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Sector Skills Alliances

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PROJECT TITLE: Eco- Innovation Skills for European Designers - ECOSIGN

Validation and recognition plan

Contents

1. Introduction

1.1 Validation

In the terminology of vocational education and training, the validation of learning outcomes means confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of the validation standard.

Validation of non-formal and informal learning is a way to recognise the full range of an individual's knowledge, skills and competences, regardless if acquired within or outside the formal education system. Member countries are invited to put the necessary arrangements for validation in place by 2018. Guidelines for implementation of these arrangements in the member countries are being developed. A European Inventory

is updated on a regular basis to provide an overview over good practices in the area of validation

To clarify the basic features of validation, The EU guide recommends following steps:

1. Identification of an individual's learning outcomes acquired through non-formal and informal learning;
2. Documentation of an individual's learning outcomes acquired through non-formal and informal learning;
3. Assessment of an individual's learning outcomes acquired through non-formal and informal learning;
4. Certification of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.' (Council of the EU, 2012, p. 3, points 2a to 2d).

1.2 Recognition

In the terminology of vocational education, social recognition of learning outcomes means acknowledgement of value of knowledge, skills and/or competences by economic and social stakeholders.

As an EU citizen, you have the legal right to work in another Member State under the same conditions as any national of that Member State. For some professions, professional qualification must first be recognized. Directive 2005/36 / EC on the recognition of professional qualifications lays down rules on how recognition of the profession should be based on professional activities carried out only by the title. Sectoral professions (medical staff, architects, etc.) benefit from the automatic recognition of their qualifications. Other professionals (industrial designers, engineers of various professions, real estate agents, etc.) fall within the "general system" established by the Directive, which means that the rules need to be analyzed on a case-by-case basis.

For a profession, the rules will depend in particular on the rules relating to that profession in your country and those in the host country. Your home country is where you are legally established and in which you have obtained the qualifications. The host country is the country where you want to go and work. Service provisions are subject to the rules of the country where the service is provided, so this means that the conditions will be defined by the laws of the host country. The terms of the directive should allow you to gain access to that country to the same profession as that for which you are qualified in the country of origin under the same conditions as nationals of the host country.

2. Project specific objectives

SO1. Define skills needs on ecodesign for designers from different sectors including Food, Clothing and Electric and Electronic Goods. Using as a reference the ESCO profiles *Product and garment designers* and the *Designer (textiles/wood products, etc.)*

SO2. Design and develop a Joint Curriculum (JCV) on product ecodesign by implementing innovative methods in e-learning and recommendations for face-to-face learning. Filling the gaps in the ESCO profiles aforementioned or even creating profile for Eco-Designer of under the classification *Architects, planners, surveyors and designers - 216*.

SO3. Deliver the JCV on e-learning OER Platforms and protect it under open licenses .

SO4. **Facilitate the recognition** of the new training course of eco-innovation skills for industrial designers by implementing ECVET and using EQAVET framework recommendations. VET authorities will also refer national qualifications profiles.

SO5. Break borderlines among manufacturing industries, creating common procedures and skills in ecodesign that could be applied independently of the sector concerned.

SO6. Equipping **industrial designers** with the right skills for the jobs of today and tomorrow and **improving the conditions for job creation**. It will be performed by promoting better anticipation of **green skills needs** and develop better matching between skills and labor market needs.

SO7. **Ensure the impact and sustainability of the project** by engaging stakeholders and EU policy makers like the European Sector Skills council of Textile, Clothing and leather. Furthermore, the consortium will support the creation of the European Sector Council on skills for green and greener jobs. ECOSIGN will modernize VET by adapting to skills needs and integrating work based learning to increase competitiveness of the transversal Ecoinnovation sector. This Alliance, composed by VET providers, VET authorities and experts from the ECOINNOVATION sector in the 3 target industries from 4 different EU countries, will strengthen the knowledge exchange and practice between themselves and the labor market and will increase the recognition of qualification at EU level within ecodesigners and the target industries.

3. Conditions (criteria) for developing and implementing validation[1]

To clarify the main conditions for introducing high quality and trusted validation arrangements it is necessary to meet the following conditions:

A. Member States must ensure that the relevant procedures are available to individuals and organizations and that validation of informal and non-formal learning is supported by appropriate guidance and advice and is easy accessible "(EU Council, 2012, p. 3, points 3b and 3e)

B. The Member States are invited to 'promote the involvement in the development and implementation of the elements and principles […] of all relevant stakeholders, such as employers, trade unions, chambers of industry, commerce and skilled crafts, national entities involved in the process of recognition of professional qualifications, employment services, youth organisations, youth workers, education and training providers, and civil society organisations'. The Member States are furthermore called to 'promote coordination on validation arrangements between stakeholders in the education, training, employment and youth sectors, as well as between those in other relevant policy areas' (Council of EU, 2012, p. 4, points 4 and 5).

C. The recommendation stresses the importance of linking validation arrangements to national qualifications systems and frameworks: Member States should enable individuals to 'obtain a full qualification or, where applicable, part qualification on the basis of validated non-formal and informal learning experiences' (Council of EU, 2012, p. 3, point 1b). They should ensure that 'validation arrangements are linked to national qualifications frameworks and are in line with the European qualifications framework' (ibid. point 3a), that 'synergies exist between validation arrangements and credit systems applicable in the formal education and training system such as ECTS and ECVET' (ibid. p. 4, point 3j). They should also ensure that 'education and training providers […] facilitate access to formal education and training on the basis of learning outcomes acquired in non-formal and informal settings and, if appropriate and possible, award exemptions and/or credits for relevant learning outcomes acquired in such settings.' (ibid., point 4b).

D. The recommendation asks Member States to assure that 'qualifications or, where applicable, parts of qualifications obtained by means of the validation of non-formal and informal learning experiences comply with agreed standards that are either the same as, or equivalent to, the standards for qualifications obtained through formal education programmers'

E. The recommendation asks Member States to assure that 'transparent quality assurance measures in line with existing quality assurance frameworks are in place

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that support reliable, valid and credible assessment methodologies and tools' (Council of EU, 2012, p. 3, point 3f).

F. The recommendation maintains that 'provision is made for the development of the professional competences of staff involved in the validation process across all relevant sectors' (Council of EU, 2012, p. 3, point 3g). Trust in validation largely depends on the work carried out by 'front-line' practitioners and professionals directly involved with validation candidates at different stages of the process.

4. Validation and recognition plan

Because, there are different procedures for validating and recognition the curriculum in each country, then the activities that are taking place for this purpose in each partner country are different.

For the specific qualifications nominated by the project, namely: Food packaging for Spain and Romania, Electrics and electronics for Slovenia and Textiles / Clothing for Italy, these were completely or mostly covered by all partners in the countries participating in the Ecosign project. So:

In Spain:

Spanish Public Employment Service (SEPE) has a catalogue of vocational training formative specialties which is valid throughout the State and is divided by professional families. Within this catalogue, the autonomous communities are in charge, through the Regional Employment and Training Services, of the competence of proposal and registration / accreditation of new training specialties. Within this catalogue there is a type of specialty "experimental specialties" called, which are training specialties that due to the special linkage with economic sectors linked to the different autonomous communities, are proposed by regional services, such as the SEF in this case, for registration in the national catalogue. It was in this category that the national registration of the new specialties arising from the ECOSING project was requested. This specialty is inside the graphic art area. FOOD PACKAGING (ECODISEÑO: ENVASES DE ALIMENTOS). It is now official in Spain, with the blessing of Ministry of Labor, like experimental program for online training (70 hours). It has Level 5 of qualification (EQF). In Spain there is another framework so it appears like nivel 3 (Level 3) in the program but regarding EQF it is level 5.

In Italy:

AICQ SICEV S.r.l. is an Italian Certification Body accredited by **ACCREDIA** (the Italian Accreditation Body) in accordance with ISO/IEC 17024 - ISO/IEC 17024: *Conformity assessment - General requirements for bodies operating certification of persons* for the Certification of Management Systems Auditor/Lead Auditor and professionals operating in multiple business areas. During the Project they have defined, in collaboration with Italian VET provider, the procedure and regulation for the certification of the Ecodesigner's profile in

textile/clothes sector and they have described the national and regional situation about validation and qualification in Italy.

Acestea sunt:

- **National competence certification system and training validation**
- **GENERAL REQUIREMENTS FOR THE CERTIFICATION OF THE ECODESIGNER PROFESSIONAL FIGURE**
- **GENERAL REQUIREMENTS FOR THE CERTIFICATION OF THE ECODESIGNER PROFESSIONAL FIGURE**
   ANNEX A: SPECIFIC REQUIREMENTS FOR ECODESIGNER IN TEXTILE/CLOTHES
- **National Qualification Profile ECODESIGNER**
- **ECOSIGN PROJECT - ECODESIGNER National Qualification Profile (Italy - Textile/Clothing Sector)**

Based on these documents, the Certification Body carries out the certification of the Eco-Designer operating in the sector: TEXTILE / CLOTHES.

In Slovenia:

The CPI partner has submitted the Qualification Registration Procedures in Slovenia, which presents the international and national contexts for the Qualifications framework as well as the accreditation procedures for qualifications in Slovenia, and has made proposals on the activities to be carried out for the accreditation of qualifications of the Ecosign project in Slovenia.

CPI has worked hard in including Ecodesign curricula for electronics sector in different types of qualifications, that can be obtained in Slovenia: Educational qualifications, Vocational qualifications and Supplementary qualifications. CPI discussed the topic with relevant stakeholders and prepared the necessary documentation. The result of this activity refers to the included Ecodesign content in educational program on EQF level 5 in Electronics sector and prepared documentation for Supplementary qualification Ecodesigner in Electronics sector on EQF level 5, that must be formally suggested by a company. CPI are still checking the possibilities of preparing the Vocational qualification that could be obtained after completion of training program on EQF level 5. However Ecodesigner in electronics sector cannot become a Vocational qualification according to the legislation that refers to the recognition of prior learning on national level due to its narrow and specific nature. As they have emphasized in the sent document, all these proposals prepared by CPI must be approved by competent national accreditation bodies, that are:

- for Educational qualifications on EQF level 5: National Expert council for VET and Minister responsible for education

- for Vocational qualifications on EQF level 5: National Expert council for VET and Minister responsible for labour

- for Supplementary qualifications on EQf level 5: National Expert panel and Minister responsible for labour.

In Slovenia, the precondition for preparation of any type of qualification, the proposer must present actual labour market needs for the qualification. In the beginning of the project, each country prepared desk research within which national labour market needs for specific sector were analysed. In the case of Slovenia the labour market needs only for electronics sector were analysed. Moreover, in general (but not analysed), labour market needs for ecodesign in textile sector and food packaging

sector in Slovenia are very minor and thus thay have no basis for introducing the qualifications: Ecodesigner in textile sector and Ecodesigner in food packaging sector qualifications in Slovenia.

In Romania:

The system for validation and recognition of qualifications comprises several stages and working bodies.

Validation and recognition of qualifications working bodies, include:

- Bodies within the Ministry of National Education

- Bodies from the Ministry of Labor and Social Justice

- The National Authority for Qualifications (ANC) that coordinates the activity of the Sectoral Committees for Vocational Training

- Sector Committees with representatives of trade unions and employers in the labor market.

IBA and ECOEVALIND have worked hard to identify the labor market needs of Ecodesigner in Food Packaging. They discussed with relevant stakeholders and prepared the necessary documentation to include Ecodesign Curriculum for Food Packaging in different qualifications: Educational Qualification and Vocational Qualification. The results of these activities refer to the inclusion of the Ecodesign curriculum in Food Packaging in the EQF level 5 education program (identical in Romania to CNC2013).

A "occupational standard" (according to Law 1 of National Education) was developed in the format, the necessary documentation for the introduction of the qualification in the Romanian Occupation Classification (COR).

The validation of the curriculum developed in the Ecosign project for Ecodesigner in the Food Packaging sector, level 5 EQF, was made at the level of the specific Sectoral Committee. The documentation was submitted for approval to the National Accreditation Bodies.

Its approval by the Ministry of National Education will be done through the ANC. The NAC, in accordance with European Law 96, validates and recognizes the curriculum developed in the Ecosign project for Ecodesigner in Food Packaging, level 5 EQF.

In the next step, ECOEVALIND will draw up the Occupational Standard for Qualifying Technician in Food Packaging Ecodesign to introduce the curriculum developed in the Ecosign project. This standard is to be technically endorsed by the Sectoral Committee and will be recognized by the National Qualifications Agency (ANC) and published on its website.

For the certification of vocational courses, the Labor and Social Justice Ministry accredits Occupational Training Centers based on the Occupational Standard (SO). It is accepted to conduct the course on the basis of the validated curriculum of Ecosign Project, for a period of nine months during which the SO must be elaborated and validated. Graduates will also receive qualification certificates during this period.

II. Qualifications:

• Industrial Ecodesigner in Textile / Clothing, Industrial Ecodesigner in Electrical / Electronics in Spain;

• Industrial Ecodesigner in Food Packaging, Industrial Ecodesigner in Electrical / Electronics in Italy;

• Industrial Ecodesigner in Textiles / Clothing, Industrial Ecodesigner in Food Packaging in Slovenia;

• Ecodesigner Industrial in Textile / Clothing, Industrial Ecodesigner in Electrical / Electronics in Romania;

will be addressed through an analysis of labor market needs conducted with stakeholders in the respective partner countries. For approved qualifications, the steps in point I, will be followed.

Annex: Validation and recognition plan, D4.4

Because, there are different procedures for validating and recognition the curriculum in each country, then the activities that are taking place for this purpose in each partner country are different. In conclusion, the validation and recognition of the Ecosign curriculum in each partner country will be carried out according to the program below

No	Activities	Responsible	Partners Involved	Deadline
1.	Complete the activities listed in Chapter 4.I	Sectoral experts	VET providers VET authorities	30.December.2019
2.	Complete the activities listed in Chapter 4.II	VET providers	Sectoral experts VET authorities	30. October 30. 2021