

# NOTE POLITIQUE POUR L'INTRODUCTION DE L'ESS DANS LE SYSTÈME DE L'EFP

PROJET ERASMUS+ :  
EMPLOYSEE - PROMOUVOIR L'EMPLOYABILITÉ DANS L'ÉCONOMIE SOCIALE ET  
SOLIDAIRE

## ZMAG & INE GSEE

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## 1. Introduction

La note de synthèse est le troisième résultat officiel du projet EmploySEE qui vise à rédiger le contenu et les approches méthodologiques de l'économie sociale et solidaire (ESS) dans le cadre de la formation professionnelle et éducative (FEP). Le consortium du projet est composé de 6 partenaires dans 5 pays - Grèce, République tchèque, Croatie, France et Italie. Le chef de file du projet est l'Institut du travail de la Confédération générale du travail de Grèce (INE GSEE), avec ses partenaires ENAIP Veneto (Italie), DOCK - Zone d'économie sociale et solidaire (Grèce), Ekumenická Akademie (République tchèque), le Réseau vert des groupes militants (ZMAG) (Croatie) et ADEPES - Mouvement pour l' Économie Solidaire Occitanie (France).

Ce document est une continuation des résultats intellectuels du projet après IO1 Guide des formateurs en EFP sur l'ESS et IO2 Modules de formation sur l'ESS. IO1 avait pour objectif de présenter les sujets et domaines de l'ESS aux formateurs de l'EFP avec des exemples pour préparer des programmes, des formations, des modules ou toute autre activité éducative avec des connaissances, des aptitudes, des attitudes et des compétences proches des valeurs et des pratiques de l'ESS. IO2 a proposé un contenu concret et une méthodologie pour organiser des formations sur des domaines et des thèmes spécifiques de l'ESS.

IO3 se concentre sur le plaidoyer direct pour l'introduction d'éléments du profil de compétence pour les "éducateurs de l'EFP sur l'ESS" (IO1) et les approches et résultats de la formation (IO2) dans le cadre national des qualifications dans les pays des partenaires et au niveau de l'UE. Ainsi, IO1 donne une réponse sur le QUOI, IO2 donne une réponse sur le COMMENT et IO3 donne une réponse sur le OÙ pour mettre en œuvre tous ces résultats concrets des livrables précédents.

Dans le premier chapitre, nous présenterons une brève introduction au cadre de certification de l'UE et nous comparerons les CNC en fonction des niveaux de l'UE. De nombreux pays ont ajusté leurs niveaux d'enseignement en fonction de ceux de l'UE, il existe donc de nombreuses similitudes, mais certains pays ont conservé des approches spécifiques pour certaines parties de leur système éducatif.

Ensuite, il y a les rapports par pays et chaque chapitre comporte deux parties. La première partie est consacrée à la présentation du NQF de chaque pays représenté dans le projet EmploySSE. Nous aurons ici des points d'introduction actualisés sur les systèmes d'enseignement de la FEP, énumérés dans des thèmes distincts :

- informations de base et objectif du CNC
- gouvernance, institutions impliquées et procédures
- niveaux et références croisées avec le CEC.



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- éléments du CNC
- programmes d'enseignement à différents niveaux.

Dans la deuxième partie des chapitres des rapports nationaux, on trouve des propositions/recommandations pour l'introduction de l'ESS dans le cadre national de qualification pour l'EFP.

C'est pourquoi ce document est orienté vers les responsables politiques et les décideurs de l'EFP et du système éducatif général. L'objectif principal de l'IO3 est d'influencer les parties prenantes concernées et de fournir des suggestions raisonnables et fructueuses sur la manière d'améliorer les systèmes d'EFP avec les valeurs, le contenu et les pratiques de l'ESS.



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## 2. Introduction au cadre des certifications dans l'UE

Le cadre européen des certifications (CEC) relie les systèmes et cadres nationaux de certification à tous les niveaux de l'éducation et de la formation autour d'une référence commune pour l'Union européenne. En pratique, il fonctionne comme un outil de traduction rendant les certifications nationales plus lisibles à l'étranger.

Ce système est conçu pour aider les apprenants et les travailleurs qui souhaitent se déplacer d'un pays à l'autre, changer d'emploi ou changer d'établissement d'enseignement dans leur pays. Il est également censé accroître la mobilité sur le marché du travail au sein des pays et entre eux, car il permet de déterminer facilement le niveau de qualification d'une personne, ce qui améliorera l'équilibre entre l'offre et la demande de connaissances et de compétences.

Le CEC est un cadre d'apprentissage tout au long de la vie et couvre tous les types de qualifications, depuis celles acquises au début de l'enseignement obligatoire jusqu'aux plus hautes qualifications telles que le doctorat, en passant par l'enseignement professionnel.

L'élément central du CEC est un ensemble de huit niveaux de référence décrivant ce qu'un apprenant sait, comprend et est capable de faire (appelés "acquis d'apprentissage"), quel que soit le système dans lequel une certification particulière a été acquise. En se concentrant sur les acquis de l'apprentissage, le système peut fournir ce qu'une personne titulaire d'une qualification particulière sait et est capable de faire réellement.

Cette approche vise à favoriser une meilleure adéquation entre les besoins du marché du travail (en matière de connaissances, d'aptitudes et de compétences) et l'offre d'éducation et de formation, à faciliter la validation de l'apprentissage non formel et informel et à faciliter le transfert et l'utilisation des certifications entre différents pays et systèmes d'éducation et de formation.

Chacun des 8 niveaux est défini par un ensemble de descripteurs indiquant les résultats d'apprentissage pertinents pour les certifications de ce niveau dans tout système de certifications. Plus précisément, un système CEC est développé et structuré comme suit :

- les connaissances sont décrites comme théoriques et/ou factuelles.
- les aptitudes sont décrites comme cognitives (impliquant l'utilisation de la pensée logique, intuitive et créative) et pratiques (impliquant la dextérité manuelle et l'utilisation de méthodes, matériaux, outils et instruments).
- la compétence est décrite en termes de responsabilité et d'autonomie.



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La mise en œuvre du CEC s'est appuyée sur la recommandation relative au cadre européen des certifications pour l'apprentissage tout au long de la vie, adoptée par le Parlement européen et le Conseil le 23 avril 2008.

En 2010, la Commission européenne a également développé la base de données ESCO (European Skills, Competences, Qualifications and Occupations) comme outil complémentaire au CEC.

Dans le cadre du CEC, les États membres relient leurs cadres nationaux de certification au CEC afin de permettre une comparaison plus efficace des niveaux de qualification en Europe. Nous présentons dans l'annexe I un tableau concernant la situation actuelle et la comparaison entre les niveaux du CEC et les niveaux des cadres nationaux de certification dans les pays impliqués dans le projet EmploySSE.

La plupart des États membres ont également développé ou développent, avec le soutien de l'Europe, des bases de données sur les certifications nationales, dans lesquelles ils attribuent un niveau CEC à chaque certification et décrivent les résultats attendus de la formation.

le processus d'apprentissage (les acquis de l'apprentissage). Ces bases de données nationales resteront la principale source d'information pour la partie "qualifications" de l'ESCO.

En fournissant une terminologie standardisée, l'ESCO est en mesure de rendre les descriptions des résultats d'apprentissage comparables au-delà des frontières. Ainsi, alors que le CEC rend les systèmes de certification nationaux et le niveau des certifications comparables, l'ESCO peut être utilisé pour annoter les descriptions des acquis d'apprentissage, afin qu'ils soient compréhensibles dans toute l'Europe.

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## EMPLOY SSE - Intellectual Output 3: Policy Brief for introducing SSE in the VET system

### 3. Introduction about National Qualification Framework in Greece

#### Basic information and purpose

The development of the National Qualifications Framework (NQF) in Greece started in 2010, providing a framework for the classification of qualifications. The development of the NQF ensures the existence of a single tool through which all qualifications awarded in Greece can be described and evaluated. The initial aim is to create a coherent and understandable system of classification of qualifications, i.e. titles from all levels of formal education and initial vocational training in the country. It is planned for this system to later also include qualifications acquired through non-formal education and informal learning.

The NQF and its alignment with the European Qualifications Framework (EQF) is a mechanism for translation and comparability of qualifications, serving the broader goals of improving the Greek educational system and of enhancing lifelong learning and European mobility. More specifically, the NQF offers:

- the opportunity for all to systematically present the content of their qualifications, with reference to the National and European Qualifications Framework;
- trainees' and employees' the comparability of their qualifications, so that they may change their educational path, occupation or country of residence, if they so wish;
- employers the ability to easily assess the knowledge, skills and abilities that have been acquired as titles (degrees, diplomas, certificates, etc.).

At national level, the NQF contributes towards:

- the attractiveness of Lifelong Learning, as all forms of learning are interconnected and the qualifications acquired through any kind of learning path are evaluated, recognized, certified, and classified at the levels of the NQF and the EQF;



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- the mobility and integration into the labour market, ensuring the quality and transparency of qualifications' characteristics, as well as the learning outcomes involved.

### **Governance, involved institutions & procedures**

The development of the NQF was the result of deliberation, involving representatives in collective bodies, education and training providers, social partners and chambers. This process was coordinated by the Ministry of Education and Religious Affairs, which is responsible for the formulation and operation of the NQF. The National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) constitutes the National Coordination Point of the European Qualifications Framework in Greece and the National Reference Point for Quality Assurance.

Under the supervision and coordination of the Ministry of Education and Religious Affairs, in accordance to the provisions of Law 3879/2010 and Law 4115/2013, the National Organization for Qualifications Certification and Vocational Guidance (EOPPEP) is the body responsible for:

- the development of the NQF and for its correspondence with the EQF
- the classification of qualifications acquired through formal education and training, non-formal education and non-formal learning at the level of the NQF, as well as of international sectoral qualifications
- the creation of sectoral descriptive indicators, in the form of knowledge, skills and competencies, according to the learning outcomes involved and corresponding to the levels of the NQF.

### **Levels & cross-reference with EQF**

According to the new Law 4763/2020, the NQF consists of eight (8) levels, which cover the full range of qualifications - from primary to higher education - and constitute the mechanism for matching the NQF with the EQF. Descriptive indicators and types of qualifications are developed for each level of the NQF. Descriptive level indicators express the learning outcomes required to obtain a degree / qualification at a given level.

### **Elements of NQF**

The qualifications incorporated in the NQF, are included in the National Qualifications Register of the EOPPEP and are connected to the respective "European Portal of Qualifications and Educational Opportunities". The National Qualifications Register contains information on each title, in accordance with the relevant specifications and instructions of the European Commission, providing valid and immediate information to all interested parties, at national and European level. The minimum information that must be included for each qualification is the following:

- Title
- NQF level
- Awarding body
- General description



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- Range
- Purpose and category
- Educational sector
- Learning outcomes, i.e. knowledge, skills and competencies
- Employment links

### **Educational programmes at different levels**

In Greece, compulsory education involves levels 1 and 2 of the NQF, which refer to primary and lower secondary school respectively. From that point on, students can make different choices regarding educational and training programmes.

### **Proposals/recommendations for SSE introduction in the national qualification framework for VET**

Regarding official documents for skills and competences needed for SSE, there is no actual vocational profile in Greece for consultants or trainers in SSE, therefore no relevant document exists. There is a program that issues a Certification for Advisors/Educators of Social Economy that certifies the informal qualifications of a person in the field of social economy. Through the process of certification, the informal knowledge that advisors/educators of social economy have acquired is evaluated.

Thus, in order to endorse the development of the SSE system within VET and the NQF, supporting the professional development of the SSE trainer/mentor, we propose the following recommendations:

1. Building an alliance / common strategy among VET providers and relative Institutions to collaborate on the recognition of SSE skills, capacities and abilities as part of the National Qualification Framework. More specifically, for the Greek reality, the collaboration of the VET provider and social partner INE GSEE with the National Organization for Qualifications Certification and Vocational Guidance (EOPPEP) in that direction, could be a priority
2. Advocacy papers to highlight the importance of SSE in VET curricula as a vector of skills to be developed by youth, to find their vocational area, to experience collaborative forms of work, to relocate sustainable production-distribution chains and to improve local communities - thus preventing NEETs and the increase of unemployment and underemployment rates.
3. Creation of a network with organizations that are working in the field of SSE to cooperate with other organizations of the field and with VET providers that will include the modules and may influence decision makers



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4. Adapt a definition for the SSE, as a first step in order to make a positive influence of SSE training modules in VET curricula and affirm the SSE in a training and professional level
5. Specific policies and actions to overcome the inadequacy of the Occupational Standard.
6. Recognition of cognitive and affective skills and competences as of great importance as the cognitive ones.
7. Representation of social partners and chambers of industry or economy: SSE stakeholders should start a positive dialogue both with other actors of the economy, and with public authorities at each level.
8. Develop work-based learning activities, add SSE in secondary schools and VET curricula (including traineeships opportunities) in SSE organisations, in order to experience a more cooperative and socially oriented entrepreneurial environment.
9. Create Training Curricula that introduce SSE content, using the four thematic areas created during the EmploySSE project.

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## EMPLOY SSE - Intellectual Output 3: Policy Brief for introducing SSE in the VET system

### 4. Introduction about National Qualification Framework in Italy

#### Basic information and purpose

Italy's national qualifications framework (NQF) was adopted by the Ministry of Labour and the Ministry of Education following the approval of the 8 January 2018 decree. The NQF is a tool to define and classify the qualifications issued within the Italian system of certification of competences, which makes possible to create the national repertory of education, training qualifications and professional qualifications. The NQF refers national qualifications to the European Qualification Framework (EQF) to coordinate the national qualifications system with those of other countries. The purpose of the NQF is therefore to coordinate public educational systems.

#### Governance, involved institutions & procedures

Vocational education and training (VET) in Italy is characterised by multilevel governance with broad involvement of national, regional and local stakeholders. Ministries of education and labour lay down general rules and common principles for the education and training system, composing the national repertory, while regions and autonomous provinces are in charge of VET programmes and most apprenticeship-type schemes.

Procedures of referencing to the NQF are managed by the National Coordination Point of the EQF at ANPAL (National Agency for Labour Active Policies), using INAPP (National Institute for the Analysis of Public Policies) for the independent evaluation of the referencing proposals. The process of qualifications referencing to the NQF is divided into four main phases: initiation phase, preliminary investigation phase, independent evaluation phase, approval and publication phase.

#### Levels & cross-reference with EQF

National qualifications framework is developed in coherence and continuity with European qualifications framework levels.

#### Elements of NQF

In 2013 the National Directory of Education and Training Qualifications and Professional Qualifications was established and composed of all the directories of education and training qualifications and professional qualifications issued in Italy by a titular body. In addition to the National Qualifications Framework, the Directory is enriched by another technical infrastructure, which is the Atlas of Work . Qualifications in the National Repertory correspond to a series of elements that constitute the minimum national standard. These standards are:

1. reference to the public awarding body;
  - a. description of competences in terms of skills,
  - b. know-how,
  - c. autonomy and responsibility;
2. referencing to the economic activity statistical codes (ATECO) and the nomenclature and classification of occupations (CP-ISTAT), in compliance with national statistical system laws;



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### 3. referencing the national qualifications framework/European qualifications framework.

These elements are compulsory for all qualifications for the purpose of validation and certification within the national system of certification of competences, as well as for the purposes of portability in a European context.

A national reference framework of regional vocational qualifications and related competences (QNQR) has also been established and made operational within the National Directory. Today this database is organized into 24 economic and professional sectors (SEPs), each of which is broken down into production processes, areas of activity (ADAs) and individual work activities that make up the ADAs..

However, in order to favour the development of the cultural and professional skills acquired by individuals in formal and non-formal learning contexts and for the portability of qualifications in both national and European contexts (even in terms of geographical and professional mobility), the national system of certification of competences has been designed to be integrated with and complementary to the public lifelong learning offer.

#### **Educational programmes at different levels**

In Italy, at age 14, students make a choice between general education and VET. At upper secondary level, VET programmes are organized by schools, universities, training centres, enterprises and local bodies. The offered programmes are technical schools (istituti tecnici) and vocational schools (istituti professionali). Programmes combine general education and VET, and can also be delivered in the form of alternance training.

At post-secondary level there are several training alternatives, all of which include an internship or apprenticeship. There is permeability across VET programmes and also with the general education system. On completion of a three-year vocational qualification, it is possible to attend one additional year, leading to a four-year vocational diploma; this allows enrolling in the fifth year of the State education system and sitting the State exam for a general, technical or professional education diploma.

At post-secondary level VET is offered as higher technical education for graduates of five year upper secondary programmes or four-year IeFP programmes, who passed entrance exams.

#### **Proposals/recommendations for SSE introduction in the national qualification framework for VET**

Nowadays the SSE sector is able to provide paid employment to increasingly more people in the working population in the EU-28. However, due to the fact that SSE is a recent development and only partially recognized, SSE is hardly present in training curricula. Although a lot of work has been done on the positive social effects of SSE, new training pathways able to provide young people a better understanding of SSE processes and careers are still missing.

The educational context on SSE in Vocational and Educational Training in Italy presents different features, based on the Educational level and the type of learning.

In the framework of Initial VET, Italy presents a multilevel governance with broad involvement of national, regional and local stakeholders, where Regions and Autonomous Provinces are in charge of VET



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programmes and most apprenticeship-type schemes. Against this backdrop, there isn't at the moment a specific Curricula dedicated to the Social Solidarity Economy in Italy.

Regarding CVET, adults and learners could find a limited number of training paths for professionals operating in SSE-related areas, such as "Health and Social Operator" and "Social Educator". The focus of the training is always on specific technical skills, especially for health and social workers' profiles, but occasionally, in the learning programmes, a few mentions of a general knowledge of SSE occurs.

The situation is different when speaking of other educational learning contexts, such as informal and non-formal education, universities and provision of courses by Civil Society Organizations or other similar institutions.

Updating the actual curricula through the introduction of elements and competences coming from the SSE sector in the National Qualification Framework, VET would allow SSE to become a familiar concept to younger generations who will be entering the labour market with a more critical and enlarged perspective. Some specific skills are required in the SSE sector like mission-driven communication, marketing for social enterprises, digitalization and project management, and some other professions that are nowadays necessary for conventional business such as sustainability experts and CSR operators.

The same positive effect would also involve the courses belonging to the adult learning area and the Continuous VET, by stimulating professionals and adults in choosing a new kind of market sector or in undertaking a new working experience with sound basis and competences. Hence, VET would play a powerful role within the labour market and the society as well. From employability to increasing productivity, from economic growth to innovation and competitiveness.

Following proposals for introducing SSE into VET are worth considering:

1 - Introducing, at least 2 new curricula in Initial VET, directly related with the SSE in different sectors. For example, the Regione del Veneto is in the process of validating some new professional profiles, such as Expert in Fundraising in the Third Sector and Specialized Technician of Sustainable Cultivation. Moreover, some competences of SSE will be introduced to complete the education of students in specific fields, i.e. that of foodservice, agro-food, sales, etc.

2 – Creating new specific training courses for Adults and continuous learning activities, with the aim of allowing experienced professionals gaining new and sound competences on how to run a brand on new commercial operation or on how to join a Social and Solidarity business.

Existing training courses such as qualifications of "Health and Social Operator" and "Social Educator", also could be complemented by introducing some competences related to SSE.

3 – Opening a working table of dialogue with CSOs representatives to share needs, competences, skills as background for point 1 and 2.



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## EMPLOY SSE - Intellectual Output 3: Policy Brief for introducing SSE in the VET system

### 5. Introduction about National Qualification Framework in France

#### Informations de base et objectif

Le CNC est le Cadre National des Certifications en France ; c'est la nomenclature qui établit le niveau de qualification des certifications enregistrées au Répertoire National des Certifications (RNCP). Ce répertoire garantit qu'une certification répond à certains critères de qualité, ainsi que sa reconnaissance sur l'ensemble du territoire. En outre, il fournit aux particuliers et aux entreprises des informations constamment actualisées sur les diplômes. Il peut être considéré aujourd'hui comme le support technique du cadre national de certification et offre un cadre de référence pertinent pour l'enseignement professionnel de l'ESS et l'enseignement par l'ESS.

Plus généralement, l'objectif du CNC est d'uniformiser les critères d'évaluation des qualifications afin de faciliter l'accès à l'emploi, la gestion des ressources humaines et la mobilité professionnelle.

Le CNC définit le niveau de qualification associé à chaque certification professionnelle selon des critères de gradation des compétences requises pour exercer des activités professionnelles. Ces critères permettent d'évaluer :

- La complexité des connaissances associées à l'exercice de l'activité professionnelle ;
- Le niveau de savoir-faire, qui s'apprécie notamment en fonction de la complexité et de la technicité d'une activité dans un processus de travail ;
- Le niveau de responsabilité et d'autonomie au sein de l'organisation du travail.

Chaque niveau de qualification est décrit précisément en fonction de ces critères. Une fois validées, les certifications sont enregistrées dans le RNCP créé par l'article L. 335-6 du code de l'éducation.

Un organisme de formation peut également demander l'inscription d'une formation au Répertoire spécifique, qui recense " les certifications et habilitations correspondant à des compétences professionnelles complémentaires aux certifications professionnelles ". C'est un espace à explorer pour les acteurs de l'ESS.

Cependant, il n'est pas obligatoire pour un individu de passer par une formation formelle et un cursus académique pour obtenir une certification professionnelle. Il peut aussi passer par une Validation des Acquis de l'Expérience (VAE) au cours de sa vie professionnelle. La VAE est une mesure française très intéressante, qui permet à toute personne, quel que soit son âge, son niveau d'études ou son statut, de faire valider son expérience afin d'obtenir une certification professionnelle.



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Le RNCP contient également des titres professionnels, qui sont des certifications professionnelles attestant de la maîtrise de certaines compétences, aptitudes et connaissances directement liées à l'exercice d'une profession.

Le RNCP couvre quatre grands types de qualifications à vocation professionnelle :

- Les diplômes et titres.
- Les qualifications délivrées au nom de l'État.
- Specific qualifications

### **Gouvernance, institutions impliquées et procédures**

La Commission de la certification professionnelle est l'une des commissions de France Compétence.

France Compétence est un établissement public national créé par la loi de 2018. Elle dispose de l'autorité nationale unique de régulation et de financement de la formation professionnelle et de l'apprentissage. Ainsi, la Commission Certification Professionnelle a pour mission principale d'émettre des avis conformes liés aux demandes d'enregistrement dans les répertoires nationaux.

### **Niveaux et références croisées avec le CEC (Cadre européen des certifications)**

Afin de correspondre au nouveau cadre européen, la loi 2018-771 met en place un nouveau cadre au 1er janvier 2019, basé, cette fois, sur les connaissances et compétences acquises.

Le répertoire national des certifications professionnelles a été créé par la loi de modernisation sociale 2002-72.

Le code du travail définit le niveau de qualification. L'article L. 6113 définit le niveau de qualification associé à chaque certification professionnelle selon des critères de gradation des compétences.

### **Éléments du NQS**

Qualiopi est la marque de certification qualité des prestataires de formation.

La loi n° 2018-771 du 5 septembre 2018 encadre la liberté de choisir son avenir professionnel. Dans son 6e article, elle déclare une obligation de certification par un organisme tiers. La marque " Qualiopi " est délivrée par des organismes certificateurs accrédités ou habilités par le Comité français d'accréditation (Cofrac) sur la base du référentiel national de qualité. Pour les acteurs de l'ESS, il existe :

- un enjeu de professionnalisation avec la mise en place de nouveaux métiers " Qualité " au sein des organismes de formation, dont certains sont de petite et moyenne taille,



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- un enjeu économique : une certification qui coûte cher (renouvellement tous les 3 ans) avec un audit externe, la nécessité de mutualiser les moyens et les ressources humaines pour les petites et moyennes structures.

un enjeu de normalisation pour l'enseignement et la formation de l'ESS. Comment préserver une forme d'originalité dans les approches méthodologiques de l'éducation et de la formation, souvent promues par les acteurs de l'ESS ?

## Des programmes éducatifs à différents niveaux

Le système éducatif français est divisé en deux niveaux : le primaire et le secondaire.

Le premier niveau correspond à l'enseignement élémentaire, il commence à l'âge de 2 ans et est obligatoire à partir de 3 ans. Le second niveau commence au collège, qui se situe généralement à 11 ans. En quatrième année de l'enseignement secondaire), les élèves peuvent choisir entre une filière générale et technologique ou une filière professionnelle. La première leur permet d'obtenir un baccalauréat général ou technologique en trois ans et le

Le premier permet d'obtenir un baccalauréat général ou technologique en trois ans et le second un baccalauréat professionnel en trois ans après la fin de la troisième ou deux ans après le certificat d'aptitude professionnelle (CAP) ou le brevet d'études professionnelles (BEP).

Le baccalauréat professionnel permet d'accéder directement au monde du travail, mais aussi de poursuivre ses études dans l'enseignement supérieur, principalement en BTS (permettant d'obtenir un brevet de technicien supérieur). Le baccalauréat général conduit souvent à des études supérieures "longues" et le baccalauréat technologique à des études supérieures "courtes" à caractère technologique.

## La formation professionnelle en France

La formation professionnelle a été profondément modifiée le 5 septembre 2018 par la loi intitulée "Pour la liberté de choisir son avenir professionnel." Le modèle français était ancré sur des accords négociés avec 20 branches professionnelles. Le gouvernement a annoncé sa volonté de "réformer le modèle français", et de "permettre à chacun de pouvoir se projeter dans l'avenir avec confiance et envie."

## Propositions/recommandations pour l'introduction de l'ESS dans le cadre national de qualification de l'EFP.

### Analyse du contexte

Il est important de développer une stratégie commune au sein de l'ESS afin d'assurer une approche éducative et formative en accord avec ses objectifs politiques, à savoir une économie coopérative porteuse de transformation sociale, de justice sociale et environnementale. Il s'agit d'une vision



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stimulante de l'éducation et de la formation comme outils pour " accompagner efficacement les personnes sur le marché du travail ". Il y a un fort besoin de gouvernance plus inclusive du système et d'interaction avec les acteurs qui portent une autre vision de l'éducation et de la formation. Il est également nécessaire de mettre l'accent sur une certification spécifique de l'ESS pour l'enseignement de l'ESS dans l'enseignement professionnel.

La loi sur l'ESS promulguée le 31 juillet 2014 n'a que partiellement abordé le sujet de la formation. Néanmoins, elle a eu pour conséquence positive de signer des conventions entre l'Éducation nationale et des réseaux reconnus dans le domaine de l'éducation et de la formation. Ainsi, l'État a signé une convention avec L'ESPER (lesper.fr) et l'OCCE (Office central de la coopération à l'école : occe.coop). En région, des conventions régionales ont été mises en œuvre entre les CRESS (Chambres régionales de l'économie sociale et solidaire) et les académies régionales relevant du ministère de l'éducation nationale et du ministère de l'enseignement supérieur et de la recherche.

### **PROPOSITION 1 : ESS et universités, renforcer le statut d'entrepreneur de l'ESS dans les universités et les formations qualifiantes de l'ESS.**

En France, plus de 80 formations universitaires portent sur l'ESS et l'entrepreneuriat social. Elles sont dispensées par des universités (généralement au niveau licence ou master) qui délivrent des diplômes et dépendent du ministère de l'enseignement supérieur et de la recherche. Le réseau interuniversitaire d'ESS [riuess.org](http://riuess.org) a été créé en 2000 pour rassembler les enseignants, les chercheurs et les étudiants des masters en ESS. Cet organisme a établi une liste de 79 formations sur le territoire national. Un dispositif intéressant : PÉPITE est mis en place depuis 2014, les 32 Pôles étudiants pour l'innovation, le transfert et l'entrepreneuriat (PÉPITE) et le Statut national d'étudiant-entrepreneur, permettent de créer l'écosystème nécessaire à la réalisation des projets entrepreneuriaux des étudiants et jeunes diplômés. On constate que de nombreux acteurs de l'ESS sont impliqués en tant que formateurs ou parrains, car les projets que portent les étudiants sont le plus souvent liés à une volonté de transformation sociale (environnement, culture, social, éducation). Le statut d'étudiant-entrepreneur, masque cependant l'intérêt des démarches collectives de l'ESS, qui n'est pas suffisamment mis en avant dans le dispositif. Il est donc nécessaire de renforcer le statut d'entrepreneur de l'ESS dans les Universités et les formations qualifiantes de l'ESS.

### **PROPOSITION 2 : Développement de l'apprentissage dans l'ESS**

Le dispositif de qualification " Apprentissage " est accessible aux jeunes de moins de 29 ans, et dans certains cas de plus de 29 ans pour des métiers spécifiques, en lien avec un organisme de formation professionnelle, ou une école ou université habilitée à former des apprentis.

Sur la question de l'apprentissage, l'UDES, Union des Employeurs de l'Économie Sociale ([udes.fr](http://udes.fr)), s'est déclarée à plusieurs reprises en faveur de l'apprentissage dans les organisations de l'ESS, en soulignant l'intérêt du dispositif dans des secteurs comme les services à domicile. Ce dernier a permis à de



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nombreuses organisations de l'ESS de créer des emplois permanents en ayant des personnes formées sur place et dans des centres de formation.

Les régions doivent établir des stratégies régionales d'enseignement supérieur, de recherche et d'innovation (SRESRI) afin de mieux coordonner leurs actions sur les territoires et de s'articuler étroitement avec les stratégies de développement économique (SRDE-II) et d'aménagement du territoire (SRADDET).

### **PROPOSITION 3 : Porter une ambition commune autour de l'éducation et de l'ESS comme facteur de changement social.**

Aussi, il convient d'agir tant au niveau national (CNQ, RNCP, France Compétences Plus, Opérateurs de Compétences) qu'au niveau régional (collectivités locales, Universités, Académies, OPCO). Pour peser sur le dialogue social, il est nécessaire de s'appuyer sur ESS France, l'instance nationale représentant les réseaux et fédérations de l'ESS [ess-france.org](http://ess-france.org) et sur les représentations des employeurs de l'économie sociale (UDES) [udes.fr](http://udes.fr). Néanmoins, afin de permettre la prise en compte de la diversité de l'ESS, il est intéressant de proposer que ce dialogue social spécifique autour de l'ESS s'appuie également sur des regroupements spécifiques de l'Economie Sociale et Solidaire (fédérations syndicales, regroupements par secteur (par exemple le secteur culturel [ufisc.org](http://ufisc.org)) ou sur le champ universitaire (le réseau universitaire autour de l'ESS ([riuess.org](http://riuess.org))). On pourrait dire que l'enjeu est de porter collectivement l'idée que l'éducation et la formation ne sont pas simplement des moyens d'adapter une population à un marché du travail mais bien un moyen de permettre aux personnes de s'émanciper et de répondre à leurs aspirations.

### **PROPOSITION 4 : Stratégie institutionnelle**

Nous proposons que l'ESS puisse être représentée au sein de France Compétence Plus et participer à la Commission nationale de la certification professionnelle.

**Concernant le niveau national**, le soutien du RIUESS, qui couvre l'ensemble des enseignements de l'ESS dans les universités, est particulièrement essentiel mais on peut dire que ESS France peut être un opérateur du rassemblement des acteurs de l'éducation et de la formation à l'ESS.

**Concernant le niveau européen**, un lien doit être établi avec Social Economy Europe et l'Intergroupe Economie Sociale et avec les groupes de travail sur les politiques publiques européennes liées à l'éducation et à la formation.

**Au niveau régional**, il faut lancer une réflexion avec les Régions, les Universités, les Académies et les OPCO en s'appuyant sur les CRESS, chambres régionales de l'ESS. Un état des lieux est nécessaire. Actuellement, il y a un manque de connaissance et d'inventaire des ressources de formation et d'éducation, et peu de travaux communs sur la formation initiale, l'apprentissage et la formation continue.

Un plan de développement de l'éducation et de la formation à l'ESS pourrait être un objectif intéressant, à condition de laisser place à l'innovation, que ce soit en termes de publics ou d'objectifs pédagogiques : formation initiale et formation continue. **Exemple de projets à proposer :**



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<ul style="list-style-type: none"> <li>• SSE training for NEETs,</li> <li>• use of CPF and CPF of transition to facilitate professional mobility towards SSE,</li> <li>• training for citizen groups,</li> <li>• creation of professionalizing SSE certificates mixing several disciplines,</li> <li>• consolidation of the PEPITE device by affirming social and solidarity entrepreneurship,</li> </ul>	<ul style="list-style-type: none"> <li>• training of SSE employees in SSE: most employees working in SSE organizations have not been trained (mutuals, cooperatives, associations)</li> <li>• development of apprenticeships for young people under 29 years old or professionalization contracts</li> <li>• training of managers of SSE enterprises</li> </ul>
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#### 4.1 Proposition sur les contenus et la qualité de l'éducation et de la formation en ESS

Formation initiale et continue, plus de capitalisation des méthodologies éducatives et de formation associant l'éducation populaire et favorisant l'émancipation.

Au niveau de l'éducation, il existe une reconnaissance par l'Etat du collectif ESPER et de l'OCCE. En partenariat avec l'ESPER, il pourrait être proposé de développer la capitalisation d'outils et de méthodologies pédagogiques à destination des scolaires et des étudiants en s'appuyant sur le réseau des acteurs de l'ESS. Il y a un enjeu à capitaliser les méthodologies éducatives et formatives associant l'éducation populaire et favorisant l'émancipation des personnes. De manière générale, il serait pertinent d'étendre ce travail au domaine de la formation continue et d'associer les sciences autour de la pédagogie et de la formation. Il est également important de relier ces travaux aux exigences de qualité du cadre de référence Qualiopi.

#### 4.2 Proposition sur l'acquisition de compétences et les transitions professionnelles

Il est donc proposé de faciliter les transitions professionnelles par le biais des comptes personnels de formation et de mettre en place des formations reconnues dans le CPF afin de permettre aux personnes employées dans le secteur traditionnel d'effectuer une transition vers l'ESS. L'inscription au RNCP ou au RS est une solution pour permettre cela.

#### 4.3 Stratégie de positionnement sur le marché de la formation

Un des risques pour l'enseignement de l'ESS en Europe est la standardisation de l'enseignement de l'ESS par les grands opérateurs de formation, une qualité moindre, une vision restreinte de l'ESS sans les composantes essentielles qui constituent les objectifs de transformation sociale, démocratique, économique et environnementale. Notre proposition est de soutenir les petites et moyennes organisations qui ont une expérience dans le domaine de l'éducation à l'ESS et de la formation professionnelle et qui développent des approches innovantes, notamment en les favorisant dans les marchés publics ou privés, et en encourageant leurs efforts de mutualisation inter-organisationnelle.

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## EMPLOY SSE - Intellectual Output 3: Policy Brief for introducing SSE in the VET system

### 6. Introduction about National Qualification Framework in the Czech Republic

#### Basic information and purpose

The creation and implementation of the European Qualifications Framework (EQF) in 2008 brought the concept of a National Qualification Framework (NQF) to the Czech environment. The Czech Republic went through the referencing process in the years 2009 – 2011 and prepared a Czech Republic National Referencing Report on it (2011, 3rd revised version in 2015). The Czech Republic did not have such a unified framework, so it referenced its existing qualifications system to the EQF (in fact the educational system) and the framework/register of the National Qualifications System (NQS).

#### Governance, involved institutions and procedures

Ministry of Education, Youth and Sports (MŠMT) is responsible for the referencing process. The ministry established the National Coordination Point (EQF Coordination Centre - EQF CC), now part of the National Pedagogical Institute of the Czech Republic (NPI, until the end of 2019 the former National Education Institute).

For the NQS the MŠMT is responsible, the main researcher being the National Pedagogical Institute.

The NPI collaborates with relevant professional associations, professional bodies, employers' representatives, trade unions, schools, and specialists working in the sector councils. To help individuals in order to find a new profession, work, or educational course and employers to find new qualified employees, a web portal titled „Education and Labour“ has been developed (now administered by the NPI).

In parallel with the development of the National Register of Qualifications (NSK), under the direction of the Ministry of Education, the Ministry of Labour and Social Affairs is developing a National System of Occupations (NSP), a list of all types of job in the Czech Republic. The NSP records the requirements for individual professions in the labour market. Together with the National Register of Qualifications it provides important information about qualifications requirements, which are reflected in all levels of education.

#### Levels & cross-reference with EQF

The existing classification system for qualifications awarded in initial education (Classification of Educational Qualification Types) and the levels in the NQS permit a referencing to the EQF. This is possible because the curricula and legal framework for initial education, as well as the level indicators and the qualifications standards of the NSK, are based on the principle of learning outcomes.

The Czech Republic has referenced its education and qualification systems to the EQF, i.e. qualifications awarded:

- within the system of initial basic, secondary, and tertiary professional education
- within the system of higher education



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- within the system of recognising further education results according to the Act on the Verification and Recognition of the Results of Further Education (i.e. qualifications in the register of the National Qualifications System – NQS).

### Elements on NQF

The NSK distinguishes between two types of qualification:

- complete vocational qualifications - ability to work in a particular occupation,
- Some specific vocational qualifications - the ability to perform particular activities or groups of activities which lead to employability in the labour market. Specific vocational qualifications can be a part of the complete vocational qualifications.

The procedures for awarding of some vocational and complete vocational qualifications are specified by law. Each vocational qualification is described by a pair of standards, a qualification standard (a list of expected learning outcomes) and an assessment standard (set of evaluation criteria):

- Qualification standard (kvalifikační standard) - a description of the skills required for a specific work activity or activities in a particular occupation. These are the skills which are required for the relevant vocational qualification.
- Assessment standard (hodnoticí standard) - a list of criteria and procedures for validating the skills required in a particular occupation. It describes how to verify that the candidate possesses the skills required for the qualification.

### Educational programmes at different levels

Lifelong learning in the Czech Republic can be divided into two phases - initial and continuing education.

Initial education includes all levels of NSK listed in the chapter *Introduction about Qualification Framework in EU*.

The initial education system of the Czech Republic includes nursery schools, primary schools, secondary schools (gymnazia and vocational upper secondary schools), conservatories and higher education institutions, vocational and non-vocational.

Continuing education starts with the completion of initial education and the entry into the labour market. Continuing education can be directed to a diverse spectrum of knowledge, skills and competences for use in professional, civic or personal life.

Courses or educational programmes in continuing education can be divided in the following categories:

- Retraining courses – The Ministry of Education has the responsibility under the act 435/2004 Sb., on Employment, to evaluate and approve proposals for retraining courses. Once all formal conditions have been satisfied, approval is given to conduct retraining courses. For improved quality, retraining courses were linked with qualifications in the NSK.
- Approved courses (other than retraining). Approval for programmes of study is given by the relevant ministries.



- Education required by regulations - these regulations were formerly used in fields where employment in certain occupations required a demonstrated understanding of certain norms. This was done because it was necessary to ensure proper expertise, *e.g.* for electricians, or for the safety of workers, *e.g.* in construction.
- Continuing education programmes of public tertiary institutions - in the course of their educational activities, these institutions offer, either free of charge or paid, lifelong learning programmes oriented towards work or personal interest. Participants in these programmes get a certification, on completion of the programme. These institutions also offer, free of charge paid, internationally recognised courses for upgrading skills.

### **Proposals/recommendations for SSE introduction in the national qualification framework for VET**

#### Quick overview on the educational context on SSE in the Czech Republic

The concept of Social Solidarity Economy (SSE) is almost not known or used in the Czech Republic. But thanks to some projects, researches and educational programmes carried out by NGOs and some institutions in the last years, the awareness is slowly rising. Social economy and social entrepreneurship in the Czech Republic are still primarily perceived as initiatives to employ disadvantaged people. The situation in the field of education is reflecting the level of knowledge about SSE and connected issues - there is not much happening on the structural level and the education on SSE is again mainly the domain of non formal education.

Non formal SSE education is developed and provided mainly by NGOs with expertise on SSE. For example, a recent project called Building Up SSE, is facilitating the spread of SSE activities by providing knowledge, skills and competences through an innovative training programme. NGO Alternativa Zdola, that runs different programmes supporting co-operatives by education and promotion is another example. Alternativa Zdola is currently running a project in co-operation with Ecumenical Academy and Life Sciences University, in which seminars about co-operativism as a possible, promising and innovative working frame for High-school and VET school students and teachers in Prague and Central Bohemia will be organised. The Czech thematic network for social economy (TESSEA) aiming to support the development of social entrepreneurship in the Czech Republic is also providing information, networking, training and consultations. But the NGOs are often dependent on project funding and some of the programmes can't continue without funding, after the project ends.

There are no study programmes that focus specifically on social economy or social entrepreneurship (or on SSE), although social economy has become part of the curricula on higher, graduate and post-graduate education levels. There are departments in some Czech universities that offer courses specifically on social economy or social entrepreneurship. Some undergraduate programmes hold a potential affinity to social economy, ranging from economics and social work to social geography,



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environmental protection, humanities or development studies. Furthermore, around a dozen (higher) vocational schools (mostly focused on social work and policy) do relate to the topic. However, in September 2021 a new whole study programme is starting at the private University College of Business in Prague (VŠO Praha) on Global and Local Economy, covering a broad range of issues related to SSE, but the students have to pay a tuition fee.

The main body responsible for IVET is the Ministry of Education, Youth and Sports. Most VET schools are public and founded by regions. IVET is school-based, with a large proportion of practical training (at schools, in workshops, practical training centres and companies) and/or work placements. But SSE, with some exceptions focused on social economy, is not present in the training or courses and it needs to be included also in the formal educational system in order to develop SSE in the Czech Republic and support the transformation of the economy.

The Strategy for Education Policy of the Czech Republic 2030+ sets out the direction of education development and investment priorities for the next ten years. Two main strategic objectives direct education more on acquiring the necessary competencies needed for an active civic, professional and personal life and also to reduce inequalities in the access of quality education enabling the maximum development in children's, pupils' and students' potential.

The aim is also to modernise the system of vocational education, facilitating the transition of school leavers to the labour market and also to support qualifications already during the studies.

In the field of lifelong learning, the Strategy also points out the need for acknowledgment of non-formal education. It mentioned the competencies of employees and volunteers by the corresponding positions in the National Register of Qualifications.

Co-operation with other institutions, organisations (NGOs), companies, and employers should be developed. Institutions of formal education should also provide non-formal education.

The Strategy very briefly mentions the Education for sustainable development in the part about changing the contents, methods, and forms of education, which is the main part relating to aspects of SSE.

The following proposals can help to improve the situation:

1. In order to develop SSE in the Czech Republic it is important to focus on overall awareness rising to show that SSE can effectively contribute to the solutions of the social, environmental and economic crisis and offers a variety of tools to support the much-needed socio-ecological transformation. The awareness raising activities should be adapted for the different target groups, that include young people and (VET) students, educators and trainers, entrepreneurs, decision makers or broader public. It should be based on identifying, where and how it can build on already existing and related awareness.
2. Within the field of non-formal education, the support of the development and implementation of educational programmes, with specific focus on SSE in CVET is important – for trainers and teachers (in IVET and other relevant areas). Other important factors are linking the educational programmes and competences gained with the National Register of Qualifications and supporting acknowledgement and





the accreditations by the Ministry of Education, Youth and Sports. The implementation of the Employ SSE training based on the 4 modules Training modules on SSE addressed to VET can be a first step in this direction.

3. In formal education we recommend to include SSE related issues in relevant VET curricula, also based on identifying, where and how it can build on already existing and related knowledge and competences.

4. Include and promote social/SSE enterprises for in-company practical training as a part of formal and non-formal education. The Ministry of Labour and Social Affairs is running a project supporting social entrepreneurship and already offering practical training in social enterprises. This could be an inspiration and example for the Ministry of Education, Youth and Sports and a closer cooperation and exchange between the two Ministries on this issue would be beneficial.

5. Supporting capacity building, networking and stronger co-operation and knowledge exchange between non-formal and formal educators, educational institutions and SSE initiatives is recommended as a basis for successful development of education on SSE and in VET in particular.

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## EMPLOY SSE - Intellectual Output 3: Policy Brief for introducing SSE in the VET system

### 7. Introduction about National Qualification Framework in Croatia

#### Basic information and purpose

The Croatian Qualifications Framework (CROQF) is a reform instrument for regulating the system of qualifications at all levels in the Republic of Croatia through qualification standards based on learning outcomes and following the needs of the labour market, individuals and society. The placement of qualifications acquired in Croatia at respective levels determines their relation, but it also enables the linking of Croatian qualifications' levels to the levels of the European Qualifications Framework.

Apart from the qualification's standards, the CROQF introduces occupational standards as well. An occupational standard is a document which contains clearly defined competences required for a certain occupation. It is created through a clearly prescribed methodology and collected data by which the competences for a certain occupation have been defined and analysed.

The aim of the Croatian Qualifications Framework is to link together the learning outcomes achieved in all educational institutions and enable their referencing within Croatia as well as in the context of international mobility. The CROQF sets clear quality criteria for competences that a learner can expect to possess after completing education for a qualification of a certain reference level and volume.

The CROQF is a unified system that allows for learning outcomes to be measured and compared. Its basic structure is simple and contains an integral and minimal number of basic elements. The significance of the CROQF is reflected in high quality links between the needs of the labour market and the implementation of school and educational programs, and in validation of all learning outcomes.

#### Governance, involved institutions & procedures

The National Human Resources Development Council is the central strategic body of the Republic of Croatia for the development of the CROQF. The National Council has a president and 24 members nominated by the institutions.

Bodies and stakeholders in the development and implementation of the CROQF are:

1. the National Council for Development of Human Potential;
2. the ministry responsible for education and science;
3. the ministry responsible for labour;
4. the ministry responsible for regional development;
5. agency for science and higher education;
6. Agency for vocational education and training;
7. Agency for education;
8. Sectoral councils.

Main roles of the bodies and stakeholders in the development and implementation of the CROQF are to:



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- assess and validate public policies, primarily policies related to education, employment, lifelong professional guidance and regional development, from a perspective of their influence on developing human potential and their contribution to achieving strategic goals and competitiveness of the Republic of Croatia, as well as developing society;
- give recommendations on a process of planning and developing human potential according to a development strategy of the Republic of Croatia;
- propose measures for integrated and harmonised policies related to employment, education and regional development;
- monitor and validate the impact of the CROQF and respective qualifications, as well as give recommendations on how to better adjust education and labour market needs;
- convey to the minister responsible for education and science its opinion on Sectoral councils' recommendations referring to admission policy, admission quota and financing of qualifications from public sources, by qualification and by county;
- monitor and validate Sectoral councils' activities and give recommendations for improvement based on regular reports on Sectoral councils' activities.

In short, the CROQF Register is a system for the registration and integration of occupational standards with the qualifications standards through units of competences and units of learning outcomes.

In the CROQF, qualifications are classified according to levels and types (CROQF Act, Art. 4, item 1), which can be complete or partial (Art. 4, item 2). Thirteen levels of comprehensive qualifications are established in the CROQF (Law on CROQF, consolidated text, Art. 7, item 1).

The development of qualifications is preceded by a thorough research of the needs of the labour market, which results in Occupational Standards, which represent a list of all jobs performed by an individual in a particular occupation and a list of competencies needed to perform them successfully.

The Qualification Standard contains all the data needed to determine the level, scope and profile of the qualification, as well as the data needed to ensure and improve the quality of the qualification standard and is based on the published standard or standards of the CROQF Register.

Occupational standards and qualification standards are adopted and published in the information system of the Croatian Qualifications Framework Register, in accordance with the Ordinance on the CROQF Register, and serve as a basis for the development of educational programs at all levels.

At the moment, 132 occupational standards and 12 qualification standards have been adopted and published in the CROQF Register, while 444 occupational standards and 213 qualification standards are in the process of being proposed and / or evaluated. In this process, 56 proposing institutions are participating, mostly the Agency for Vocational Education and Training (ASOO).

### Levels & cross-reference with EQF

The Croatian Qualifications Framework (CROQF) is an important prerequisite for the regulation of the Croatian system of lifelong learning, which is the cornerstone of a knowledge-based society and social





inclusion. The CROQF is based on the Croatian educational tradition, the current conditions and the level of development of society, the needs of the economy, individual and society as a whole. It also incorporates the provisions of the European Qualifications Framework (EQF).

The development of the CROQF follows from the recommendations of the Council of the European Union (2008) and the Ministerial declarations of the 27 member states of the European Higher Education Area from Bucharest (2012) who want to ensure quality in the European Higher Education Area by developing national qualifications frameworks.

Referencing and Self-certification Report of the Croatian Qualifications Framework to the European Qualifications Framework presents the existing Croatian qualifications system and the development and implementation of the CROQF. Moreover, it gives background of the fulfilment and response to the EQF and QF-EHEA criteria, procedures and common quality assurance principles, demonstrating that the Croatian Qualifications Framework is compatible with both overarching frameworks.

### Elements of CROQF

The Croatian Qualifications Framework (CROQF) is a framework which sets every qualification acquired in Croatia at its place. The central element of the CROQF are the learning outcomes or, in other terms, competences acquired by the individual through the learning process and proved after the learning process. The place of each qualification acquired in the Republic of Croatia is set by the level of the learning outcomes belonging to that qualification. The placement of qualifications at respective levels allows the comparison and linking of different qualifications.

As a base for a quality assurance system, there are three main concepts included in the CROQF:

- Occupational standards (key activities and required competencies for the workplace);
- Learning outcomes (organised within units/modules);
- Standards of qualifications (described by acquired learning outcomes, including assessment criteria and procedures), as a base for quality assurance and validation of non-formal and informal learning.

The following optimal, understandable and measurable classification of all acquired competencies has been adopted in the CROQF:

- Knowledge;
- Skills (cognitive, practical and social);
- Associated autonomy and responsibility.

The basic act related to the Croatian Qualifications Framework is the Croatian Qualifications Framework Act (National Gazette no. 22/2013) which was adopted in February 2013. Pursuant to Article 12, paragraph 3 and Article 14, paragraph 6 thereof, the Ordinance on the Croatian Qualifications Framework Register has been passed (National Gazette no. 62/2014), as the fundamental act prescribing the Croatian Qualifications Framework Register, which is the basic subject of informatization.



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This implementing act of the Croatian Qualifications Framework Act regulates the following:

- the content and the manner of conduct of the CROQF Register,
- applications for the entry into the Register,
- content and form of requests for the entry into the Register,
- assessment of the submitted requests,
- entry procedures,
- names of the Sectoral councils,
- the selection of Sectoral councils' members and its tasks and the external and the internal quality assurance system.

### **Educational programmes at different levels**

The Croatian Qualifications Framework Register consists of three sub-registers: sub-register of occupational standards, sub-register of qualifications standards and sub-register of learning outcomes. Also, it is necessary to systematically keep records of necessary competencies for particular professions, programmes for acquisition of qualifications, programmes for acquisition and validation of units of learning outcomes, programmes for validation of units of learning outcomes and other relevant information.

Croatia is progressively implementing a comprehensive curricular reform in VET. The share of VET students at upper secondary level remained stable at 70 % in 2016, among the five highest in the EU. However, the employment rate of recent VET graduates decreased from 70.3 % in 2016 to 59.4 % in 2017, pointing to the urgency of modernising the sector. Amendments to the Vocational Education and Training Act were adopted in March 2018 allowing the introduction, in July 2018, of the new national VET framework curriculum, the development of modular, outcome based sectorial curricula and greater autonomy of VET schools in the design school-level curricula.

Further, at the end of 2017, the Agency for Vocational Education and Training and Adult Education (AVETA) launched an ESF-funded project to develop sectorial curricula in VET and to better enable VET schools to introduce and implement new curricula. Particular focus is on work-based learning and the learning outcomes approach and on updating and redesigning teaching materials.

Regional centres of competences in VET and a pilot of dual VET education complement VET reforms. In May 2018, Croatia adopted the national network of regional centres of competences in VET whose purpose is to designate, with ESF and ERDF support, places of excellence that will implement programmes of regular vocational education and training, lifelong learning and other forms of formal and informal education. In July 2018 25 VET schools were appointed to the Regional Centres of Competences in VET in the sectors / sub sectors Tourism and Hospitality, Mechanical Engineering, Electrical Engineering and Computing, Agriculture and Health, the aim being to achieve a balance between regional presence and high levels of quality. In addition, the Ministry presented a model of



Croatian dual education and experimental programme "Dual Education in VET" for 4 qualifications in June 2018. The programme is to be delivered in 11 VET schools in Croatia and address challenges with inadequate practical training and insufficient attention to entrepreneurial competences. It is based in part on cooperation between the Ministry of Education and the Swiss Federal Institute for VET, the German-Croatian Industrial and Trade Chamber and the Austrian Embassy. VET graduate tracking is not covered by the VET Act, and data is collected by schools on a voluntary basis.

### **Proposals/recommendations for SSE introduction in the national qualification framework for VET**

There are several ways SSE could be introduced in CROQF for VET and after consultations with the representatives of the Agency for vocational education and training, the recommendations are as follows:

1. SSE and training modules developed through the EmploySSE project (4-modules training program to promote Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system which are useful tools for VET Trainers and Mentors as well as a guide for Career Opportunity Advisors and Policy Makers.), could be introduced to schools and suggested as optional subjects for students and each school could decide for its own if this is relevant to them. Optional subjects do not need to be approved by either the Ministry of Science and Education or the Agency for vocational education and training. In the first phase these training materials could be implemented in several schools (piloting) as optional subjects, and this could be a start in creating a base for further replication and networking. It is desirable that teachers still have some basic knowledge in the field of economics.
2. SSE and 4-modules training program to promote Social Solidarity Economy could be implemented in schools as "Other educational materials" ("Drugi obrazovni materijali – DOM"), for which it is compulsory to obtain a positive professional opinion of the Agency for vocational education and training. Teachers should be trained before the implementation. Teachers could receive education (modularly) through regular professional development of teachers of vocational subjects. For the year 2019/2020. Ministry of Science and Education announced a Decision on adoption of the curriculum for the cross-curricular topic Entrepreneurship for primary and secondary schools in the Republic of Croatia and "Other educational materials" about SSE could be put in into the curriculum. This approach is most likely to be implemented.
3. According to the methodology of program development in the adult education system, it is possible to create a training program (CROQF level 5) for SSE. The program





(curriculum) could be developed in cooperation with some already established economic schools and / or adult education institutions. Positive professional opinion of the Agency for vocational education and training is compulsory. It is important to mention that at the moment, the Law on Adult Education (which regulates the processes and creation of adult education programs) is in the process of being amended.

4. Finally, the most complex way, according to the methodology of developing qualifications and the CROQF-based curriculum, the procedure is as follows:

4.1 Development of an Occupational Standard that defines the key tasks of a certain occupation and key tasks of the related competence, which describes the occupation and working conditions, and is based on labour market research (strategic, sectoral and analytical, basis of registration of an occupation in the CROQF Register, surveying workers 'and employers' representatives (a minimum of 8 persons with mandatory regional coverage)). Approval for entry in the CROQF Register is given by the profession (in this case economic), or the Sectoral Council or the Commission to be appointed by the Ministry of Labour;

4.2 Development of a Standard (partial) qualification that defines the sets of learning outcomes and their associated outcomes, level, scope of meetings, material and personnel conditions for the acquisition and evaluation of learning outcomes and methods of evaluation; This section will be evaluated and approved by the Agency for vocational education and training in the future;

4.3 Development of a curriculum (program) which, in addition to the elements from the Qualification Standard, defines modules, subjects, strategies and teaching methods, number of hours to perform, description (criteria) for the defence of the final thesis, etc. This is approved by the Ministry of Science and Education.

SSE learning methodologies include working in small groups, practical teaching, study visits and examples of good practice, participatory teaching, co-creation of learning content. These are all approaches that are more and more needed in 21<sup>st</sup> Century education, especially in the VET system. As for the SSE content, since SSE includes a wide range of practices that span economic, social, environmental, political, communitarian or holistic dimensions, in agricultural schools the students could be taught about agroecology and regenerative agriculture or solidarity short supply chains. In economic schools, ethical financing and banks, fair trade. In building schools, they could teach about natural building techniques and construction with natural, recycled, and ecological materials. In electrical and mechanical engineering schools about energy cooperatives, community energy and energy sustainable communities. We could freely say that there is no content covering vocational schools that is not part of





the SSE curriculum. The thematic part of the SSE curriculum could be applied in vocational schools starting from today.

It is important that Croatia begins to implement any of these aforementioned recommendations in the VET education system, since SSE, given its values, principles of cooperation and social benefits, is becoming one of the foundations for advanced education in the 21st century.

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## 8. FINAL REMARKS - CONCLUSION

From country policy brief reports, we can identify a situation with chances, opportunities and needs for the introduction of Social Solidarity Economy (SSE) in national qualification frameworks for Vocational Education and Training (VET).

SSE as an alternative socio-economic model is based on inclusive values and practices that are desperately needed in our “transition era” after the COVID-19 crisis. SSE participants develop an alternative in all sectors within existing economic models, but also outside their framework, with an emphasis on sustainability, societal needs, reciprocity, and solidarity.

SSE is a way of meeting human needs through economic activities that uphold the values of social justice, environmental sustainability, cooperation, reciprocity, community, and democracy.

VET, on the other hand, ensures skills development in a wide range of occupational fields, through school-based and work-based learning. In a changing world of work, well-designed VET systems can play a crucial role in developing the right skills for the labour market, not only for youth but also for adults in need of up-skilling or re-skilling. SSE education and training is a lifelong process that can reflect, react and adapt to the quickly changing world and challenges.

Combining SSE content and learning methodologies and implementing them in VET systems would for sure contribute to the professional development of new generations, with the integration of alternative socio-economic models into their system of ideas and attitudes. It will also develop necessary skills for becoming the key actors of transformative change that our economy is striving for.

Bringing VET and SSE systems together, EmploySSE sees VET as a means for social change, able to prepare students with new skills and competences as well as methodologies and practices for creating new/alternative business models, enterprises and cooperatives.

Today more than ever, it is considered a necessary requirement for the development of soft skills like communication, creative thinking, work ethic, teamwork, networking, decision making, flexibility, critical thinking, and conflict resolution – aspects that SSE principally addresses.

Nowadays the SSE sector is able to provide paid employment to increasingly more people in the working population in the EU-28 and it is one of the solutions to not go back to „old normality“, but to come out of current crises towards a more sustainable, solidarity and just world. SSE and VET know-how and skills in education can play a crucial role on the way towards that world.

However, there is a lack of connections and cooperation between SSE and VET systems in all of the involved countries, here we present the main proposals and recommendations we would like to highlight. It should be noted that we can see many common ideas and needs that are shared in all countries represented in the EmploySSE project.



We can also see some specific points that are mostly the outcome of different SSE sector situations among countries, but also different approaches to vocational education and training systems in these five EU countries.

In Annex II we are presenting in one table proposals/recommendations for the SSE introduction into the national qualification frameworks for VET, depending on their own specific situation and context. Here is a more explanatory version divided in four main categories:

- **METHODOLOGICAL APPROACHES AND CONTENTS FOR TRAININGS**

In all countries we have expressed a need for specific training programmes and new curricula that could link SSE and VET. The developed EmploySSE Modules or their parts can be used and new training developed - for formal and non-formal education and for specific target groups (youth, students, adults, unemployed people).

We propose to capitalize SSE education and training methodologies, using popular education and creativity tools in order to encourage the participation and the emancipation of individuals.

- **POLICY, ADVOCACY AND LOBBYING**

SSE stakeholders should start a positive dialogue both with other actors of the economy, and with public authorities at each level. In each country the approach needs to be adapted. Because of its own educational system organisation, in France there is an emphasis on the need to work on bringing closer SSE and VET at local, regional and national levels. It is a similar case in Italy where lots of educational programmes are organised on a regional level, unlike Croatia where the whole system is much more centralized.

In Greece, the Czech Republic and Croatia we also have awareness of the need for more intense and quality work between SSE representatives and accredited or responsible national institutions for education and Qualification or Occupational Standard framework. Behind all these suggestions, there is a deeper need for a visible and accepted position in the NQFs of professional trainer/educator for SSE.

This brings us to the European level proposals/recommendations for certification protocol of informal qualifications, in particular the establishment of a European certificate of qualifications for consultants of Social Solidarity Economy.



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- COOPERATION AND NETWORKING

Supporting capacity building, networking and stronger co-operation and knowledge exchange between CSOs, non-formal and formal educators, educational institutions and SSE initiatives is recommended as a basis for successful development of education on SSE and in VET in particular.

A stronger cooperation could help us to exchange our practices and experiences in order to ensure a better position of SSE in the vocational education and training field and support stronger voice and involvement on the decision-making bodies related to VET at local, national and European level.

- GLOBAL AWARENESS RISING ABOUT SSE RECOGNITION

For a successful SSE development and implementation in VET systems, a basic knowledge and recognition of SSE is crucial. The level is different in the involved countries and the biggest need for awareness-raising campaigns on SSE oriented toward specific groups in society is in the Czech Republic, where the concept of SSE is almost not known.

**The EmploySSE project consortium believes that progressing in implementation of the proposed recommendations will be beneficial for both the SSE and VET sectors, but also for their users and social groups that are working with them.**



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## ANNEX I

TABLE national qualification frameworks levels in the countries involved in the EmploySSE project regarding EQF levels.

EQF Levels	Greece	Italy	France	Czech Republic	Croatia
1	Primary school certificate (compulsory)	Lower secondary school-leaving diploma	Primary school (no certificate)	Special education (special school)	Primary education certificate
2	Lower secondary school certificate (compulsory)	Compulsory education certificate	Lower secondary school certificate	Lower secondary education	Vocational training certificate
3	Vocational school (EPAS OAED)  Degree of Professional Specialty, Education and Training from Vocational Training Schools (ESK) after certification	Professional operator certificate	Secondary vocational certificate (professional - CAP, BEP, agriculture - CAPA, BEPA)  Qualifications on demand level V	Upper secondary education with VET Certificate	Upper secondary VET certificate
4	Degree of Professional Vocational Higher Secondary School (EPAL)	Professional technician diploma Upper secondary education diploma Upper secondary education diploma - technical schools Upper secondary	Upper Secondary General Programmes Upper Secondary Vocational programmes (vocational baccalaureates) Upper Secondary Technological Programmes	VET Supplementary study leading to a maturita exam ----- VET - Upper secondary education with maturita exam	4.1 Upper secondary VET

	Higher Secondary School (GEL)	education diploma – vocational schools Higher technical specialisation certificate	(Technological baccalaureates) Professional certificates Applied certificates Technician certificates Qualifications on demand level IV	General education - Upper secondary education with maturita exam	4.2 Upper secondary VET Upper secondary general education
5	Degree of VET Professional Higher Secondary School (EPAL) after certification (post-secondary level) ----- Diploma of Professional Specialty, Education and Training from Institutes of Vocational Training (IEK) after certification ----- Post-secondary and not higher education degree	Higher technical education diploma	Undergraduate technician certificates -BTS Undergraduate technician certificates in agriculture - BTSA Undergraduate certificates in technology - DUT Qualifications on demand level III		Professional higher education diploma VET post-secondary development and training certificate Master craftsman diploma
6	Bachelor Degree of Higher Education	Bachelor degree	Bachelor programmes Vocational bachelor Qualifications on demand level II	Bachelor programmes Higher VET programmes	Bachelor diploma Professional bachelor diploma
7	Master degree Postgraduate Degree of Higher	Master degree	Master degrees in engineering	Master programmes Integrated	7.1 Professional master diploma Master diploma

	Education		Qualifications on demand level I	on bachelor and master programmes	7.2 Post-master specialist university studies
8	Doctorate Degree	Doctoral programmes	Doctoral programmes	Doctoral programme	8.1 Postgraduate research Master of science diploma 8.2 Doctoral diploma

## ANNEX II

TABLE Proposals/recommendations for the SSE introduction into the national qualification frameworks for VET

<b>EmploySEE project</b>				
<b>PROPOSALS/RECCOMENDATION FOR SSE INTRODUCTION IN NQFs FOR VET</b>				
<b>Greece</b>	<b>Italy</b>	<b>France</b>	<b>Czech Republic</b>	<b>Croatia</b>
Based on EmploySSE educational materials from IO2, create training curricula for	Specific training courses (IVET, adult, CVET) and new VET curricula	Support from SSE sector for specific education and training courses at part of IVET and CVET, also for professional transition based on	Importance for promotion of SSE in VET curricula as a solution for socio-ecological transition.	SSE training modules based on EmploySSE educational materials from IO2 for VET Trainers, mentors etc. and as a new VET curricula

<p>future SSE-VET trainers</p> <p>Setting up a network of SSE and VET-education- trainers for sharing know-how and common advocacy</p> <p>Importance of SSE in VET curricula for youth (new skills and experiences – preventing NEET status)</p> <p>Work-based learning practice in SSE sector as part of VET curricula</p> <p>SSE sector working together/in cooperation with VET and Qualifications Certification national institutions for recognition</p>	<p>with SSE notion</p> <p>New professional profiles based on SSE know-how and practices</p>	<p>SSE know-how and practices</p> <p>SSE sector working together/cooperation with VET and Professional Certification national institutions for representation and inclusion in the framework/ educational system (needed advocacy and policy work on local, regional and national level, but also multisectoral)</p>	<p>Awareness raising campaign about SSE focused on youth, educators and trainers, entrepreneurs and decision makers</p> <p>Specific training courses (IVET, adult, CVET) and new VET curricula with SSE notion based on EmploySSE educational materials from O2</p> <p>Support for network of SSE and VET-education-trainers for stronger cooperation and knowledge exchange</p> <p>Practical trainings in SSE sector as part of formal and non-formal education</p> <p>Working together/cooperation with Qualifications Certification and accredited national institutions for recognition and inclusion of SSE in the framework/ educational system</p>	<p>Working together/cooperation with national qualification institution for recognition and inclusion of SSE in the framework/ educational system</p> <p>Advocacy and policy work to improve and adjust Occupational Standard framework (three options in Croatia)</p>
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<p>and inclusion within the framework/ educational system</p> <p>Advocacy and policy work to improve and adjust Occupational Standards' framework</p>				
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