Co-creative youth

INTELLECTUAL OUTPUT 4

CO-CREATIVE GENERALIST VALUER COMPETENCES MATRIX

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Introduction

If education and training must prepare for a successful transition to the labour market, then we need to understand what can improve this transition and, in particular, help maintain the status of being “employable”.

This condition is today intrinsically linked to the concept of competence. Being employable means being competent. Competences do not remain the same throughout the years. They have been changing over time with the alterations ascertained in the labour market.

This adjustment is not an easy task, in particular because it presupposes that Education and Training systems are able to anticipate what will be required by the labour market when students/trainees complete their studies. Therefore, it is no surprise that there is an increasing concern in working, at curriculum level, on technical competences and others of a broader nature – known as soft skills – that are much more associated with attitudes and which, according to recent studies, are those that confer a greater advantage in keeping a job.

In addition to this adjustment (that presupposes an increasingly tighter articulation between school and companies, for example, by enhancing work-based learning or through a greater involvement of company representatives in the design of curricula), it is also essential that the qualifications produced by Education and Training Systems are readable by employers. In other words, employers must be able to understand what to expect from someone who holds a given qualification. Basically, it is important to answer the question: “What can a youth or an adult do with this qualification?” And considering that today the labour market is not confined to one’s own country, to be able to improve one’s employability it is necessary that the answer to that question is obvious for an employer from the same country as well as from any other Member State.

Then, what can be done for qualifications to gain this transparency and legibility all over Europe?

Several years ago, with the adoption of a European Qualifications Framework (EQF) that all Member States should use as a reference when building their National Qualifications Frameworks, an approach to qualifications based on learning outcomes gained ground in Europe (cf. Cedefop, 2009), surpassing the use of approaches that focus on length, contents and teaching methodologies to design qualifications. This approach has become the basis for vocational education and training standards, curricula, assessment criteria, qualification descriptors and level descriptors in national qualifications frameworks. These frameworks addressed the integration of descriptors for (8) different qualification levels, based on knowledge, skills and competences/attitudes. This means that the bases were created for learning processes to be defined based on what is expected to be achieved at the end of a learning process.

The Recommendation of the European Parliament and the Council on the establishment of the EQF (23 April 2008) explicitly sets out that the Member States shall use "(…) an approach based on learning outcomes to define and describe qualifications" and to promote the validation of informal and non-formal learning.

The CO-CREATIVE GENERALIST VALUER COMPETENCES MATRIX is in line with this recommendation.

EQF and ECVET

In practice, **European Qualifications Framework (EQF)** works as a translation device making qualifications more readable. It will help learners and workers wishing to move between countries or change jobs or move between vocational education and training (VET) programmes.

The primary users of the EQF will be authorities in charge of national and/or sectorial qualification systems and frameworks. Once they have related their respective systems to the EQF, the EQF will help individuals, employers and education and training providers compare individual qualifications from different countries and education and training systems.

The **European Credit System for Vocational Education and Training (ECVET)** technical framework will allow the transfer, recognition and, where appropriate, accumulation of an individual's learning outcomes with a view to achieving a qualification. In this sense, in ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system to another or from one learning pathway to another.

According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations. ECVET tools and methodologies comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as Learning Agreements, transcripts of records and user guides.

The present guideline was produced with the main objective of supporting the future integration of the CO-CREATIVE GENERALIST VALUER - into existing VET programmes and systems in partner countries.

European profile: qualification descriptor and learning outcomes

Today the identification and anticipation of the supply and demand of qualifications is considered strategic by employers, business activity sectors and varied regions. For this reason, forecasting methods have become a multidisciplinary field that does not only include planning the supply and demand of education and training but also takes into consideration the specificities of the enterprises and institutions

that are part of the labour market, the behaviours of individuals and the various economic variables included in the dynamics of national and international competitiveness.

A **Unit of Competence** is the coherent combination of learning outcomes, which can be autonomously evaluated and validated. The learning outcomes are broken down into **knowledge**, **skills** and **competences** that are **mobilised in actions** through which the individual shows that s/he masters the competence acquired, according to certain **performance criteria** and **contextual conditions**. In practical terms, the aim of the UC is to respond to what the individual is able to do (by showing and demonstrating such performance), the identification of the UC being a time of functional analysis where it is possible to establish an association with a given professional.**1**

Competence Units elements:

Actions – Actions through which the individual demonstrates s/he masters the UC, i.e., they are the subdivision of the UC into directly observable actions showing that the individual is competent;

Performance criteria – Quality requirements of the UC associated with performance, i.e., quality standards by which the individual is considered competent (quality level that the actions must have);

Knowledge – The collection of facts, principles, theories and practices related to the field of studies or professional activity;

[1] Adapted from *Methodological Guidebook - Design of qualifications based on learning outcomes*, National Agency for Qualification and Vocational Education and Training (ANQEP, I.P.) – Division for the Management of the National Catalogue of Qualifications (DGCNQ)

Skill – The ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments;

Competence – The ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility

External resources – The set of available resources which aid in the foreseen actions;

Context conditions – They different actions in a specific space and time and in a precise situation, i.e. in context.

The table below shows the EQF levels descriptor[2].

[2] https://ec.europa.eu/ploteus/content/descriptors-page

EQF QUALIFICATIONS DESCRIPTOR			
LEVELS	**KNOWLEDGE**	**SKILLS**	**COMPETENCES[3]**
	In the context of EQF, knowledge is described as theoretical and/or factual.	**In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).**	**In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility**
Level 1	General basic knowledge	General basic skills to accomplish a simple task	Work/study under direct supervision in a structured context
Level 2	Basic factual knowledge in a work-related/study topic	Basic cognitive and practical skills needed for the application of adequate information to accomplish tasks and problem solving through simple rules and instruments	Work/study under direct supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts in a study/work topic	Range of cognitive and practical skills necessary to accomplish tasks and problem solving through the selection and application of instruments,	Taking responsibility for executing tasks in a study/work environment. Adapt behaviour to circumstances in order to solve problems

[3] According to the newest resolution of the European Commission *Competences* are now designed by Responsibility and autonomy. The implementation of the EQF was based on the Recommendation on the European Qualifications Framework for lifelong learning adopted by the European Parliament and the Council on 23 April 2008. Reflecting the success in implementing the 2008 recommendation, a revised and strengthened Recommendation on the EQF was adopted on 22nd May 2017 by the Education, Youth, Culture and Sport Council. The purpose of this revised recommendation is to ensure the continuity as well as a further deepening of the EQF. Please also confer The European Handbook from CEDEFOP - *Defining, writing and applying learning outcomes* from 08/11/2017 and Proposal for a Council Recommendation on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

		materials and basic information	
Level 4	Factual and theoretical knowledge in broad contexts within a field of study/work	Range of cognitive and practical skills necessary in order to understand specific problem solving in a study/work-related topic	Manage one's own work within the guidelines established in the context of study/work, usually predictable but liable to change. Supervise the routine work of third parties and take responsibility in terms of evaluation and the improvement of activities in study/work-related contexts
Level 5	Comprehensive, expertise, factual and theoretical knowledge in a study/work-related topic and understanding the limitations of one's knowledge	Large range of cognitive and practical skills for conceiving creative solutions to abstract problems	Manage and supervise in study/work-related contexts, subject to unpredictable changes.
Level 6	Deep understanding and knowledge of a specific study/work-related topic which demands a critical comprehension of theories and principles	Advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work-related, specialized topic	Management of complex technical or professional activities or projects, taking responsibility for decision making in unpredictable study/work-related contexts. Taking responsibility in the management for an individual's professional development and the development of a collective team of individuals
Level 7	Highly specialized knowledge in relation to a specific study or professional topic or area, which underpin the capacity for original thinking	Specialized skills for problem solving in terms of investigation and innovation; to develop new knowledge and procedures in order to integrate these practices in different areas of your study/work	Manage and transform study/work-related situations which are complex and unpredictable and which demand new strategies. Taking responsibility in order to contribute to new knowledge and professional practices and/or review the performance of teams of individuals.

Level 8	Cutting-edge knowledge which is highly specialized in some areas related to work/study, with the capacity to relate this knowledge to other study/work-related topics.	The most advanced and specialize techniques, including cohesion and evaluation skills necessary to solve critical problems in relation t best practice in investigation and innovation, for the improvement and revision of the existing professional practices	Demonstrate a considerable level of authority, innovation, autonomy, scientific and professional integrity and assume a sustained commitment regarding the development of new ideas or processes which are central to your role in work/study, including expertise in the field of investigation and research

ECVET Principles and Technical Components

The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications
- make it more attractive to move between different countries and learning environments
- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.
- ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of learning outcomes, with a view to achieving a qualification.
- ECVET is a decentralised mechanism that relies on the voluntary participation of Member States, and wider VET stakeholders, and relies on mutual trust being established among all those involved.

- ECVET centres on a series of Technical Components that, together, facilitate the process of learning recognition, irrespective of the country or education system in which the learning took place.

Successful ECVET implementation requires that qualifications be described in terms of learning outcomes, with learning outcomes brought together in units, and units often accumulated to form the basis of qualifications or awards. Assessment, validation and recognition processes must also be agreed, among all those participating, and should respect existing national, regional, sectoral or institutional practice.
In cases where credit is able to be awarded, a points system might also be considered with points directly attributed to ECVET units and qualifications.
ECVET practitioners are able to benefit from the use of common European documents, or templates, that promote quality in learning mobility, namely:

- Memorandum of Understanding (MoU): a voluntary agreement, between competent institutions, which sets out the framework for credit transfer and accumulation; the MoU formalises the ECVET relationship through confirming mutual acceptance of the status of, and the procedures put in place by, competent institutions.
- Learning Agreement (LA): a contract signed by all mobility parties, including the learner, in which the learning duration and expected learning outcomes are confirmed alongside mechanisms for assessment, validation and recognition.

ECVET POINTS[4]

UNITS OF	COMPETENCE UNITS	LEVEL	LEARNING	ECVET

example

[4] After the analysis of EQF, NQF and level of implementation of ECVET guidelines in partner's countries, a (final) comparative analysis will be established.

LEARNING OUTCOMES		EQF	NQF partners	HOURS	
	1.	2	2	25	1
	2.			25	1
	3.			25	1
CO-CREATIVE GENERALIST VALUER COMPETENCES MATRIX		2	2	75	3

Analysis of EQF, NQF and level of implementation of ECVET guidelines

In order to set the EU framework for the CO-CREATIVE GENERALIST VALUER, partners conducted a comparative analysis between their National qualification frameworks and the European qualification framework, on a desk research basis, finding the current state of art of NQF implementation, correspondence between NQF and EQF levels.

PORTUGAL

A comprehensive Portuguese qualifications framework (Quadro Nacional de Qualificações) (QNQ) has been in place since October 2010 as a single reference for classifying all qualifications awarded by the Portuguese education and training system. Established by Decree Law No 396/2007 (Decreto-Lei No 396/2007), the framework (including eight levels and level descriptors of learning outcomes) was published in July 2009 (Portaria No 782/2009). Higher

education qualifications were included in the more detailed framework for higher education qualifications (FHEQ-Portugal), which is part of the comprehensive national qualifications framework (NQF). It was linked to the European qualifications framework (EQF) in 2011 and has been gradually implemented.

The NQF has now reached an operational stage (Cedefop, 2016b), and is already considered a permanent feature of the national qualifications system. The legal framework is in place, qualifications have been assigned to levels, and quality assurance arrangements have been implemented. All VET is already organised around the NQF: databases are organised considering the NQF structure and access to financial support also takes the framework into consideration. Education and training stakeholders are involved in implementing the NQF. The framework is becoming increasingly visible to learners, parents, employers and employees, training providers and guidance experts, but visibility could be further improved. Information on the NQF is provided through education providers and awarding bodies, the relevant ministries, the Qualifica Centres (the former centres for qualification and vocational education), as well as the EQF NCP.

Portugal referenced its national qualifications levels to the EQF and self-certified to the qualifications framework of the European higher education

Portuguese national qualifications framework (QNQ)

NQF levels	Qualifications	EQF levels
8	Doctoral degree (*Doutoramento*)	8
7	Master degree (*Mestrado*)	7
6	Bachelor degree (*Licenciatura*)	6
5	Diploma in technological specialisation (*Diploma de Especialização Tecnológica*)	5
4	Secondary education and professional certification (Ensino secundário obtido por percursos de dupla certificação) Secondary education and professional internship; minimum six months (*Ensino secundário vocacionado para prosseguimento de estudos de nível superior acrescido de estágio profissional — mínimo de seis meses*)	4
3	Secondary education (*Ensino secundário vocacionado para prosseguimento de estudos de nível superior*)	3
2	Third cycle of basic education (*3º ciclo do ensino básico obtido no ensino regular*) Third cycle of basic education and professional certification (*3º ciclo do ensino básico obtido por percursos de dupla certificação*)	2
1	Second cycle of basic education (*2º ciclo do ensino básico*)	1

Source: ANQ, 2016.

area (QFEHEA) in 2011. The process started in 2009 and the results were presented in two separate reports: the Report on the referencing of the national qualifications framework to the European qualifications framework addressed qualifications at levels 1 to 5 of the NQF, and the Report on the referencing of the framework for higher education qualifications in Portugal (FHEQ-Portugal) addressed levels 5 to 8.

In Portugal, full-time formal education and training is equivalent to 60 credit points, as provided for in the European Credit System for Vocational Education and Training (ECVET) (Portaria n.º 47/2017)[5].

France

The setting up, in 2002, of the National committee on vocational qualifications (Commission nationale de la certification professionnelle (CNCP)) and the National register of vocational qualifications (Repertoire national des certifications professionnelles (RNCP)) signalled the establishment of the French national qualifications framework (NQF). Supported by the system for validation of nonformal and informal learning (validation des acquis de l'experience), the French framework can be seen as belonging to the first generation of European qualifications frameworks. While not including general education (primary and secondary education as well as the upper secondary Baccalaureate), more than 10 000 qualifications (including in higher education) are currently covered by the framework (1). Some stakeholders consider the existing five-level structure (dating back to 1969) to be in need of replacement. Apart from the need to align the level descriptors to those now commonly used across Europe, qualifications and certificates below EQF-level 3 are currently not included. A proposal for a seven level structure exists (following the work of a national committee set up in 2012), but it is not clear if and when this will be adopted. The proposed seven-level structure distinguishes between three main groups or domains of learning outcomes; skills, autonomy/responsibility, and knowledge. The framework, which is operational, was referenced to the European qualifications framework (EQF) in October 2010. The EQF levels, and their alignment with the five-level structure, are clearly indicated in databases as well as in certificate and diploma supplements.

[5] https://dre.pt/home/-/dre/106380301/details/maximized

The French NQF has more limited scope than most comprehensive NQFs now operating across Europe. Qualifications from general education, notably primary education and general upper secondary qualifications (the general baccalaureate) are not included. Recent policy initiatives and reforms have emphasised the need to give high priority to employability and equip candidates with competences better aligned with the needs of the labour market. Education and training providers at all levels (including universities) have been obliged to reformulate and clarify their qualifications, also in terms of labour market relevance. The proposal for revision of the level-structure and its descriptors (2016) strengthens this labour market and competence focus (see below). The French NQF operates with less clear distinction between VET and higher education than many other European countries. This signals a wish to promote vocationally and professionally oriented qualifications at all levels.[6]

EQF Level	FRANCE : NFQ - National Framework of Qualification
Level 1	- Na (premier degré: nursery and elementary schools)
Level 2	- Na (second degré: lower secondary/collèges and upper secondary general, technological and vocational lycées
Level 3	- Level 5 - Short vocational secondary diploma such as CAP Certificate of professional aptitude: 2 years of study, over 200 specialisms. - Personnel holding jobs normally requiring a level of training equivalent to that of the vocational studies certificate (BEP) or the certificate of vocational ability (CAP), and, by assimilation, the level one certificate of vocational training for adults (CFPA).
Level 4	- Level 4 - Diploma such as the baccalauréat professionnel (Vocational baccalauréat) Personnel holding jobs at a supervisory highly skilled worker level and able to provide proof of a level of training equivalent to that of the vocational certificate (BP), technical certificate (BT), vocational baccalaureate or technological baccalaureate

[6] Adapted from **France - European inventory on NQF 2016** - http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/france-european-inventory-nqf-2016

Level 5	- Level 3 – Diploma after two years of post-baccalauréat education such as the Brevet de Technicien Supérieur (BTS) or the Diplôme Universitaire de Technologie (DUT). - Personnel holding jobs normally requiring a level of training equivalent to - that of a diploma from a university institute of technology (DUT) or a technology certificate (BTS) or a certificate corresponding to the end of the first higher education cycle.
Level 6	- Level 2 – Bachleor type diploma such as the Licence Professionnelle – is awarded following upon completion of a university programme of 180 ECTS credits (3 years)
Level 7	- Level 1 -Masters-type diploma (such as the ingénieur diploma) - upon completion of a programme of 300 ECTS (180+120) credits. The programme consists of a foundation year (M1), after which students select one of two tracks: Master de Recherche (research master) or Master Professionnel ('regular' or professional master
Level 8	- Level 1 – Doctor degree - The minimal duration is 3 years. The degree of Docteur is conferred after a public defense of the doctoral thesis and is comparable to the Dutch doctor (dr.) title

Sweden

Sweden's Reference Framework for Qualifications, SeQF is a tool for visibility of learning outcomes, whether acquired through education, at work or at leisure. Learning outcomes describe an actual outcome after a completed learning process and specify the requirements for achieving a qualification. When qualifications are placed at different levels in SeQF, the understanding and comparison of qualifications is facilitated nationally and internationally. This increases the matching in the labor market. The government has decided that qualifications whose outcomes of learning are constitutional, such as primary and secondary education, are placed in SeQF. In order for the frame of reference to be complete, it is important that employers' qualifications apply from the Authority for the University of Applied Sciences (MYH) to level their qualifications. In Sweden, employers' and employee organizations have

been a driving force for the introduction of Sweden's Qualifications Framework. Below are some of the opportunities identified with reference to working life qualifications in SeQF:

Clearer vocational roles and professional skills: For industry organizations, the reference framework is a tool for clarifying the skills required for specific occupational roles, industries or areas of activity. By clarifying the requirements for professional roles and professional qualifications, the frame of reference also contributes to the profiling and positioning of different occupational roles in working life and society.

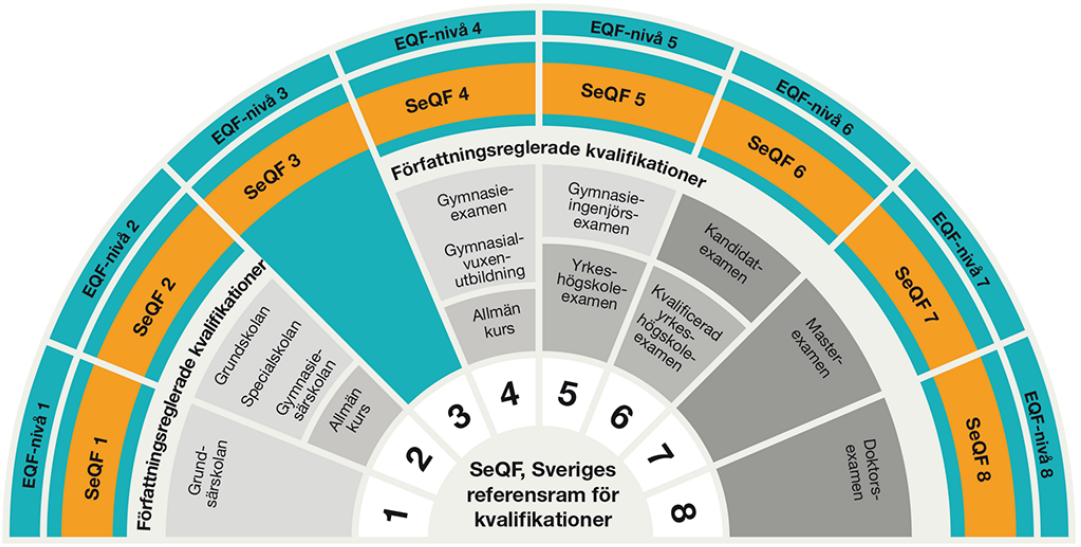
Better match on the labor market: Clearer qualification descriptions can be used by employers and jobseekers to clarify the professional skills required for a particular job or service, which increases the matching in the labor market. It also clarifies for career paths and can change the conditions for putting salary and setting competence requirements in procurement.

Effective validation: Recognition and assessment of individuals' skills are facilitated when qualifications are formulated in the results of learning. Qualifications in SeQF are also described so that they can be accessed in a variety of ways, enabling validation of individuals' formal, non-formal and informal learning. It helps work life better utilize individuals' skills in career change, conversion or recruitment. It also facilitates validation providers to have clear qualification requirements when validation is to be performed.

Increased mobility: Qualifications placed in SeQF, when issued, must have an English SeQF and EQF level in a qualification certificate. The qualification certificate will have a national standardized appearance and layout, including the knowledge, skills and competencies of qualification. It will make it easier for employers to compare qualifications nationally and internationally. It increases mobility and employability in working life.

Better coherence between education and working life needs: SeQF facilitates communication between work life and the public education system when clarifying a certain level of professionalism - the reference frame becomes a common language and a common platform based on when vocational education, such as vocational college education, is to be developed. The industry-specific internships also become clear what they aim for and the quality of education is raised.

Lifelong learning becomes clearer: Learning takes place on many different levels and in many different forms. Through SeQF, all learning is made visible, whether through education, in working life or in leisure time. It clarifies for individuals and working life different ways of achieving a qualification



EQF-nivå innebär den motsvarande nivån inom den europeiska referensramen för kvalifikationer.

Kvalifikationer som nivåinplaceras av Myndigheten för yrkeshögskolan.

Kvalifikationer inom SeQF som är nivåinplacerade av regeringen, se Förordning (2015:545), bilaga 2.

Swedish national qualifications framework (SeQF)

NQF levels	Qualifications	EQF levels
8	Doctorate diploma	8
7	Master diploma	7
6	Bachelor diploma Advanced diploma in higher vocational education	6
5	Qualified graduate from upper secondary engineering courses Diploma in higher vocational education	5
4	Upper secondary level (new and former)	4
3		3
2	Compulsory education for young and corresponding education for adults, special needs schools and Swedish tuition for immigrants	2
1	Special needs education	1

Source: Adapted from https://www.seqf.se/

Spain

Spain has developed its qualifications framework for lifelong learning, known as the Spanish qualifications framework (Marco Español de Cualificaciones (MECU)). It is based on learning outcomes and aims to link and coordinate different education and training subsystems. The framework will include qualifications obtained in compulsory, post-secondary and higher education, and will integrate validation of non-formal and informal learning processes. One of the main objectives in developing a national framework compatible with the European qualifications framework (EQF) and those in the European higher education area (QF-EHEA) is to make Spanish qualifications easier to understand by describing them in terms of learning outcomes; it should also clarify relations between them. It is expected that this will improve the extent to which stakeholders are informed about national qualifications, raising trust and making mobility easier.

An eight-level framework has been proposed to cover all main types of Spanish qualification. The four highest levels are compatible with the Spanish qualifications framework for higher education, based on the Dublin descriptors. Level descriptors are defined in terms of knowledge, skills and competence. They have been inspired by EQF level descriptors, but adopted to suit the national context. This is particularly the case for skills, where the ability to communicate in different languages and analytical skills are emphasised. Competence is defined as autonomy and responsibility, including learning skills and attitudes. The level of implementation also varies across subsystems; the most developed and elaborated is in VET. The VET qualification system is defined by the Law on qualifications and vocational training that establishes the national catalogue of professional qualifications. Professional

modules for each qualification gather the learning outcomes and the corresponding assessment criteria that show that the qualification holder knows, understands and is able to do as expected on completion of the programme. Learning outcomes are closely related to work activities and required professional competences.[7]

[7] Adapted from **Spain - European inventory on NQF 2016** - http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/spain-european-inventory-nqf-2016

Draft Spanish national qualifications framework (MECU)

EQF	ESQF/MECU	ESQF-EHEA/MECES	QF-EHEA
8	8	*Doctorado*	Third cycle
7	7	*Master*	Second cycle
6	6	*Grado*	First cycle
5	5	*Técnico superior*	First cycle
4	4		
3	3		
2	2		
1	1		

Source: Spain - European inventory on NQF 2016

Belgium

Stages of the education system
Primary education

In Belgium, pre-secondary education comprises both pre-school education and primary education.

Pre-school education is accessible for children from 2,5 to 6. Although it is not obligatory, almost all children participate in pre-primary education. Pre-school education supports the versatile formation of children and stimulates their cognitive, motor and affective development. Primary education is targeted at children from 6 to 12 years old and comprises six subsequent school years. A child usually starts primary education when it is six years old and thus obliged to engage in education. When successfully completing primary education children are granted a certificate.

Secondary education

In Belgium, secondary education is organised for youngsters from 12 to 18. Fulltime secondary education contains three stages and various types of education. Each stage consists of two grades. In the third stage of vocational secondary education the successful completion of a third grade is necessary in order to obtain the certificate of upper secondary education. In the first stage of secondary education a common curriculum is offered. Pupils make a choice of study only at the start of the second stage. From the second stage onwards four different types of education are offered. In the French Community, education takes four different forms (general, technical, artistic and vocational) and consists of two streams (the transition stream and the qualification stream). The transition stream prepares pupils for higher education whilst also offering opportunities to enter the labour market, whereas the qualification stream prepares pupils to enter the labour market while also enabling them to continue their studies in higher education. General education is a transition stream, whereas vocational education is a qualification stream. Technical education and artistic education can be organised in the transition stream or in the qualification stream. Pupils choose a course of study within one of these types of education.

In Belgium, a certificate of upper secondary education grants unrestricted access to higher education.

System of alternating learning and working

In Belgium, when a pupil is 15 or 16 years old (s)he may enter a system of alternating learning and working. All youngsters in part-time education are obliged to take part in learning and working for at least 28 hours a week. Part-time learning and working is organized in: • a centre for part-time education ; • a centre for apprenticeships. In the French Community, in a Centre for Dual Vocational Education (CEFA, Centre d'Enseignement et de Formation en Alternance), pupils take classes for 15 hours a week. These classes are supplemented with a working experience which matches the programme. Pupils can obtain the same certificates and qualifications as in ordinary full-time qualification-stream education, or lower levels of qualification via specific profiles. In the French Community, apprenticeships are organised by IFAPME (the Walloon Institute of Dual Vocational Education and Training for Small and Medium-Sized Enterprises) and the SFPME (Small and Mid-Sized Companies Training Service in the Brussels-Capital Region). These two institutions organise dual vocational courses known as 'apprenticeship contracts' which satisfy the compulsory schooling requirement.

Higher education

In Belgium, higher education contains programmes which result in the degree of bachelor, master and doctor. Also higher dual vocational education is part of the level of higher education.

Higher dual vocational education

In the French Community, higher dual vocational education is defined as "instruction in which the skills needed to obtain a degree from a higher education institution are partly acquired in the workplace and partly within this higher education institution. In addition to masters in the dual system already in place, the Government of the French Community adopted on 30th June 2016 the decree which generalizes a dual teaching system at "Hautes Ecoles" and universities.

Bachelor

Bachelor programmes in Belgium may be both professionally oriented and academically oriented. Professionally oriented bachelor programmes are primarily aimed at practicing a profession and offer a direct access to the labour market. Academically oriented bachelor programmes focus on a broad academic education or an education in the arts. They aim at offering access to a master programme or to the labour market.

Master

In Belgium, master programmes focus on advanced scientific or artistic knowledge or competences which are needed for the independent practice of science or arts, or for practicing a profession. They are rounded off by a master thesis.

EQF Level	Belgique : NQF - National Framework of Qualification	
Level 0	Education de la petite enfance - pre-school	Ecole maternelle (2,5 ans à 6 ans)
Level 1	Primaire - primary	Ecole primaire (6 ans à 12 ans)
Level 2	Enseignement secondaire (premier cycle) - secondary	École secondaire inférieur (12 ans à 15 ans)
Level 3	Enseignement secondaire (deuxième cycle) - secondary	École secondaire supérieur (15 ans à 18 ans) *Fin obligation scolaire obligatoire en Belgique*
Level 4	NA	
Level 5	NA	
Level 6	Licence ou équivalent	Bachelor (premier cycle Master ou bachelor professionnalisant) Bachelor avec possibilité de VAE* par dispense (durée des études plus courtes) si 5 années d'expériences professionnelles/personnelles reconnues *VAE = valorisation des acquis de l'expérience *article 6, §1er du décret du 31 mars 2004 définissant l'enseignement supérieur, favorisant son intégration à l'espace européen d'enseignement supérieur et refinançant les universités (« Décret Bologne »)*
Level 7	Master ou équivalent	Second cycle - Master Master avec VAE par admission si 5 années d'expériences professionnelles/personnelles reconnues
Level 8	Doctorat ou équivalent	Doctorat Duration is 3 years.

		The degree of Docteur is conferred after a public defense of the doctoral thesis

Italy

In 2013 Italy established a national qualifications directory, including a national framework of regional qualifications.

The National Repertory was established by Legislative Decree No. 13 of January 16, 2013. According to the Decree, the Repertory [...constitutes the reference framework for the certification of skills, through the progressive standardization of the essential elements, including descriptive ones, of the titles of education and training, including vocational education and training, and professional qualifications through their correlativity…].

The national repertoire consists of all the repertoires of education and training qualifications, and of the professional qualifications awarded in Italy by an authorized Entity or issued following an apprenticeship contract.

The Decree indicates as the authorized Entities the following: the Ministry of Education, University and Research; the regions and the autonomous provinces of Trento and Bolzano; the Ministry of Labour and Social Policies; the Ministry of Economic Development and the other competent authorities in matters of certification of competences referring to qualifications of regulated professions (Article 5 of Legislative Decree No. 206 of November 9, 2007).

The National Repertoire, as established by Legislative Decree 13 of 2013, therefore recomposes the system of qualifications issued in Italy with reference to the following subsets: University; Secondary school; Education and vocational training; National framework of regional qualifications; Apprenticeship; Professions.

By today, Italy has assigned the EQF level to most of the public qualifications issued by the Ministry of Education, University and Research and by the Regions.

The EQF level is inserted in the certificate attesting the attainment of the qualification (for example the Diploma) or in the Europass documents that accompany the certificate (a Supplement to the Certificate or a Supplement to the Diploma).

The following table shows the correspondences between the Italian NQF and EQF levels:

EQF level	Co-respective Italian NQF
1	1st cycle of education (*Diploma di licenza conclusiva del I ciclo di istruzione*);
2	Certification of completion of the compulsory education cycle (*Certificazione delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione*);
3	Certificate of qualification of professional operator (*Attestato di qualifica di operatore professionale*);
4	High school diploma, diploma of technical education, diploma of professional education, certificate of higher technical specialization (*Diploma professionale di tecnico, diploma liceale, diploma di istruzione tecnica, diploma di istruzione professionale, Certificato di specializzazione tecnica superiore*);
5	Higher technical diploma (*Diploma di tecnico superiore*);
6	First level academic diploma (*Laurea, diploma accademico di I livello*);
7	Master's degree, II level academic diploma, 1st level university master's degree, specialization academic diploma (I), advanced diploma or master's degree (I) (*Laurea magistrale, diploma accademico di II livello, master universitario di I livello, diploma accademico di specializzazione (I), diploma di perfezionamento o master (I)*);
8	PhD, academic research diploma, postgraduate diploma, second level master's degree, academic specialization diploma (II), postgraduate diploma or master's degree (II). (*Dottorato di ricerca, diploma accademico di formazione alla ricerca, diploma di specializzazione, master universitario di II livello, diploma accademico di specializzazione (II), diploma di perfezionamento o master (II)*).

COMPARATIVE ANALISYS

Based on the outcomes arriving from all partners, from their National Qualification Framework analysis and from the experience taken from the Belgium partner AID BW-EFT asbl, on implementing their national profile *Valoriste généraliste* 8, the complexity, range and the level of learning expected from learners; the CO-CREATIVE GENERALIST VALUER Competences Matrix targeted the European Qualification Framework (EQF) Level 3, allowing though, depending on each country needs, a further development into a higher qualification level:

EQF Level	Knowledge	Skills	Competences
3	Knowledge of facts, principles, processes and general concepts in a study/work area	Range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information	Taking responsibility for executing tasks in a study/work area. Adapt the behaviour to circumstances in order to solve problems

The settlement of the EQF level 3 for CO-CREATIVE GENERALIST VALUER Competences Matrix, allows partners to establish the correspondence between the European Qualification levels and their National Qualification Frameworks (NQF):

[8] Please consult the document **PROFIL METIER - RÉFÉRENTIEL DES COMPÉTENCES PROFESSIONNELLES** at the website http://www.sfmq.cfwb.be/ *The work is aimed to an audience with little or no professional experience (s), with a minimum level of primary school education, in situations of social precariousness and / or psychosocial or not.*
Autonomy of execution under supervision: simple application - similar situations / Runtime autonomy: simple application - similar situations / Autonomy of execution: simple reproduction - repetitive and identical situations.

EQF Levels	PT NQF	FR NQF	SE NQF	ES NQF	BEL NQF	IT NQF
3	2	3	3	3	3	3

Although in some countries the NQF is not yet formally implemented and/or not linked with EQF, by making the correspondence between the partner countries NQF and the EQF, the achieved outcomes become more readable across Europe, allowing learners' mobility inside or between countries and facilitating their lifelong learning process, and contributing for a better recognition of training outcomes.

Co-Creative Generalist Valuer Competence Matrix

Unit 1 – Making a preserving collection

UNIT 1 – Making a preserving collection			Contact Hours	20
Contents: The aim of this unit is to promote the understating of the steps needed to collect a good, a substance or object that the owner discards, intends or is required to discard. It will enable the trainee to control the actions to be taken to preserve a property, load / unload it taking into account safety measures of loading / unloading, while preserving the state of cleanliness of the place of removal.				
LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	**PERFORMANCE CRITERIA**	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Make a preserving collection of the goods as a first step of their reuse Sort Products into Reusable, Recyclable or disposable items	Taking necessary actions to protect the goods from damage or decay during the collection and transportation from the place of the collection to the storage unit Organizing the storage	Knowledge of the definitions that are used in dimensioning of goods (weight, volume, proportions, sizes) Knowledge of the main techniques of dimensioning goods Knowledge about sub-elements of the property Knowledge about safety constraints	Name and describe the main techniques of dimensioning goods Recognise and distinguish sub-elements of the harvested good Identify properties of the goods according to their characteristics Recognize safety pictograms	Measure the required volume for goods transportation Storage and assemble the goods space-efficiently Assess the risks for safety of different goods and their sub-elements

UNIT 1 – Making a preserving collection	Contact Hours	20

Contents:

The aim of this unit is to promote the understating of the steps needed to collect a good, a substance or object that the owner discards, intends or is required to discard.

It will enable the trainee to control the actions to be taken to preserve a property, load / unload it taking into account safety measures of loading / unloading, while preserving the state of cleanliness of the place of removal.

LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	**PERFORMANCE CRITERIA**	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	of the goods in such a way that their integrity and functionality does not change in time Respecting the characteristics if goods and taking responsibility for their preservation	types Knowledge about preserving the integrity of the goods by proper grip and stowage	Identify the types of security /safety constrains Identify and explain the risks for the integrity of different types of goods List and illustrate/explain the main preservation techniques of goods	Propose the appropriate mode of transportation safety of different goods and their sub-elements Adapt preservation actions during the storage of different goods
Respect safety rules and regulation Handle hazardous, toxic or flammable products according to safety regulations	Assigning goods to the appropriate circuits (reusable, recyclable, waste)	Knowledge of rules of segregation and collection of waste Knowledge about quality control procedures for the process of collecting and transporting various types of waste Basic knowledge of the management system of municipal waste	Manage waste according to health and safety rules and regulations, fire and environmental protection. Register and record databases for waste management according with established procedures	Take attitudes that contribute for waste prevention Take responsibility for maintain databases updated

UNIT 1 – Making a preserving collection	Contact Hours	20

Contents:

The aim of this unit is to promote the understating of the steps needed to collect a good, a substance or object that the owner discards, intends or is required to discard.

It will enable the trainee to control the actions to be taken to preserve a property, load / unload it taking into account safety measures of loading / unloading, while preserving the state of cleanliness of the place of removal.

LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	**PERFORMANCE CRITERIA**	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**

EXTERNAL RESOURCES	The actions are generally organized in teams and according to regular schedules. It may involve travel (from the company's headquarters to a support area for equipment to be upgraded). The professional works in a typical environment of waste management (dust, noise, ...) which requires the wearing of personal protective equipment and compliance with safety rules. Standing is frequent and it is necessary to respect the rules of ergonomics and handling loads that are sometimes heavy and / or bulky. The pace of work may require a chain job.

UNIT 2 – Sorting and dismantling properties or sub-elements

UNIT 2 – Sorting and dismantling properties or sub-elements			Contact Hours	14
Contents: The aim of this unit is to promote the understanding of families of objects (bulky) and sub-elements of objects. This will help learners to sorting and dismantling goods according to their characteristics and using the proper tools and techniques.				
LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	**PERFORMANCE CRITERIA**	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Recognize the assets and its sub-elements that can be dismantled	Ensuring a relevant selection of assets / sub-items that will be dismantled according to the provided procedures	Knowledge on techniques for identifying assets / sub-elements to be dismantled Knowledge of different families of goods to sort	Recognize the different assets and sub-elements to be sorted Identify the dismantling procedures appropriate for the sub-elements Identify the potential of objects according to their characteristics after sorting	Follow pre-established criteria and repetitive and identical situations.
Ensure operations to dismantle assets / sub-items Provide operations	Dismantling objects / sub-elements without damaging or breaking it, as little as possible	Knowledge of different techniques to dismantle assets Knowledge of different tools for	Apply the most appropriate disassembly procedures Use the most suitable tools for the	Demonstrate the different techniques of dismantling objects / sub-elements

to handle bulky sub-elements	Setting up an active management of the sub-elements that will not be used in the repair process	dismantling property	most effective disassembly Identify the potential of reuse of objects / sub-elements Mark all parts that will need to be dismantled Recognize sub-elements that will not be used Perform active management operations on bulky sub-elements Identify the actors and the external structures that will be able to recover the bulky sub-elements	Be independent in the implementation of disassembly procedures Adapt your own behaviour on appropriate management of bulky sub-elements
EXTERNAL RESOURCES	The actions are generally organized in teams and according to regular schedules. It may involve travel (from the company's headquarters to a support area for equipment to be upgraded). The professional works in a typical environment of waste management (dust, noise, ...) which requires the wearing of personal protective equipment and compliance with safety rules. Standing is frequent and it is necessary to respect the rules of ergonomics and handling loads that are sometimes heavy and / or bulky. The pace of work may require a chain job.			

Unit 3 – Repair, reuse, re-design and sell	**Contact Hours**	**20**

Contents:

The aim of this unit is to promote the understanding on repair, clean, re-design and sell goods (and their sub-elements) which can be used for a similar purpose or in the subsequent construction of another object. This unit will also help learners to understand the market value of the different goods and help the learner to get how to communicate effectively, with the client, during the sell.

LEARNING OUTCOMES				
ACTIONS/ ACHIEVEMENTS	**PERFORMANCE CRITERIA**	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
Ensure cleaning operations in accordance with the procedures provided	Selecting the most suitable cleaning tools and techniques according to the different objects / sub-elements to be cleaned	Knowledge of the different elements and materials that make up a property Basic knowledge of cleaning products and techniques´ Basic knowledge of different cleaning tools	Recognize the different sub-elements of a set Combine cleaning products and techniques with the objects / sub-items to be cleaned Select the most appropriate cleaning tools for the objects/ sub-items to be cleaned Carry out cleaning operations according to the procedure in force	Follow pre-established cleaning procedures Demonstrate responsibility for the use of cleaning tools and products Take responsibility for adopting the most appropriate cleaning technique for objects / sub-elements
Provide minor repairs in accordance with procedures	Restoring the initial functionality of the object / sub-element	Basic knowledge of different repair techniques Knowledge of different types of tools and their	Identify the different components of the object, their characteristics and types Recognize faulty components	Be independent in the implementation of winding procedures Respect pre-established repair operations and procedures

		characteristics Basic knowledge of dismantling and repair procedures Knowledge of quality control procedures Knowledge of quality criteria (labels)	Associate repair tools and techniques with the objects/ sub-elements to be repaired Apply the disassembly procedures Apply the most suitable repair procedures Reassemble the object /sub-element Verify the quality of the object /sub-element and compare it with the pre-established quality criteria	Take responsibility for quality control of the repaired object according to the standards in force
Perform different administrative procedures	Applying the most accurate administrative support according to established steps / rules	Knowledge of different information notices Knowledge of new technologies and specific software Basic knowledge of technical terms and professional terminology	Interpret information brochures: form of presentation, types of content. Respect the information transmission circuit within the company. Use communication media and company-specific software. Transmit information related to the treatment of goods and any	Be independent in completing the information forms correctly Comply with the standards of administrative procedures

			remarks Use information folders	
Respect the rules related to safety and ergonomics	Appling the pre-established rules of safety and ergonomics	Basic knowledge of technical and safety standards Knowledge of standard maintenance procedures	Apply safety rules Select the right tools and safety equipment according to the task to be developed Use equipment and tools according to safety rules Provide level 1 maintenance of equipment and tools Interpret different signals, lamps and physical indicators ensuring safety conditions Apply the appropriate safety rules to the tools and equipment used. Implement maintenance procedures for equipment and tools.	Take responsibility for one's own safety and ensure the safety of others Adapt your own behaviour in accordance with the rules of safety and ergonomics

Handle hazardous, toxic or flammable products according to safety regulations	Using the right equipment to perform the task Ensuring own safety, the safety of others and the safety of the surrounding environment	Knowledge of safety equipment: types, conditions of use according to the task, the work station Knowledge of accessibility and security standards applied to the position Knowledge of accessibility and security standards applied at the workstation Knowledge about safety rules on dealing with hazardous products	Use individual and collective protection elements Ensure accessibility and security of the workstation Adopt ergonomic work postures (lifting, carrying) Ergonomically use tools and equipment Select personal protective equipment for the task to be performed Identify different types of dangerous, toxic or flammable products. Apply safety measures when handling dangerous, toxic or flammable products. Apply the rules for storing dangerous, toxic or flammable products in accordance with safety regulations. Adopt preventative measures and evacuation rules for hazardous, toxic or flammable products.	Take responsibility for select, use and preserve IPEs (Individual Protective Equipment) Take responsibility for preparing the workstation in accordance with the conditions of safety and accessibility Take responsibility for maintaining the environment secure when using hazardous materials Adopt own behaviour to work under optimum safety conditions.

Protect the work environment	Appling the pre-established rules for environmental protection taking into account sources of pollution	Basic knowledge of the principles of rational use of fluids and energy Knowledge of the standard requirement for the use of the manufacturer's equipment	Use fluids and energy efficiently and effectively Use machines and tools efficiently and effectively	Demonstrate responsibility in the rational use of of resources
		Basic knowledge about measures of prevention and protection against noise	Apply acoustic requirements Apply noise prevention and protection measures	Adapt own behaviour to in order to reduce nuisance
		Basic knowledge on dust prevention and protection measures	Limit dust emissions	Adapt own behaviour to in order to improve working conditions
		Fundamental knowledge of its working environment Knowledge of techniques for protecting the working environment	Provide protection against the harmfulness of certain materials and substances	Be responsible for its work environment and act accordingly

Respect the pace of work	Appling the rules of safety and ergonomics	Knowledge of work rates adapted to the work environment	Adapt your work to the speed of the production line Report any anomalies related to rates	Adapt your own behaviour to the pace of your work and be responsible for standing and being able to react adequately in the event of an anomaly
Co-create objects/ sub-elements	Collaborating actively with artisans and different publics for co-creation of objects Communicating with others accurately and efficiently, describing the potential of co-creation of the objects/ sub-elements	Knowledge on possible stakeholders, such as artisans or craftsman Basic factual knowledge in communication forms, body language and communication with others. Basic factual knowledge on techniques to develop a creative mind by associating elements in different or new ways	List and match different stakeholders according to their own abilities and the different types of objects/ sub-elements Apply different ways of Communication Express him/her self by different channels of body language Follow the basic lines and rules of effective communication in working environment Explore new ideas and original experiences Identify and explore every possible fields of an object to be created Research and propose the right	Communicate effectively in working environment by all means (verbal/ nonverbal, body language) – basic level and according to the context Adapt own behaviour that favours the imagination, the ability to surpass oneself, and to create in common with a craftsman, an individual

			solutions, at the same time aesthetic, ergonomic, economic and ecological, to re-create an object	
Ensure the sale of co-created objects	Selling products thanks to the design that has been chosen Communicating with the client in order to establish the necessary interaction and understanding so as to improve the sell and the level of satisfaction; Proposing the right answers arising from requests or possible complaints from the clients.	Basic knowledge on sell procedures and techniques Basic factual knowledge on elements that contribute to the visual and physical appearance of a product Basic factual knowledge on sell communication techniques Fundamental knowledge of rules for dealing with customer objections and complains	Apply communication techniques Apply the most suitable sell procedures and techniques, according to the context and the object to be sold Identify aesthetic elements that will appeal to the client Identify, in its product, the functional elements that facilitate its use (storage, handling ...) Identify and apply solutions for dealing with costumer objections and complaints Provide the most accurate information to the clients	Comply with the standards and protocols for selling an object to a client Demonstrate the ability to active listening when interacting with the client Communicate with varied interlocutors; Comply with basic sell procedures and techniques pre-established Adapt a behaviour to sell its products by relying on the elements that make up its design

			Identify the arguments to sell your product from its design Identify the different types of customer objections sell the functionality of your product	
EXTERNAL RESOURCES	The actions are generally organized in teams and according to regular schedules. It may involve travel (from the company's headquarters to a support area for equipment to be upgraded). The professional works in a typical environment of waste management (dust, noise, ...) which requires the wearing of personal protective equipment and compliance with safety rules. Standing is frequent and it is necessary to respect the rules of ergonomics and handling loads that are sometimes heavy and / or bulky. The pace of work may require a chain job.			

Useful links[9]

- ✓ Vocational Education and Training (VET) Credit Conversion System Manual for the Conversion of qualifications into the ECVET System - http://eupa.org.mt/wp-content/uploads/2015/07/ECVET-Conversion-Manual.pdf
- ✓ Glossary - http://ec.europa.eu/education/ects/users-guide/glossary_en.htm
- ✓ The European Credit system for Vocational Education and Training (ECVET) - http://ec.europa.eu/education/policy/vocational-policy/ecvet_en
- ✓ Descriptors defining levels in the European Qualifications Framework (EQF) - https://ec.europa.eu/ploteus/content/descriptors-page
- ✓ Qualifications frameworks in Europe - http://www.cedefop.europa.eu/en/publications-and-resources/publications/9117
- ✓ National qualifications framework (NQF) - http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-nqf
- ✓ Application of learning outcomes approaches across Europe - A comparative study - http://www.cedefop.europa.eu/en/publications-and-resources/publications/3074
- ✓ Country Specific Reports -http://www.cedefop.europa.eu/en/country-data
- ✓ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32009H0708(02)
- ✓ Monitoring ECVET implementation strategies in Europe in 2013 http://www.erasmusplus.sk/ecvet/modules/dokumenty/Monitoring%20ECVET%20implementation%20strategies%20in%20Europe%20in%202013_en.pdf
- ✓ Defining, writing and applying learning outcomes - http://www.cedefop.europa.eu/sl/publications-and-resources/publications/4156 (08/11/2017)
- ✓ European qualifications framework (EQF) - http://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf
- ✓ The legal basis of the EQF – revised recommendation - http://data.consilium.europa.eu/doc/document/ST-9620-2017-INIT/en/pdf
- ✓ Service Francophone des Métiers et des Qualifications - http://www.sfmq.cfwb.be/

[9] Last access on 08/11/2017