**Recommendations guide for the stakeholders**

Erasmus+

IO4

EN V OL
Valuing skills

2019-1-BE01-KA204-050433

## INTRODUCTION

The following recommendations are the result of what emerged from the analyses carried out by the ENVOL project partners, regarding the valorisation of the EQF level 1 and 2 vocational competences, in particular (but not only) in their Countries.
They would like to contribute to solve some of the issues that hinder the recognition of vocational competences (above all the low-level ones) acquired through formal, non-formal or informal learning experiences.

The recommendations propose a set of possible changes that together could lead to:
- a greater uniformity of the NQFs
- a best harmonization of the Country standards of competence and professional profiles;
- the development of systems which include also micro-credentials
- a better know-how of operators of competence standards maintenance
- and of the recognition process
- Efficient diffusion of this opportunity, as a way to support inclusion and facilitate access/re-enter into education and training and career opportunities for a wider range of learners, including disadvantaged and vulnerable groups

## PARTNERS

The project brings together 4 European partners:

- **AID** Coordination, BE (www.aid-com.be),
- **Santa Casa da Misericordia de Lisboa**, PT (www.scml.pt),
- **CIFASA**-Efas Castilla, SP (www.efa-centro.org)
- **Scuola Centrale Formazione**, IT (www.scformazione.org).

## The project

The objective of the ENVOL project is to increase the number of positioning of training offers at levels 1 & 2 of the National Qualifications Frameworks (NQF), in relation to the EQF.

The project intends to achieve this goal by developing a system enabling learners to receive positioning and recognition of their learning outcomes obtained within non-formal and informal training systems.

**OPERATIONAL OBJECTIVES**

**1** **STATE OF THE ART**
To provide an overview of approaches and methodologies implemented at national levels for the recognition and validation of non-formal and/or informal learning for low-skilled publics (EQF levels 1 and 2)

**2** **MODEL**
To develop a model describing & analyzing examples of good practice in the positioning at EQF levels 1 and 2

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**3** **USER GUIDE**

To produce a guide to enable other training actors to use this positioning model

**4** **RECOMMENDATIONS**

To identify common transnational issues and make recommendations to policy makers

**5** **INFORMATION**

To inform ABOUT the progress of the work (facebook page) and the results (website)

More than a quarter of the EU population aged 25-64
(**61 million people**), left education and training
with no more than a **lower secondary education qualification**.

The OECD Adult Skills Survey, which tested levels of **literacy,
numeracy and problem-solving skills** in technology-rich
environments, indicates that similar proportions of adults
aged 16-65 reached the **lowest level of competence
in 20 Member States**.

This 'low-skill challenge' needs to be addressed urgently,
as the risks of **skills shortages and mismatches** need to be
anticipated in the context of rapidly changing and increasingly
demanding European labour markets.

**Low-skilled adults** are less likely to find a **job** or participate in **learning**, although these are key elements for their social **inclusion** and democratic participation. It is therefore crucial for their individual well-being as well as for the good of society that they have access to **adequate opportunities to upgrade their skills**, in particular through tailored awareness-raising measures targeting those furthest from the labour market or education and training.

A quite view from the Eurostat data regarding the Employment rates by educational attainment level allows us to confirm that the **labour market still values and needs employees with low levels of qualifications**, as the percentage of adults (20 to 64 years old) that haven´t gone further the level 2 according to the International Standard Classification of Education (ISCED) and employed have been increasing since 2015.

All 4 countries in this consortium have their **National Qualification Frameworks** <u>referenced</u> to the **European Qualification Framework**.

Those NQFs are **different** from each other as well as their systems for professional qualification namely in the lower levels.

From the descriptors integrated in the EQF/NQF regarding level 1 and 2 all the partners developed "**workshops**" in each country, aiming to identify some conclusions and tracks regarding their experience on **training and certification of professional areas at the lowest levels** of qualification, and the descriptors for level 1 and 2 of the EQF.

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From the analysis made on the different Qualification Systems, on the issue of low levels of qualification, from the perspective of access to qualification paths or access to employment, we can conclude:

## JOBS
There is absorption by the different labour markets of workers with low qualification levels

## BENEFICIARIES
There are trainees with low levels of qualification who are unable to reach higher levels;

## DESCRIPTORS
There are descriptors at the level of skills, competences and responsibility/autonomy for the lowest levels of the EQF

## UNITS OF COMPETENCE /LEARNING OUTCOMES
There are units (or sub-units) of competence integrated into the existing Qualifications Frameworks that, in relation to the descriptors of qualification in the NQF and EQF, can be positioned at the lowest levels

# HOW: THE STEPS

## IO1

Overview of national
methodologies
and approaches at levels 1
and 2 in the Horticulture
and HoReCa sectors.

Analysis and comparison
of existing innovative
mechanisms within local
workshops.

## IO2

Common positioning model
of level 1 and 2 professional
learning outcomes for BE, IT, PT
and ES, starting from the needs
and the results of the workshops.
The model is based on and uses:

- a common language,
- sub-domains,
- guiding questions
- the terminology and 2-dimensional table present in
Bloom's Taxonomy (1957)
revised by Anderson and
Krathwohl (2001).

**IO3**

User guide for the common positioning Model proposed by the four countries involved (Belgium, Italy, Portugal and Spain)

Proposal of application of the Common model, as well as instruments to be used as resources.

**IO4**

Recomendations guide for the stakeholders: observations & suggestions to increase the opportunity to valorize Learning Outcomes at the lowest levels.
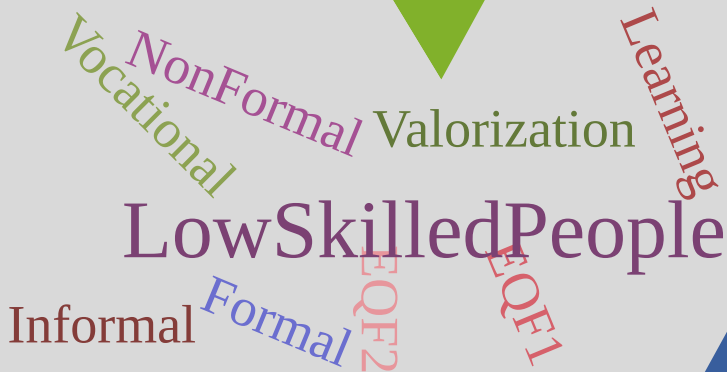
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## WHAT

### Lessons learnt

We identified **six key verbs** to explain the **needs** that we would like to share and the **recommendations** that emerged from our work.

These recommendations are specifically related to the ENVOL project objectives and focus:
▶ promoting the valorization
▶ of vocational competences
▶ at EQF levels 1-2 acquired
▶ by low skilled people through
▶ formal/non formal/informal learning pathways.

Vocational NonFormal Valorization Learning

LowSkilledPeople

Informal Formal EQF2 EQF1

**KEY VERBS** and suggestions

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RECOMMENDS

**HARMONIZE**
N° of Levels
Terminology
Templates

**ARTICULATE**
Top-down
Proficiency levels

**ENABLE**
Positioning to the lowest levels
Positioning by Non-formal
training organisations

**DEVELOP**
Guides/glossaries/check lists
Micro-credentials

**TRAIN**
Repository maintenance operators
Competence Recognition operators

**INFORM**
Low skilled public

HARMONIZE

N° of Levels
Terminology
Templates

# HARMONIZE
## NUMBER OF LEVELS

**1**

**OBSERVATION**

There are Countries that have defined their NQF on a lower number of levels, and this implies that 1 NQF level may correspond to 2 different EQF levels: this makes ambiguous the referencing.

**Suggestion**

All national qualification systems should be articulated on 8 levels, each one corresponding to the equivalent EQF level in order to facilitate univocal referencing

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How you call the minimum certifiable element

How you name the elementary professional profiles

**HARMONIZE**

N° of Levels
Terminology
Templates

## HARMONIZE
### TERMINOLOGY for the MINIMUM CERTIFIABLE ELEMENT

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**2**

**OBSERVATION**

Different Countries/regions call with different names the minima certifiable elements:

- competence
- units of competence
- learning outcomes
- units of learning outcomes
- key activities
- professional qualifiers

**Suggestion**

Standard terminologies and definitions (in English) facilitates the transition of people from one system to another, even within European countries.

**>>>** **UNITS OF COMPETENCE**

**EUROPEAN CATALOGUE**

**HARMONIZE**

**TERMINOLOGY for the ELEMENTARY PROFESSIONAL PROFILES**

**3**

## OBSERVATION

Different names are used between different countries, and in some cases between regions of the same country, to denominate the same professional profile, even if is an elementary one and there is no need for specifications/ differentiations

## Suggestion

At least for the professional profiles from level 1 to 3, and at least in some professional areas, a unique denomination of the profile would facilitate mobility of workers (internal, national, transnational...)

**3**

## ENVOL proposal

ENVOL proposed to use

**ISCO (integrated also in the ESCO classification)** to define a common profile at executive work profile

Considering the high mobility registered in the labour market and within the low skilled and non qualified workers, the harmonization of the profiles adopted in different countries f or the elementary occupation (and within level 1 & 2 of the EQF) would contribute for the European common framework for low skilled.

## HARMONIZE
**TERMINOLOGY for the ELEMENTARY PROFESSIONAL PROFILES**

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**HARMONIZE**

N° of Levels
Terminology

Templates

**HARMONIZE**

**TEMPLATES
for the MINIMUM
CERTIFIABLE
ELEMENT**

**4**



**OBSERVATION**

The templates to describe
competences / units
of competence / learning
outcomes / units of learning
outcomes / key activities,
professional qualifiers, etc. in EU
Countries/Regions have similar
fields but not identical
and in some cases necessary
descriptors are lacking



Use the "minimum
certifiable element"
template developed
by ENVOL partners
(see Intellectual Output n.3).

# ENVOL proposal

**4**

## HARMONIZE
### TEMPLATES for the MINIMUM CERTIFIABLE ELEMENT

| | |
|---|---|
| **THE APPLICATION OF THE MODEL** | |
| **Unit Code number** | Code number that uniquely identifies the unit of competence/ learning outcomes |
| **Unit EQF Level** | According to all the information related to learning outcomes: knowledge, skills, context, autonomy, responsibility |
| **Unit Title** | Name of the unit of competence; it should be short and it contains nouns or verbs in the <ing> form. |
| **Competence description** | This part is a short description of the competence; it contains the following items:<br>- the core (to be able to... plus a set of verbs)<br>- autonomy (degree) and responsibility<br>- the context (scope, predictability, complexity). |

| Knowledge | Skills |
|---|---|
| A structured set of knowledge that are strictly necessary to act the competences (to describe knowledge keep in mind depth, type, predominant cognitive process and use appropriate adjectives according to the EQF level of the competence] | A structured set of skills that are strictly necessary to act the competence. (to describe skills keep in mind complexity, application of knowledge, depth and breadth, according to the EQF level of the competence). |

| Responsibility and Autonomy | |
|---|---|
| It must be highlighted the responsibility for individual achievement and/or third parties' achievement and the degree of autonomy. | |

| Evaluation of the perfomance | |
|---|---|
| A list of activities which require the application of knowledge, skills and the ability to use them. The situations highlit also the context and the level of responsibility and autonomy requested. | |

**ARTICULATE**

**TOP-DOWN APPROACH
from ECONOMIC SECTOR
to WORK PROCESSES
to COMPETENCES**

**5**



**OBSERVATION**

Production processes and key
activities which characterize
the job are almost the same
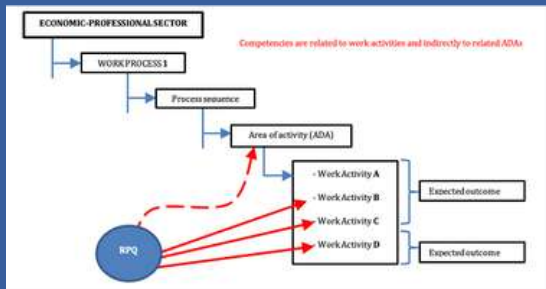in all countries and not only
at European level



Suggestion

Assume production processes
& key activities in an economic
sector as the starting point
for the creation of a repertoire
of "Units of Competence"
for all EU Countries, that can
be combined to compose
professional profiles and
qualification/training courses

**ENVOL proposal**

5

**ARTICULATE**

**TOP-DOWN APPROACH from ECONOMIC SECTOR to WORK PROCESSES to COMPETENCES**

**ARTICULATE**

Top-down

Proficiency levels

# ARTICULATE
## LEVELS
of PROFICIENCY

**6**

## OBSERVATION

Competence/learning outcomes referring to the same economic sector can be acted with different levels of proficiency according to the predictability/complexity of the context, the degree of responsibility and autonomy requested, the depth and type of knowledge applied, the cognitive process exercised etc.

## Suggestion

Set a range of declinations of the competence on consecutive EQF levels (explicitly indicated) to graduate the proficiency in the application of the competence in an incremental scale of width, depth, autonomy, responsibility, complexity of work/study activities.

# ENVOL proposal

**ARTICULATE LEVELS of PROFICIENCY**



| Code number | 940203 |
|---|---|
| EQF Level | 02 |
| Title | Preparing basic semi-finished products and simple food items |
| Competence | To be able to assemble raw materials and execute basic operations of cooking to prepare cold/hot basic semi-finished products and simple food items. These operations are done in a structured and stable context of study or work, with a limited autonomy in making decisions and solving ordinary and routine problems and with responsibility only for routine achievements. |

| Knowledge | Skills |
|---|---|
| Main utensils for food manipulations: typologies, specific names, way of use (safe and efficient)¶ Bindings (easy to be prepared): specific names, recipe and way of use¶ Sauces (easy to be prepared): specific names, recipe and way of use¶ Other (easy to be prepared) food items: specific names, recipe¶ Basic methods for mixing, assembling raw materials¶ Basic methods of cooking¶ Containers for food storage: typologies, indications of use¶ Procedures for the correct storage of semi-finished products/pre-elaborated raw materials¶ Basic self-control protocols of food hygiene. | Interpret the recipe or the cook's/chef's directions regarding the semi-finished/food items preparation¶ Mix raw materials¶ Assemble raw materials to produce semi-finished products, cold dishes, ready-to-cook products¶ Execute operations of food cooking (i.e. boiling, toasting, frying, gratin, stewing, braزing) at a basic level¶ Reheating food for consumption¶ Store the semi-finished products / pre-elaborated raw materials according to conservation rules¶ Operate in compliance with food hygiene and workplace safety regulations. |

| Code number | 940103 |
|---|---|
| EQF Level | 01 |
| Title | Preparing basic semi-finished products and simple food items |
| Competence | To be able to assemble raw materials and execute basic operations of cooking to prepare cold/hot basic semi-finished products and simple food items. These operations are done in a structured and stable, family context, under direct supervision with a limited autonomy in making decisions and solving ordinary and routine problems in the family context and with shared responsibility only for routine achievements. |

| Knowledge | Skills |
|---|---|
| Main utensils for food manipulations: typologies, specific names, way of use (safe and efficient)¶ Bindings (easy to be prepared): specific names, recipe and way of use¶ Sauces (easy to be prepared): specific names, recipe and way of use¶ Other (easy to be prepared) food items: specific names, recipe¶ Basic methods Short and simple instructions for mixing, assembling raw materials¶ Basic methods Short and simple instructions for cooking operations (es. boiling, frying, toasting)¶ Containers for food storage: typologies, indications of use¶ Procedures for the correct storage of semi-finished products/pre-elaborated raw materials¶ Basic self-control protocols of food hygiene | Interpret the recipe or the cook's/chef's directions regarding the semi-finished/food items preparation¶ Mix raw materials according to the cook's/chef's directions¶ Assemble raw materials to produce semi-finished products, cold dishes, ready-to-cook products according to the cook's/chef's directions¶ Execute operations of food cooking (i.e. boiling, toasting, frying) at a basic level according to the cook's/chef's directions¶ Reheating food for consumption¶ Store the semi-finished products / pre-elaborated raw materials according to the cook's/chef's directions¶ Operate in compliance with food hygiene and workplace safety regulations |

Note that also Digi.Comp. has been declined on 8 levels of proficiency

ENABLE

Positioning to the lowest levels

Positioning by Non-formal training organisations

ENABLE

**L.O. POSITIONING on the LOWEST LEVELS EQF**

**7**

**OBSERVATION**

Few Countries identify VET qualifications at level 1 (Austria, Malta); some Countries (e.g. Portugal, Spain) allows the recognition of competences for academic level 1 by formal /non formal / informal learning pathways and offer adult training for reaching academic level 1.

Suggestion

- Encourage the positioning of.LEARNING OUTCOMES at.level EQF 1.
- Encourage the bodies entitled for designing qualification standards to develop profiles on the lowest levels of qualification in cooperation with stakeholders (economic sector representatives, social parts, institutions…)

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7

ENABLE
L.O. POSITIONING
on the LOWEST
LEVELS EQF

ENABLE

Positioning to the lowest levels

Positioning by Non-formal
training organisations

**ENABLE**

**POSITIONING of TRAININGS by NON-FORMAL TRAINING ORGANISATIONS**

**8**

**OBSERVATION**

Non formal training organisation lack the possibility to attribute an EQF level to the training they offer to a public of adults usually far from employment and motivation to lifelong training

**Suggestion**

Allow the non-formal training organizations implementing a specific methodology -adapted to their own trainees but related to the guidelines for the design of Learning Units (IO3 template) in order to reach standards given by their NQF- to position their training within this NQF to empower trainees & encourage upskilling pathways

**DEVELOP**

Guides/glossaries/check lists
Micro-credentials

## DEVELOP

**TOOLS**
**such as GUIDES,**
**GLOSSARIES,**
**CHECK LISTS**

**9**

### OBSERVATION

The referencing to EQF and NQF levels is based on an consistent use of descriptors, verbs, concepts… related to different dimensions (knowledge, skills, context, responsibility, autonomy…)
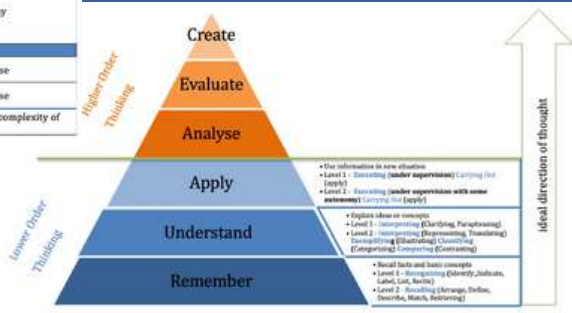
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### Suggestion

Provide tools that support the operators in understanding and using the EQF and NQF descriptors for positioning training and learning outcomes at the proper level.

**ENVOL proposal**

**DEVELOP**

**TOOLS
such as GUIDES,
GLOSSARIES,
CHECK LISTS**

| What the individual should know and understand | | |
|---|---|---|
| ☐ 1, 2 | Basic | Depth of knowledge |
| ☐ 1 | Factual | Type of knowledge (predominant) |
| ☐ 2 | Factual and Conceptual | |
| ☐ 1 | Interpret basic information to apply in a familiar context or work and study context | Cognitive Process (predominant) |
| ☐ 2 | Interpret information to apply in a work or study context | |
| **What the individual should be able to do** | | |
| ☐ 1, 2 | To carry out tasks and solve simple and common problems (implementation tasks) | Complexity of tasks |
| ☐ 1, 2 | Applying simple rules and tools | Application of knowledge |
| ☐ 1, 2 | Range of cognitive and material skills of restricted breadth and basic depth | Depth and Breadth of skills to be used |
| **What the individual should be able to take on** | | |
| ☐ 1, 2 | Shared responsibility for their routine achievements. Acting under direct supervision | Degree of responsibility for your achievements |
| ☐ 1, 2 | No responsibility for third party achievements | Degree of responsibility for the achievements of third parties |
| ☐ 1 | Limited autonomy in making decisions and solving ordinary and routine problems | Degree of autonomy |
| ☐ 2 | Limited, but with some autonomy in making decisions and solving ordinary and routine problems | |
| **What are the characteristics of the context?** | | |
| ☐ 1 | Familiar/everyday life and in a field of study or work | Scope of the exercise |
| ☐ 2 | In a field of study or work | Scope of the exercise |
| ☐ 1, 2 | Stable and structured | Predictability and complexity of the context |

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**DEVELOP**

Guides/glossaries/check lists

Micro-credentials

**DEVELOP**

**THE USE of MICROCREDENTIALS as part of the QUALIFICATION SYSTEM**

**10**

**OBSERVATION**

Some people don't reach full qualification or entire certifiable elements (units of Competence / L.O.) at the end of a training pathway or following a recognition process of non-formal/informal learning

.

**Suggestion**

Develop and integrate the use of micro-credentials as part of the qualification system to better reflect modularization of learning pathways, help individuals obtain recognition of their knowledge, skills and competences and motivate lifelong learning behaviour.

# ENVOL
# proposal

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The template developed by ENVOL partners identifies units of competences that are able to be certified by themselves and reflect the principal of the organization of modularization of learning paths. Each unit of competence can be a part of a qualification and be developed and integrated in the micro credentials principal.

## DEVELOP
## THE USE
## of MICROCREDENTIALS
## as part
## of the QUALIFICATION
## SYSTEM

**TRAIN**

Repository maintenance operators
Competence Recognition operators

## TRAIN

**OPERATORS
in charge
of MAINTENANCE
of REPOSITORIES
OF QUALIFICATIONS
/COMPETENCES**

**11**



### OBSERVATION

The process of design
and maintenance (update /
integration / review)
of the repositories
of qualifications / competences
involve many figures,
both from labour market
and VET (authorities/operators).



### Suggestion

Strengthen capability
in the application/use of NQF /
EQF levels in the design /
review of minima certifiable
elements with compliance
to the EQF descriptors.

**TRAIN**
Repository maintenance operators
Competence Recognition operators

**TRAIN**

**OPERATORS
in charge
of the PROCESS
ofIDENTIFICATION,
RECOGNITION,
VALIDATION
AND CERTIFICATION
OF COMPETENCES**

12

**OBSERVATION**

The process of identification, recognition, validation and certification of learning outcomes/competences acquired also in non formal / informal learning is still in an experimental stage or not yet well developed in many Countries.

**Suggestion**

Strengthen capability in the analysis of work / life experiences that can enable learning outcomes and the emersion of evidences of the competences / skills / knowledge acquired and their referencing to standards of competences.

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proposal

TRAIN

OPERATORS
in charge
of the PROCESS
ofIDENTIFICATION,
RECOGNITION,
VALIDATION
AND CERTIFICATION
OF COMPETENCES
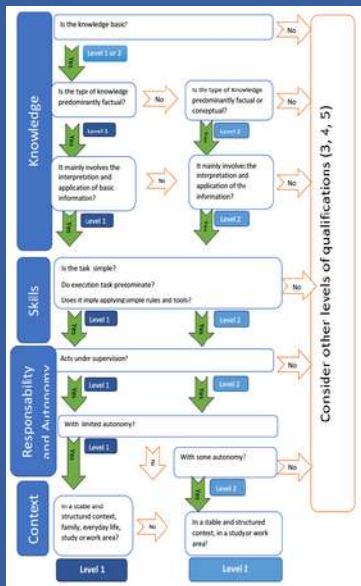
**INFORM**
Low skilled public

## INFORM

**LOW SKILLED PUBLIC about the possibility to have their LEARNING OUTCOMES from LIFE / WORK EXPERIENCE valorised**

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### OBSERVATION

The possibility of recognition and valorization of learning outcomes from informal / non formal training or life experiences and the way to access those services are little known among wide public, especially the low skilled one.

### Suggestion

Disseminate the possibility to access services for the identification, recognition, validation and certification of competences. Align all services targeting low skilled adults offering efficient and integrated guidance services and making available validation of non-formal and informal learning.
Raise awareness (campaigns) in order to promote the importance for lifelong upskilling pathways.

# PARTNERS

**AID Coordination**
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**Scuola Centrale Formazione**
ITALY

**Santa Casa da Misericordia de Lisboa**
PORTUGAL

**EFAS Castilla - La Mancha y Madrid**
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