Preliminary statement: The concept of Lifelong Learning

Lifelong Learning – Learning throughout life –, is essential for humanity “to progress towards the ideals of peace, freedom and social justice” (Jacques Delors, 1996).

Lifelong Learning encompasses “all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons (Terminology of European education and training policy, CEDEFOP 2008, p. 123).

At a national level, the key stakeholders agree on this definition. Lifelong Learning is for everybody, whatever their age or learning environment may be. It includes initial education and training (at fundamental, secondary, vocational, further and higher levels) as well as adult education, without any distinction whether this learning occurs in a formal, a non-formal or an informal context.¹

It is this broader meaning of the concept of Lifelong Learning which underpins this White paper, though traditionally the term of “Lifelong Learning” is mostly used in Luxembourg to qualify continuous vocational education and training.

With a reference to the measures of the government program concerning the definition of a Lifelong Learning strategy, the White book will focus exclusively on adult education and training, except for the section about guidance, which covers Lifelong Learning as a whole.

¹ Cf. Glossary
The Context

European and National Frameworks: a Strategic Reflection on Lifelong Learning

Beginning to think Lifelong Learning in Europe

European cooperation in the field of education and training had been developing progressively. Today’s concept of Lifelong Learning is the result of important preliminary steps: 1970 saw the introduction of the concept of permanent education (Council of Europe); in 1989, the Community Charter of the Fundamental Social Rights of Workers established the right of all workers to access continuous education; the White Paper on Education and Training was published in 1995: “Teaching and Learning--Towards the Learning Society”; 1996 became the “European Year of Lifelong Learning”.

In Luxembourg, a similar process has been under way.

In March 1992, the Prime Minister instructed the Economic and Social Council (CES) to provide information on the three areas of continuous education and training in order to create a general framework that would regulate the market in this sector. The CES studied the three aspects of continuous training: continuous vocational training, the second road to qualification, and furthermore the economic, political and social training of the citizen. It proposed a series of recommendations in its "Triptych of the government referral of 17th March 1992". A number of these recommendations were accepted, but their implementation is relatively recent. As a result of these comes the right to an individual training leave for employees (law of 24th October 2007), the public co-financing of training expenses to companies of the private sector, aiming to promote collective access to training (law of 22nd June 1999), and the Validation of acquired experience (modified law of 19th December 2008).

Towards a knowledge-based Europe – Education & Training 2010

Following the conclusions of the European Council of Lisbon on 23rd and 24th March 2000, the Education Council of the European Union presented a report in February 2001 on "The concrete future objectives of education and training systems". This document defines the ten-year goals of the future systems of education and training:

- to improve the quality of educational and training systems;
- to facilitate the access for all to education and training;
- to open up education and training towards the world.

These objectives are intended to ease access for all citizens to the new knowledge society.

The foundation of the definition of Lifelong Learning strategies in the Member States

At the European Council of Santa Maria da Feira on 19th and 20th June 2000, Luxembourg committed itself, together with all other Member States of the European Union, to developing a coherent national strategy of Lifelong Learning in order to achieve the objectives of growth and knowledge defined by the Lisbon strategy.

“The Member States, the Council and the Commission are invited, within their areas of competence, to identify coherent strategies and practical measures with a view to fostering lifelong learning for all, to promote the involvement of social partners, to harness the full potential of public and private financing, and to make higher education more accessible to more people as part of a lifelong learning strategy.”

“Europe 2020”

In 2009, the European Union adopted the "Europe 2020" program, a strategy to promote employment and a smart, sustainable and inclusive growth. It set targets to be achieved by 2020 in terms of employment, innovation, education, social inclusion and energy. Member States adopted their objectives for each of these fields. They are listed in the "National Reform Program of the Grand Duchy of Luxembourg". This document describes the implementation and the national measures that have to be applied in order to achieve the objectives set by the Europe 2020 strategy.

3 « Programme national de réforme du Grand-Duché de Luxembourg »,
The two objectives defined in the field of education are directed towards:

- preventing early school leaving, and reducing it to less than 10%;
- achieving a proportion of 60% of university degree holders in the age group of the 30-34 years.

In the context of its annual country-specific recommendations, and after analysis of the national reform programs, the Council of the European Union added a third objective in relation to education and training:

“Continue efforts to reduce youth unemployment (...) by strengthening training and education measures, (...) with the aim of better matching young people’s skills and qualifications to labour demand.”

**Education and Training 2020**

Under the title of “Education and Training 2020”, the European Union proposed, also in 2009, an updated strategic framework for European cooperation in the fields of education and training – building on the progress so far realized under the “Education and Training 2010” work program.

The “Education and Training 2020” work program takes up and reinforces earlier priority objectives:

- making lifelong learning and mobility a reality;
- improving the quality and efficiency of education and training;
- promoting equity, social cohesion and active citizenship;
- enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

The program identifies 5 benchmark criteria for monitoring at national and European level, concerning:

1. adult participation in lifelong education and training: at least 15% of adults should take part in education and training activities throughout life;
2. insufficient achievement in basic skills: the share of low-achieving 15-year-olds with insufficient abilities in reading, mathematics and science should fall below 15%;
3. graduates of higher education: the share of 30-34 year olds attaining higher educational certification should reach at least 40%;
4. young school leavers in the context of education and training: the proportion of early school leavers should get under 10%;
5. preschool education: at least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education.

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European reference tools

E.U. policies of cooperation in education and training have led to the development of European reference tools aimed at helping learners and supporting national reforms.

These developments include, among others,

- the European framework for key competences;
- the European Qualifications Framework (EQF) for education and Lifelong Learning;
- the European Quality Assurance Reference Framework (EQAVET) for quality assurance in vocational education and training;
- the European Credit Transfer and Accumulation System (ECTS);
- The European Credit system for Vocational Education and Training (ECVET).

Member States are in charge of gradually implementing these tools on the national level.

A national strategy of Lifelong Learning.

Luxembourg, like all Member States of the European Union, is committed to developing a consistent national strategy of Lifelong Learning in order to achieve the objectives of growth and knowledge adopted in the Lisbon and Europe 2020 strategies.

To improve its approach to Lifelong Learning, today’s government faces the challenge of defining a strategy of Lifelong Learning. The 2009-2014 government program specifies in this respect:

“Proper training is essential, as is necessary a continuing education and learning throughout life.

The availability of provided training in continuing education is growing, as does the number of inscriptions.

The purpose is now to provide a framework to this sector of education in order to give it a larger visibility and a greater efficiency.

A coherent strategy of Lifelong Learning implies a Lifelong Learning counseling service that will bring together all information on training opportunities, on the validation of acquired experience and on the recognition and certification of the training achieved.

Efforts towards the creation and development of educational methods adapted to adults will be continued and further opportunities of distance learning or guided self-training will be offered.

All these measures will be included in a national strategy for Lifelong Learning in dialogue with all partners.”
A number of priorities appear in this governmental program:

- growing visibility and efficiency of Lifelong Learning;
- development of an advisory service to Lifelong Learning, with centralization of all information about training possibilities, about the validation of acquired experience and about the recognition and certification of the training achieved;
- creation and development of educational methods adapted to adults;
- diversification of training supply through distance learning or guided self-training.

National Lifelong Learning strategy has to focus on two aspects: on the one hand, guidance and information throughout life, and on the other hand continuing education - or adult education and training (cf. Glossary) - and its various aspects, as listed in the document of the CES.

The Government recognizes that coordination between all stakeholders and their involvement in the definition of a strategy is a precondition to the latter’s success.

**The S3L Project**

With the purpose of meeting the expectations outlined in the government program, a ministerial working group was formed in September 2009. The scope of work was substantial. In order to be able to resort to additional resources it was decided to respond to a EU-wide call for projects in the context of the European Commission’s program for lifelong education and training.

The European Commission financially supports efforts to raise national awareness of education and Lifelong Learning strategies.\(^5\)

The submitted project proposal was selected from over 200 European applications. Co-financing of 120 000 € was thus granted. The project started in March 2011 for a period of 15 months.

The main objective of the project called "S3L" (Strategy on Lifelong Learning Luxembourg) is to improve the transparency and consistency of Luxembourg Lifelong Learning measures by:

- public awareness campaigns on the importance of Lifelong Learning and information to the public in Luxembourg;
- a coordinated approach by all partners;
- adoption into a White Paper of the measures proposed during the national consultation procedure. The White Paper is intended to stimulate a political reflection which will lead to a better match between supply and demand and to a better adaptation of existing measures to the real needs of the population.

The S3L project was coordinated by the National Agency for the European program for education and lifelong training (ANEFORE). This non-profit making association works under the leadership of the Ministry of Education and Vocational Training (MENFP) and with the

methodological assistance of the Coordination Service of Research and Pedagogical & Technological Innovation (SCRIPT).

A steering committee, chaired by Madam Minister of National Education and Vocational Training, guided and supported the project. This committee was made up of representatives from the Ministry of National Education and Vocational Training, the Ministry of Higher Education and Research, the Ministry of Family and Integration – Luxembourg Acceptance and Integration Office (OLAI), the National Institute for the Development of Continuous Vocational Training (INFPC), and the SCRIPT.

Professional chambers had expressed their interest in closely following the project. A monitoring committee composed of representatives of professional chambers ensured that the findings of the current situation and the proposed measures would be supported by all of the stakeholders.

**The main steps of the project**

**Documentary and bibliographical research**

A bibliography identifying documents, legislation, national and European references has been developed with the support of the national partners and the CEDEFOP center of resources.

**Consultations on a national level**

The objective of the consultations was to identify trends in the practices and perspectives of Lifelong Learning, with the purpose of achieving an extensive vision on its perception, opportunities and challenges. The results of the consultation were used to design a strategy.

Consultations were carried out at three levels:

1. interviews with key actors\(^6\) of Lifelong Learning;
2. workshops with representatives of specific target groups;\(^7\)
3. public inquiry among young people, the unemployed and the seniors.

The INFPC had conducted a survey\(^8\) of the active population on the perception of vocational training. The S3L working team used the questions of this survey as a starting point to work out a questionnaire for the sections of the public which had not been targeted by the INFPC, namely young people, the unemployed and the seniors.

Over 600 of these questionnaires had been completed between November and December 2011.

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\(^6\) Contacts from the implied ministries (MENFP, ME, MFI, MESR), government institutions (INFPC, OLAI, CEDIES, ADEM, CPOS, National Archives), professional chambers (Chamber of Agriculture, Chamber of Commerce, Chamber of Trade, Chamber of Employees), the Federation of Parents’ Associations of Luxembourg, employers’ federations, trade unions, the Employment Agency (ADEM).

\(^7\) Companies, inspectors and heads of fundamental education and secondary schools, institutions for seniors, cultural stakeholders, trade unions, training organizations, associations active in professional reintegration

\(^8\) Formabref: La perception de l’éducation et de la formation tout au long de la vie par la population active – partie 1 (avril 2012)
It has to be noted that for a majority of findings the players of all categories tend to agree, though in some rare cases observations are diametrically opposed.

Thus, voices are unanimous regarding, among others:

- the given definition of “Lifelong Learning”, as proposed by CEDEFOP;
- the reported lack of information to the target groups on the possibilities of Lifelong Learning;
- the lack of consistency and transparency of certificates issued by the various training providers;
- the importance of virtuous and vicious circles (or the "Matthew effect")

Opinions differ about the provision of training, training aids, or information on Lifelong Learning.

Some people feel that there is a rich supply of training courses, and occasional shortcomings should be overcome by mobility through the Greater Region or by synergies with neighboring countries. For others, the provision of training in Luxembourg should be more flexible and more comprehensive.

Training aids were characterized by some as adequate, even generous, while others again consider them to be insufficient.

For many players, the lack of information to the target groups is due to ill-suited communication by the organizers. Other actors consider that the supplied information is sufficient and the learner should take the initiative to get informed.

**Raising public awareness**

Three public lectures were held, broadening the spectrum and deepening the discussion on Lifelong Learning, while raising public awareness about the following topics:

- “Networking of the various actors in the Lifelong Learning field” – “Networking in Lifelong Learning”;
- “Basic skills for adults”;
- “Implementing a Lifelong Learning strategy in Luxembourg”.

**Documentation and information to the general public**

The website [www.s3l.lu](http://www.s3l.lu) shows the different stages of the project including texts, bibliographic documents and reports of the workshops, together with the results of the survey among students, the senior population and the unemployed.

**Development of a White Paper - National Lifelong Learning Strategy**

The White Paper is a result of the work carried out in the context of the S3L Project. It is based on the current state assessment of the situation of Lifelong Learning in Luxembourg and on the findings from the consultations at the national level. Developed by the members of the steering committee of the Project and submitted for review and approval to the professional Chambers:

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9 The Matthew effect reflects the phenomenon that people with higher education tend to train more, while less educated people take much less part in training opportunities.
CSL, CCL, CLA, CDM, the White Paper is meant to serve as a blueprint for a gradual and shared implementation of the proposed measures.

The overview of the current situation of Lifelong Learning in Luxembourg was conducted under seven main aspects, which are of interest at both national and EU level: supply, access, certification, guidance, mobility and quality.

The "White Paper - National Strategy for Lifelong Learning" presents six transversal principles of Lifelong Learning and proposes eight measures, of which five relate to adult education and training and three others to Lifelong Learning as a whole. For each measure, recommendations for implementation are put forward.

This document remains deliberately broad to allow the main actors enough freedom of discussion to work out a concrete action plan for the coming years.

10 Chambre des Salariés ; Chambre de Commerce ; Agriculture ; Chambre des Métiers
National Strategy of Lifelong Learning

The six transversal principles of the Lifelong Learning strategy

The six transversal principles are the guidelines of Lifelong Learning as adopted by the social partners and policy makers involved.

1st principle  Developing and promoting learning paths adapted to the various stages of the learner’s life.

2nd principle  Placing the learner at the centre of the learning process while promoting environments conducive to learning.

3rd principle  Supporting the learner in his/her educational and career choices through a coordinated and professional guidance.

4th principle  Establishing a transparent and permeable certification system which includes transferable learning units.

5th principle  Systematically developing the quality of LLL.

6th principle  Encouraging participation in Lifelong Learning through the development of measures to facilitate access for all and by raising the individual’s awareness of his rights to training throughout life.

The six transversal principles are complemented by eight measures designed to create an environment conducive to the personal and professional development of the individual learner, who is placed at the centre of the LLL process.

The six measures come with the necessary recommendations for their implementation.

Principles and measures are at a strategic level. The resulting concrete actions and their implementation schedule are not being addressed. They will be the subject of later work.
The eight measures

Measure 1  Setting up the Luxembourg Qualifications Frame
Measure 2  Adapting the concept of LLL to the learner’s life stage
Measure 3  Adjusting the concept of LLL to the diversity of Luxembourg society
Measure 4  Concentrating all information on LLL on a single platform
Measure 5  Developing quality in adult education
Measure 6  Professionalizing the system of guidance in LLL
Measure 7  Helping the learner to take responsibility for his/her own training objectives
Measure 8  Creating a consultative commission for LLL

Measure 1: Setting up the Luxembourg Qualifications Frame

The Luxembourg national Qualification Frame (CLQ\textsuperscript{11}) is currently being finalized. It is based on the European recommendations set up for the EQF\textsuperscript{12} and establishes eight levels defined by the descriptors “knowledge, skills, and competences”. These descriptors identify what the learner knows, understands and is able to achieve at the end of his learning process. The objective of the CLQ is to make qualifications more transparent and permeable on both the level of national education and training system and from one country to another. It is therefore a useful tool for assessing and comparing different qualifications. The CLQ is also intended to facilitate the acquisition of additional qualifications by learners. At the present time, it needs to be implemented and used.

Recommendations in this context are as follows:

- to promote the use of the CLQ as a reference and guidance tool in Lifelong Learning;
- to use the CLQ as an engineering tool for the setup of training courses;
- to ensure an adequate supply of adult training at different levels of CLQ;
- to describe qualifications in terms of learning outcomes while achieving a necessary coherence with the data mentioned on the supplement to the certificate or diploma;
- to analyze the convenience and practicability of partial qualifications, of partial validations and recognitions.

\textsuperscript{11} Cadre Luxembourgeois de Qualifications
\textsuperscript{12} European Qualifications Framework
Measure 2 Adapting the concept of LLL to the learner’s life stage

Beyond formal learning, at certain stages of one’s life non-formal and informal learning becomes predominant. Specific training paths for adults have to be developed to meet the learner’s needs at all stages of life.

Recommendations in this context are as follows:

- to develop specific training paths for adults;
- to design a specific diploma for adults to get access to higher education;
- to improve the system of validation of learning outcomes and extend it to all levels of qualification;
- to express learning outcomes using a system of credits or computable learning units;
- to offer “passerelle” training paths, designed to bridge towards additional qualification;
- to promote mutual recognition of acquired qualifications.

Measure 3 Adjusting the concept of LLL to the diversity of Luxembourg society

With increasing complexity of Luxembourg society, LLL has to provide training paths that are accessible to all. Barriers to access LLL training have to be identified and eliminated through appropriate training provision and tools adapted to learners regardless of age and social or cultural backgrounds.

Recommendations in this context are as follows:

- to analyze and evaluate the system of training aids;
- to adapt training methods to the target audience;
- to expand the range of learning paths and locations: formal classroom training, distance learning and non-formal training;
- to bring learning places closer to potential learners;
- to propose qualification paths that don’t require simultaneous good command of German and French;
- to promote the role of public libraries in the Lifelong Learning process;
- to involve public libraries in LLL as help and support services to learners;
- to develop teaching and learning materials specifically designed for basic skills.
Measure 4  Concentrating all information on LLL on a single platform

Information on the provision of training, on the learning outcomes and on the availability of individual aids should be comprehensive, easy to find, readable and understandable to anyone who seeks training. Given the heterogeneity of the target audience, this information must be promoted through adequate channels tailored to the needs of different kinds of audience. It is therefore necessary to start a coordinated reflection to optimize the flows of information while using and enhancing the tools that have already been developed in this field.

Recommendations in this context are as follows:

- to complete the catalogue of available training provision on the national level and concentrate all information on a single platform in order to increase transparency and legibility;
- to establish a framework for describing and structuring the training offer with reference to frameworks such as CLQ and the Common European Framework of Reference for Languages;
- to promote and encourage the networking of actors in order to define synergies to better reach target audiences.

Measure 5  Developing quality in adult education

It is proposed to introduce a reference framework for quality in adult education. Worked out in consultation with stakeholders, this framework will be structured on a twofold level.

On the one hand, a quality label will be allocated to training providers whose offers meet certain criteria of quality regarding structure and content. On the other hand, training organizations can engage in a process to have one or more training courses accredited as computable units with a view to obtaining an official diploma related to the CLQ.

Recommendations in this context are as follows:

- to establish a mechanism of accreditation in adult education and training;
- to engage in a consistent approach to quality assurance and development in the field of adult education and training;
- to establish specifications of the criteria to be met for the awarding of a quality label;
- to design a quality framework for training organizations, provided courses, instructors, and for the learner assessment with a view to accreditation;
- to develop national and international partnerships in order to promote attractive programs which are relevant to learners and boost mobility;
- to strengthen the relationship between research, education and innovation with a view to improving the quality of adult training;
- to develop a system of training and certification of training providers in the field of adult education at different levels, both public and private.
**Measure 6  Professionalizing the system of guidance in LLL**

Learner-centered education and training policies (2nd principle) are supposed to develop tools of guidance throughout life in order to encourage and motivate learners’ progress with flexible learning systems. At present, however, guidance - and particularly school orientation - is predominantly based on the principle of failure.

The findings of the “Forum Orientation” – a working group made up of representatives of ministries, social partners, practitioners in the field and from the education and training sector - are relevant to develop an effective and sustainable LLL advisory system.

Recommendations in this context are as follows:

- to create a legal framework for the “House of Orientation”, which is intended to become the hub and operating leverage of guidance throughout life;
- to decentralize the competences gathered in the “House of Orientation” through the establishment of regional branches;
- to create the post of a Guidance Counselor, developing a professional profile with adequate initial and continuing training, with certifications corresponding to the different target audiences;
- to create, within the “House of Orientation”, an information and exchange platform for guidance counselors of both private and public sectors.

**Measure 7 Helping the learner to take responsibility for his/her own training objectives**

The learner at the centre of the LLL process must make his/her own decisions and choices. The same principle applies to the guidance choices.

Recommendations in this context are as follows:

- to develop tools for the individual person to build up his/her profile;
- to assist the person in the development of his/her decision making skills, so that informed choices can be made about training and professional activities;
- to introduce a framework for a personal portfolio which enables the individual to keep track of his/her career and training path.
Measure 8: Creating a consultative commission for LLL

The conduct of the present project has brought together key players of Lifelong Learning who agreed on essential measures to be established. The implementation of the measures and the ongoing evaluation of results will be done in consultation with all stakeholders. This is why the establishment of a standing consultative commission for LLL has been proposed.

In a context of economic crisis, the resources allocated to LLL are to be handled with prudence. In this perspective, an optimal management of existing resources has to be designed to achieve the goals advocated by this strategy. For this very reason the above-mentioned recommendations should lead to actions which would be implemented within existing structures. Coordination and networking among players is a key to success. Clarifying the roles and responsibilities of each partner within LLL is essential.
Glossary

To avoid confusion regarding the terms used and their definitions, a glossary is appended to this proposal. Chapter 1 of the Law of 19th December 2008 on the reform of vocational training defines a number of terms.\textsuperscript{13}

For other cases the authors used alternative sources, mainly the definitions established by CEDEFOP.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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| Adult education       | “General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:  
- provide general education for adults in topics of particular interest to them (e.g. in open universities);  
- provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to;  
- give access to qualifications not gained, for various reasons, in the initial education and training system;  
- acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.”  
| Basic skills          | The skills needed to live in contemporary society, e.g. listening, speaking, reading, writing and mathematics. Source: CEDEFOP, Terminology of European education and training policy. A selection of 100 key terms, Office for Official Publications of the European Communities, 2008, p. 37 |
| Certificate / diploma / title | “An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a predefined standard.”  

\textsuperscript{13} (English translation by Anefore)
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<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Source</th>
</tr>
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<tbody>
<tr>
<td>Competence</td>
<td>“An organized set of knowledge, abilities and attitudes that a person has to possess to be able to practice”</td>
<td>Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1</td>
</tr>
<tr>
<td>Computable learning unit</td>
<td>“A set of competences that lead to partial qualification”</td>
<td>Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1</td>
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<tr>
<td>Environment conducive to learning</td>
<td>An environment can be considered as conducive to learning when learners are encouraged to think critically, to behave in an autonomous and responsible way, when they are in a position to develop their learning ability and enjoy learning all throughout their life.</td>
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<tr>
<td>Guidance</td>
<td>“Guidance refers to a range of activities that enables citizens of any age and at any point in their lives (lifelong) to identify their capacities, competences and interests, to make meaningful educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used (lifewide). Guidance is provided in a range of settings: education, training, employment, community, and private.”</td>
<td>Source: CEDEFOP, Improving lifelong guidance policies and systems, Luxembourg: Office for Official Publications of the European Communities, 2005, P. 11</td>
</tr>
<tr>
<td>Informal learning</td>
<td>“Learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support.”</td>
<td>Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1</td>
</tr>
<tr>
<td>Initial éducation and training</td>
<td>“General or vocational education and training carried out in the initial education system, usually before entering working life.”</td>
<td>Source: CEDEFOP, Terminology of European education and training policy. A selection of 100 key terms, Office for Official Publications of the European Communities, 2008, p. 99</td>
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</tbody>
</table>
| **Key competences** | “Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.”  
*Source: European Commission, Key Competences for Lifelong Learning – A European Framework, Luxembourg: Office for Official Publications of the European Communities, 2007, p.3* |
| **Learning outcome** | “What the learner knows, understands and is able to achieve after completion of a learning process”  
*Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1* |
| **Learning outcome(s) / learning attainments** | “Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal”  
*Source: CEDEFOP, Glossary, Quality in education and training, Publications office of the European Union, 2011, p. 102* |
| **Learning unit** | “A set of knowledge, skills and attitudes which make up a consistent part of a qualification. It can be assessed and validated in separate steps.”  
*Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1* |
| **Lifelong Learning / Education and training all throughout life / Learning all throughout life** | “All learning activity undertaken at all moment in life, with the purpose of improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.”  
*Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1* |
| **Module** | “The basic component of a computable learning unit preparing to one or more competences in the modular system”  
*Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1* |
| **Non-formal learning** | “Learning which is embedded in planned activities not explicitly designated as learning activities in terms of objectives, time or support, but which contain a large part of learning”  
*Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1* |
| **Qualification** | “Certification of a set of competences acquired in a given vocational field”  
*Source: Law of 19th December 2008 on the reform of vocational training, Chapter 1* |
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<tr>
<th>Quality standard</th>
<th>“Technical specifications which are measurable and have been drawn up by consensus and approved by an organization recognized at regional, national or international levels. The purpose of quality standards is optimization of input and/or output of learning.”</th>
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<tr>
<td>Validation of acquired experience</td>
<td>“A tool designed to assess and recognize a wide range of competences acquired all throughout life in various contexts, i.e. education, work and leisure activities, with a view to delivering a certificate or a diploma.”</td>
</tr>
<tr>
<td>Source</td>
<td>Law of 19th December 2008 on the reform of vocational training, Chapter 1</td>
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