



3.1 Integration of EU Tools for Traineeship Certification and Recognition (English)



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Practice Enterprise Network
PEN WORLDWIDE



ENGAGE

Job Ready – Traineeships
with Practice Enterprise

Integration of EU Tools for Traineeship Certification and Recognition



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Integration of EU Tools for Traineeship Certification and Recognition

The *Job Ready – Traineeships with Practice Enterprise* (ENGAGE) project comes out of a need to respond to an increasing demand of work-integrated and work-based placements from VET students due to a lack of possibilities for in-company internships in the real job market brought about by the challenges of the 2020-21-22 school years.

ENGAGE aims to offer a flexible, innovative, and inclusive Practice Enterprise Traineeship that is adaptable to the future needs and requirements of the labour market. Combined school- and work-based programmes where a majority of the curriculum is organised as work-based learning in enterprises, have been particularly affected as businesses have closed or reduced their operations. The challenges in education in the past years have made the need for accessible internships even more pressing, and some groups of students find it increasingly hard to find good internship placements.

The objective of the project is to provide a complementary alternative traineeship opportunity that offers an inclusive and flexible work-based learning option for VET trainees. This includes having Practice Enterprise Traineeships recognised by national authorities and employers as an internship experience, as well as a certification system providing an evaluation and certificate of participation that details the experience the trainee has had in the Traineeship and how that experience can be identified as a real-world internship experience. The ENGAGE project will use custom-designed outputs such as the ENGAGE Evaluation System and Rubric, the ENGAGE competence and experience Certification System and Certificate.

These custom traineeship outputs will be linked with European Commission tools for qualification and mobility, specifically the National Qualification Frameworks (NQFs) and Europass, as well as competence elements of DIGCOMP and ENTRECOMP. The development of a traineeship certification and recognition methodology based on the actual needs and requirements of employers, combined

with the EU tools NQF and Europass, will offer a set of employment tools that trainees can present to potential employers and directly add to their CV as work experience.

NQF has been integrated into the ENGAGE results as it is an internationally recognized instrument for recognizing qualifications and certifications. It also identifies, validates, and recognises non-formal learning outcomes, such as Practice Enterprise, by making it easier to understand and compare qualifications from across Europe.

Europass helps facilitate mobility in work and learning, which makes it an ideal tool to integrate into ENGAGE. It helps compare skills and qualifications and contributes to the removal of barriers to work-based learning mobility across Europe. Europass is an ideal way to present qualifications and certification from participation in ENGAGE project activities through a Practice Enterprise traineeship.

NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

National Qualification Frameworks (NQFs) help make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on education, training, and lifelong learning.

NQFs classify qualifications by level based on learning outcomes, that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. This classification reflects the content and profile of qualifications. The learning outcomes approach also ensures that education and training subsystems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.

Here are some links that help understand this concept:

National qualifications frameworks (NQFs)	https://www.cedefop.europa.eu/en/projects/national-qualifications-framework-nqf
Publications	https://www.cedefop.europa.eu/en/projects/national-qualifications-framework-nqf/publications
European inventory of NQFs	https://www.cedefop.europa.eu/en/country-reports/european-inventory-of-nqfs

SPAIN - COUNTRY OVERVIEW

There are different types of frameworks, depending on the geographical area in which they are used and the type of qualifications considered. In Spain, it is called the Spanish Framework of Qualifications for Lifelong Learning (MECU).

It is an internationally recognized instrument whose purpose is to guide the classification, comparability, and transparency of officially accredited qualifications. It will make it possible to streamline the lifelong learning process by collecting and integrating all the learning validated in Spain.

What is included?

- Official titles and certifications from the educational system
- Certificates of professionalism in the field of Vocational Training for Employment.

The MECU contemplates all lifelong learning qualifications, that is, all the learning acquired by a person and that has improved their theoretical or practical knowledge, skills and competencies. Each qualification (official degrees and certifications) will be recognized as a MECU level. In total, there are eight.

MECU Objectives:

- Facilitate understanding of qualifications by describing them in terms of learning outcomes.
- Improve information to citizens regarding national qualifications, as well as facilitate and promote mobility.
- Support lifelong learning and relate initial vocational training with vocational training for employment, as well as improve access to and participation in this type of training, especially for people with some type of disability.
- Facilitate the identification, validation, and recognition of all types of learning outcomes, including those related to non-formal and informal learning.
- Facilitate transition and progression between different training subsystems.
- Develop procedures for the recognition of non-formal learning.
- Reduce early school leaving.

ITALY - COUNTRY OVERVIEW

EQF (European Qualification Framework) is an 8-level description grid for education, academic, and professional training systems. Each level corresponds to a qualification and presents a series of descriptors of learning outcomes, which are divided into three descriptive dimensions of competencies: knowledge, abilities, and autonomy/responsibility.

EU Member States and other countries have committed themselves to implementing the EQF in their own countries in the form of the NQF (National Qualification Framework). For Italy, the national qualification framework (NQF) is managed by ANPAL – NATIONAL AGENCY FOR ACTIVE LABOUR POLICIES which depends on the Ministry of Labor and Social Policies and is the National Coordination Point for Italy.

ANPAL currently manages the Skill-On project, which promotes Eqf, Europass and Euroguidance, and accompanies students, operators, trainers, and workers in transnational mobility with the aim of transforming international mobility from an exception to a rule.

With the new Italian Government, it is not yet clear whether there will be continuity of ANPAL and the in-house company Anpal Servizi SpA, whether they will be reorganised, or whether they will change the name, probably LavorItalia.

GERMANY - COUNTRY OVERVIEW

Germany has a comprehensive and well-established national qualification framework and network that play a crucial role in the education and employment sectors. This framework is designed to ensure that qualifications obtained in Germany are transparent, consistent, and easily comparable. Here are some key aspects of the German National Qualifications Network:

Deutscher Qualifikationsrahmen (DQR) - German Qualifications Framework:

- The DQR is the national qualification framework for Germany.
- It was developed to facilitate the recognition and comparison of qualifications across different educational and training sectors.
- The DQR classifies qualifications into eight levels, from level 1 (basic skills) to level 8 (doctoral degrees).
- This framework aligns with the European Qualifications Framework (EQF), making it easier to understand and compare qualifications within Europe.

Bundesinstitut für Berufsbildung (BIBB) - Federal Institute for Vocational Education and Training:

- BIBB is a key institution responsible for the development and maintenance of the German qualification network.
- It conducts research and provides guidance on vocational education and training (VET) and qualification recognition.
- BIBB plays a pivotal role in ensuring the quality and consistency of qualifications in Germany.

Vocational Qualifications:

- Germany places a strong emphasis on vocational education and training (VET) and offers a wide range of vocational qualifications.
- The DQR includes levels for VET qualifications, making it possible to compare them with academic qualifications.

THE NETHERLANDS - COUNTRY OVERVIEW

NLQF is the Dutch framework for determining the level of all possible educational qualifications.

From basic education to doctorate, and from company training to multi-year evening studies.

The Dutch Qualification Framework NLQF makes formal government-regulated qualifications and non-formal private qualifications similar. The added value of NLQF is to provide transparency in the education and training market.

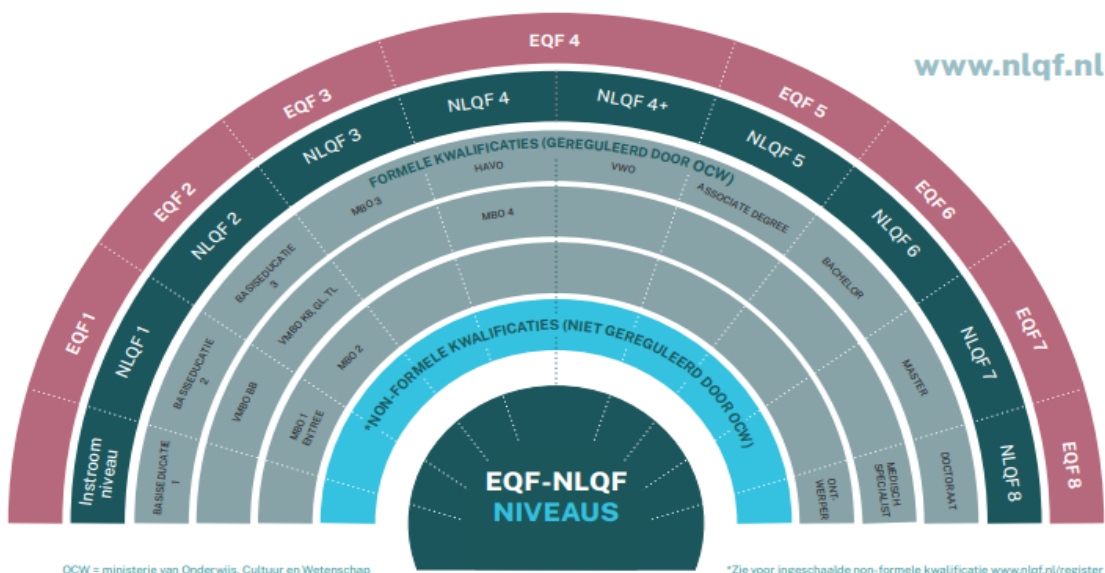
All formal educational qualifications are classified and have an NLQF level designation. The classification of private educational qualifications is done on request. Once a qualification has been classified in the NLQF framework, it is clear to everyone at a glance what level of work and thinking someone has after completing this qualification.

The National Coordination Point NLQF (NCP NLQF) is an independent organisation responsible for introducing and stimulating NLQF: the Dutch Qualification Framework.

This is linked to the EQF: the European Qualification Framework. Right now, 39 other European countries are also working on linking their qualification framework to the EQF qualifications and are also internationally comparable in terms of level.

In this way, mobility in education and the labour market is strengthened, both in the Netherlands and abroad.

In the diagram below, you will find the classifications in NLQF and EQF of the government regulated qualifications.



EUROPASS

What is Europass?

Europass is an initiative of the European Commission to facilitate mobility in work and learning.

Europass aims to contribute to the mobility of students and the employability of workers both in their own country and throughout Europe, facilitating the comparison of their skills and qualifications and thus contributing to the removal of barriers to study or work in Europe.

It is a set of free tools that allow you to manage skills and plan your learning and career in Europe.

The user profile collects your skills, abilities, and experiences in an online format, you can record all this data related to education and training. All achievements regarding language skills, digital skills, and volunteering experiences will also be able to be included in the Europass CV.

What functionalities are there in Europass?

- You can use your profile to showcase your personal goals and interests and your achievements to employers.
- Receive notifications or suggestions about jobs that match your profile.
- It gives you the opportunity to share your profile with new job opportunities, training, or career guidance.

Your Europass profile requires you to prepare your applications and keep track of your applications. Update and complete your profile so that the information is accessible and can be shared with everyone.

In this way, the European Commission helps you develop your potential to the fullest and find opportunities throughout Europe that match your skills and experiences.

The Diploma Supplement is another of the tools offered by Europass. It is a document that provides information that makes it easier for employers and educational institutions to understand your qualifications.

What information does it contain?

- The type and level of qualification awarded
- The institution that issued the qualification
- The content of the course and results gained
- Details of the national education system

This information can make it easier for an employer or educational institution to understand your qualifications and for you to take the next step with your learning and career.

Another useful tool is the Europass Certificate Supplement, which can help you showcase your vocational qualifications in Europe in a simple and understandable way.

What information does it contain about the Qualification?

- The purpose
- The level
- The learning outcomes
- Information on the relevant education system

Finally, you can get your mobility document, which recognizes the skills and experiences you have acquired thanks to an internship, volunteering, or a stay abroad.

The Europass Mobility Document describes the skills that you have developed within the framework of a specific mobility experience. The document may include information about your tasks and responsibilities, job-related skills, your language and digital skills, and your organisational, management, and communication skills.

Europass offers free tools for all job applicants in Europe. Here are some helpful links:

Create a Europass profile	https://europa.eu/europass/eportfolio/screen/profile-wizard?lang=en
Create your CV	https://europa.eu/europass/eportfolio/screen/cv-editor?lang=en
Create a cover letter	https://europa.eu/europass/eportfolio/screen/cover-letter-editor?lang=en
Diploma Supplement	https://europa.eu/europass/en/learn-europe/diploma-supplement
Certificate Supplement	https://europa.eu/europass/en/learn-europe/certificate-supplement
Europass Mobility	https://europa.eu/europass/en/work-europe/mobility

SPAIN - COUNTRY OVERVIEW

EUROPASS is a personal and coordinated file of five documents, which citizens can use on a voluntary basis to communicate and present in a clear and simple way the skills, qualifications, and certifications they have acquired throughout their lives throughout Europe.

- Help citizens present their skills and qualifications effectively to find work or training.
- Help employers understand workers' skills and qualifications.
- Help education and training authorities define and communicate the content of study programs.

In every country in the European Union and the European Economic Area, the National Europass Center is the first point of contact for any person or organisation who wants to use or obtain more information about Europass. Additionally, the National Center:

- Provides information on Europass documents.
- Coordinates the management of Europass documents in Spain.
- It acts as a national partner in the European network of national Europass centres.

- Organise and participate in dissemination activities to ensure that training, information, and career guidance centres are well-informed about Europass documents.

The Spanish NEC is located in the Spanish Service for the Internationalisation of Education (SEPIE).

The Europass platform, equipped with open, accessible, and multilingual web-based tools, is completely free and available in 30 European languages. This will ensure that the majority of professionals and individual users in Europe can use the platform in their own native language.

ITALY - COUNTRY OVERVIEW

Europass is a set of online tools and information to help people manage every stage of their learning and career.

In Italy, in particular by ANPAL - NATIONAL AGENCY FOR ACTIVE LABOUR POLICIES and in connection with other international agencies, two parallel activities are carried out:

- on the one hand, with the European Commission for the creation and updating of the online portal, where you can find issues such as training, work and orientation;
- on the other hand, the Europass documents, such as the CV, the diploma supplement, the certificate supplement, and Europass mobility certificate, serve to give international transparency to the skills acquired.

The new Europass Mobility application was also created; it is a web platform for issuing personal competence portfolios.

For the future, we don't know if the Italian government will keep Anpal as the national agency of the Ministry of Labor and Social Policies or if it will create a new one.

GERMANY - COUNTRY OVERVIEW

Germany, like many European countries, has been a supporter of the Europass initiative. Europass is a set of standardised documents that aim to make it easier for individuals to communicate their skills, qualifications, and experiences across Europe. These documents are particularly useful for job seekers, students, and workers who are seeking opportunities in different European countries.

- **Promotion and Usage:** Germany has actively promoted the use of Europass documents among its citizens. This includes encouraging students, job seekers, and workers to create and use Europass CVs (Curriculum Vitae) and other documents when applying for jobs or educational programs within Germany and across Europe.
- **Support for Mobility:** Germany values the mobility of its citizens within the European Union. Europass documents facilitate this mobility by providing standardised and easily understandable information about a person's qualifications and skills, which is especially important for individuals seeking employment or educational opportunities in Germany from other European countries.
- **Recognition of Europass:** Germany recognizes Europass documents as a valuable tool for assessing the qualifications and skills of job applicants and students. Employers and educational institutions in Germany are familiar with Europass and often accept these documents as part of their application processes.

In summary, Germany has actively embraced the Europass initiative as a means of promoting transparency, mobility, and the recognition of qualifications and skills. By integrating Europass into its national systems and supporting its usage, Germany contributes to the broader European goal of facilitating the movement of people and skills across borders while ensuring the quality and compatibility of qualifications.

THE NETHERLANDS - COUNTRY OVERVIEW

Europass allows users to create a free profile, registering all their skills, qualifications, and experience online in one central, secure place.

- Europass encourages and promotes international mobility
- Europass provides a “status statement” They describe the value of a Dutch secondary education. Through this page (see below) free status declarations are available in Dutch and English for all secondary education. Most of the current Dutch courses the classification in the NLQF is also shown, as well as the corresponding EQF level.
- Europass helps employers understand workers' skills and qualifications.
- Anyone can use Europass to record their non-formal and informal learning activities or to get a picture of skills acquired throughout their life.
- ❖ The Europass Diploma Supplement is issued by higher education institutions and provides useful information on educational outcomes (degree, results, institution) in a standard format.
- ❖ The Europass Certificate Supplement is issued by vocational education and training institutions and provides, in a standard format, useful information on qualifications (degree, results, institution, etc.).
- ❖ The Europass Mobility document describes the experience and skills acquired by pupils or students during an education, placement or voluntary service abroad.

In the Netherlands, “The National Europass Centrum” consists of a consortium of eight organisations formed from the field of education and employment services.

Europass has developed a teaching module for students in Vocational Education on secondary level. The Europass teaching module helps students learn more about the orientation of career development and how the Europass platform can help.

Information from the National Europass Centrum:

Europass in the Netherlands is mostly used for Erasmus traineeships. (Secondary level in Vocational Education).

There is no exact data, but approximately 10-15,000 documents are created per year. The student is presented with the document, and a copy goes to the Erasmus+ portfolio. The document states what the student learned during the internship abroad. The document is also used for teachers who find work experience abroad or who are doing further training abroad.

CONNECTING OBJECTIVE 2030 TO PRACTISE ENTERPRISE CONCEPT

People and nature have always been in the background; industrialization, pollution, and the burning of fuels have been the engines of economic activity. These consequences have manifested themselves on our planet and have caused harmful changes to our lives. We were transforming a bad world.

The creation of the 17 sustainable development goals (SDGs) arises from a United Nations agreement in 2015, in which 193 Member States committed to eradicating poverty, protecting the planet, and ensuring prosperity for all people. These universal objectives are articulated in the 2030 Agenda and require the responsibility and collaboration of all governments to ensure a planet with a better quality of life.

What are the 17 Sustainable Development Goals?



The Sustainable Development Goals emerge as a new opportunity to face new environmental, political, and economic challenges. It is important to understand that these objectives are interrelated; that is, the success or failure that occurs in some effects that of others; therefore, we must join our efforts and capacities to achieve a sustainable world.

Practice enterprises contribute to this social action. First, quality education is provided (SDG 4) through an innovative methodology that creates an inclusive learning environment. The learning of technical and social skills and a culture of sustainable development are consolidated.

Secondly, the practice enterprises also commit to gender equality (SDG 5), promoting the inclusion of people, equal opportunities, and the empowerment of women, thus offering equal access to training.

Third, the practice enterprise methodology boosts decent work and economic growth (SDG 8). Labour rights are protected by offering training to unemployed people with an innovative and entrepreneurial perspective for students.

Fourth, they work together to reduce inequalities (SDG 10). The network of practice enterprises collaborates cooperatively for the social inclusion of all groups and provides international mobility to all those who wish to expand their development and learning.

Lastly, the exchange of knowledge and training methodologies is encouraged at a national and international level through initiatives for economic and occupational promotion. Cooperates to work on the alliance for the objectives (SDG 17) and generate good practices in all educational projects.

There is a commitment from the Inform Foundation to implement the SDGs in the SEFED Program in the students' learning environment and to give them visibility in this facilitating environment to be able to work on social responsibility.

SPAIN - COUNTRY OVERVIEW

Fundació Inform has adapted the practice enterprises to the 2030 Agenda to work on sustainable development goals. The objective is to provide tools that allow the practice SEFED enterprises to apply dynamics that include the perspective of Corporate Social Responsibility and its realisation through the Sustainable Development Goals (SDG).

First, the action plan is designed to incorporate into the training dynamics of SEFED:

It is agreed to create a Code of Ethics (Code of Social Responsibility) for the practice enterprise that includes some or all of the SDGs in order to make them known to the students and, above all, to make them aware of their content. For example, establishing values such as innovation, transparency, sustainability, etc. It is also important to propose ethical principles for the simulated company towards people, client companies, supplier companies, the social and environmental environment, and some sanctioning elements for non-compliance with the ethical code.

Likewise, it was agreed to work on reducing the use of paper, avoiding printing, and favouring the protection of the environment. This practice can also be applied to future fairs of practice enterprises: use of QR codes to consult catalogues and promotions, take tablets to carry them out, or even add the SDG logo on the stand next to the name of the practice enterprise to identify what goals are worked on.

It is also considered important to identify the SDGs in the practice enterprises, through labels or visual elements and to facilitate their knowledge and application in all departments of the practice enterprise in question.

ITALY - COUNTRY OVERVIEW

In our opinion, learning in practice enterprises (PEs) favours several of the 17 objectives for sustainable development of the 2030 Agenda.

In particular, we refer to objectives 4, 5, 10. We describe how the PEs can support these objectives:

Goal 4: Quality education

The creation of active and cooperative learning environments (such as PEs and other work-based environments) promotes quality education in terms of learning effectiveness because it is mediated by direct experience and the protagonism of students. Quality education is also promoted in terms of self-entrepreneurship education and the use of digital communication and management tools.

Goal 5: Gender equality

The students, exercising their role as workers in the PE, are asked to collaborate with each other without gender discrimination. The Italian Simulimpresa Program network also provides real certification for Italian PEs. Certification can be obtained through a procedure very similar to the one adopted by real companies, which involves two aspects:

- completing a questionnaire about the situation of working women and about initiatives and measures for gender equality within the PE,
- subsequently developing a strategic plan for gender equality in the PE, which considers the aspects of personnel selection, internal career, payment policies, work-life balance, prevention, and fighting against any discrimination.

Goal 10: Reduce inequalities

The didactic model of the practice enterprise, being realised through the online connection with the National Central Office and with the other PEs, cancels the geographical inequalities, and the Institutes located in disadvantaged areas can have the same opportunities as the others. Even within a single PE, there is an inclusive environment; in fact, the inequalities between the most intellectually gifted students and those with less potential are eliminated; each person, in his/her uniqueness, can cover active and useful roles, acquiring skills appropriate to his or her potential. Furthermore, teamwork educates young people about the relationship of help, where the most qualified supports the colleague-companion in difficulty, with the benefit of learning for both.

THE NETHERLANDS - COUNTRY OVERVIEW

In the Netherlands, all PE's are connected to Regional Education Centres (ROC) and all ROC's are related to the MBO counsel (the umbrella organisation of all vocational schools in the Netherlands. The MBOraad is an active member of the SDG- organisation in the Netherlands. So all schools are urged to adopt the SDG's and report all actions taken.

SDG 1

Several schools have programs to support students with low incomes. For example, offering free breakfast or providing sanitary pads for girls. In PE itself, sometimes students organise actions to raise money for charities such as the food bank in their city.

SDG 4

Good quality of education

PE's provide a system of realistic authentic practical education that contributes to the quality of education.

The PE's provide students with skills such as self-entrepreneurship, the use of digital communication and management tools, and cooperation. All are seen as quality features.

SDG5 Gender equality

In PE, all students can learn to work at their own pace and to their own possibilities in a safe environment. They can be themselves and are not yet exposed to all the biases and prejudices the 'real working world' offers. They can develop in a safe place and learn to treat each other respectfully.

SDG 8

Because the work in a PE is of an economic nature, it is possible to talk and explore with students how a circular economy might run and what of that can already be applied in a PE.

SDG 10

Several PE's in the Netherlands are used to prevent ESL. In this way, PE is a great tool to increase opportunities for young people who have difficulties in their lives to still get an entry-level qualification.

PRACTICE ENTERPRISE PEN-QM - TOP JOB SKILLS OF THE FUTURE

Nowadays, success in the workplace requires a diverse set of skills and competencies. Employers increasingly value not only technical expertise but also a range of soft skills that enable employees to adapt, innovate, and navigate complex challenges. Here are ten essential fields of competence that can empower PE trainees to excel in their careers and make a positive impact on their organisations:

1. Analytical thinking and innovation

Analytical thinking fuels innovation, which is vital for creating new technologies and solutions that can contribute to sustainable industrialization and infrastructure development. (SDG9)

2. Complex problem-solving

Complex problem-solving is essential for addressing the multifaceted challenges that are central to the SDGs. (SDG 3)

3. Critical thinking and analysis

Critical thinking and analysis are crucial for promoting quality education and building strong institutions capable of ensuring justice and peace. (SDG4)

4. Creativity, originality, and initiative

Creativity and initiative are drivers of economic growth and decent work opportunities (SDG8)

5. Leadership and social influence

Effective leadership and social influence are vital for promoting gender equality, reducing inequalities, and building peaceful and just societies. (SDG 5, 10, 16)

6. Technology use, monitoring, and control

Technology use and monitoring support the development of sustainable ways of working and future opportunities, ex infrastructure, etc. (SDG11)

7. Resilience, stress tolerance, and flexibility

Resilience and flexibility are essential for adapting to challenges that can appear in daily work; this can be highlighted in all of the SDGs

8. Reasoning, problem-solving

These skills are fundamental for fostering global partnerships and finding innovative solutions to complex global challenges (SDG 17)

9. Service orientation

A service-oriented mindset is valuable for promoting health and well-being and building strong institutions that can provide essential services (SDG 16)

10. Persuasion and negotiation

Effective persuasion and negotiation skills are crucial for building peaceful societies, fostering cooperation, and achieving partnership-based approaches to global challenges (SDG 17).



In today's dynamic and competitive job market, students who cultivate these ten fields of competence will excel in their careers and contribute positively to their organisations. Continuous learning and development in these areas will enable professionals to successfully navigate the challenges and opportunities of the modern workplace.

PRACTICE ENTERPRISE SDG 5 - FEMPOWER

SDG 5 is crucial because achieving gender equality and empowering women and girls is not only a fundamental human right but also essential for achieving the other Sustainable Development Goals. It recognizes that discrimination and violence against women and girls, unequal access to opportunities and resources, and limited participation in decision-making are significant barriers to sustainable development. By working towards SDG 5, the international community aims to create a more equitable and just world where women and girls have the same opportunities and rights as men, contributing to overall societal progress and well-being.

FEMPOWER project is to develop and reinforce female leadership skills and empower young women within the innovative work-based learning environment of the Practice Enterprise. The consortium has jointly developed a Female Leadership and Empowerment Mini-Course Programme through which young participants, especially female trainees, are more likely to emerge as leaders, understand the realities of the labour market, and better adapt to new trends in the recruitment process. Companies around the world must understand that this vision of sustainable development goals must be a matter of social responsibility fully fostered by the values of the organisation, regardless of the goals being worked on. Therefore, it is important that the practice enterprises acquire a social responsibility committed to the environment in order to be able to generate good practices.

Social responsibility must be a culture that must be acquired so that companies perform transparent and ethical behaviour with society.