EUZAL/LSa NPR/MPS21.pdf">http://www.minedu.sk/data/USE/RDATA/EUZAL/LSa NPR/MPS21.pdf</a>	Ministry of Education of the SR	Slovak
184/2009 Z.z. zákon o odbornom vzdelávaní a príprave a o zmene a doplnení niektorých zákonov / Act no. 184/2009, Coll. on vocational education and training	This act regulates a) the conditions to ensure the vocational education and training 1) students in secondary vocational schools, practical training center, school management, the center of professional practice, health care facilities, the workplace and practical training in the workplace of another natural or legal person in accordance with the needs of labour market, b) the position and role of government bodies, autonomous regions, employers and employees in providing training, c) provide financial and material security of pupils, d) the Development Fund training.	students	2009	Slovakia	National	<a href="http://www.minedu.sk/data/USE/RDATA/Legislativa/Zakony/317_2009.pdf">http://www.minedu.sk/data/USE/RDATA/Legislativa/Zakony/317_2009.pdf</a>	Ministry of Education of the SR	Slovak
Act no. 437/2009 Coll. On qualifications and specific qualification requirements for different categories of the teaching staff and professional staff	Act provides the eligibility and specific eligibility requirements for each category of teaching staff by kind and type of school or school facility. It tends to deepen, expand and improves professional skills and competencies in line with the latest knowledge and social needs in different kinds of programmes on offer; placed to be as functional, innovative, qualification, specialised and updating training.	teachers	2009	Slovakia	National	<a href="http://www.minedu.sk/data/USE/RDATA/Legislativa/Vyhlasiky/437_2009.pdf">http://www.minedu.sk/data/USE/RDATA/Legislativa/Vyhlasiky/437_2009.pdf</a>	Ministry of Education of the SR	Slovak

Act no. 445/2009 Coll. on continuing education, credits, and attestation of pedagogical employees and professional employees	Determines who can become provider of continuing education and what particular types of continuing education one can provide, adjusts the scope of continuing education that is at least for 20 hours, and varies according to types of continuing education, the forms of continuous education, which are in full-time form, distant form or combination thereof, determines the number of credits assigned to accredited continuing education programme, taking into account its size, intensity and method of completion. The following types of continuing education for the teaching staff or technical staff may, or may not receive credits.	teachers	2009	Slovakia	National	<a href="http://www.minedu.sk/data/USE/RDATA/Legislativa/Vyhlasiky/445_2009.pdf">http://www.minedu.sk/data/USE/RDATA/Legislativa/Vyhlasiky/445_2009.pdf</a>	Ministry of Education of the SR	Slovak
Organisation of the education system in Slovakia, 2008/09	Chapter 7: Continuing Education and Training for Young School Leavers and Adults. Chapter 8: Teachers and Education Staff	policy makers, researchers	2009	Slovakia	National	<a href="http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_EN.pdf">http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SK_EN.pdf</a>	Eurydice	English
VET in Europe – Country Report Slovakia	The document brings the newest insides into the VET in Slovakia which include General context -framework for the knowledge society; policy development - objectives, frameworks, mechanisms; legislative and institutional framework - provision of learning	policy makers, researchers	2009	Slovakia	National	<a href="http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009_CR_SK.pdf">http://libserver.cedefop.europa.eu/vetelib/eu/pub/cedefop/vetreport/2009_CR_SK.pdf</a>	Refernet	English
Establishing and developing national lifelong guidance policy forums	A manual for policy-makers and stakeholders. this publication is an ideal tool for policy and decision-makers with responsibility for national and regional guidance policies, systems and practices in the education and employment sectors. It is especially valuable for the European lifelong guidance policy network that supports implementation of the 2004 resolution, as well as continuing the development work carried out by the European Expert Group for Lifelong Guidance (2002-07)	policy makers, stakeholders	2008	EU	European	<a href="http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf">http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf</a>	Cedefop	English
Lisbon Strategy evaluation document	Publishing this short evaluation of the Lisbon Strategy is an opportunity to identify its strengths, so that they can be retained in its successor, and to highlight its weaknesses so that they are not repeated. The first part of this document contains the main findings. The second part describes in more detail developments, progress and shortcomings across different policy areas	policy makers, stakeholders	2010	EU	European	<a href="http://ec.europa.eu/growthandjobs/pdf/lisbon_strategy_evaluation_en.pdf">http://ec.europa.eu/growthandjobs/pdf/lisbon_strategy_evaluation_en.pdf</a>	European Commission	English
Future Skills Supply in Europe Medium Term Forecast up to 2020	This publication provides an overview of the results of the Cedefop pilot project on developing a medium-term forecast of skill supply in Europe. It summarises the approach that has been adopted and presents the key findings. It also highlights the many data and technical problems with which the research team has had to grapple and sets out the solutions that have been adopted, including some ideas for further work	policy makers, stakeholders	2010	EU	European	<a href="http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/546/4086_en.pdf">http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/546/4086_en.pdf</a>	Cedefop	English
Council Conclusions on a strategic framework for European cooperation in education and training ("ET 2020")	Education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges facing Europe and its citizens today and in the years ahead. Efficient investment in human capital through education and training systems is an essential component of Europe's strategy to deliver the high levels of sustainable, knowledge-based growth and jobs that lie at the heart of the Lisbon strategy, at the same time as promoting personal fulfilment, social cohesion and active citizenship.	policy makers, stakeholders	2009	EU	European	<a href="http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf">http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/107622.pdf</a>	Cedefop	English

Lifelong Learning and the Accreditation of Prior Learning in the countries involved in the FamCompass project	Faced with the problems and challenges of an ageing society and convinced of the importance to fully validate the knowledge, competences and skills adult learners have developed in non-formal training and/or work settings, the FamCompass project will develop an instrument to assess and validate the competences men and woman have obtained in family life	policy makers, stakeholders	2010	EU	European	<a href="http://www.famcompass.eu/index.php/component/docman/doc_download/66-III-and-the-apl-in-the-countries-involved-in-the-famcompass-project">http://www.famcompass.eu/index.php/component/docman/doc_download/66-III-and-the-apl-in-the-countries-involved-in-the-famcompass-project</a>	Project FamCompass	English
Using tax incentives to promote education and training	The report shows important differences among the countries analysed in the tax treatment of spending on education and training. It underlines the role of tax incentives for education and training and illustrates that tax incentives are appreciated by employers and employees, particularly in reducing education and training costs and for their low levels of bureaucracy.	policy makers, stakeholders	2009	EU	European	<a href="http://www.cedefop.europa.eu/etv/Upload/Informations_resources/Bookshop/536/5180_en.pdf">http://www.cedefop.europa.eu/etv/Upload/Informations_resources/Bookshop/536/5180_en.pdf</a>	Cedefop	English
National Lifelong Learning Strategy. Country Report: Slovakia	Project intends to raise awareness on the importance of transnational cooperation and shared experience in policy planning and policy implementation. Through the project outcomes will be given an opportunity for policy makers, researchers, educators and social partners to find informational resources related to different Lifelong learning Strategies , policy practices and projects, and to transfer available good practises in different context. Project country report on LLL by Juraj Vantuch: Comenius University and Dagmar Jelinkova: SIOV.	policy makers, stakeholders	2009	Slovakia	National	<a href="http://eupractices.eu/en/info/40/?country=slovakia">http://eupractices.eu/en/info/40/?country=slovakia</a>	Project PAPILL	English
New Skills for New Jobs: Action Now.	A report by the Expert Group on New Skills for New Jobs prepared for the European Commission. New Skills for New Jobs' is the policy initiative developed at EU level to build stronger bridges between the world of education and training and the world of work. In December 2008, the European Commission proposed a strategy to help ensure a better match between skills and labour market needs and to organise the assessment of the Union's future skills and jobs requirements on a permanent basis.	policy makers, stakeholders	2010	EU	European	<a href="http://ec.europa.eu/social/BlobServlet?docId=4505&amp;langId=en">http://ec.europa.eu/social/BlobServlet?docId=4505&amp;langId=en</a>	EC	English
Europe 2020: A strategy for smart, sustainable and inclusive growth	Europe can succeed if it acts collectively, as a Union. We need a strategy to help us come out stronger from the crisis and turn the EU into a smart, sustainable and inclusive economy delivering high levels of employment, productivity and social cohesion. Europe 2020 sets out a vision of Europe's social market economy for the 21st century	policy makers, stakeholders	2010	EU	European	<a href="http://ec.europa.eu/eu2020/pdf/COMPLETE%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf">http://ec.europa.eu/eu2020/pdf/COMPLETE%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf</a>	EC	English