

POLICY BRIEF FOR INTRODUCING SSE IN THE VET SYSTEM

ERASMUS+ PROJECT:

EMPLOYSSSE - PROMOTING EMPLOYABILITY THROUGH SOCIAL SOLIDARITY ECONOMY

ZMAG & INE GSEE

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1. Introduction

The Policy Brief is the third official outcome from the EmploySEE project that seeks to draft the content and methodological approaches of Social Solidarity Economy (SSE) into the framework of Vocational and Educational Training (VET). The project's consortium is composed of 6 partners in 5 countries – Greece, Czech Republic, Croatia, France and Italy. Leader of the project is the Labour Institute of the General Confederation of Greek Labour (INE GSEE) with partners ENAIP Veneto from Italy, DOCK – Social Solidarity Economy Zone from Greece, Ekumenická Akademie from the Czech Republic, the Green Network of Activist Groups (ZMAG) from Croatia and ADEPES -Mouvement pour l' Économie Solidaire Occitanie from France.

This document is a continuation of intellectual outputs from the project after IO1 VET Trainers' Guide on SSE and IO2 Training modules on SSE. IO1 had the aim to introduce the SSE topics and areas to VET trainers with examples for how to prepare curricula, training, modules or any other educational activities with knowledge, skills, attitudes and competence that are close to SSE values and practices. IO2 offered concrete content and methodology for running training on specific SSE areas and themes.

IO3 is focused on direct advocacy for introducing elements of the competence profile for "VET Educators on SSE" (IO1) and training approaches and outcomes (IO2) into National Qualification Framework in the partners' countries and at EU level. So, IO1 is giving an answer on WHAT, IO2 is giving an answer on HOW and IO3 is giving an answer on WHERE to implement all those concrete outputs from previous deliverables.

In the first chapter, we will present a short introduction about the Qualification Framework in the EU and compare NQFs regarding EU levels. Many countries have adjusted their educational levels according to the EU one, so there are many similarities, yet some countries have preserved specific approaches to parts of their educational system.

Next, there are country reports and every chapter has two parts. The first part is devoted to the presentation of the NQF from each country represented in the EmploySSE project. Here we will have up to date introduction points about VET educational systems, listed in separate themes:

- basic information and purpose of NQF
- governance, involved institutions & procedures
- levels & cross-reference with EQF
- elements of NQF
- educational programmes at different levels.

In the second part of the country reports' chapters, there are proposals/recommendations for introducing SSE in the national qualification framework for VET.



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That is why this document is oriented toward policy and decision makers in the VET and general educational system. Main goal of IO3 is to influence relevant stakeholders and provide reasonable and fruitful suggestions on how to improve VET systems with SSE values, content and practices.



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2. Introduction about Qualification Framework in EU

The European Qualifications Framework (EQF) relates the national qualifications' systems and frameworks at all levels in education and training together around a common reference for the European Union. In practice, it functions as a translation device making national qualifications more readable abroad.

This system is designed to help learners and workers wishing to move between countries or change jobs or move between educational institutions at home. It is also thought to increase mobility in the labour market within and between the countries because it makes it easy to determine a person's level of qualification, which will improve the balance between supply and demand of knowledge and skills.

The EQF is a lifelong learning framework and covers all types of qualifications ranging from those acquired at the beginning of compulsory education to the highest qualifications such as Doctorate, comprehending as well vocational education.

The core element of the EQF is a set of eight reference levels describing what a learner knows, understands and is able to do (called "learning outcomes"), regardless of the system where a particular qualification was acquired. Focusing on learning outcomes, the system can provide what a person holding a particular qualification actually knows and is able to do.

This approach is intended to support a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision, to facilitate the validation of non-formal and informal learning and to facilitate the transfer and use of qualifications across different countries and education and training systems.

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

Specifically, an EQF system is developed and structured as follow:

- knowledge is described as theoretical and/or factual
- skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- competence is described in terms of responsibility and autonomy.

The implementation of the EQF was based on the Recommendation on the European Qualifications Framework for lifelong learning adopted by the European Parliament and the Council on the 23rd of April 2008.

In 2010, the European Commission also developed the ESCO database (European Skills, Competences, Qualifications and Occupations) as a complementary tool to the EQF.

Within the framework of the EQF, Member States relate their national qualification frameworks to the EQF to allow qualification levels to be compared more effectively in Europe. We are presenting in the Annex I a table regarding the current situation and comparison between EQF levels and national qualification frameworks levels in the countries involved in the EmploySSE project.



Most Member States also developed/are developing databases of national qualifications with European support, in which they assign a NQF level to each qualification and describe the expected outcomes of the learning process (the learning outcomes). These national databases will remain the main source of information for the qualifications part of ESCO.

Providing standardised terminology, ESCO is able to make learning outcome descriptions comparable across borders. Thus, while EQF makes national qualification systems and the level of qualifications comparable, ESCO can be used to annotate learning outcome descriptions, so that they are understandable across Europe.

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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;
- 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.



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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
- 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.



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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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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 leFP 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





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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5. Introduction about National Qualification Framework in France

Basic information and purpose

The CNC is the National Framework of Certifications in France; it is the nomenclature that establishes the level of qualification of certifications registered in the National Directory of Certifications (RNCP). This directory guarantees that a certification meets certain quality criteria, as well as its recognition throughout the country. Moreover, it provides individuals and companies with constantly updated information on diplomas. It can be considered today as the technical support of the national certification framework and offers a relevant reference framework for SSE vocational education and education through SSE.

More generally, the objective of the CNC is to standardize the criteria for assessing qualifications in order to facilitate access to employment, human resource management and professional mobility.

The CNC defines the level of qualification associated with each professional certification according to criteria of gradation of competencies required to perform professional activities. These criteria are used to assess:

- The complexity of knowledge associated with the exercise of the professional activity;
- The level of know-how, which is assessed, in particular, according to the complexity and technicality of an activity in a work process;
- The level of responsibility and autonomy within the work organization.

Each qualification level is precisely described according to these criteria. Once validated, the certifications are registered in the RNCP created by article L. 335-6 of the Education Code.

, A training organization can also ask to register a training course in the Specific Directory, which lists "certifications and habilitations corresponding to professional skills that are complementary to professional certifications". This is a space to explore for SSE actors.

However, it is not compulsory for an individual to go through a formal training and academic curriculum to obtain a professional certification. He can also go through a Validation of Experience (VAE) during his professional life. VAE is a very interesting French measure, which allows any person, regardless of age, level of education or status, to have their experience validated in order to obtain a professional certification.

The RNCP also contains professional titles, which are professional certifications attesting to the mastery of certain skills, aptitudes and knowledge directly related to the exercise of a profession.

The CNC covers four main types of professionally oriented qualifications:

- Diplomas and titles
- Qualifications issued on behalf of the State



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- Qualifications issued by public or private bodies in their own name, such as higher education institutions
- Specific qualifications

Governance, involved institutions and procedures

The Professional Certification Commission is one of the commissions of *France Competence*.

France Competence is a national public institution created by the 2018 law. It has the single national authority for regulating and financing vocational training and apprenticeship. Thus, the main mission of the Professional Certification Commission is to issue assent opinions related to applications for registration in national directories.

Levels and cross-referencing with the EQF (European Qualifications Framework)

In order to correspond to the new European framework, Law 2018-771 puts in place a new framework on January 1st, 2019, based, this time, on acquired knowledge and skills.

The National Directory of Professional Certifications was established by the Social Modernization Act 2002-72.

The Labor Code defines the level of qualification. Article L. 6113 defines the level of qualification associated with each vocational certification according to criteria of skill gradation.

Elements of NQS

Qualiopi is the quality certification brand for training providers.

Law No. 2018-771 of September 5th, 2018 regulates freedom to choose one's professional future. In its 6th article, it declares an obligation of certification by a third-party organization. The "Qualiopi" mark is delivered by certifying bodies accredited or authorized by the French Accreditation Committee (Cofrac) on the basis of the national quality reference system. For the actors of the SSE, there is:

- a professionalization issue with the implementation of new "Quality" jobs within training organizations, some of which are small and medium-sized,
- an economic issue: a certification which is expensive (renewal every 3 years) with an external audit, the need to mutualize means and human resources for the small and medium-sized structures

a standardization issue for SSE education and training. How to preserve a form of originality in the methodological approaches to education and training, often promoted by SSE actors?

Educational programmes at different levels

The French education system is divided into two levels: primary and secondary.



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The first level corresponds to elementary education, it starts at the age of 2 and is compulsory from the age of 3. The second level begins at the *college*, which is generally at age 11. In the fourth year of secondary school), students can choose between a general and technological or a vocational course of study. The former allows them to obtain a general or technological baccalaureate in three years and the latter a professional baccalaureate in three years after the end of the third year of secondary school or two years after the certificate of vocational aptitude (CAP) or the vocational studies certificate (BEP).

The vocational baccalaureate gives direct access to the world of work, but also allows students to continue their studies in higher education, mainly in BTS (allowing them to obtain a higher technician diploma). The general baccalaureate often leads to "long" higher education studies and the technological baccalaureate to "short" higher education studies of a technological nature.

Vocational training in France

Professional training was profoundly modified on September 5, 2018 by the law entitled "For the freedom to choose one's professional future." The French model was anchored on agreements negotiated with 20 professional branches. The government announced its will to "reform the French model," and "allow everyone to be able to project themselves into the future with confidence and desire."

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

Context analysis

It is important to develop a common strategy within SSE in order to ensure an educational and formative approach in line with its political aims, namely a cooperative economy that brings about social transformation, social and environmental justice. This is a challenging vision of education and training as tools to "efficiently accompany people on the job market". There is a strong need for more inclusive governance of the system and interaction with the actors that carry another vision of education and training. Also, there is a need to focus on specific SSE certification for the teaching of SSE in professional education.

The SSE Law promulgated on July 31, 20149 has only partially addressed the subject of training. Nevertheless, it has had the positive consequence of signing agreements between the National Education and recognized networks in the field of education and training. Thus, the State has signed an agreement with L'ESPER (lesper.fr) and the OCCE (Office Central de la Coopération à l'Ecole: occe.coop). In the regions, regional agreements have been implemented between the CRESS (Regional Chambers of the Social and Solidarity Economy) and the regional academies under the authority of the Ministry of National Education and the Ministry of Higher Education and Research.

PROPOSAL 1: SSE and universities, strengthening the SSE entrepreneur status in Universities and SSE qualification courses



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In France, more than 80 university courses focus on SSE and social entrepreneurship. These are delivered by universities (generally at the Bachelor or Master level) which grant diplomas and depend on the Ministry of Higher Education and Research. The Interuniversity SSE Network riuess.org was created in 2000 to bring together teachers, researchers and students of master's degrees in SSE. This organization has established a list of 79 training courses on the national territory. An interesting device PÉPITE is set up since 2014, the 32 Student Centers for Innovation, Transfer and Entrepreneurship (PÉPITE) and the National Student-Entrepreneur Status, allow the creation of the ecosystem necessary for the realization of entrepreneurial projects of students and young graduates. We note that many SSE actors are involved as trainers or sponsors, because the projects that students carry are mostly related to the desire for social transformation (environment, culture, social, education). The status of student-entrepreneurs, masks, however, the interest of the collective approaches of the SSE, which is not sufficiently emphasized in the system. Therefore it is necessary to strengthen the SSE entrepreneur status in Universities and SSE qualification courses.

PROPOSAL 2: Development of apprenticeship in SSE

The "Apprentissage" (Apprenticeship) qualification system is accessible to young people under 29, and in some cases over 29 for specific trades, in conjunction with a professional training organization, or a school or university authorized to train apprentices.

On the issue of apprenticeship, the UDES, Union des Employeurs de l'Économie Sociale (Union of Employers of the Social Economy, udes.fr), has repeatedly declared itself in favor of apprenticeship in SSE organizations, stressing the interest of the device in sectors such as home services. The latter allowed many SSE organizations to create permanent jobs by having trained people on site and in training centers.

Regions have to establish regional strategies for higher education, research and innovation (SRESRI) in order to better coordinate their actions on the territories and to be closely linked with the strategies of economic development (SRDE-II) and regional planning (SRADDET).

PROPOSAL 3: To carry a common ambition around education and SSE as a factor of social change

Also, it is advisable to act as much at the national level (*CNQ, RNCP, France Compétences Plus, Opérateurs de Compétences*) as at the regional level (local authorities, Universities, Academies, OPCO). In order to influence social dialogue, it is necessary to rely on ESS France, the national body representing SSE networks and federations ess-france.org and on the representations of employers in the Social Economy (UDES) udes.fr. Nevertheless, in order to allow the diversity of the SSE to be taken into account, it is interesting to propose that this specific social dialogue around the SSE should also be based on specific groupings of the Social Solidarity Economy (trade union federations, groupings by sector (for example the cultural sector ufisc.org) or on the university field (the university network around the SSE (riuess.org)). We could say that the challenge is to collectively carry the idea that education and training



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are not simply means of adapting a population to a job market but rather a means of enabling people to become emancipated and to respond to their aspirations.

PROPOSAL 4: Institutional strategy

We propose that SSE can be represented within *France Compétence Plus* and participate in the National Commission for Professional Certification.

Concerning the national level, the support of RIUESS, which covers all SSE teaching in universities, is particularly essential but we can say that ESS France can be an operator of the gathering of actors of education and training in SSE.

Concerning the European level, a link should be established with Social Economy Europe and the Social Economy Intergroup and with the working groups on European public policies related to education and training.

At the regional level, it is necessary to launch a reflection with the Regions, the Universities, the Academies and the OPCOs by relying on the CRESS, regional chambers of SSE. An inventory is necessary. Currently, there is a lack of understanding and inventory of training and educational resources, and few joint works on initial training, apprenticeship and continuing education.

A plan for the development of SSE education and training could be an interesting objective, provided that it leaves room for innovation either in terms of audiences or of educational objectives: initial training and continuing education. **Example of projects to propose:**

<ul style="list-style-type: none"> • SSE training for NEETs, • use of CPF and CPF of transition to facilitate professional mobility towards SSE, • training for citizen groups, • creation of professionalizing SSE certificates mixing several disciplines, • consolidation of the PEPITE device by affirming social and solidarity entrepreneurship, 	<ul style="list-style-type: none"> • training of SSE employees in SSE: most employees working in SSE organizations have not been trained (mutuals, cooperatives, associations) • development of apprenticeships for young people under 29 years old or professionalization contracts • training of managers of SSE enterprises
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4.1 Proposal on contents and quality in SSE Education and training

Initial and continuing training, more capitalization of educational and training methodologies associating popular education and promoting emancipation.

At the level of education, there is a recognition by the State of the ESPER collective and the OCCE. In partnership with the ESPER, it could be proposed to develop the capitalization of educational tools and methodologies for schoolchildren and students by relying on the network of SSE actors. There is a stake to capitalize the educational and formative methodologies associating the popular education and favoring the emancipation of the persons. In a general way, it would be relevant to extend this work to the field of continuing education and to associate the sciences around pedagogy and training. It is important to also link this work to the quality requirements of the Qualiopi Quality Framework.



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4.2 Proposal on skills acquisition and professional transitions

It is therefore proposed to facilitate professional transitions through personal training accounts and to set up training recognized in the CPF in order to allow people employed in the traditional sector to make a transition to the SSE. Registration in the RNCP or the RS is a solution to allow this.

4.3 Positioning strategy in the training market

One of the risks for SSE education in Europe is the standardization of SSE education by large training operators, a lower quality, a restricted vision of SSE without the essential components that constitute the goals of social, democratic, economic and environmental transformation. Our proposal is to support small and medium-sized organisations that are experienced in the field of SSE education and vocational training and develop innovative approaches, in particular by favouring them in public or private procurements, and by encouraging their inter-organisational mutualisation efforts.

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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



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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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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:

- 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.



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 21st 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	Professional technician diploma Upper secondary education	Upper Secondary General Programmes Upper Secondary Vocational	VET - Supplementary study leading to a maturita exam	4.1 Upper secondary VET

	<p>Secondary School (EPAL)</p> <hr/> <p>Higher Secondary School (GEL)</p>	<p>diploma Upper secondary education diploma – technical schools Upper secondary education diploma – vocational schools Higher technical specialisation certificate</p>	<p>programmes (vocational baccalaureates Upper Secondary Technological Programmes (Technological baccalaureates) Professional certificates Applied arts certificates Technician certificates Qualifications on demand level IV</p>	<p>VET - Upper secondary education with maturita exam</p> <hr/> <p>General education - Upper secondary education with maturita exam</p>	<p>4.2 Upper secondary VET Upper secondary general education</p>
5	<p>Degree of VET Professional Higher Secondary School (EPAL) after certification (post-secondary level)</p> <hr/> <p>Diploma of Professional Specialty, Education and Training from Institutes of Vocational Training (IEK) after certification</p> <hr/> <p>Post-secondary and not higher education</p>	<p>Higher technical education diploma</p>	<p>Undergraduate technician certificates -BTS Undergraduate technician certificates in agriculture - BTSA Undergraduate certificates in technology - DUT Qualifications on demand level III</p>	<p>-</p>	<p>Professional higher education diploma VET post-secondary development and training certificate Master craftsman diploma</p>

	degree				
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 Education	Master degree	Master degrees in engineering Qualifications on demand level I	Master programmes Integrated bachelor and master programmes	7.1 Professional master diploma Master diploma <hr/> 7.2 Post-master specialist university studies
8	Doctorate Degree	Doctoral programmes	Doctoral programmes	Doctoral programme	8.1 Postgraduate research Master of science diploma <hr/> 8.2 Doctoral diploma

ANNEX II

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

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

<p>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 and inclusion within the framework/ educational system</p> <p>Advocacy and policy work to improve and adjust Occupational Standards’ framework</p>			<p>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>	
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