Erasmus+

IO4

Guía de recomendaciones para usuarios

ENVOL
Valuing skills

2019-1-BE01-KA204-050433

INTRODUCCIÓN

Las sucesivas recomendaciones son el reusltados de lo que ha surgido del analisis llevada a cabo por los socios del proyecto Envol en relación a la validación de las competencias profesionales a nivel 1 y 2 del marco europeo e in particular (y no sólo) en nuestros países. No gustaría poder resolver algún problema que entorpece el reconocimiento de las competencias profesionales (y sobre todo las más básica y bajas) adquiridas a través de experiencias educativas adquiridas por via formal y no formal.

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Las recomendaciones proponen una serie de posible cambios que en su conjunto pueden llevar a:

- una mayor uniformidad en los sistemas nacionales de cualificaciones;
- una mejor harmonización entre los países de los estandares de competencia y los perfiles profesionales;
- el desarrollo de un sistema que incluya también las microcredenciales;
- una mejor conocimientos entre los operadores para el mantenimiento de los estandares de comeptencias y los perfiles profesionales;
- Una eficiente difusión de las oportunidades de reconocimiento y convalidación como una forma para acceder o volver a entrar en el sistema educativo y de educación profesional y las oportunidades de carrera profesional para una mayor cantidad de personas, incluyendo los grupos más vulnerables y con desventaja.

SOCIOS

El proyecto ha unido 4 socios europeos:

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

El proyecto

El objetivo de Envol es aumentar el numero de ofertas de formación profesional a nivel 1 y 2 del sistema educativo nacional y europeo

El proyecto quiere conseguir este objetivo desarrollando un sistema que capacite a los estudiantes posicionar y reconocer sus resultados de aprendizaje obtenidos por via formal y no formal.

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OBJETVISO OPERATIVOS

1
ESTADO ACTUAL
Aportar un visión general sobre las metodologías en marcha a nivel nacional para reconocer y convalidar los conocimientos adquiridos por via formal y no formal de los estudiantes adultos con baja capacidades (nivel 1 y 2 del marco europeo)

2
EL MODELO
Desarrollar un modelo que describa y analice las buenas prácticas en el posicionamiento a nivel 1 y 2 del marco Europeo

3 GUÍA DEL USUARIO

Reproducri una guía que abilite los operadores del sector profesional para utilizar el modelo de posicionamiento

4 RECOMENDACIONES

Identificar los problemas comunes a nivel transnacional y dar recomendaciones a los legisladores

5 INFORMACIÓN

Informar sobre los progresos del proyecto (Página Facebook) y los resultados conseguidos (página web)

Más de un cuarto de la población europea entre los 25 y 64 (**61 millones de personas**), dejaron los estudios y la formación teniendo no más que los estudios obligatorios.

El informe sobre las capacidades de la OECD, que comprueba los niveles de **alfabetización, aritmética y la capacidad de resolución de problemas** en entornos con abundantes posibilidades tecnológicas, indica que una tasa similar de adultos entre los 16 y los 65 años han conseguidos **bajas competencias in 20 Estados miembros**

Esta reto de las bajas capacidades necesitan ser tratado urgentemente ya que es necesario anticiparse al riesgo de las bajas capacidades y la disparidad de posibilidades en un contexto actual muy cambiante y demandante como son los mercados europeos modernos. T

Los adultos con bajas capacidades tienen posiblemente menores expectativas de encontrar un **trabajo** y participar en procesos de **aprendizaje**, aunque estos sean elementos claves para su **inclusión** social y participación democrática. Es entonces crucial para su bienestar individual así como para el bien social que ellos tengan acceso a las oportunidades adecuadas para mejorar sus capacidades, en particular a través de medidas personalizadas de crecimiento para todos aquellos que más lejos están del mercado del trabajo u de la formación.

Una clara visión con respecto a los datos de empleo relacionados con los logros educativos nos permite confirmar que el mercado del trabajo todavía valora y necesita trabajadores con bajas capacidades, ya que el porcentaje de adultos (entre 24 y 64 años) presentes en el mercado no han ido más allá de los estudios del nivel 2 correspondientes a la clasificación Internacional estandard de la Educación; sin contar que los trabajadores desde el año 2015 han ido aumentado.

Todos los socios partecipantes tienen su propio **cuadro de referencia nacional de las certificaciones** (NQF) relacionadas con el **cuadro común europeo** (EQF).

Todos los sistema nacionales de certificaciones son diferentes los unos de los otros así como sus sistemas de cualificación profesional y en particular a niveles bajos.

Los descriptores que integran el sistema nacional y europeos a nivel 1 y 2 todos los socios desarrollaron talleres específicos dirigidos a identificar las conclusiones sobre su experiencia en la certificación y la formación profesional a los niveles más bajos y los descriptores a los niveles 1 y 2 del sistema de referencia europeo. From the descriptors integrated in the EQF/NQF regarding level 1 and 2 all the partners developed "**workshops**" in each country, aiming to identify some conclusions and tracks regarding their experience on **training and certification of professional areas at the lowest levels** of qualification, and the descriptors for level 1 and 2 of the EQF.

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Valuing skills

Según el analisis hechas en los diferentes sistemas de certificaciones sobre los problemas de certificación de las capacidades de las personas con bajas capacidades y desde la perspectiva del acceso a las posibles opciones de certificaciones o de acceso al empleo, podemos concluir que:

SECTOR TRABAJO
Los diferentes mercados de trabajos incorporan a trabajadores con niveles bajos de cualificación

BENEFICIARIOS
Hay personas con niveles bajos de cualificación que no son capaces de alcanzar niveles más altos

DESCRIPTORES
Hay descriptores che definen capacidades, competencias y responsabilidad y autonomía para los niveles bajos del marco de referencia europeo.

UNIDADES DE COMPETENCIA/ RESULTADOS DE APRENDIZAJE
Existen unidades de competencia o partes de ellas que tienen descriptores que pueden ser utilizados para posicionar las bajas capacidades en el marco d ereferencia europeo y nacional .T

HOW: THE STEPS

IO1

Reseña de los métodos y formas de actuar a nivel 1 y 2 en el sector Horeca y horticultura.

Analisis y comparación de los mecanismos existentes e innovadores en talleres a nivel local

IO2

Modelo de posicionamiento común de los resultados de aprendizaje a nivel 1 y 2 para Bélgica, Italia, Portugal y España, a partir de los resultados de los talleres.
El modelo se basa en y se usa para:
- Tener un lenguaje técnico común;
- resolver dudas sobre la guía;
- ámbito inferiores a las unidades de competencias,
- la terminología y la tabla de 2 dimensiones presentes en bloom's Taxonomy (1957) revisada por Anderson y Krathwohl (2001).

IO3

guia del usuario del mkdelo de posicionamiento común propuesto por los cuatro países involucrados (Italia, España, Bélgica y Portugal)

Propuesta de aplicación del modelo común así como de los instrumentos utilizados como recursos

IO4

Guía de recomendaciones para los interesados: observación y propuestas para aumentar las posibilidades de valorizar los resultados de aprendizaje a nivel bajo.

¿QUÉ SE HA APRENDIDO?

LECCIÓN APRENDIDA

Se han identificado seis verbos clave que explican las necesidades que nos gustaría condividir y proponer recomendaciones que han surgido de nuestro trabajo

Estas recomendaciones están especificamente relacionadas
▶ con los objetivos del proyecto
▶ Envol: promover la valorización
▶ de las competencias
▶ profesionales de nivel 1 y 2
▶ adquiridas por las personas por vía formal y no formal.

ENVOL
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NonFormal
Vocational
Learning
Valorization
LowSkilledPeople
EQF2
EQF1
Informal
Formal

VERBOS CLAVE
y propuestas

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ENVOL RECOMMENDS

HARMONIZE
N° of Levels
Terminology
Templates

ARTICULATE
Top-down
Proficiency levels

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

DEVELOP
Guides/glossaries/check lists
Micro-credentials

TRAIN
Repository maintenance operators
Competence Recognition operators

INFORM
Low skilled public

ENVOL — Valuing skills

HARMONIZE

N° of Levels

Terminology

Templates

HARMONIZAR

NIVELES DE CERTIFICACIÓN

1

OBSERVACIÓN

Hay países que tienen identificado en su sistema de referencia a nivel más bajo con respecto al sistema de referencia europeo: esto implica producir ambiguedades a la hora de tener una referencia entre sistema europeos.

Suggestion

todos los sistemas de certificación nacional deberían estar articulados en 8 niveles cada uno de ellos correspondiente a un nivel del marco de referencia europeo para facilitar que la referencia sea univoca. All national qualification systems should be articulated on 8 levels, each one corresponding to the equivalent EQF level in order to facilitate univocal

como nombrar el elemento de certificación mínimo.

Cómo nombrar a los perfiles profesionales básico

HARMONIZE

N° of Levels
Terminology
Templates

![EN VOL - Valuing skills]

HARMONIZAR

TERMINOLOGÍA para el elemento mínimo certificable

(2)

OBSERVACIÓN

Los diferentes países y/o regiones nombrar diferentemente la unidad mínima certificable:
- competencia
- unidad de competencia
- resultados de aprendizaje
- unidad de resultados de aprendizaje
- actividades claves
- términos para describir las funciones profesionales

Suggestion

Terminología estandard y definiciones (en inglés9 que faciliten la transición de las personas de un sistema a otro incluido entre los países europeos.

>>> **UNIDADES DE COMPETENCIA**

CATALOGO EUROPEO

HARMONIZAR

TERMINOLOGIÁ PARA LOS PERFILES PROFESIONALES BÁSICO

3

OBSERVATION

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

Suggestion

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

3

ENVOL proposal

HARMONIZE
TERMINOLOGY
for the
ELEMENTARY
PROFESSIONAL
PROFILES

ENVOL proposed to use

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

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

HARMONIZE

N° of Levels
Terminology

Templates

HARMONIZE TEMPLATES for the MINIMUM CERTIFIABLE ELEMENT

4

OBSERVATION

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

Suggestion

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

4

ENVOL proposal

HARMONIZE

TEMPLATES for the MINIMUM CERTIFIABLE ELEMENT

THE APPLICATION OF THE MODEL

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

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

Responsibility and Autonomy

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

Evaluation of the perfomance

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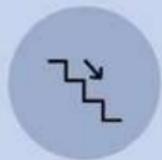
ARTICULATE

Top-down

Proficiency levels

ARTICULATE

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

5

OBSERVATION

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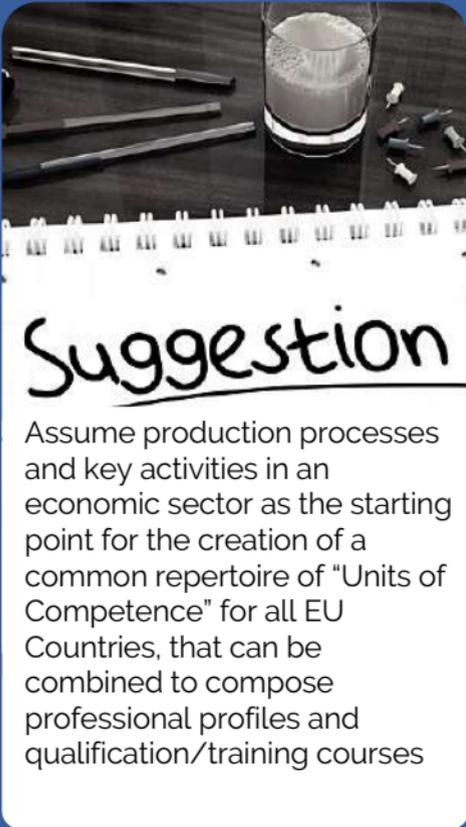
Suggestion

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

5

ENVOL proposal

ARTICULATE

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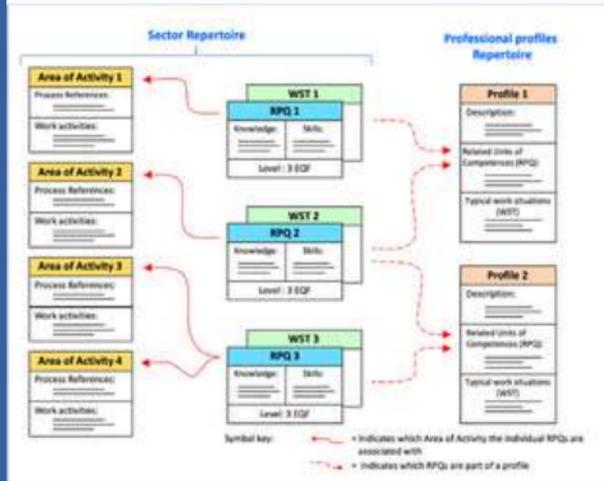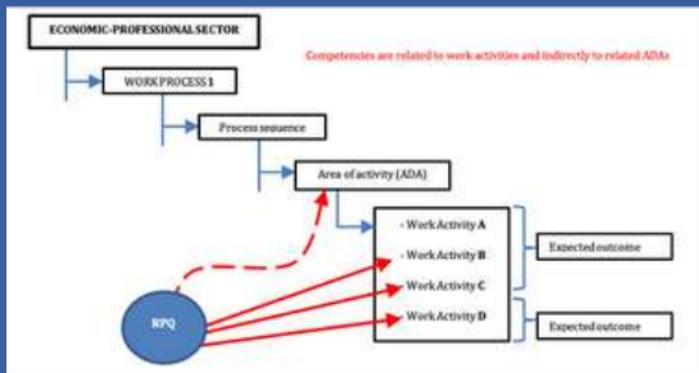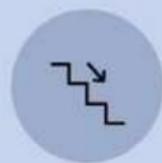
ARTICULATE

Top-down

Proficiency levels

ARTICULATE
LEVELS of PROFICIENCY

6

OBSERVATION

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

Suggestion

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

ENVOL proposal

ARTICULATE
LEVELS of
PROFICIENCY

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

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

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

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

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

ENABLE

Positioning to the lowest levels

Positioning by Non-formal training organisations

ENABLE

L.O. POSITIONING on the LOWEST LEVELS EQF

7

OBSERVATION

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

Suggestion

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

ENVOL proposal

ENABLE

L.O.
POSITIONING
on the LOWEST
LEVELS EQF

ENABLE

Positioning to the lowest levels

Positioning by Non-formal
training organisations

ENABLE

POSITIONING of TRAININGS by NON-FORMAL TRAINING ORGANISATIONS

8

OBSERVATION

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

Suggestion

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

DEVELOP

Guides/glossaries/check lists
Micro-credentials

DEVELOP

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

9

OBSERVATION

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

Suggestion

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

ENVOL proposal

ENVOL Valuing skills

DEVELOP TOOLS such as GUIDES/GLOSSARIES/CHECKLISTS

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

Create
Evaluate
Analyse
Higher Order Thinking

Apply
Understand
Remember
Lower Order Thinking

ideal direction of thought
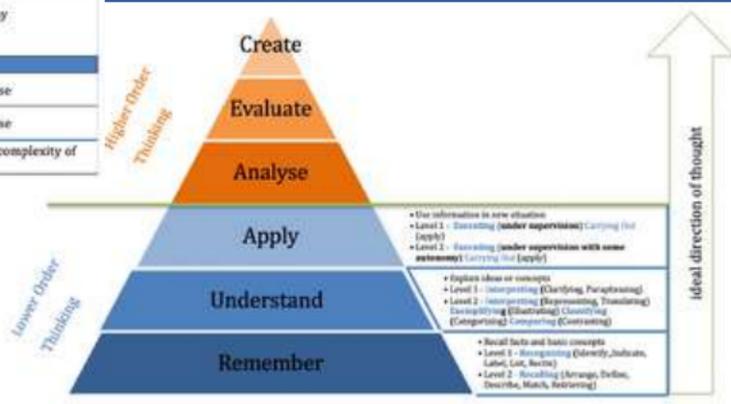
DEVELOP

Guides/glossaries/check lists

Micro-credentials

DEVELOP

the USE of MICROCREDENTIALS as part of the QUALIFICATION SYSTEM

OBSERVATION

10

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

.

Suggestion

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

10

ENVOL proposal

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

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Valuing skills

DEVELOP

the USE of MICROCREDENTIALS as part of the QUALIFICATION SYSTEM

TRAIN

Repository maintenance operators
Competence Recognition operators

TRAIN

OPERATORS in charge of MAINTENANCE of REPOSITORIES OF QUALIFICATIONS /COMPETENCES

11

OBSERVATION

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

Suggestion

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

TRAIN

Repository maintenance operators

Competence Recognition operators

TRAIN

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

12

OBSERVATION

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

Suggestion

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

ENVOL proposal

TRAIN

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

INFORM
Low skilled public

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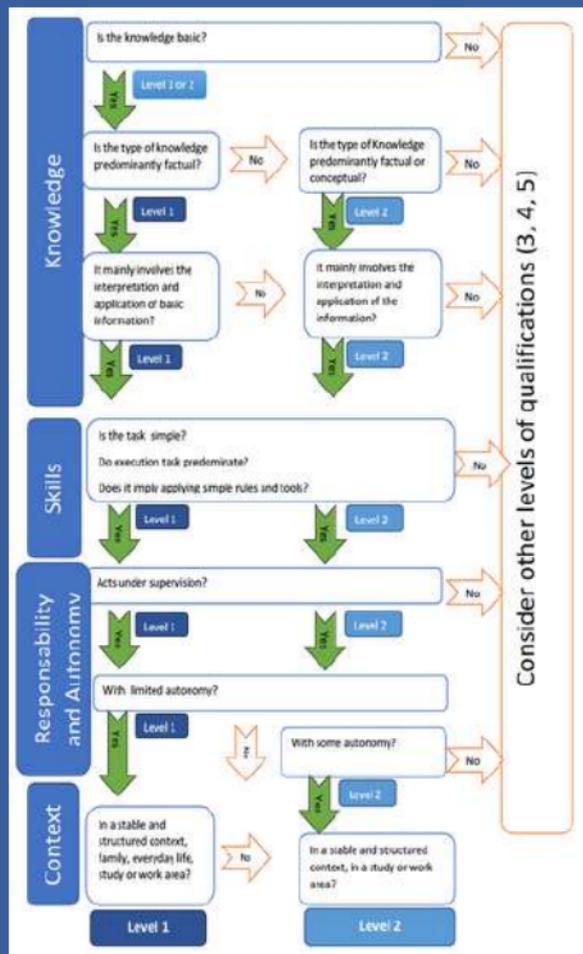
INFORM

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

(13)

OBSERVATION

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

Suggestion

Disseminate the possibility to access services for the identification, recognition, validation and certification of competences. Align all services targeting low skilled adults offering efficient and integrated guidance services and making available validation of non-formal and informal learning.

Raise awareness (campaigns) in order to promote the importance for lifelong upskilling pathways.

PARTNERS

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Skills

Knowledge

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