



# EUROPEAN FRAMEWORK OF COMPETENCES FOR VET PROFESSIONALS 4.0



## ADVANCED GUIDANCE FOR RECOGNITION OF OPPORTUNITIES AND ATTRACTIVENESS

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**FOR VET PROFESSIONALS 4.0**

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## Introduction

The European Framework of Competences for VET Professionals 4.0 has been elaborated as part of the implementation process of **AGORA VETPro4.0: Advanced guidance for recognition of opportunities and attractiveness for VET Professionals 4.0**. (Project No. 2021-1-BG01-KA220-VET-000034880) – a project funded by the European Commission, under the Erasmus+ Programme, Strategic Partnerships for Vocational Education and Training.

The AGORA VETPro4.0 project team includes professionals from 6 organizations from 6 countries: the coordinator Business Foundation for Education, Bulgaria, and the partners INFODEF, Spain; ITG Conseil, France; IASIS, Greece; CIAPE, Italy; and MINDSHIFT TALENT ADVISORY LDA, Portugal.

AGORA VETPro4.0 Advanced guidance for recognition of opportunities and attractiveness for VET Professionals 4.0 main objective is to ensure the **competence-based motivation of the VET teachers and trainers, mentors, career practitioners, HRs to become ambassadors of a modernized VET system bringing to an enhanced employability and better professional realization of the young people.**

The European Framework of Competences provides a reference of competences in VET Professionals, using a common language to describe competences, skills, knowledge, and proficiency levels that can be understood across Europe, following European standards and frameworks of reference such as the European Qualification Framework (EQF)<sup>[1]</sup>.

This product is designed to meet the needs of **VET teachers and trainers, mentors, career practitioners, HRs** who will achieve competence-based motivation and enhanced self-confidence to act as ambassadors of an attractive VET.

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[1] *European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. It is a common European reference framework, binding national qualifications systems of countries.*

<https://ec.europa.eu/ploteus/en/content/how-does-eqf-work>.

*The Recommendation of the Council Recommendation of 22nd May 2017 on the European Qualifications Framework (EQF) for lifelong learning and repealing the recommendation of the European Parliament and the Council of 23rd April 2008 states the purpose of the EQF which is to improve the transparency, comparability, and portability of people's qualifications.*

## 1. The role of the VET Professional 4.0

The project AGORA VETPro4.0 Advanced guidance for recognition of opportunities and attractiveness for VET Professionals 4.0 which has been funded with support from the European Commission, will create, pilot and mainstream a “renewed” job profile for the VET Professionals who will be so called “VET Professionals 4.0”, in a transparency approach, i.e. through the application of EQF and ECVET, detailing the specific knowledge, skills as well as responsibility and autonomy necessary to promote, guide, assist, facilitate and assess effective VET opportunities.

CEDEFOP<sup>[2]</sup> considers VET as a system with high potential to contribute to the decrease of youth unemployment<sup>[3]</sup>. However, significant efforts need to be made in order make VET attractive, targeting measures to improve the image of VET through information-provision, promotional activities, and role models<sup>[4]</sup>.

Furthermore, the advent of the 4th industrial revolution requires higher flexibility and individualisation of the VET provision, what can lead to development of the different additional qualifications and modules, as well as to the increasing digitalisation of the vocational learning and training (Hartmann, 2017).

Indeed, technological innovation and digitalisation have the potential to transform learning fundamentally – not only by equipping the population with digital skills so they can work and engage in active citizenship, but also by improving access to learning, as made evident by the pandemic.”

The team of the project AGORA VETPro 4.0: Advanced Guidance for Recognition of Opportunities and Attractiveness for VET Professionals 4.0 ensures the competence-based motivation of the VET teachers and trainers, mentors, career practitioners, HRs to become ambassadors of a modernized VET system bringing to an enhanced employability and better professional realization of the young people.

The AGORA VETPro 4.0 addresses and answers to the needs of the VET Professionals, direct target group of the project, stemming from the above-mentioned challenges and

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[2] European Centre for the Development of Vocational Training (<https://www.cedefop.europa.eu/en>)

[3] “Skills, qualifications and jobs in the EU: the making of a perfect match?”, CEDEFOP, 2015  
<https://www.cedefop.europa.eu/en/publications/3072>

[4] “Improving VET image and attractiveness”, CEDEFOP,  
<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/improving-vet-image-and-attractiveness>

possibilities. The VET Professionals 4.0 will achieve competence-based motivation and enhanced self-confidence to act as ambassadors of an attractive VET through:

- the objective of recognition of the knowledge, skills, autonomy and responsibilities they are required to possess and improve - Competence Profile and Code of Conduct;
- the objective of acquisition of the competences through the modular Training Program and Talks and App.

At the end, the objective related to the indirect target groups (students/trainees, parents, and society as a whole) is the provision of a new or more evident perspective on the possibilities VET can bring them to enhance their employability and achieve better professional realization, as well as to reinforce the interaction between targeted professionals from the VET field, the business sector and the students/trainees.



## 2. Needs and benefits

Proposed description of qualifications has been prepared within the project Agorà VETPro 4.0, which is aimed at **achieving competence-based motivation for vocational education and training (VET)** teachers and trainers, work-based learning mentors, career practitioners, human resources professionals, etc. to work and promote attractive VET.

This EQF serves as a reference tool to compare the qualification levels of the different qualifications systems and to promote both lifelong learning and equal opportunities in the knowledge-based society, as well as the further integration of the European labour market, while respecting the rich diversity of national education systems.

The developed European Qualification Framework of the VET Professional 4.0 in terms of knowledge, skills as well as responsibility and autonomy is based on learning outcomes as statements of what the VET professional knows, understands and is able to demonstrate after completion of the learning process (outcome-based approach).

Such learning outcomes have then been constructed around the following learning areas:

- Design and plan quality VET programmes
- Develop quality VET programmes
- Deliver quality VET programmes
- Assess quality VET programmes
- Promote quality VET programmes

It will contribute to the professional and personal (self)improvement of VET Professionals. Ultimately, the EQF developed within Agorà VETPro 4.0 project aims to contribute to wider lifelong learning goals and increase the learning and labour mobility, employability and social integration of the work forces.

### 3. VET sector country specific legal framework in the partners' countries

The legal frameworks in which the VET sector has its main roots are different from one country to another. Certain countries have a legal framework which establishes that VET sector is regulated by the State: Bulgaria, France, Greece.

In other countries, VET sector is (also) regulated by authorities at regional or local level: Italy. Furthermore, VET systems also differ concerning the way they are funded, by the State or in a blended (private and public) mechanism.

#### Legal framework in partners' countries.

##### Bulgaria

According to the Pre-school and School Education Act and the VET Act, in Bulgaria, acquisition of vocational qualifications is regulated by the State educational standards. The national agency for VET designs the standards, in coordination with the relevant ministries and departments, and the education minister endorses them. The standards are structured by profession (often for multiple specialties) and comprise requirements for the candidates; description of the profession; units of learning outcomes; requirements for training facilities; requirements for trainers.

This approach has used the principles of the European credit system for vocational education and training (ECVET) recommendation since 2015. It aims at linking units of learning outcomes with credits in VET. The standards are mandatory for VET programmes leading to nationally recognised qualifications, including for adults.

##### France

In France, [continuing training](#) is the training sector which concerns adult training. In France, it can take various forms. It can take the form of a resumption of studies and in this case is done according to modalities close to those of initial training. It can also be done by [self-training](#) or by following [popular education](#) programs. However, the best known sector of continuing training is continuing vocational training (CVT), introduced in [France](#) since the Law of 16 July [1971](#). It is provided by a multitude of organizations with various statuses. It is co-financed by employers' contributions, participation by the State and [local authorities](#).

Continuing training is governed for the private sector by Part Six of the Labour [Code](#), but it also concerns [civil servants](#) and health professionals who are subject to this legal

framework. In France continuing training is mainly financed by companies and represents an approximate annual expenditure of €30 billion in 2020.

It is recalled that in France there are two types of training devices:

- Initial vocational training: It refers to young people in school, university and apprenticeship. It gives rise to the obtaining of diplomas such as [CAP](#), [BEP](#), [BAC pro](#). and, in higher education, the [BTS](#) and the [professional license](#). [Apprenticeship](#) allowing young people aged 16 to 25 to combine theoretical and practical training to quickly learn a trade in partnership with an [apprentice training centre](#) (CFA) or a [vocational high school](#).
- Continuing vocational training: It mainly refers to employees wishing to develop certain skills and establish others. It is provided via the [DIF](#), the [CIF](#), or the [VAE](#)

### Greece

In Greece, as stated at the official website of CEDEFOP, a percentage of 4.1% of the population aged 25-64 participates in education and training (Eurostat,2020) in comparison to Europe's average which is 9%. However, it is noticeable that there are no significant investments in the sector of education apart from the salaries of the workforce. In the year 2019, the rate of the tertiary attainment (43,1%) was higher than the European average (40,3%) as well as than the national target for 2020 (40%), therefore this development indicates not only the raise of employment opportunities for tertiary attainment, but also the need for further investments in the field of lifelong learning (European Commission,2020).

Since December 2020, the Greek Parliament has introduced a new law 4763/2020 about Vocational Education and Training (VET) based on which a national institutional framework of VET system was established formalizing all operational aspects of the Hellenic Qualifications Framework (HQF). More specifically, the main axes of the new Law are the following:

**Axis 1:** The incorporated planning of VET and Lifelong Learning. Establishment of distinct levels of qualifications, to minimize overlapping structures and services. The National VET system is developed at levels 3, 4 and 5 of the National Qualifications Framework, which are in accordance with those of the European Qualifications Framework.

**Axis 2:** Enhancing and fostering the interconnection of VET and Lifelong Learning. Therefore, the social partners acquire a key role, both at Central / Sectoral and Regional level for the detection of the objective needs of labor market.

**Axis 3:** The refinement of the provided Vocational Education and Training (either VET schools such as EPAL, or VET institutes such as IEK) at the level of (a) structures, (b) processes, (c) curricula and (d) certification. (Ministry of Education and Religious Affairs,

2020)

Hence, the role of Vocational Education and Training is becoming gradually significantly acknowledged in Greek educational system.

### Italy

The Italian context is characterised by the presence of multiple institutional players at national and regional levels, in addition to the relevant role of the social partners.

Title V (article 117) of the Constitution provides for ownership either by the State, the regions or mechanisms for cooperation between the different institutions, in relation to the type of training supply:

- the State establishes general rules and determines the fundamental principles of education;
- the regions have legislative power over VET;
- education falls under the scope of concomitant legislation, except for the autonomy of education institutions.\

In light of the interweaving of the different intervention areas, ministries of education and labor and the regions define formal agreements within the State-regions conference. The aim is to define matters of common interest, although at different levels of responsibility.

The implementation of Title V has not yet been completed; this increases the interweaving and the complexity of the different levels of system governance. The areas of activity which primarily apply to the jurisdiction of the education ministry and those which primarily apply to the labour ministry and the regions and autonomous provinces, are to be kept distinct. However, many activities and interventions require consultation between the different institutional players.

Reference should be made to the role of the social partners, who contribute to defining and creating active employment policies, especially in relation to VET (lifelong training).

### Portugal

The legal framework of the VET system in Portugal is defined by Decree-Law 401/91 from 16th of October (in Portuguese, Decreto-Lei 401/91, de 16 de outubro).

VET in Portugal offers a wide range of programmes, flexible in type and duration. Promoting equal opportunities and supporting the integration of vulnerable groups are key features of the system. Some 40% of learners in secondary education undertake a VET programme.

The National Qualifications Framework (NQF - in Portuguese, Quadro Nacional de Qualificações) organises VET into a system in which programmes lead to a double certification. VET for adults is an integral part of the NQF, having education and training programmes for adults and recognition and validation of prior learning as key elements.

In 2017, a national credit system for VET was created (in Portuguese, Sistema Nacional de Créditos do Ensino e Formação Profissionais), aligned with the European Credit System for VET (ECVET) principles. This enables allocation of credit points to qualifications at the NQF levels 2, 4 and 5, included in the National Qualifications Catalogue (in Portuguese, Catálogo Nacional de Qualificações).

### Spain

The VET system in Spain is divided into:

- Basic vocational training.

It allows access to students between 15 and 17 years of age and the attainment of the Basic Technician and Compulsory Secondary Education Graduate diplomas.

- Intermediate vocational training.

Enables students to obtain the Technical qualification, with which they can go on to the Baccalaureate.

- Advanced Vocational Training.

This allows the student to obtain the title of Higher Vocational Training Technician and access to a university degree.

In addition, dual vocational training is also included in the scope of the education system in basic, intermediate and higher vocational training. It consists of a set of training actions and initiatives that, in co-responsibility with companies, aim at the professional qualification of people, harmonising the teaching and learning processes between educational centres and workplaces. Practical training in companies is supervised by the education authorities.

## 4. VET Providers and National Qualification Frameworks in the partners' countries

Vocational education and training (VET) provides learners with essential skills supporting their personal development, enhancing their employability and encouraging active citizenship. VET boosts enterprise performance, competitiveness, research and innovation.

At national level, VET is provided from several and different bodies and institutions. Indeed, in order to answer to the needs of the “Bologna Process”, each country has developed its own National Qualifications Framework (NQF), classifying qualifications by level, based on learning outcomes (what the holder of a certificate or diploma is expected to know, understand, and be able to do).

### Bulgaria

In Bulgaria, national policy on teachers' education is provided in the regulations governing teacher qualifications, employment and career development. The basic rules and regulations addressing initial teacher training are common for the whole country; they are in the uniform State requirements for the acquisition of a teaching qualification, adopted by the council of ministers in 1997. The first prerequisite for the acquisition of this qualification is to obtain a professional bachelor, or master degree. Teachers must have a qualification certificate, which requires a compulsory minimum of theoretical and practical training in pedagogy, psychology, audio-visual and information technology in teaching and methodology of teaching. This legal statement promotes the involvement of highly qualified business professionals in educational activities in VET that should be encouraged with a view to a closer alignment of VET with industry.

In 2016, a new system for career development for VET teachers and trainers was created. The 2016 Ordinance No. 12 regulates the statute and the professional development of teachers, school headmasters and pedagogical staff. According to the ordinance, teachers (including VET teachers) are required to improve their competences continuously.

VET providers are:

- (a) VET schools (provide education and training):
  - (i) vocational gymnasiums (373);
  - (ii) vocational classes in general education schools;
  - (iii) art schools (22);
  - (iv) sports schools (24);
- (b) adult training institutions (provide training only):

- (i) vocational colleges (36);
- (ii) vocational training centres (1006).

Vocational gymnasiums offer vocational education leading to VET qualifications at NQF/EQF levels 2 to 4. Art and sports schools provide vocational education leading to a VET qualification at NQF/EQF levels 3 to 4 and, occasionally, at level 5. Religious, special, prison schools, special education support centres and merged profiled gymnasium/primary schools (called united schools) may also provide vocational education.

Vocational colleges provide vocational training leading to a VET qualification at NQF/EQF level 5: they accept learners with completed secondary education. Vocational training centres provide vocational training leading to a VET qualification at NQF/EQF levels 2 to 4 and partial qualifications to individuals aged 16 or older.

Vocational gymnasiums, vocational colleges, vocational training centres and information and vocational guidance centres are State-controlled, municipal and private. Sports schools are State or municipal; art schools are State only.

According to the VET Act, centers for information and vocational guidance are also part of the VET system in Bulgaria.

Continuing vocational training is carried out by formal education and training institutions, mainly vocational gymnasiums, vocational colleges, and vocational training centers.

### France

The National Directory of Professional Qualifications (RNCP - National Directory of Professional Certifications) is the national database where qualifications are registered with their level.

Validation of prior learning (a form of recognition of learning outcomes) is mandatory for registration of a certification with the RNCP.

The professional certifications registered with the RNCP must all be classified by level of qualification and field of activity. This classification is established according to a national qualifications framework which defines the level of qualification associated with each qualification according to criteria for the gradation of the skills necessary for the exercise of professional activities<sup>[6]</sup>.

Eight levels of qualification are defined. The classification scale is reversed to facilitate correspondence with certifications from other states of the European Union.

VET providers are:

(a) training bodies

(i) public: Cnam, Afpa, Greta and permanent learning education departments of the universities;

(ii) private.

### Greece

The Hellenic Qualification Framework (HQF) is at activation stage and aims to upgrade the overall Greek educational system by allowing the recognition and certification of all kinds of education and training. The HQF enhances the quality assurance and helps in the categorization of qualification types defined in learning outcomes. The HQF consists of eight learning-outcomes-based qualification levels and is based on the current formal education and training system in Greece. The 8 levels are established in terms of knowledge (factual and theoretical), skills (cognitive and practical) and competence (autonomy and responsibility). EOPPEP is the legislated body for the development and implementation of the HQF in accordance with the European Qualifications Framework (EQF), as well as the National Coordination Point for EQF in Greece. Even though, the level descriptors for HQF and the qualifications framework for higher education were examined separately, they can both be found in the framework, with higher education qualifications linked to HQF levels. In 2015 the Greek qualifications register was established and includes 724 qualifications so far. (EACEA,2022).

VET providers are:

(a) EPAS Schools (upper secondary VET)

(b) EPAL (post-secondary VET)

The National Organization for Certification of Qualifications & Vocational Guidance (EOPPEP) is responsible for providing accreditation and license to VET providers. More specifically EOPPEP licenses:

- Private Vocational Training Institutes (IIEK) which provide services of initial (EQF 4-5, formal education) vocational training aiming to interconnect the learners with the labour market in an effective and direct way. To do so, IIEK have foreseen the

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[6] *The national framework for vocational qualifications* (source: <https://www.francecompetences.fr/espace-international/international/cadre-national-de-certifications-mise-en-oeuvre-du-cec/systeme-francais-2020/>)

*“defines the level of qualification associated with each professional certification according to criteria for gradation of the skills necessary for the exercise of professional activities” (Article D. 6113-18 of the Labour Code).*

vocational training in a wide range of specialties which can facilitate the seamless integration of adults in the labor market.

- Vocational Training Centres (KEK) which provide services of **continuing** (EQF 5, non-formal) vocational training aiming to upgrade the knowledge, skills, and competencies of learners so they are accordingly prepared to be intruded in the labor market.

### Italy

In November 2015, the labour ministry, in agreement with the education ministry, appointed an EQF national coordination point, based in INAPP<sup>[7]</sup>. It was tasked with setting up a technical group to prepare a technical proposal for the creation of a comprehensive NQF, which would include all types of qualifications awarded nationally and regionally.

Italy's national qualifications framework (NQF) was adopted in January 2018. The process has been quite difficult since the Italian education and training system is fragmented: there is multilevel governance, with both national and regional authorities involved in designing and awarding qualifications. The NQF improves both interregional and State-region cooperation, creating a more flexible, integrated, and transparent system of qualifications. In VET there are:

- VET teachers;
- VET trainers;
- company tutors.

Teachers are regulated on a national level and are employed by the education ministry. They work in State vocational schools and in centres for adult education or in higher technical institutes. The minimum requirement for accessing the teaching profession is now a five-year bachelor degree in specific teaching subjects, followed by a one year traineeship (Active Teaching Traineeship (TFA)) courses at schools (equivalent to a European qualifications framework level 7).

Trainers mainly work in vocational training centres that are managed directly by the regional and provincial authorities, as well as in private vocational training centres accredited by the regions. There is no nationally recognised register of trainers or formal recruitment procedures, except for public training centres for which a public examination is required.

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[7] INAPP – Istituto azionale per l'analisi delle politiche pubbliche: <https://inapp.org/>

The company tutor is the key figure for the apprentice in workplace training. According to consolidated act on apprenticeships (Legislative Decree 167/211) the company tutor must have 'suitable training and skills', according to national legislation or, in the absence of this, a national collective labour contract.

Concerning the VET providers, in Italy there are several bodies offering VET opportunities. Asides of who delivers it or its governance, VET is usable at the secondary, post-secondary level or higher informal or non-formal education and training fields, including initiatives launched on the labor market. VET is addressed at young people and adults and can be provided by an educational institution, a company or combining school learning and apprenticeship (WBL). VET in Italy also includes technical and vocational schools.

### Portugal

The VET professionals' profile in Portugal is defined by the ordinance n. 214/2011, 30th of May. This ordinance establishes the legal regime of the system of training and certification of pedagogical skills for trainers who conduct their activity within the scope of the National Qualifications System.

This ordinance:

- i) establishes the obligation of initial pedagogical training – with, at least, 90 hours – to access the activity of trainer
- ii) promotes the continuous professional development of trainers – with, at least, 10 hours, stressing the need for their permanent updating

To be a trainer, it is necessary to hold a certificate of pedagogical skills, granted by one of the following ways:

- completion of initial pedagogical training provided by a certified training centre
- recognition of prior pedagogical skills through experience
- recognition of pedagogical skills through higher education pedagogical diplomas (VET teachers)

Trainers must have a higher education diploma. Regarding more specific/technical modules, trainers can have a qualification of at least of the same level they train and at least five years of professional experience in that area.

Additionally, there can be considered two more categories of VET professionals: in company trainers (nationally referred to as tutors), and technicians of recognition and validation of competences.

The Portuguese National Qualifications Catalogue includes more than 300 qualifications from 41 education and training areas at NQF/EQF levels 2, 4 and 5. It also includes international qualifications, which are partial qualifications. 16 sector qualifications councils continuously update the catalogue. A database for higher education qualifications has also been created, containing information about the institution, type of education, area, and course of study. NQF and EQF levels are indicated in the national qualifications catalogue, but they are not included in the database for higher education qualifications.

The key challenges for further NQF implementation include the integration of international qualifications in the framework, the continuing challenge to raise awareness of key concepts - such as learning outcomes - among different stakeholders, and the need to disseminate the NQF to a wider spectrum of stakeholders, especially in the labour market, where it is not yet well-known. Revision of NQF level 5 is another issue that requires attention.

VET providers in Portugal are:

- Centros Qualifica – centres specialised in adult qualification
- Public and private schools - offering formal education and training
- Centros de Formação Profissional - network of training centres under direct management of the National Institute for Employment and Vocational Training (IEFP)
- Certified VET providers

The certification of VET providers is an essential requirement for the purpose of accessing public funding for the respective training activity, as well as for considering certified the professional training they conduct. Ordinance n. 851/2010, from the 6th of September, states that certification depends on having adequate human resources, facilities, and equipment to conduct training activities.

Any public or private entity in the educational, scientific, or technological field that develops training activities can apply for certification. The certification of training entities is ensured by the competent central service of the ministry responsible for the area of vocational training.

The activity of the certified training entity is subject to audits that focus on maintaining compliance with the previous requirements for access to certification and the conformity of the training offer of the certified entity with the references contained in the National Qualifications Catalogue.

## Spain

In Spain there is the National Qualifications Framework (MECU) with eight levels covering all types of qualifications in Spain. The level descriptors are defined in terms of knowledge, skills and competences.

The four higher levels are compatible with the levels of the Spanish Framework of Qualifications for Higher Education (MECES), based on the Dublin descriptors.

Professionals involved in the VET system in Spain must meet the qualification and training requirements established in the Organic Law 2/2006, of 3 May, on Education.

Those who may teach in the VET system, according to the different VET programmes, are:

- In education authority VET programmes: secondary school teachers, technical vocational teachers or when necessary, experts in different professional sectors and in-company trainers (trainers/tutors involved in practical training modules at workplaces) can participate in training delivery.
- In employment authority vocational programmes: trainers/instructors, teaching theoretical technical content; technical teachers, providing vocational technical and practical content in situations closer to the reality of work; in-company trainers/tutors.

Regarding the requirements for that, VET Teachers must:

- hold a university degree (EQF 6).
- hold a master degree (university master degree in teacher training (EQF 7)
- undergo an internship at an education centre;

There are also other collaborations with no specific requirements:

- Senior company workers, who facilitate the updating of the curriculum.
- Prospectors of companies that facilitate contacts between vocational training centres and companies or similar organisations.

In addition, vocational training centres must guarantee the vocational guidance service through the teaching and training staff with this guidance profile. With knowledge of territorial realities, labour market information and forecasts, the evolution of qualifications in the different sectors, digital competences, the functioning of the Vocational Training System and its offers, as well as training not linked to this system and financing instruments for training and entrepreneurship.

Secondary education is provided in secondary education institutes, where the compulsory secondary education (ESO), bachillerato and, in many of them, VET are taught.

VET studies can also be pursued in vocational training institutes, integrated centres or national reference centres, specialised in the different productive sectors (with private or public nature).

These centres need a specific certification to teach VET programmes.



## 5. European transparency tools

It has been widely recognised that education and training are essential to the development and success of today's knowledge society and economy. The EU's strategy emphasises countries working together and learning from each other. "Helping all citizens to be better skilled is crucial for EU growth and jobs, as well as for equity and social inclusion. The economic downturn puts these long-term challenges even more into the spotlight. Public and private budgets are under strong pressure, existing jobs are disappearing, and new ones often require different and higher-level skills. Education and training systems should therefore become much more open and relevant to the needs citizens, and to those of the labour market and society at large" (ET 2020).

Several European instruments such as the European Qualifications Framework (EQF), Europass, ECVET, the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools are improving transparency, making qualifications comparable across countries (EQF) and learning outcomes recognizable (ECVET), facilitating lifelong learning. These instruments were not developed in isolation from each other, they are in a close coherence where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance - are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.

The European Credit System for Vocational Education and Training (ECVET - <http://www.ecvet-toolkit.eu>) was developed to enable people to build on what they have learnt in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunities to get recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country or those acquired by experience. In the context of economic restructuring, where certain sectors are declining and laying off staff while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude but also the opportunities to continue learning and develop new knowledge, skills and competences. Given the demographic pressure in Europe, there is a strong need for improving employment rates and ensuring that the human and social capital of people in Europe is used to its best.

Implementation of ECVET in the European qualification system is designed to make the recognition of professional qualifications of employees in the European countries in which the system operates. The application of ECVET results in an increase in social motivation to raise, extend and improve their professional skills throughout their working life in order to become more competitive on the European labour market. Employee should gather ECVET credits for all his working life, to become more adaptable on the labour market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points may build a professional portfolio of a worker and an employee, characterizing the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration.

The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.

The Framework complements the work on the quality assurance aspects of the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). The Framework includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress while using common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements and stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.



## 6. Definition of European Qualification Framework

The aim of the Recommendation of the European Parliament and the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning was "the creation of common reference framework intended to serve as a tool for comparing qualifications in both general and professional education".

The Recommendation of the Council Recommendation of 22nd May 2017 on the European Qualifications Framework (EQF) for lifelong learning and repealing the recommendation of the European Parliament and the Council of 23rd April 2008 states the purpose of the EQF which is to improve the transparency, comparability, and portability of people's qualifications.

European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. It is a common European reference framework, binding national qualifications systems of countries.

European Qualifications Framework enables linking the various national systems and qualifications frameworks based on eight reference levels. Eight benchmarks are described through learning outcomes.

In the European Qualifications Framework learning outcomes inform what a learner knows, understands and is able to do after completion the learning process. Therefore, in the European Qualifications Framework effects of learning are particularly important. Learning outcomes are listed in three categories:

- Knowledge
- Skills
- Responsibility and Autonomy

Principles underpinning the European Qualifications Framework are widely recognized by the countries of the Community.

Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe;
- The citizens' mobility between countries is promoted;
- Lifelong learning is facilitated;
- A comparison of learning outcomes in different European countries can facilitate cooperation between countries and institutions;

- The common European reference point links different national qualifications systems and thus facilitates better communication among them;
- A network of independent, but interrelated and mutually understandable qualification is created;
- The transfer of qualifications between countries, systems and institutions is made comparable;
- The access to lifelong learning and the scope of participation in this process is improved;
- The validation of non-formal and informal learning is facilitated;
- The transparency of qualifications awarded outside the national systems is encouraged.

More information at the following link: <https://ec.europa.eu/ploteus/en/content/how-does-eqf-work>.



## 7. VET professional 4.0 EQF overview

The European Qualification Framework for the VET Professional 4.0 presents the following structure:

### LEARNING AREA A: COMPETENCES TO DESIGN QUALITY VET PROGRAMMES

- Learning outcome A.1: Knowing and applying the legislative framework and background of Vocational Education and Training (VET)
- Learning outcome A.2: Designing and organization of a VET programme
- Learning outcome A.3: Coordination and management of collaborations

### LEARNING AREA B: COMPETENCES TO DEVELOP QUALITY VET PROGRAMMES

- Learning outcome B.1: Organising and managing the parties involved in the VET and their relations
- Learning outcome B.2: Implementing monitoring actions of VET students
- Learning outcome B.3: Developing and managing VET activities

### LEARNING AREA C: COMPETENCES TO DELIVER QUALITY VET PROGRAMMES

- Learning outcome C.1: Delivering and managing VET activities
- Learning outcome C.2: Coordination and management of relations

### LEARNING AREA D: COMPETENCES TO ASSESS QUALITY VET PROGRAMMES

- Learning outcome D.1: Monitoring, assessing and evaluating VET activities
- Learning outcome D.2: Evaluating learners and dealing with examination, certification and follow-up issues

### LEARNING AREA E: COMPETENCES TO PROMOTE QUALITY VET PROGRAMMES

- Learning outcome E.1: Promoting VET activities

The five Learning Areas cover the overall planning-creation-implementation-promotion process. For each Learning Area the specific Learning Outcomes have been detailed, expressing what individuals should know, understand and be able to do at the end of the learning process.

The developed EQF considers the different parties involved in the activity which are: VET professionals (SMEs' mentors, counsellors, teachers, and HR managers), VET providers, students, parents and companies. The VET Professional 4.0 should be able to establish positive relations with all the parties involved.

Learning Areas and Learning Outcomes have been formulated by the project partners according to the results of the national surveys each partner carried out, starting with the National Qualification Frameworks (where existing).

EQF Level 5<sup>[5]</sup> has been assumed as reference for the VET Professional 4.0

	Knowledge	Skill	Responsibility and autonomy
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others.

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[5] The core of the EQF is its eight Reference Levels. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

## 8. European qualification framework for the VET Professional 4.0 EQF LEVEL 5

LEARNING AREA A: COMPETENCES TO DESIGN QUALITY VET PROGRAMMES		
<b>Learning outcome A.1:</b> Knowing and applying the legislative framework and background of Vocational Education and Training (VET)		
Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>Describe the laws regulating VET in his/her own country/sector;</li> <li>Define the professional needs of different economic sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the legislative framework of VET system;</li> <li>Observe legal regulations relevant for implementing VET pathways;</li> <li>Select the useful documents to set up VET programmes;</li> <li>Use computer programs to build databases with relevant information to design VET programmes;</li> <li>Recognize the professional competences for an occupation and the corresponding performance pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Find information on the national and the European educational systems;</li> <li>Organize the documents and collect information inside an updatable database;</li> <li>Assess changes on the labour market, especially due to the progressing of digitalization.</li> </ul>
<b>Learning outcome A.2:</b> Designing and organizing a VET programme		
Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>Recognize the types of VET programmes and their</li> </ul>	<ul style="list-style-type: none"> <li>Design measurable and achievable development and assessment criteria;</li> </ul>	<ul style="list-style-type: none"> <li>Assess the use of measures preparing for VET;</li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
features: characteristics, aims, advantages and disadvantages; <ul style="list-style-type: none"> <li>• Identify the types of VET programmes;</li> <li>• Demonstrate an understanding of the meaning of the following terms: lifelong learning; formal education; informal training, vocational education and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Design the VET path according to a specific planning;</li> <li>• Recognize the strengths and weaknesses of VET.</li> </ul>	<ul style="list-style-type: none"> <li>• Select materials, resources and equipment for supporting the VET programme;</li> <li>• Anticipate and adapt the VET programme to changes and needs;</li> <li>• Plan the VET programme according to the main trends of training needs required by the labour market.</li> </ul>

**Learning outcome A.3: Coordinating and managing collaborations**

<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
<ul style="list-style-type: none"> <li>• Know rules and modern means of communication;</li> <li>• Understand the company's process needs;</li> <li>• Value the opportunity to implement Work Based Learning (WBL) experiences for the VET students;</li> <li>• Explain the role of the VET professional.</li> </ul>	<ul style="list-style-type: none"> <li>• Point out tasks and areas of responsibility of all VET actors;</li> <li>• Identify valuable WBL partners;</li> <li>• Prepare the collaboration with external parties;</li> <li>• Apply communication rules and techniques appropriately in the relevant situations;</li> <li>• Ensure that safety rules at work are respected;</li> <li>• Adjust the training needs and their</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accommodate to the different points of view;</li> <li>• Manage / Control the various communicative situations;</li> <li>• Negotiate the situations and solve the conflicts;</li> <li>• Manage group dynamics and strategies to solve conflicts.</li> </ul>

Knowledge	Skills	Responsibility and autonomy
	transference to learning outcomes; <ul style="list-style-type: none"> <li>• Design coordinated WBL activities between the company and the VET provider institution.</li> </ul>	

## LEARNING AREA B: COMPETENCES TO DEVELOP QUALITY VET PROGRAMMES

**Learning outcome B.1:** Organising and managing the parties involved in the VET and their relations

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Discern the strategies and interaction techniques for identifying/anticipating/fulfilling the different learner's expectations;</li> <li>• Recognize tasks of local bodies, institutions and companies and their real and potential relations with the VET system;</li> <li>• Identify the training objectives</li> <li>• Identify the learners' needs and those of the company</li> </ul>	<ul style="list-style-type: none"> <li>• Present information regarding the VET courses to the companies and the benefit of hosting a VET student;</li> <li>• Convince students to take part in an internship in companies during their VET pathway;</li> <li>• Manage the problematic situations emerging from the interaction between student/student, student/teacher, student/company, student/context;</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to give and receive feedback;</li> <li>• Adopt suitable behaviours to motivate and involve all parties in the process;</li> <li>• Develop synergies inside and outside the VET system;</li> <li>• Interact in a collaborative and profitable way with all actors;</li> <li>• Study and apply solutions for difficulties or problems related to</li> </ul>

Knowledge	Skills	Responsibility and autonomy
supplying the internship.	<ul style="list-style-type: none"> <li>• Find the proper match between the learners training needs and the chances offered by the VET provider;</li> <li>• Contextualize the learner's needs and expectations in customized projects;</li> <li>• Identify possibilities of collaboration with further parties involved in VET (regional, national, European);</li> <li>• Carry out actions to improve the interaction process with bodies, institutions and the world of VET.</li> </ul>	<ul style="list-style-type: none"> <li>• Technical aspects or human relations in the working context;</li> <li>• Use collaborative networks;</li> <li>• Implement solutions about issues and factors coming from intergenerational and intercultural communication process;</li> <li>• Show sense of initiative;</li> <li>• Work as an operative interface between the VET institution and the workplace or the company providing the internship.</li> </ul>
<b>Learning outcome B.2:</b> Implementing monitoring actions of VET students		
Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Know the evaluation criteria of a VET experience;</li> <li>• Know the techniques and the methodology for the assessment of competences;</li> <li>• Understand the issues on psychology of personality and</li> </ul>	<ul style="list-style-type: none"> <li>• Check learning prerequisites;</li> <li>• Check the learning possibilities by individuals in an occupation;</li> <li>• Introduce learner with all the relevant aims, tasks and content of VET;</li> </ul>	<ul style="list-style-type: none"> <li>• Activate the motivation and the learner's involvement;</li> <li>• Facilitate the inclusion of learners in the VET pathways and in the hosting company in accordance to the development of the learning programme;</li> </ul>

Knowledge	Skills	Responsibility and autonomy
learning.	<ul style="list-style-type: none"> <li>• Apply suitable procedures for the selection of students for the different types of VET programmes;</li> <li>• Subjectively collect relevant information about the student's activity, by communication and/or observation;</li> <li>• Distinguish between formal and informal assessment tools;</li> <li>• Identify the company's departments which fit best students' cultural and professional characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Link up the expressed student's needs to the training context;</li> <li>• Help the student to focus on his/her future competences rather than on the shortcomings;</li> <li>• Manage relationship with the learners in order to highlight skills in problem solving and decision taking;</li> <li>• Use communication techniques in accordance with the student's personality, learning style and zone of development;</li> <li>• Stimulate the student to point out possible doubts;</li> <li>• Act as a guide for VET students in their choice of the activities to favour a proper introduction in the world of job;</li> <li>• Show willingness to share his/her experience and knowledge with VET students.</li> </ul>

<b>Learning outcome B.3: Developing and managing VET activities</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
<ul style="list-style-type: none"> <li>• Know the training offer, including the operative details;</li> <li>• Know the professional competences required by the world of job;</li> <li>• Know the theoretical aspect of a learning activity;</li> <li>• Apply advanced knowledge about process and project management;</li> <li>• Understand the use of a new and technologically different concepts, tools and working methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop all tasks of an activity that allow the acquisition and development of competences;</li> <li>• Create specific training materials adapted to the world of job and student's needs;</li> <li>• Promote actions to enable the acquisition of integrated competences, working styles, level of autonomy, different responsibilities and competences;</li> <li>• Monitor the implementation of VET connected activities and adjust if necessary to the training curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Find administrative information and documentation;</li> <li>• Deal with self-marketing and efficient communication;</li> <li>• Recognize strengths and weaknesses of the social-economic and productive context of reference;</li> <li>• Apply strategies and methodologies to implement successful VET activities.</li> </ul>



## LEARNING AREA C: COMPETENCES TO DELIVER QUALITY VET PROGRAMMES

### Learning outcome C.1: Delivering and managing VET activities

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Know the functions of the didactic equipment and the way they work;</li> <li>• Understand the process of operative development of a project;</li> <li>• Know the dispositions ruling the course;</li> <li>• Understand the modular architecture of the VET offer and the available resources;</li> <li>• Manage resources, administration and financial management techniques;</li> <li>• Comprehend process and product quality management techniques;</li> <li>• Recognise typical learning difficulties in VET and identify possible reasons;</li> <li>• Know advertising and persuasion techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the main didactic equipment;</li> <li>• Elaborate the plan of the activities;</li> <li>• Draw up the necessary documentation;</li> <li>• Use the proper technical tools for drawing up a calendar;</li> <li>• Present results to students;</li> <li>• Control learning processes and draw conclusions accordingly;</li> <li>• Reflect frequent reasons for termination of VET pathways from students and take measures for its prevention;</li> <li>• Assess the application of digital skills and learning methods in VET (e.g. e-learning, online platforms, etc.);</li> <li>• Plan, implement and assess the methodological design of VET learning contents;</li> <li>• Describe criteria for the selection of learning methods and substantiate the chosen</li> </ul>	<ul style="list-style-type: none"> <li>• Apply new ideas and suggestions;</li> <li>• Exploit facilities, equipment and materials according to instructions and criteria of economy, efficiency and safety established;</li> <li>• Apply accurate and strict observations and comply to quality rules;</li> <li>• Implement different VET learningmethodologie;</li> <li>• Optimize times/spaces/procedures/resources functionally to the aim and development of the learning process;</li> <li>• Perform a task with precision and expertise, and find positive solutions to possible problems;</li> <li>• Fix proper methods for comparison and communication;</li> <li>• Create the motivation for a quick implementation of</li> </ul>

Knowledge	Skills	Responsibility and autonomy
	<p>methods; in the development of the VET programmes;</p> <ul style="list-style-type: none"> <li>• Identify/analyse the knowledge of the VET learner;</li> <li>• Identify/analyse the skills of the VET learner;</li> <li>• Identify/analyse the competences of the VET learner;</li> <li>• Use computerized or automated assessment instruments;</li> <li>• Accurately and thoroughly conceptualize and diagnose students' needs based on different assessment tools and techniques;</li> <li>• Determine the size and composition of VET learners' groups according to respective requirements;</li> <li>• Ensure external learning-friendly conditions;</li> <li>• Enhance learning by paying attention to fundamental didactic principles;</li> <li>• Apply pedagogic basic knowledge and important aspects of quality assurance.</li> </ul>	<p>learning results;</p> <ul style="list-style-type: none"> <li>• Select teaching methods and media and apply them according to a specific situation;</li> <li>• Establish learning-friendly conditions and a motivating learning culture;</li> <li>• Offer additional learning opportunities, especially in the form of additional qualification;</li> <li>• Provide constructive feedback based on preliminary set criteria;</li> <li>• Face unexpected events and organize a plan-B;</li> <li>• Transfer knowledge/teaching through the learning by doing approach.</li> </ul>

<b>Learning outcome C.2: Coordinating and managing of relations</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
<ul style="list-style-type: none"> <li>• Recognize the VET learner's needs;</li> <li>• Know CVs, personal characteristics of the other VET learners;</li> <li>• Understand group dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure learners are kept well informed and receive frequent updates on all aspects of the training;</li> <li>• Consider age-specific behaviour of learners and important environmental influences while implementing the VET programme;</li> <li>• Reflect the role of the learner/teacher as learning facilitator;</li> <li>• Identify learners with disadvantages according to their needs and offer guidance in case of difficulties;</li> <li>• Organize meetings between VET professionals at different level (teachers, mentors, HR specialist, etc.) for facilitating exchange/comparison.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote correct, clear, efficient, efficacious communication and respect;</li> <li>• Organize the context where the education and training take place and manage unexpected events;</li> <li>• Communicate with everyone who is involved in the learning process in patient and responsible manner;</li> <li>• Handle conflicts in a constructive way by respecting intercultural difference;</li> <li>• Recognise unusual behaviour and typical conflict situations in the course of learning in a timely manner, analyse it and apply strategies for a constructive handling of conflicts;</li> <li>• Reinforce learners' confidence;</li> <li>• Support inclusive competencies, e.g. with regard to the needs of disadvantaged learners;</li> <li>• Support intercultural competences.</li> </ul>

## LEARNING AREA D: COMPETENCES TO ASSESS QUALITY VET PROGRAMMES

### Learning outcome D.1: Monitoring, assessing and evaluating VET activities

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Know the advanced evaluation in the VET system aiming at the learner's training success;</li> <li>• Know the dispositions concerning the final evaluation/ assessment due for the course;</li> <li>• Manage the techniques for monitoring and processing of data;</li> <li>• Know the descriptors and indicators adopted by the course Direction;</li> <li>• Understand the training objectives to be achieved;</li> <li>• Master problem solving techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange the tools for ex ante, in itinere and final evaluation/assessment (selection of the learning objectives to be assessed, selection of the evaluation moments and tools, evaluation of skills and knowledge, evaluation report (requirements and addressees);</li> <li>• Collect, read and process data;</li> <li>• Elaborate the appropriate indicators for measuring the performance in terms of effectiveness, efficaciousness, pertinence, the satisfaction of the training process actors involved in a direct (trainers, students, administrative staff, etc.) and indirect (institutions on the territory, productive world, social parts, etc.) way;</li> <li>• Carry out the evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide constructive feedback to the VET institution for training implementation and recommendations for improving the VET activity;</li> <li>• Manage and trigger exchange moments between teachers and learners in the different subjects and during the lifetime of the VET programme;</li> <li>• Apply best practices towards the continual improvement;</li> <li>• Implement evaluation as an instrument for continuous improvement of the VET activity (possibility of including additional reinforcement activities or reset activities, adjustment of diagnosis of training needs from learners,</li> </ul>

Knowledge	Skills	Responsibility and autonomy
	following the standards of VET regulations; <ul style="list-style-type: none"> <li>• Elaborate a plan of compliances functional to the monitoring activities related to training offer;</li> <li>• Present the questionnaire and motivate learners to correctly fill it in;</li> <li>• Detect qualification and training needs through evaluation.</li> </ul>	reformulation of tutorship strategies, permanent updating of the tutor's professional knowledge); <ul style="list-style-type: none"> <li>• Suggest new solutions to problems, by proposing new methods and procedures for the improvement of the results;</li> <li>• Use the electronic sheet or other software for the data processing.</li> </ul>

**Learning outcome D.2:** Evaluating learners and dealing with examination, certification and follow-up issues

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Know techniques for the assessment of the attitudes of students;</li> <li>• Understand the regional, national and European dispositions in terms of accreditation of competences;</li> <li>• Understand certification procedures;</li> </ul>	<ul style="list-style-type: none"> <li>• Select specific WBL learning offers (e.g. job shadowing, internships) at home and abroad for qualification;</li> <li>• Search for the necessary information sources to devise tools (written tests or the scheme for an oral interview) to help the examiner in evaluating and to</li> </ul>	<ul style="list-style-type: none"> <li>• Start and keep a profitable relation with the learner to valorise his/her formal, non-formal and informal competences;</li> <li>• Inform and advise learners about further vocational training and/or job opportunities;</li> </ul>

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Explain the meaning, characteristics and process of an examination;</li> <li>• Discern the legal conditions for an early admission to final examination;</li> <li>• Discern the legal conditions for a repeat examination and the extension of the VET learning pathway, in case of failure.</li> </ul>	<ul style="list-style-type: none"> <li>• acknowledge the value of the various competences declared by the learner;</li> <li>• Offer assistance for examination preparation and prevention from examination failure;</li> <li>• Ensure supply of necessary examination tools;</li> <li>• Assess the learners' performance based on preliminary set criteria or on the course plan;</li> <li>• Submit student's knowledge and skill evaluation to the VET authorities;</li> <li>• Prepare learners for the examination;</li> <li>• Take care of the registration of the learners for examinations and points out particularities relevant for the conduction of the examination;</li> <li>• Inform the competent examining section about particularities of learners relevant for the examination;</li> <li>• Inform about funding opportunities for -</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of vocational basic and advanced training.</li> </ul>

Knowledge	Skills	Responsibility and autonomy
	vocational basic and advanced training; <ul style="list-style-type: none"> <li>• Assess the behaviour of the learners and conduct assessment interviews;</li> <li>• Select forms of effective monitoring for the determination and assessment of performance in the course of VET pathway and carry out success checks.</li> </ul>	

## LEARNING AREA E: COMPETENCES TO PROMOTE QUALITY VET PROGRAMMES

### Learning outcome E.1: Promoting VET activities

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Know the advanced digital tools to perform a VET promotional campaign;</li> <li>• Know the fundamental of a communication/ promotional campaign;</li> <li>• Understand how to reach VET learners and possible training providers;</li> </ul>	<ul style="list-style-type: none"> <li>• Organize, plan, and implement a VET promotional campaign;</li> <li>• Use the main online and social media tools in order to disseminate the VET promotional campaign;</li> <li>• Establish performance indicators of the promotional campaign;</li> <li>• Evaluate performance indicators of the promotional campaign;</li> <li>• Produce online contents;</li> </ul>	<ul style="list-style-type: none"> <li>• Manage the communication campaign in order to make the VET offer more attractive;</li> <li>• Monitor the indicators;</li> <li>• Managing the whole process of preparation, conduction, and follow-up of a VET promotional campaign;</li> <li>• Organize events</li> </ul>

Knowledge	Skills	Responsibility and autonomy
<ul style="list-style-type: none"> <li>• Understand key information about VET programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Launch virtual spaces for the promotion;</li> <li>• Create virtual contents (e.g. videos);</li> <li>• Act to promote VET.</li> </ul>	<ul style="list-style-type: none"> <li>• events (online and face-to-face) to focus attention on VET as study option – e.g. career-days, VET weeks, skills competitions, etc.</li> <li>• Provide more and better quality information about VET programmes;</li> <li>• Assure collaboration between VET institution and companies;</li> <li>• Participate in VET providers' and professional networks;</li> <li>• Take part in promotional VET events.</li> </ul>



## Conclusions

The European Framework of Competences for the VET Professional 4.0 puts together the range of skills professionals need for improving the attractiveness of the VET system in the era of the 4th industrial revolution. The VET system needs to be more attractive for young adults, which are the target group they are mainly working with. Furthermore, most all the analyzed countries have showed the presence of a very precise structured National Qualification Framework.

For the VET Professional 4.0 being up to date with the sudden changes of the VET system is a main issue in order to make learners aware of the importance of VET learning pathways.

Being able to design, develop, deliver, and assess a quality VET programme has always been crucial. But nowadays, this sector needs to take a step forward. VET professionals must own new competences/skills to answer the new training needs identified, namely the ability to be self-confident and competent in leading the promotion of the attractiveness of VET – both formal and non-formal as a significant approach for young people to enhance their employability and achieve successful professional realization.

VET professionals not only have to be able to apply the competences of the Framework independently and responsibly in their daily work, but also have to know how to establish appropriate relations with all parties involved in the process (schools, enterprises, etc.).



## Best practices' collection

### Bulgaria

Title of best practice DOMINO
<b>Target group VET</b> - VET teachers, trainers, mentors at the workplace - VET students - Private companies
<b>Type of practice</b> Attractiveness of VET
<p><b>Aims:</b></p> <p>Dual education is introduced in Bulgaria within the project Swiss support for the introduction of dual track principles in the Bulgarian vocational education system, financed by Switzerland under the Bulgarian-Swiss Cooperation Programme. The project is better known in Bulgaria as DOMINO, the Bulgarian abbreviation for Dual education for the modern needs and requirements of the society.</p> <p>This project aimed to establish a sustainable Bulgarian system of professional education, in which vocational education is tightly linked to the demand of the business. It is a vision, in which vocational schools are generating competent, knowledgeable and highly qualified workforce, able to respond to the immediate needs of the labour market. Within this vision the business has been seen as a responsible partner to the educational institutions, motivated to invest in their future workers and to cooperate with the State and local authorities. Dual Vocational Education and Training System (DVETS) is considered as one of the operational tools and entry points for the accomplishment of this vision. The main goal of the project has been to create a replicable model and the respective capacity for implementing the DVETS in Bulgaria.</p> <p><b>Methodology:</b></p> <p>Introducing the Swiss knowledge and experience in the field of dual vocational education in Bulgaria with the involvement of the Swiss Federal Institute for Vocational Education and Training (SFIVET) and the Bulgarian-Swiss Chamber of Commerce (BSCC) through the following activities:</p> <ul style="list-style-type: none"> <li>• developing and introducing in schools and companies new dual-track curricula</li> <li>• training of teachers and instructors</li> </ul>

- replication of the model in other Bulgarian vocational schools

**Outcomes:**

DOMINO project successfully introduced and implemented a new system of vocational education in the country within only four years, as well as the active involvement of the Bulgarian business. DOMINO gave a career impetus to many young people and a hope for their future in Bulgaria.

1, 600 students from 32 vocational schools in 19 cities across the country have been enrolled in the dual form of education under the model “learning by working” under the Project DOMINO (the Bulgarian abbreviation for dual education for the modern needs and requirements of the society). The graduates leave school with a diploma and a certificate for professional qualification in prestigious professions, which are demanded by the business. DOMINO partners have been 170 Bulgarian and foreign companies, who offered to students not just practice, but also training from skilled mentors and work in real working environment paid under a labour contract. Dual education paved the way to the youngster from the dual classes to the labour market: 70 % of the DOMINO graduates started work in the company where they have gained working experience while still in school.

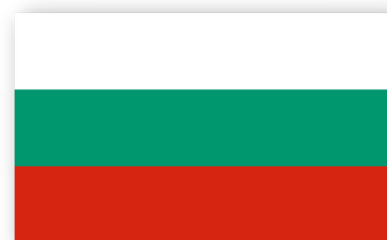
**Provider, if available**

**Contact person:** Petya Evtimova

**Name of organization:** Project Management Unit embedded within Bulgarian Ministry of Education and Science

**Location:** Bulgaria

**Website:** <http://dominoproject.bg/en/>



**Title of best practice**  
**DOMINO**

**Target group VET**

- Trainers from C-VET educational settings.
- Professionals working in VET education.
- Human Resources managers and Training managers inside any type of organisation

**Type of practice**

Attractiveness of VET

**Aims:**

The main objective of Leaders INTeach is to equip trainers with the necessary skills to use digital technology in a creative and innovative way, improving their digital competences.

**Methodology:**

Within the development of Leaders INTeach, a learning environment of open educational resources on Digital Pedagogy has been elaborated, so users will be able to:

- be part of a community of teachers where they can share good practices.
- consolidate their role as a trainer and promote student involvement.
- apply educator-specific digital competences in the design of online training offer.
- consolidate the human factor needed in the process of teaching and learning.
- develop competences to design and create digital training content.
- discover digital tools and innovative approaches that increase learners' motivation.
- develop their awareness of the importance of digital competences in the promotion and consolidation of online training in the classroom.

**Outcomes:**

Leaders In Teach Online Training course with the following learning objectives:

- knowledge about the context and the frame of reference for the development and evaluation of the Digital Pedagogy Competence
- knowledge and management of different virtual learning environments through the relevant digital pedagogy orientation

- knowledge and handling of tools and digital resources for the creation, editing and publication of digital content
- ability to select the methodological strategies and the most suitable, didactic, and technological, resources to facilitate learning based on the objectives, content and technological capacities of the recipients of the training
- ability to design, plan and evaluate learning activities with different digital tools and resources

**Provider, if available****Contact person:** Imanol Manzano Martinez**Name of organization:** Leaders In Teach Consortium**Location:** Spain, Bulgaria, Italy and Poland**Website:** <http://leadersinteach.eu/>

## France

<b>Title of best practice</b> <b>The “PPAE” - The <u>personalized project of access to employment</u> (in French: “ Le Projet Personnalisé d’Accès à l’Emploi”.)</b>
<b>Target group</b> Enterprises and individuals (beneficiaries and employees)
<b>Type of practice</b> Fostering attractiveness of VET
<p><b>Aims:</b></p> <p>This is a commitment signed between the unemployed person and the Pôle emploi to make every effort to ensure that he quickly finds a job. The jobseeker is required to define and update your personalized employment access project (PPAE) jointly with your Pôle emploi advisor (or an organization participating in the public employment service when an agreement with Pôle emploi provides for it).</p> <p><b>Methodology:</b></p> <p>The Personalized Access to Employment Project defines the nature and characteristics of the job or jobs sought, the privileged geographical area and the expected salary level, taking into account the following criteria:</p> <ul style="list-style-type: none"> <li>• training,</li> <li>• the s qualifications,</li> <li>• knowledge and skills acquired in the course of professional experience,</li> <li>• personal and family situation,</li> <li>• the situation of the local labour market.</li> </ul> <p>It also determines the actions that Pôle emploi undertakes to implement to make your job search or the professional project a success as well as the actions the person will have to carry out: subscribing to job offers on pole-emploi.fr, participating in a workshop (to create a CV and cover letters, creating a company...), identifying a need for training, having some skills assessed, etc....</p> <p>The PPAE will be updated, according to the periodicity and the modalities thus defined with the adviser, according to the results of her/his research and the evolution of the actions undertaken to bring the job search or the professional project to a successful conclusion.</p>

**Outcomes:**

When drawing up and updating a PPAE, a reasonable offer of employment is thus defined with criteria for the job sought; these criteria constitute the reasonable offer of employment corresponding to the profile and whose key elements may be:

- the nature and characteristics of the job or jobs sought,
- the privileged geographical area,
- the expected salary.

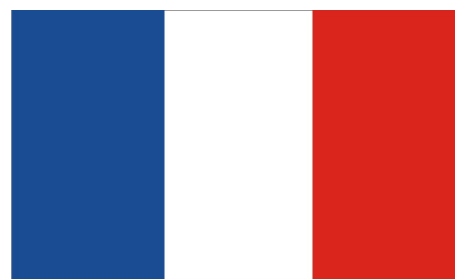
**Provider, if available**

**Name of organization:** Pôle Emploi, France.

**Location:** national and regional levels in France.

**Website:**

<https://www.pole-emploi.fr/candidat/pole-emploi-et-vous/le-projet-personnalise-daccess-a.html>



<b>Title of best practice</b> <b>General refresher distance course /" CLEA Métiers "</b>
<b>Target group</b> Enterprises and individuals (beneficiaries and employees)
<b>Type of practice</b> Attractiveness of VET
<p><b>Aims:</b></p> <p>Master the essential basic skills regardless of your professional activity in 7 areas:</p> <ul style="list-style-type: none"> <li>• Communicate in French</li> <li>• Calculate</li> <li>• Master the basics of office automation</li> <li>• Working as a team</li> <li>• Develop your autonomy</li> <li>• Learning to learn</li> <li>• Respect the safety rules</li> </ul> <p>The CléA certification allows anyone to master the essential basic skills regardless of the professional activity carried out. Afpa offers personalized training courses based on the results obtained during the evaluation.</p> <p>Afpa is authorized throughout the country to evaluate and train in the CléA base.</p> <p>The + for the employer: allow employees to get up to speed (mathematics and French), to reflect on communication and team interactions, to identify how to organize themselves in the work, to help them perceive the training needs due to the profession, to become an eco-responsible citizen, to apprehend with rescue gestures and avoid risks, etc.</p> <p><b>Methodology:</b></p> <p>The course is modular and can be individualized according to the needs identified during a prior CLéA assessment. It is carried out in 7 modules with an initial evaluation and then a final evaluation for each.</p> <p><b>Outcomes:</b></p> <p>At the end of the training and the park, a CLEA Certificate is given to the learner.</p>
<p><b>Provider, if available</b></p> <p><b>Name of organization:</b> AFPA (The National Agency for Adult Vocational Training is a French vocational training body, serving the regions, the State, professional branches</p>

and companies.)

**Location:** Paris, France

**Website:** <https://www.afpa.fr/competence-clef/parcours-a-distance-de-remise-a-niveau-general-clea-metier>



## Greece

<b>Title of best practice</b> <b>ASSESS PLUS</b>
<b>Target group</b> Adult learners in VET education
<b>Type of practice</b> Fostering attractiveness of VET
<p><b>Aims:</b></p> <p>The European Erasmus+ KA2 Project “<b>ASSESS PLUS</b>” (<b>Supporting skills audits in adult education through digital tools</b>) with Project Number <b>2019-1-FR01-KA204-062263</b>, aims to support Skills Audits in adult education through innovative digital tools and products to make available skills identification and screening, including the validation of skills acquired through informal and non-formal learning, and facilitate the progress of low-skilled and disadvantaged adults towards higher qualifications.</p> <p><b>Methodology:</b></p> <p>Seven European adult education providers, experts in skills assessment and validation and in digital solutions applied to training and employment from six countries, France, Spain, Austria, Ireland, Bulgaria and Greece, will work together to co-create a set of innovative tools and digital solutions, including:</p> <ul style="list-style-type: none"> <li>• a European Framework of Competences in Skills Audits for Adult Education</li> <li>• an ASSESS PLUS Virtual CAMPUS, that includes the following Open Educational Resources: (i) an Online Instructional Guide on Digital Competencies for Virtual Learning; (ii) a set of structured Training Modules (iii) VET Open Online Courses (VOOC)</li> <li>• a Mobile Assessment App for Skills Audits</li> <li>• Guidelines to promote transparency and recognition of skills and qualifications through Skills Audits in Adult Education</li> </ul> <p><b>Outcomes:</b></p> <p>A skills audit is a process aimed at identifying and analyzing the knowledge, skills and competences of an individual, including his or her aptitudes and motivations in order to define a career project and/or plan a professional reorientation or training project; Through skills audit the individual can analyse his/her career background,</p>

self-assess his/her position in the labour environment and plan a career pathway, or in some cases prepare for the validation of non-formal or informal learning outcomes.

**Provider, if available**

**Name of organization:** IASIS and partnership

**Location:** partner countries are, France, Spain, Austria, Ireland, Bulgaria and Greece

**Website:** <http://www.assess-plus.eu/>



<b>Title of best practice</b> <b>Competitiveness, Entrepreneurship &amp; Innovation” (EPAnEK)</b>
<b>Target group</b> Enterprises and individuals (beneficiaries and employees)
<b>Type of practice</b> Attractiveness of VET
<p><b>Aims:</b>                  The objective of EPAnEK is to foster the competitiveness of enterprises, and to advocate the integration of them in quality entrepreneurship.</p> <p><b>Methodology:</b>                  Training and certification programs for employees of various industries in order to acquire new specialized and horizontal knowledge, skills and competencies. The programs are implemented by professional and industry bodies.</p> <p><b>Outcomes:</b>                  The Operational Programme Competitiveness, Entrepreneurship &amp; Innovation has foreseen to create an innovative production model that will boost the competitiveness of the Greek economy by capitalizing private financing.</p>
<p><b>Provider, if available</b>  <b>Name of organization:</b> The CPDF (Corporate Pact for the Development Framework; known as ESPA in Greece)  <b>Location:</b> Greece  <b>Website:</b> <a href="https://www.espa.gr/el/Pages/ProclamationsFS.aspx?item=5269">https://www.espa.gr/el/Pages/ProclamationsFS.aspx?item=5269</a></p>

## Italy

<b>Title of best practice</b> <b>CITTA' DEI MESTIERI</b>
<b>Target group</b> VET professionals Career counsellors and mentors
<b>Type of practice</b> Attractiveness of VET
<p><b>Aims:</b> Città dei Mestieri is a space for information and advice on work and professional life where qualified operators offer guidance/mentoring services to all citizens: young people, adults, students, parents, workers and unemployed people. It is based in several Italian cities. One is the Turin. Città dei Mestieri in Turin is developed in three areas:</p> <ul style="list-style-type: none"> <li>• Looking for job</li> <li>• Career Guidance</li> <li>• Doing Business</li> </ul> <p><b>Methodology:</b> It is free of charge and provides autonomous consultation of information material, both paper (books, job descriptions, newspapers, brochures) and digital (audio-visual description programs, self-assessment questionnaires, digital guides).</p> <p>It is possible to ask for the advice of experts in the field of training and career guidance in order to be supported in designing and implementing a training path and/or work project in line with your needs and with the real opportunities offered by the world of work.</p> <p><b>Outcomes:</b> The objective of Città dei Mestieri is to be considered as a space to be integrated with the network of services already existing in a synergistic and complementary way, where the user can find all the information about training and professional opportunities available in the area and move towards the institutions/organisations that manage them.</p>
<p><b>Provider, if available</b></p> <p><b>Name of organization:</b> "Città dei Mestieri e delle Professioni" Torino</p> <p><b>Location:</b> Torino, Italy</p> <p><b>Website:</b> <a href="https://www.cittadeimestieritorino.org/cose/">https://www.cittadeimestieritorino.org/cose/</a></p> <p><b>Email:</b> <a href="mailto:info@cittadeimestieritorino.org">info@cittadeimestieritorino.org</a></p>

<b>Title of best practice</b> <b>WBL Pro: Qualification, Open Resources &amp; Toolkit for the WBL Professional.</b>
<b>Target group</b> VET Trainers and Teachers Work Based Learning Professionals
<b>Type of practice</b> Identifying and analysing the knowledge, skills and autonomy and responsibility of professionals
<p><b>Aims:</b> The project WBL-PRO Qualification, Open Resources &amp; Toolkit for the WBL Professional which was funded with support from the European Commission, created and mainstreamed a new job profile for the WBL Professional in a transparency approach, i.e. through the application of EQF and ECVET, detailing the specific knowledge, skills, responsibility and autonomy necessary to promote, guide, assist, facilitate and assess effective WBL experiences. Youth unemployment is a serious problem in Europe. Vocational education and training with a strong work-based learning component is a mean enhancing the employment opportunities of youth. It is estimated that the demand for work-based trainers and educators will continue to increase, and yet there was no single qualification that brings together the range of skills that these professionals need on European level. Significantly, many occupationally and technically competent staff members are also being asked to support learning in the workplace, as tutors or trainers, and as mentors to apprentices, but not all are being supported in developing their personal skills to allow them to do this effectively.</p> <p><b>Methodology:</b> The EU WBL Professionals are endowed with a set of resources for training purposes offering:</p> <ul style="list-style-type: none"> <li>• a sound understanding of theoretical perspectives which underpin WBL and offer justification for its place in the curriculum;</li> <li>• a skill base which will allow them to deploy a range of facilitation, learning and assessing methodologies when supporting students, assuring quality in WBL delivery and facilitating the recognition of learning outcomes;</li> <li>• and a content-based toolbox, meant as a repository of relevant best practices and tools collected from sharing and mutual learning activities among the countries involved.</li> </ul> <p><b>Outcomes:</b> WBL Professionals are able to enhance the employability perspectives</p>

of young adults by: facilitating learning at work, linking learning, teaching and assessing in VET and CET and work-based learning; assessing the learning of students in a view of recognising learning outcomes and assuring quality control and assurance of WBL programmes.

**Provider, if available**

**Name of organization:** VHS CHAM (Project coordinator)

**Location:** CHAM, Germany

**Website:** <http://wbl-professional.eu/>



## Portugal

### **Title of best practice** **ATEC Training Academy**

#### **Target group**

Adult education and training  
Youngsters and young adults (ages 14 to 25)

#### **Type of practice**

ATEC, created in 2003, is the result of a project conceived by the promoters Volkswagen Auto Europa, Siemens, Bosch and the Portuguese-German Chamber of Commerce and Industry, with the support of the Portuguese Government. The promoter companies established the following guidelines for ATEC:

- Expand practice-oriented training
- Train according to German dual system
  - Transfer and share knowledge
  - Qualify for the market
- Strengthen industry, specially the automotive and electronics clusters

#### **Aims:**

ATEC aims at providing Portugal with a training structure that meets the needs of the industrial clusters in terms of staff training and qualification. ATECs' mission is to enhance the growth of people and companies by bringing together a competent and ambitious team with innovative methodologies, advanced technologies and differentiating solutions. To accomplish this, ATEC:

- Works according to the client's needs with maximum flexibility and respect for the client's DNA
- Has all VET courses aligned with what the labour market seeks, with a predominantly practice-oriented training, combined with activities that promote soft skills such as participation in entrepreneurship and innovation projects and competitions
- Promotes open days to the community, schools, families and teachers, like "Career day" and "Open day" and "Clarification sessions"

#### **Methodology:**

ATEC works to provide the clients a suitable answer to their needs by verifying and questioning what the client does today, identifying what the client intends to do tomorrow and by providing the tools the client needs to successfully reach the set

goals.

The methodology is based on the following concepts:

- Priority is given to trainees' learning, both in terms of knowing how to do, how to be and how to behave.
- The assessment models and recovery processes are oriented towards the competences to be acquired.
- Interactive and learner-centred methods are favoured.
- STEM concepts are applied to the process of learning a profession.
- The learners' motivations and interests are explored to adapt the training strategies to their characteristics.
- Work-based learning practices are implemented.

**Outcomes:**

- Development of both trainees' technical and soft skills, ensuring a great employability and professional integration of youngsters.
- Alumni area for ATEC trainees and former trainees of VET courses, to access available job offers.
- The VET courses promoted by ATEC have registered an employability rate of 93% in all three modalities: learning, technological specialisation and adult training.

ATEC also provides its trainees with the opportunity to undertake their periods of on-the-job training, partially or in full, in host companies located in other European Union countries, through participation in mobility programmes funded by Erasmus+. These activities contribute to the development of various skills in the participating trainees, such as technical, technological, linguistic and cultural, helping to facilitate their entry into the labour market and career development in Portugal or abroad.

**Provider, if available**

**Name of organisation:** ATEC Academia de Formação

**Location:** Portugal, Palmela

**Website:** [www.atec.pt](http://www.atec.pt)

**Email:** [info@atec.pt](mailto:info@atec.pt)

## Title of best practice

### Escola Profissional Gustave Eiffel (VET Centre)

#### Target group

Youngsters (15 to 19)

#### Type of practice

Escola Profissional Gustave Eiffel (EPGE) is a VET centre with five locations in greater Lisbon area and two locations in the Centre of Portugal. It aims at preparing competent, dynamic and innovative students for professional life. It presents a wide range of VET courses that respond to the business needs of companies where the centres are located. Currently they run 11 EQF level 2 courses and 32 EQF level 4 courses.

#### Aims:

EPGE sees itself as a school community in permanent development, in the pursuit of the following objectives:

- To promote a solid basic education that allows the individual to be valued, investing

in an integral educational process, namely in the professional, civic, moral, social and affective domains

- To develop professional training of recognised quality, which allows to graduate, once placed in active life, technical progression and permanent adaptation to technological evolution and the complex mutations of the world of work
- To stimulate the taste and the need to learn, recognising and respecting differentiated rhythms, making the student self-responsible for the management of his/her own path
- To encourage the ambition of wanting to know more, as a means of combating social exclusion and dropout from school
- To encourage teamwork, taking advantage of individual experiences and putting them at the service of the community to optimise the quality of training and the relationship between the various agents in the teaching/learning process
- To develop the integration of knowledge from teaching/learning processes that motivate the students to research work
- To create working conditions and support initiatives that promote the personal and professional training of teaching and non-teaching staff
- To promote exchanges and partnerships with organizations, companies, associations in the world of work and other local, regional, national and international institutions.

In short, EPGE intends to offer its graduates and all those who work there opportunities that allow them to perform in highly demanding professional and civic roles, adaptability, innovation and personal fulfilment.

**Methodology:**

EPGE adopted a teaching model called Modular Education, in which the courses are organised into subjects and these into modules, so that the certification is done in relation to all the units of education and not only a part of them. Therefore, it is considered that the quality of the training that this teaching model offers is different from the traditional model.

However, the success of this teaching model depends on the organisational capacity, motivation and the commitment of all those involved. It is the shared goals of students, teaching and non-teaching staff, management staff and parents that results in the academic and professional success of these young people.

**Outcomes:**

The continuous and consistent practices of EPGE favour the acquisition of knowledge and the growth of common attitudes and values proper of a pluralist society, which aim the development of fundamental notions related to multiculturalism and interculturalism, the destruction of prejudice, and understanding tolerance among individuals from diverse cultures and ethnic backgrounds.

EPGE has always celebrated cooperation protocols with companies, higher education institutions, local authorities and other institutions that, due to their mission, are valuable partners in promoting the success of the training provided, namely in the joint development of several activities throughout the school year, such as workshops lectures, and seminars, among other activities of interest for the courses/classes.

The VET courses promoted by EPGE have registered study progression and an employability rate of 85,4%.

**Provider, if available**

**Name of organization:** Escola Profissional Gustave Eiffel

**Location:** Portugal, Lisbon

**Website:** [www.gustaveeiffel.pt](http://www.gustaveeiffel.pt)

**email:** [direccao.pedagogica@gustaveeiffel.pt](mailto:direccao.pedagogica@gustaveeiffel.pt)

## Spain

<b>Title of best practice</b> <b>Aula-Empresa (Business Classroom)</b>
<b>Target group</b> VET providers and students
<b>Type of practice</b> Attractiveness of VET
<p><b>Aims:</b></p> <p>With the financial support of the Regional Ministry of Education, the Aula Empresa Project offers a wide variety of meetings between students from schools (public, subsidised or private) and the business world, with the aim of improving the quality of VET, including Dual VET, and its employability. The aim is to increase the link and co-responsibility of the business world with VET and its potential students. The meetings can take place in educational centres, in companies or in specific venues. Technological innovation and business challenges by sector are some of the topics that are worked on.</p> <p><b>Methodology:</b></p> <p>Improving the quality of vocational training and employability through greater links between educational centres and companies, business entities, institutions and self-employed professionals in the productive environment. It also aims to increase the linkage and co-responsibility of the business fabric with vocational training, promote innovation, knowledge transfer and specialisation in vocational training.</p> <p><b>Outcomes:</b></p> <p>Entrepreneurship, research, development and innovation in VET and Dual VET are encouraged.</p>
<p><b>Provider, if available</b></p> <p><b>Name of organization:</b> Junta de Castilla y León</p> <p><b>Location:</b> Spain, Castilla y León region</p> <p><b>Website:</b> <a href="https://www.educa.jcyl.es/fp/es/aula-empresa">https://www.educa.jcyl.es/fp/es/aula-empresa</a></p>

<b>Title of best practice</b> <b>Quality label for in-company training in the framework of Dual VET</b>	
<b>Target group:</b> VET providers	
<b>Type of practice</b> Attractiveness of VET	
<p><b>Aims:</b></p> <p>Through the "Quality and Continuous Improvement Project", the Regional Ministry of Education is carrying out a pilot test to certify the quality of training in companies that provide Dual Vocational Training, at 3 levels: commitment to quality, quality assurance and excellence. The aim is to develop a quality seal for Dual VET training companies, and to certify this quality through a series of indicators. Taking into account that all public VET schools in Catalonia are accredited according to these 3 levels of quality, companies will be able to obtain certification only for the level of the centre with which they develop the Dual VET programme. In this way, the quality of the entire Dual VET programme will be certified, both of the the training in the educational centre as well as the training in the company.</p> <p><b>Methodology:</b></p> <p>Each year, the Department calls a public competition to select public vocational or special education centres, which teach two or more training cycles, or are specific centres, to join the Quality and Continuous Improvement Project during the following academic year.</p> <p>The aim of the Quality and Continuous Improvement Project is to achieve excellence in educational results through the continuous improvement of processes, confidence and satisfaction of students, families, companies and the different agents involved, towards the educational service provided, to help schools to design, implement, evaluate and continuously improve their management systems. The methodologies used are based on the principles of quality management and are applied according to models based on international standards.</p> <p><b>Outcomes:</b></p> <p>With this pilot experience, a systematised process of quality certification of Dual VET projects is initiated, involving educational centres and companies. It is foreseen that in the future, interested training companies will apply and finance their own</p>	

accreditation process. The accreditation will be granted by an independent entity, bringing security, quality and extra value to VET programmes, improving their relationship with the business world.

**Provider, if available**

**Name of organization:** Education department, de la Generalitat de Catalunya.

**Location:** Spain, Cataluña region.

**Website:**

[https://educacio.gencat.cat/ca/Detall/Projecte\\_de\\_qualitat\\_i\\_millora\\_continua](https://educacio.gencat.cat/ca/Detall/Projecte_de_qualitat_i_millora_continua)

