



DEFINITION OF THE LEARNING OUTCOMES



PROJECT NUMBER:2022-1-PT01-KA220-ADU-0000087183



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ABOUT THIS PUBLICATION

This report details the Learning outcomes in form of knowledge, skills and competences for the Joint Curriculum and the research activities carried out by the consortium partners within the Erasmus+ project **PRIORITY45: Promoting employment of 45+ adults through a disruptive training approach** (Cooperation partnerships in adult education, project number: 2022-1-PT01-KA220-ADU-000087183). More information is available at <https://priority45.eu/>.

PARTNERS AND CONTACTS

The Erasmus+ project PRIORITY45 started in December 2022 and runs until the end of December 2024. The project involves partner organisations in five European countries:

SHINE 2EUROPE, LDA
Coimbra, Portugal
(European Coordinator)

Carina Dantas

✉ carinadantas@shine2.eu

🌐 <https://shine2.eu/>

CETEM - CENTRO TECNOLOGICO DEL MUEBLE Y LA MADERA DE LA REGION DE MURCIA
Murcia, Spain

Tomás Puebla Martínez

✉ otri@cetem.es

🌐 <https://cetem.es/>

CEIPES - CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZION E LO SVILUPPO
Palermo, Italy

Araceli Rodriguez

✉ araceli.rodriiguez@ceipes.org

🌐 <https://ceipes.org/>

IED - INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT
Larissa, Greece

Anastasia Tsagkari

✉ atsagkari@ied.eu

🌐 <https://ied.eu/>

LURS - LJUDSKA UNIVERZA, ZAVOD ZA IZOBRAZEVANJE IN KULTURO, ROGASKA SLATINA
Rogaška Slatina, Slovenia

Mojca Vukovič

✉ mojca.vukovic@lurs.si

🌐 <https://lu-rogaska.si/>

AUTHORS

LURS - Ljudska Univerza, Zavod za Izobrazevanje in Kulturo, Rogaska Slatina

Mojca Vukovič

✉ mojca.vukovic@lurs.si



L J U D S K A
U N I V E R Z A
R O G A Š K A
S L A T I N A

CONTRIBUTORS

Juliana Louceiro, **SHINE 2Europe**

Carina Dantas, **SHINE 2Europe**

Natália Machado, **SHINE 2Europe**

Anastasia Tsagkari, **iED**

Tomás Puebla Martínez, **CETEM**

Araceli Rodriguez, **CEIPES**

Copyright © 2023 Priority45



This publication is licensed under a [Creative Commons Attribution-NonCommercial 4.0 \(CC BY-NC 4.0\) International License](https://creativecommons.org/licenses/by-nc/4.0/).

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

TABLE OF CONTENTS

LIST OF FIGURES.....	5
LIST OF TABLES	5
1 INTRODUCTION	6
2 EUROPEAN QUALIFICATION FRAMEWORK	6
2.1. European Credit System for Vocational Education and Training (ECVET)	6
2.2. European Qualifications Framework.....	7
2.3. European Quality Assurance Reference Framework.....	7
2.4. National Framework Qualifications systems in participating countries.....	7
2.4.1. National Framework Qualifications system in Greece	8
2.4.2. National Framework Qualifications System in Italy	17
2.4.3. National Framework Qualifications system in Portugal	22
2.4.4. National Framework Qualifications system in Slovenia	25
2.4.5. National Framework Qualifications System in Spain.....	30
3 LEARNING OUTCOMES.....	33
3.1. Determining Learning Outcomes in PRIORITY 45	33
3.2. Definition of the learning outcomes in PRIORITY45	34
MODULE 1: Resilience.....	34
MODULE 2: Growing with others.....	36
MODULE 3: Getting organized	38
MODULE 4: Critical and innovative thinking.....	40
MODULE 5: Learn to learn	42
4 REFERENCES.....	45

LIST OF FIGURES

FIGURE 1. ITALIAN QUALIFICATIONS FOR THE HIGHER EDUCATION (QTI - QUADRI DEI TITOLI ITALIANI).....	19
FIGURE 2. OTHER QUALIFICATIONS IN ITALY (QTI - QUADRI DEI TITOLI ITALIANI).....	20

LIST OF TABLES

TABLE 1. DEFINITION OF KNOWLEDGE, SKILLS AND COMPETENCES	7
TABLE 2. QUALIFICATION TYPES IN GREECE	10
TABLE 3. KNOWLEDGE, SKILLS AND COMPETENCES ACCORDING TO THE LEVEL	12
TABLE 4. EDUCATION AND PROFESSIONAL TRAINING IN PORTUGAL	22
TABLE 5. STRUCTURE OF PORTUGUESE QNQ.....	23
TABLE 6. SLOVENIAN QUALIFICATIONS FRAMEWORK	26
TABLE 7. COMPARISON BETWEEN EQF AND SQF	28
TABLE 8. COMPARATIVE BETWEEN SPANISH NATIONAL FRAMEWORK AND EUROPEAN QUALIFICATION FRAMEWORK.....	32
TABLE 9. DISTRIBUTION OF MODULES AND SUBMODULES IN PRIORITY45	33
TABLE 10. DEFINITION OF KNOWLEDGE, SKILLS AND COMPETENCES	34
TABLE 11. MODULE 1 - UNITS AND LEARNING OUTCOMES	35
TABLE 12. MODULE 2 - UNITS AND LEARNING OUTCOMES	36
TABLE 13. MODULE 3 - UNITS AND LEARNING OUTCOMES	38
TABLE 14. MODULE 4 - UNITS AND LEARNING OUTCOMES	40
TABLE 15. MODULE 5 - UNITS AND LEARNING OUTCOMES	42

1 INTRODUCTION

PRIORITY45 is an Erasmus + KA2 Cooperation Partnership Project that aims to promote the upskilling and reskilling of 45+ adults to achieve a complete and resilient workforce that, through innovation, creativity and cooperation, can survive in today's globalised and volatile world. It will also promote among companies and other institutions the relevancy of establishing training plans for 45+ adults to avoid discrimination.

PRIORITY45 will, thus, contribute to creating inclusive environments that foster equality labour opportunities within the European industry, and that are responsive to the needs of the global community, especially for adults as they age.

2 EUROPEAN QUALIFICATION FRAMEWORK

The [European Qualification Framework](#) (EQF) is a framework containing 8 levels of learning outcomes and has a function of a translation tool between various national qualifications frameworks. This framework contributes to the improvement of the transparency, comparability and portability of qualifications of individuals and enables comparison of qualifications from different countries and organizations.

Since the EQF covers all types and all levels of qualifications and the use of learning outcomes shows what an individual knows, understands and is able to do, with levels increasing according to the level of proficiency. Level 1 represents the lowest and level 8 the highest level. In addition, the EQF is closely linked to [national qualifications frameworks](#) and can therefore provide a comprehensive map of all types and levels of qualifications across Europe gathered in qualification databases.

The EQF was formed in 2008 and was later on [revised in 2017](#), keeping the basic objectives of forming transparency and mutual trust in the area of qualifications in Europe. EU member countries strive to further develop the EQF and to make it more effective for the understanding of national, international and [third-country qualifications](#) by employers, employees and learners (Europa.eu, n. d.).

2.1. European Credit System for Vocational Education and Training (ECVET)

The European Credit System for Vocational Education and Training (ECVET) is an instrument of the European Union to help individuals in the transfer, recognition and accumulation of their assessed learning outcomes, in the achievement of a qualification or in taking part in lifelong learning. The instrument uses flexible and individualised learning paths, including transnational mobility (Cedefop, n. d.).

ECVET enables learners to accumulate, transfer and use the gained learning units which enable the creation of qualification at learners' own pace, based on learning outcomes gained in formal, non-formal and informal environments abroad or in their own country. The system includes units of learning outcomes as part of qualifications which can be assessed and validated and at the same time offers a framework for enabling the learners to be more mobile and their qualifications more portable, setting principles and technical specifications and using the existing national legislation and regulations. It applies to all levels of VET qualifications in the EQF (Cedefop, n. d.).

2.2. European Qualifications Framework

EQF is a European-wide qualifications framework used all over Europe. It joins together the qualifications of different EU member countries, and it is a sort of translation of different national qualifications which enables an easier understanding of qualifications in different EU countries. The EQF aims to facilitate the mobility of students and workers within the EU to encourage the development mobile and flexible workforce across Europe and develop lifelong learning (Europa.eu, n. d.).

Table 1. Definition of knowledge, skills and competences

Knowledge	Skills	Competences
In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, 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).	In the context of the EQF competence is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

2.3. European Quality Assurance Reference Framework

The European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) was based on the [2009 recommendation of the European Parliament and Council](#), as a European-wide framework to support quality assurance in vocational education and training (VET) across Europe.

It is based on a [quality assurance and improvement cycle](#), which includes planning, implementation, evaluation/assessment, and review/revision as well as a selection of descriptors and indicators applicable to quality management at the [VET system](#) as well as [VET provider](#) levels.

It does not set a particular quality assurance system, it rather provides a framework of common principles, indicative descriptors and indicators which can be used for assessing and improving the quality of VET systems and provision. It can be referred to as a 'toolbox,' that different users can use while choosing descriptors and indicators they consider most relevant to the requirements of their quality assurance system (EC Europe, n. d.).

2.4. National Framework Qualifications systems in participating countries

National Framework Qualification systems can help in making qualifications easier to understand and compare. At the same time, it encourages countries to rethink and reform their national policies and practice on lifelong learning, education and training.

National qualifications frameworks (NQFs) enable classification by level, based on learning outcomes. It reflects the content and profile of qualifications or what somebody with a certain diploma or certificate should know, understand, and be able to do. The learning outcomes approach also guarantees that education and training sub-systems are open to one another and allow individuals a more straightforward movement between education and training institutions and sectors.

All countries that have accepted the EQF are constantly developing or implementing national frameworks, covering all levels and types of qualifications. These countries are all the EU Member States, Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey.

The next subchapters include a more detailed description of each of the National Qualifications Framework in project partner countries.

2.4.1. National Framework Qualifications system in Greece

Introduction to the national Education System and Professional Training

The educational system in Greece is primarily distinguished by its versatility, as dictated by the Greek Ministry of Education and Religious Affairs' various laws and decrees. It has adopted international education techniques to fit the demands of Greek society and the labour market and has resulted in a multilayered education system that serves all students in the country.

In Greece, educational policy is mainly issued by the Ministry of Education, Research and Religious Affairs. In some cases, concerning Vocational Training, the Ministry of Education, Research and Religious Affairs shares responsibility with other Ministries.

Management and supervision of primary and secondary education is exercised at a central level; it falls under the responsibility of the Ministry of Education, Research and Religious Affairs, while the managerial administration is exercised at the regional level by the Regional Education Directorates. Higher education institutions are supervised by the Ministry of Education, Research and Religious Affairs, but are self-governed public law entities.

The supervision of the providers for 'non-formal education', both public and private, as well as the authority to define their educational framework, falls under the responsibility of the General Secretariat for Lifelong Learning of the Ministry of Education, Research and Religious Affairs. In this respect, accreditation of "input" (providers of Initial and Continuing Vocational Training, Occupational profiles, learning programs for Initial and Continuing Vocational Training) falls under the responsibility of EOPPEP and Ministry of Education, Research and Religious Affairs, while certification of "output" (certification of graduates of the Initial Vocational Training and Continuing Vocational Training, certification of qualifications) falls under the responsibility of EOPPEP (Law 4186/2013, art. 17, paragraph 2).

Educational System

The formal education system in Greece includes:

- Primary education
- Second Chance Schools (SSE)
- Post Secondary Vocational training at level 3
- Post-secondary vocational training at level 5
- Higher education

Primary education in Greece consists of:

- The two-year attendance of toddlers in kindergarten
- The six-year attendance of pupils at primary school
- Kindergarten and primary schools may be public or private.

Secondary education comprises two cycles:

- The first is compulsory and corresponds to the three-year Secondary School- Gymnasium
- The second is optional and corresponds to the High School - Lyceum (General and Vocational) of three years' duration.
- Secondary and High schools may be public or private.

There is also another type of Secondary school:

- The Second Chance Schools (SSEs) are public and are addressed to people aged 18 and above who have not completed the compulsory nine-year education and have a primary school graduating certificate. Students attend this type of school for two years.

Professional education in Greece

Post-secondary vocational education and training level 3

Level 3 post-secondary vocational education and training is provided by:

- Vocational Training Schools (VTS).
- Vocational Apprenticeship Schools (Vocational Schools of Vocational Education and Training (VET)) in Greek called EPAS.

The course of study is for two years and includes grades A and B. Class A is open to holders of a secondary school leaving certificate or other equivalent qualification without examinations. VTS may be public or private, day or evening classes. EPAS are public.

Post-secondary vocational training level 5

Level 5 post-secondary vocational training is provided by:

- Vocational Training Institutes (IEK)
- Post-secondary school year - Apprenticeship class

Vocational Training Institutes provide initial vocational training to graduates of non-compulsory secondary education, i.e., General Lyceums (GEL) and Vocational Lyceums (EPAL), as well as to holders of equivalent qualifications. Vocational training lasts 4-5 semesters. For EPAL graduates and holders of equivalent vocational education qualifications, the training may last 2-3 semesters. IEKs may be public or private. The Post-secondary School - Apprenticeship Class provides initial vocational training services to graduates of non-compulsory secondary vocational education and holders of equivalent qualifications who have a basic level of knowledge, skills and competences. The duration of the Post-apprenticeship Year - Apprenticeship Class programme is 11 months.

Higher education

Higher education includes:

- University sector:
 - Universities
 - Polytechnics
 - Higher School of Fine Arts (ASFA)
- Technological Educational Institutions (TEI)
- Higher School of Pedagogical and Technological Education (ASPAITE)

Both sectors are only public. It is also noted that all the TEIs in the country have now been integrated into University Institutions.

Adult Education

General formal adult education is part of general formal education and is provided in:

- Second Chance Schools (SSE)
- Evening Vocational Schools
- Vocational Training Schools (VTS)
- Vocational Apprenticeship Schools (EPAS) of the OAED
- Institutes of Vocational Training (IEK)
- Post-secondary school year - Apprenticeship class

General non-formal adult education is provided in an organised educational setting outside the formal education system in:

- Lifelong Learning Centres (LLCs)
- Colleges

LLCs may be public or private. The total duration of the training programme is determined based on the subject matter, the purpose of the intervention and the profile of the participants. Colleges are private and are aimed at graduates of formal non-compulsory secondary education.

National Qualifications Framework (HQF)

The 8 levels of the Hellenic Qualification Framework cover the full qualification range between Primary and Higher education. Each level includes a set of skills, competences and knowledge that determines the learning outcomes. The Learning Outcome constitute the qualifications of the corresponding level.

Table 2. Qualification Types in Greece

Level	VET	General education	Higher education
1		Primary school certificate (compulsory) (apolytirio dimotikou)	
2		Lower secondary school certificate (compulsory) (apolytirio gymnasiou)	
3	Initial vocational training vocational training school (sek) 'degree' (post lower secondary level) (ptychio epaggelmatikis eidikotitas, ekpaidefsis kai katartisis, epipedou 3) ----- (vocational training institute (iek) certificate (initial vocational training - post lower secondary level) (pistopoiitiko epagelmatikis katartisis epipedou 1- i.e.k. epipedou 1) ¹		
4	Vocational education vocational school (epas) certificate (post lower	General upper secondary school certificate (apolytirio lykeiou)	

¹ This qualification is no longer awarded since the enactment of the Law 4186/2013.

	<p>secondary level) (ptychio epas)</p> <p>-----</p> <p>vocational upper secondary school (epal) ‘degree’² (ptychio epaggelmatikis eidikotitas, ekpaidefsis kai katartisis, epipedou 4) -----</p> <p>vocational upper secondary school (epal) certificate (apolitirio epaggelmatikou lykeiou)</p>		
5	<p>Vocational education vocational upper secondary school ‘degree’² post-secondary cycle (apprenticeship class) (ptychio epaggelmatikis eidikotitas, ekpaidefsis kai katartisis, epipedou 5) -----</p> <p>initial vocational training vocational training diploma (diploma epaggelmatikis eidikotitas, ekpaidefsis kai katartisis, epipedou 5) (post-secondary level) -----</p> <p>post secondary and not higher education diploma or “degree”² (diploma/ptychio anoteras scholis)</p>		
6			Bachelor's degree (ptychio) universities/technological educational institutions (tei) – higher education
7			Master's degree (metaptychiako diploma eidikefsis) universities/technological educational institutions (tei) – higher education
8			Doctorate (didaktoriko diploma) universities

² It should be noted that the word “Degree” whenever used within quotation marks, it signifies that it is a direct translation from the terminology in Greek as it appears in the Greek legislation (ptychio). In Greek, the word “ptychio” is used for titles of study from different education levels (higher, secondary etc). It is by no means to be confused with its usage in the English language, whereby the word degree refers to a higher education title of study, i.e., bachelor’s degree.

Table 3. Knowledge, skills and competences according to the level

Level	Knowledge	Skills	Competences
1	Has acquired basic general knowledge related to the working environment that may serve as input into lifelong learning paths.	Can apply basic knowledge and perform a specific range of simple tasks; has basic and recurring social skills.	Can perform simple and repetitive tasks by applying basic knowledge and skills under direct supervision in a structured.
2	Has acquired basic general knowledge related to a field of work or study that allow them to understand the procedures for implementing basic tasks and instructions.	Can apply basic knowledge and perform a variety of complex tasks in a field of work or study; has communication skills.	Can perform tasks in a specific field of work or study under limited supervision and/or with some autonomy in a structured context.
3	Has acquired basic general knowledge that allows them to understand the relationship of theoretical knowledge and information with a field of work or study; understands the components and procedures appropriate to complex tasks and instructions.	Can demonstrate broad cognitive and practical skills in a successful execution of complex tasks both in intimate and non-intimate contexts; has communication skills and problem-solving capabilities through selecting and applying basic methodologies, tools, materials and information.	Can perform tasks autonomously in a particular field of work or study; can adjust their behaviour depending on the needs of problem-solving; takes initiatives in specified fields of work or study and acts under supervision in implementing emergency procedures of quality control.
4	Has acquired a wide range of theoretical knowledge and intelligence analysis allowing them to understand the field of work or study and apply data and processes in a general context.	Can use fluently the knowledge and ability to apply a range of techniques and specialized skills in a field of work or study; has communication skills at the level of theoretical and technical information and can find solutions to specific problems in a field of work or study.	May perform independently qualitative and quantitative tasks in a specific field of work or study that requires professional competence; can oversee the quality and quantity of work of other people with responsibility and autonomy; demonstrates an increased level of key competences that can serve as the basis for studying higher education.
5	Demonstrates comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of knowledge.	Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems.	Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their performance and that of others.
6	Has advanced knowledge of a field of work or study, involving a critical	Possesses advanced skills and can demonstrate the virtuosity and innovation required to	Can manage complex technical or professional activities or projects, taking

	understanding of theories and principles.	solve complex and unpredictable problems in a specialized field of work or study.	responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups.
7	Has highly specialized knowledge, some of which is cutting-edge knowledge in a field of work or study and which is the basis for original thinking; has a critical awareness of knowledge issues in a field and at the interface of different fields.	Holds specialized problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields.	Can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; can take responsibility for contributing to professional knowledge and practices and/or for the performance evaluation of strategy groups.
8	Knows the most advanced levels of a field of work or study and at the interface with other fields.	Has acquired very advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation for enlarging and redefining existing knowledge or existing professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

The aim of the Hellenic Qualifications Framework (HQF) is to create a coherent and comprehensive system of classification of all qualifications obtained from formal, non-formal education and informal learning in Greece. This will be done gradually. In this first phase, the objective is the classification of qualifications within the formal educational system of the country. At a later stage, a classification system will be developed for qualifications acquired through non-formal education and informal learning.

The HQF is a mechanism, which facilitates transparency and comparability in the Greek context. It will be a benefit for students, graduates and stakeholders of the Greek labour market. On the other hand, following the common European strategy “Europe 2020”, which aims at smart, sustainable and inclusive growth the Hellenic Qualifications Framework and its referencing to the EQF provides a tool for “translating” and comparing qualifications and aims at becoming an opportunity to help promote the mobility of learners and employees.

The Ministry of Education, Research and Religious Affairs supervises the implementation of the Hellenic Qualifications Framework and coordinates the parties which are involved in this Framework, following the provisions of Law 3879/2010 “Development of Lifelong Learning and other provisions” and Law 4115/2013 “Organisation and operation of Institution for Youth and Lifelong Learning and the National Organisation for Certification of Qualifications and Vocational Guidance and other provisions”.

The National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.) is responsible for developing the Hellenic Qualifications Framework and for referencing it to the EQF, under the supervision and coordination of the Ministry of Education, Research and Religious Affairs.

The project is called “Development of the National Qualifications Framework” and falls under the Operational Programme “Human Resources Development”, co-funded by the European Union (European Social Fund - ESF) and National Resources. The Intermediate Management Body is the Specific Managing Authority of the Operational Programme “Education and Lifelong Learning” of the Ministry of Education, Research and Religious Affairs. The first concerted effort for the development of the Hellenic Qualifications Framework was made employing establishing the National Committee for Lifelong Learning in June 2008, which was set up again in May 2009 under the initiative of the General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs (regulated by Law 3699/2008 – (Official Gazette 199/A/ 2-10-2008) article 33, as modified and in force).

The starting point for this decision was the Recommendation of the European Parliament and of the Council on the Establishment of the EQF, which entered into force on 23 April 2008. In March 2010, the Ministry of Education and Religious Affairs conducted the first public consultation via the web on the development of the Hellenic Qualifications Framework. The Law 3879/2010 on the “Development of Lifelong Learning” came into effect in September 2010 and has set the legal framework of the Hellenic Qualifications Framework (HQF). After planning, public consultation, institutional consolidation and preparation Greece has completed the stage of developing and referencing the HQF to the EQF.

For qualifications awarded up to level 4 of the Hellenic Qualification Framework (HQF), the responsible authority is the Ministry of Education, Research and Religious Affairs. The Quality Assurance Authority for Primary and Secondary Education (ADIPPDE)⁵ is responsible for the quality assurance for these levels of the HQF.

For qualifications awarded between levels 5 and 8, responsible authorities are the respective Awarding Bodies. The Hellenic Quality Assurance & Accreditation Authority (HQA) – ADIP⁶ is the authority responsible for monitoring and evaluating quality assurance issues in Higher Education (Levels 6, 7, 8).

Regarding Initial Vocational Training, EOPPEP is responsible for the examination and certification of students having completed training at Initial Vocational Training Institutions (SEK-Level 3 and IEK-Level 5).

National Catalogue of Professional Qualifications (CNCP)

Occupational profiles are a comprehensive description of an occupation:

- Title - definition of the profession and/or specialty
- The history and development of the profession
- The current legislative framework
- A breakdown of the profession and/or specialization into specifications
- The knowledge, skills and competences necessary for the exercise of the profession
- Proposed pathways for obtaining the required professional qualifications.
- Indicative ways of assessing knowledge, skills and competences.

The E.O.P.P.E.P. develops and certifies job descriptions in cooperation with social partners (workers and employers). The process of developing and certifying job profiles is governed by a relevant institutional framework.

The E.O.P.P.E.P. has developed and certified 202 professional profiles to date. To view the list and download the Professional Profiles click [here](#).

Links between National Qualification Frameworks and the European Framework

To ensure a stable and secure base for the development and referencing of the HQF to the EQF, the actions of the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.) have focused on the following:

- To determine the architecture of the framework (levels, learning outcomes, qualification descriptors, types of qualifications).
- To design and implement methodological tools for classifying qualifications of formal education in the levels of the HQF.
- To record and analyse “older” and existing qualifications.
- To reference these levels to the levels of the EQF.

Referencing is the process that leads to the establishment of a relationship between the levels of the HQF and the respective levels of the EQF. In the process, the responsible national authorities for qualification certification, in cooperation with the entities involved in the development and quality assurance of the qualifications granted, determine referencing between the national qualification frameworks to the eight (8) levels of the EQF. E.O.P.P.E.P., as the National Coordination Point for the EQF, is the body responsible for organizing the referencing process of the HQF to the EQF. The goal of this procedure is to demonstrate transparently and efficiently the referencing of the HQF and, consequently, of the qualifications of Greece to the levels of the EQF. The HQF provides the basis for the classification - at its levels - of all qualifications awarded by the Greek education system and their mapping to the levels of the EQF.

Common features of the National and European Qualifications Framework:

There are 8-level structures, defined by descriptive indicators. They are comprehensive and integrated, designed to relate to the qualifications awarded for all types of learning in formal and non-formal education. Both frameworks define learning outcomes based on Knowledge, Skills and Competences. They include descriptive indicators to identify levels. The outcomes for a given level underpin and integrate the outcomes of lower levels. Keywords or key phrases are introduced as 'thresholds' or discriminators when describing the learning outcomes at each level. Points of differentiation between the national and the EQF.

The EQF has a simpler level structure, whereas the National Qualifications Framework, while adopting the eight levels, introduces a series of "Types of Qualifications", aiming at a clear and precise categorization of all qualifications awarded.

The Greek descriptive level indicators further explain the EQF's level-by-level counterparts, providing a more complete source of data on which to base specifications for multiple types of qualifications.

The HQF's compliance with the EQF was reflected in the National Qualifications Framework's response to the following ten criteria:

1. The responsibilities and/or competences, according to the law, of all national bodies involved in the matching process, such as the National Coordination Point, are clearly defined and published by the competent public authorities.
2. There is a clear and proven link between the levels of the National Qualifications Framework and the descriptive indicators of the corresponding levels of the EQF.
3. The National Qualifications Framework is based on the learning outcomes linked to the arrangements for validation of non-formal and informal learning and, where they exist, to the education and training credit transfer systems.
4. Transparency in the procedures for the classification and description of qualifications in the National Qualifications Framework.

5. The national system for quality assurance in education and training is referred to in the National Qualifications Framework and is in line with the relevant European principles and directives.
6. The matching process includes an agreement with quality assurance bodies.
7. International experts are involved in the matching process.
8. The competent national body shall validate the mapping of the National Qualifications Framework to the EQF. The same body, in cooperation with the National Coordination Point for the European Qualifications Framework (NCP), publishes a comprehensive mapping report together with the supporting evidence, referring separately to each of the ten (10) criteria.
9. The official platform of the EQF publishes an updated list confirming that the reporting Member States have completed the matching process and provides relevant electronic links to completed matching reports.
10. Following the completion of the Matching Report process, and following the timelines set out in the Recommendation, all new qualifications, certificates, diplomas and Europass documents issued by the competent authorities will make explicit reference, through the national qualifications systems, to their matching with the EQF.

Validating non-formal and informal learning and links to the NQF

28.325 Private Security Professionals, not in possession of any recognized occupational title, have been certified by EOPPEP in the last 5 years. After successful participation in the certification exam conducted by EOPPEP is certified approximately 11.500 Trainers for Adults are enrolled in EOPPEP's Register for Certified Adult Trainers and eligible for tuition in non-formal learning programs. The certification system of continuing vocational training of graduates of the Lifelong Learning Centres (KDBM) will be legislated in 2017. After enactment will apply this certification system in 2017 and in subsequent years.

Continuing Vocational Training

EOPPEP is responsible for the certification exam of LLL Centers graduates. Certificate of Competence awarded by EOPPEP to those who succeed in the exam to those who complete the certification exam (Law 4283/2014, Article 12, paragraph 1).

Certification of adult trainers

Validation of non-formal and informal learning has been in place in Greece since 2006 for adult trainers of non-formal learning certifying their teaching competence qualification. The certification system of adult trainers of non-formal learning was designed by EOPPEP and was finalised in 2012 with the contribution of the General Secretariat of Lifelong Learning so the goal at the moment is to fully implement it.

By Law 4386/2016 "Arrangements for research and other provisions" (Gazette 83/A/11-05-2016) certification procedures are currently open to all interested parties fulfilling prescribed eligibility criteria. The updated system foresees three pathways:

- Direct certification upon conditions and criteria
- Participation in an assessment process and then certification
- Enrolment in training programmes and subsequent certification.

The Law 4327/2015 Emergency measures for Primary, Secondary and Tertiary Education and other provisions (Gazette 50/A/14-05-2015) roll back a certain number of crucial improvements in the governance and functioning of the higher education sector, including the limitation of the powers of university councils and the abolishment of time limits for keeping the student status (Hellenic Parliament 2015). The public consultation of this new draft omnibus law on higher education was completed on 29 June 2015.

2.4.2. National Framework Qualifications System in Italy

Introduction to the National Education System and Professional Training

The Italian education and training system is organised according to the principles of subsidiarity and the autonomy of educational institutions. The Italian State has exclusive legislative competence for the "general rules on education" and for determining the essential levels of benefits that must be guaranteed throughout the national territory. The State, moreover, defines the fundamental principles that the Regions must respect in the exercise of their specific competences. The Regions have concurrent legislative power in the field of education and exclusive competence in vocational education and training. State educational institutions have educational, organisational and research autonomy, experimentation and development.

The Italian educational system is organised as follows:

- **Integrated system** from zero to six years, not mandatory, the total duration of 6 years, which is divided into:
 - Childcare services run by local authorities, either directly or through the conclusion of agreements, other public or private bodies, which welcome children between 3 and 36 months.
 - Kindergarten, which can be managed by the State, and local authorities, directly or through the conclusion of agreements, by other public or private bodies, which welcomes children between 3 and 6 years old.
- **First cycle** of compulsory education of a total duration of 8 years, divided into:
 - Five-year primary school for pupils aged 6 to 11.
 - Secondary school of first grade, lasting 3 years, for pupils aged 11 to 14.
- **Second cycle** of education is divided into two types of paths:
 - Secondary school, of 5 years duration, for students who have successfully completed the first cycle of education. The schools organise courses in high schools, technical schools and vocational schools for students aged 14 to 19.
 - Three-year and four-year courses in vocational education and training (iefp) of regional competence, always aimed at students who have successfully completed the first cycle of education.

In Italy, as well as in Europe, the expression "Adult education" refers to all those activities aimed at cultural enrichment, retraining and professional mobility of adults. These activities can be organised by establishing a collaboration between school and local communities, involving the world of work and the main social partners active in a territory, either as an extension or as a complement to the education provided in the compulsory school age, or as a replacement for those who have left school early. In this complex of activities can fall all those organised forms of enrichment of the cultural background of a person whether it is formal activities aimed at the acquisition of a degree, or activities undertaken to enrich their cultural heritage. A system of adult education has existed in Italy since 1997 with an organisation and offer divided into Permanent Territorial Centres ([CTP](#)) and [evening courses](#) held by institutions of upper secondary education.

In 2007, through a special ministerial decree, the reform process of the system began, which was launched in 2012 and ended in 2015/2016. The expression '*Educazione degli adulti*' has been replaced by "Istruzione degli adulti" which in Italian has a more limited domain since it considers only those educational activities aimed at the acquisition of a qualification, to raise the level of education of the adult population. In addition, with the reform, the Provincial Centres for Adult Education ([CPIA](#)) have been set up, which form the heart of the reform of this sector and which, together with the secondary schools for the second level courses, have replaced, respectively, existing CTP and evening courses.

CPIA are autonomous educational institutions, organised in local networks. They have the same level of autonomy as schools, that is, they have their seats, staff and collegiate bodies. Access to the courses offered by the CPIA is for persons aged 16 or over (in exceptional cases, access is allowed to 15-year-olds). The CPIA in the adult education system includes:

- **Level I courses** (carried out by the CPIA) aimed at obtaining the final qualification of the first cycle of education and certification attesting to the basic skills acquired at the end of compulsory education in vocational and technical education.
- **Level II courses** (carried out by higher secondary education institutions) aimed at obtaining a diploma in technical, vocational and artistic education.
- **Literacy and Italian language learning courses** for foreign adults aimed at obtaining a qualification attesting to the achievement of a level of knowledge of the Italian language not lower than the A2 level of the [CEFR](#) (carried out by the CPIA).

There is also an additional course to acquire basic primary education skills for those who do not hold the final primary school certification. Adult education provision is also targeted at the adult population held through the establishment of CPIA and upper secondary prisons. All the courses offered by the CPIA are characterised by a flexible organisation, which allows the customization of the study paths and the recognition of previous learning. Students can follow up to 20% of the total hours through distance learning. The adult education system is the responsibility of the [Ministry of Education and Merit](#). This type of offer is financed by national funds and is free of charge for participants.

National Qualifications Framework in Italy and its links with the European Framework

The [National Qualifications Framework](#) (NQF in English and QNQ as its acronym in Italian) is the tool that describes all qualifications awarded under the national system of certification of skills. The QNQ reports national qualifications to the EQF to coordinate the national qualifications system with those of other countries. The aim of the NQF is therefore to coordinate all the various systems which make up the whole public offer of lifelong learning and which award qualifications.

The main objectives of the [Italian Qualifications Framework](#) (QTI) are the following:

- Make the Italian Higher Education system more transparent and understandable.
- Promote the Italian Higher Education system.
- Enhance international mobility of Italian students and graduates and facilitate their access to advanced-level studies.
- Facilitate employers' understanding and appraisal of the qualifications awarded by Italian Higher Education Institutions.
- Facilitate comparison between Italian and foreign qualifications.

The Ministry of Education and the Ministry of Labour have developed the National Qualifications Framework as described in the [Interministerial Decree of 8 January 2018](#). On 20 December 2012, the State/Regions Conference agreed on the first reference report of the Italian qualifications system to the [European Qualifications Framework for Lifelong Learning](#). In 2015, the Ministry of Labour and the Ministry of Education signed an agreement on the EQF framework for qualifications awarded under the Regional Vocational Education and Training (VET) system.

The Atlas and Qualifications ([Atlante e Qualificazioni](#)) contain the National Directory of Educational and Training Qualifications and Professional Qualifications, which is the reference framework in Italy for the certification of skills. The National Repertoire consists of all the lists of qualifications and

training, and professional qualifications issued in Italy by a holder (*Ente titolare*³) or issued as a result of an apprenticeship contract.

The Qualifying Atlas is organised into three sections:

- **Second cycle of education** contains General Education and Training Qualifications and Vocational Education and Training ([iefp](#)).
- **Higher education** contains the University Qualifications, Higher Arts, Music and Dance Education ([AFAM](#)), and Higher Technical Education ([ITS](#)).
- **Regional vocational training and IFTS** (Higher Technical Education and Training), containing the qualifications of regional training, the National Regional Qualification Framework ([QNQR](#)) and Higher Technical Education and Training ([IFTTS](#)).

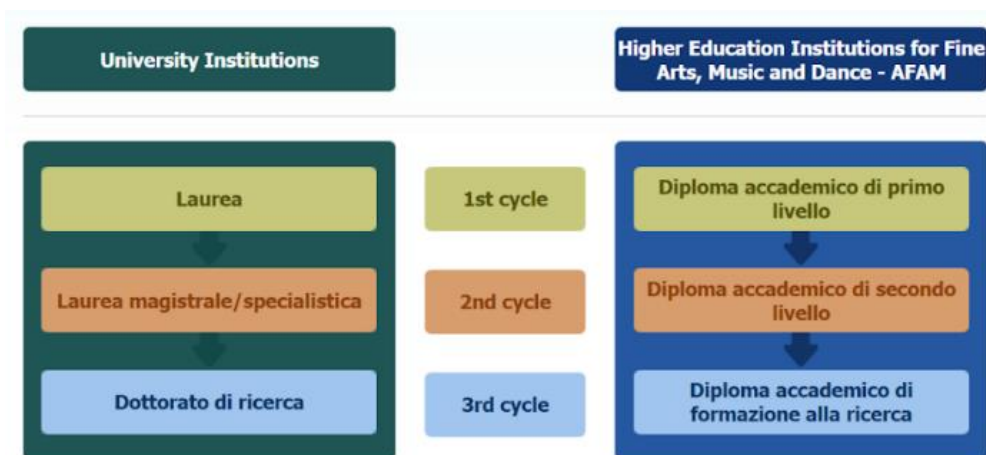
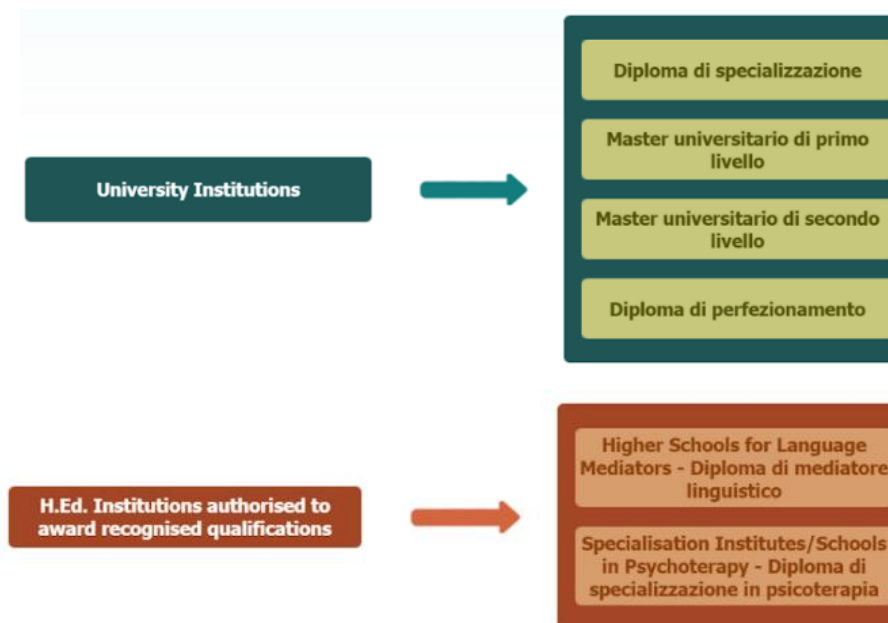


Figure 1. Italian Qualifications for the Higher Education (QTI - Quadri dei Titoli Italiani)



³ The responsible bodies or *Ente titolare* are the Ministry of Education, University and Research; the autonomous regions and provinces; the Ministry of Labour and Social Policy; the Ministry of Economic Development and the other competent authorities for the certification of skills relating to qualifications of regulated professions.

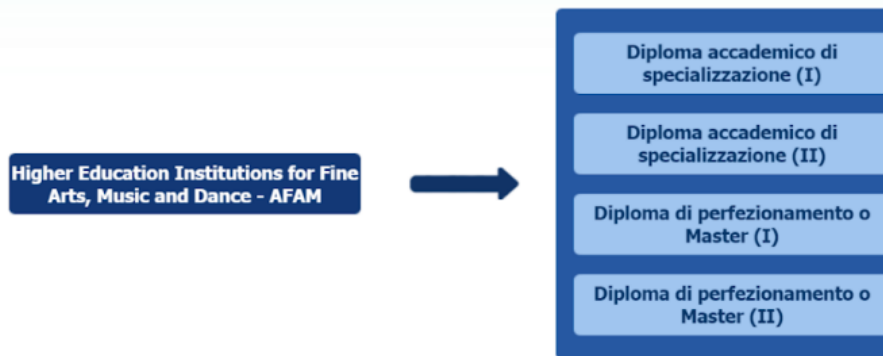


Figure 2. Other Qualifications in Italy (QTI - Quadri dei Titoli Italiani)

National Catalogue of Professional Qualifications (CNCP)

The national repertory of Education and Training Qualifications and professional qualifications was created on 16 January 2013 (art. 8 of [Legislative Decree 13/2013](#)). The repertory aimed to create a homogeneous qualifications and skills description system, using existing methods and descriptions of qualifications and progressively standardising the methods and descriptions of qualifications used in education and VET sub-systems.

This Decree defined a series of standard references which are required for a qualification to be included in the Italian repertory of professional qualifications:

- Name of the competent public body.
- Title of each qualification and description of related competences.

Where applicable, referencing of the qualifications to the statistical classification of economic activities ([ATECO](#)) and the nomenclature and classification of occupations ([ISTAT classification of occupations](#)), in compliance with the rules of the national statistical system; referencing of the qualifications of the repertory to the EQF by formally including them in the EQF national referencing process.

Validating non-formal and informal learning and links to the NQF

The European Union supports actions to give visibility and value to the competences acquired through non-formal or informal learning. The validation of skills offers the opportunity to use all the skills the person possesses for his/her career or further learning.

A skills validation process allows the identification, documentation, evaluation and certification of one's skills and can lead to partial or full qualification, increasing opportunities in the labour market and opening up new career opportunities. It may also facilitate access to further education and training and the exemption from certain parts of a training module or course. This validation increases social inclusion and can strengthen the position of people, including early school leavers, the unemployed, low-skilled adults and third-country nationals, giving visibility to their skills.

The [2012 Recommendation on validation](#) invites EU Member States to introduce national provisions for validation by 2018. These provisions should enable people to increase the visibility and value of knowledge and skills acquired outside formal education and training, mainly at work, at home or during voluntary activities. The [European Commission](#) and the European Centre for the Development of Vocational Training ([Cedefop](#)) assist the Member States in this process. European validation guidelines provide policymakers and stakeholders with practical advice on how to carry out validation (Richardson, 2020). Using best practice cases and thematic analyses, the European inventory illustrates

how validation is used at national, regional and local levels in Europe. The guidelines and inventory support the dialogue between all stakeholders in their ongoing efforts to develop validation in Europe.

Law [No. 92/2012](#) on labour market reform provided for the first time a formal definition of the concept of lifelong learning: "Lifelong learning means any activity undertaken by people in a formal, non-formal and informal way, at various stages of life, to improve knowledge, skills and competences, in a personal, civic, social and occupational perspective".

Italian law provided for the establishment of a national public system of certification of skills, based on uniform minimum standards of service throughout the territory. 'Certifiable competence' means a structured set of knowledge and skills that can also be recognised as training credits, subject to a specific validation procedure in the case of non-formal and informal learning. The certification of competences is defined as a public act aimed at ensuring transparency and recognition of learning, in line with the guidelines set by the European Union. Certification leads to the issuance of a certificate, diploma or qualification that formally documents the assessment and validation made by a public body or an accredited or authorised entity.

In implementation of the above-mentioned law, Legislative Decree [No. 13/2013](#) was issued, which defines the general rules on the national system of certification of competences. The legislative decree makes operational the new [National System of Certification of Skills](#) and aims to bring out and grow the professional skills acquired not only at work but also in leisure, in order to promote geographical and professional mobility, promote the matching of supply and demand in the labour market, increase the transparency of learning and the affordability of certifications at national and European level.

According to the abovementioned decree, on 30 June 2015, an inter-ministerial decree ([Ministry of Labour](#) and [Ministry of Education](#)) defined the National Framework of Regional Qualifications. The following was established:

1. A mechanism for mutual recognition between regional qualifications.
2. Process, certification and standard system procedures for the identification or the validation services of non-formal and informal learning and skills certification.

Finally, by the Interministerial Decree (Ministry of Labour and Ministry of Education) of 8 January 2018, the National Qualifications Framework ([QNQ](#)) was established as a tool for describing and classifying qualifications awarded under the National System of Certification of Competences. The QNQ is the national mechanism for referencing Italian qualifications to the EQF, with the function of connecting the Italian qualification system with the systems of other European countries. The QNQ also aims to coordinate and strengthen the different systems that contribute to the public provision of lifelong learning and the services of identifying and validating and certifying skills.

An innovative aspect of the new adult education system is the enhancement of the cultural and professional heritage of the person starting from the reconstruction of his individual history. The introduction of the Individual Training Pact allows, in fact, the recognition of formal, informal and non-formal knowledge and skills owned by adults. The Pact is a contract shared and signed by the adult, by the Commission (whose main task is the definition of the same) and by the head of the CPIA and - for those enrolled in the second level - also by the head of the upper secondary school. The [Individual Training Agreement](#) formalises the [Personalised Study Path \(PSP\)](#) relating to the teaching period of the course requested by the adult at the time of enrolment. The Credit Recognition Certificate for the personalization of the route is attached to the Pact.

2.4.3. National Framework Qualifications system in Portugal

Introduction to the national Education System and Professional Training

In Portugal, professional training is framed by the Constitution of the Portuguese Republic, the Labour Code and the National Qualifications System (DGERT, 2021).

DGERT (Directorate-General for Employment and Labour Relations) is the one that certifies training providers and regulates professional training. In the case of double certification, these regulations are made jointly with ANQEP (National Agency for Qualification and Professional Education, IP).

The offer of education and professional training is organized into three layers: secondary education, post-secondary education and higher education, as we can see in the following table (Barbosa et al., 2019):

Table 4. Education and Professional Training in Portugal

Education and Professional Training in Portugal – Training offer		
Secondary	Training included in secondary education (according to D.L. nº 55/2018, 6th July)	Professional Training Specialized Art Training Training with Own Plans (aka Scientific-Technological Training)
	Other pathways	Learning Training Vocational Training Education and Training Specialization training Adult Education and Training Recurrent Secondary Education RVCC Process Certified Modular Training
Post-Secondary Education	Technological Specialization Training	
Higher Education	Higher Professional Technical Training	

Secondary professional training, where it is possible to reach EQF 4, may have a length of up to 3 years, and it is possible to attend certified modular training that may last from 25 to 600 hours. Post-secondary and higher vocational education include, respectively, CET (Technological Specialization Training) and CTeSP (Higher Technical and Professional Training). Both types have an EQF 5, where CET corresponds to 60 to 90 credits with a length from 1200 to 1600 hours and CTeSP lasts 2 years, having 120 credits.

National Qualifications Framework

In Portugal, ANQEP I.P (National Agency for Qualification and Professional Education, IP) is responsible for designing and updating the National Qualifications Framework (QNQ). In the National Qualifications Framework, qualification levels are defined, including the access requirements and the school qualifications they correspond to. Within the national education and training subsystems, the qualifications are integrated and articulated (DGERT, 2021).

The Portuguese QNQ is structured as follows:

Table 5. Structure of Portuguese QNQ

Level	Qualifications ⁴
1	2nd cycle of Basic Education
2	3rd cycle of Basic Education obtained in general education or through dual certification pathways
3	Secondary education aimed at pursuing higher-level studies
4	Secondary Education obtained through dual certification pathways or Secondary Education aimed at pursuing higher level studies plus professional internship - minimum of 6 months
5	Non-tertiary post-secondary level qualification with credits for continuing higher education studies
6	Graduation
7	Master's degree
8	Doctorate

The structuring of the QNQ according to the EQF makes it easier to compare qualifications obtained in different countries, facilitating not only mobility in the labour market but also mobility in terms of education and training.

In January 2011 it was established that all certificates and diplomas that confer a qualification listed in the QNQ and which were issued from October 1, 2010 must include a reference to the respective level of qualification (Order No. 978/2011, 12 January), which allows for greater readability and transparency in the reading of the qualifications obtained in the system.

The creation of the QNQ, carried out within the scope of the reform process of the Education and Training System and the creation of the National Qualifications System, was based on a set of premises:

- The need to integrate and articulate the qualifications obtained under the different education and training subsystems (education, vocational training, higher education) in a single framework
- The importance of valuing and considering skills acquired in non-formal and informal contexts
- Improving readability, transparency and comparability of qualifications
- The enhancement of double certification associated, above all, with secondary-level qualifications
- The guarantee of articulation with the EQF, namely in the use of the EQF as a reference tool to compare the qualification levels of the different systems from the perspective of lifelong learning.

The choices made regarding the design and structuring of the QNQ aimed to respond, above all, to the following aspects:

- The QNQ covers the qualifications produced at the various levels of the education and training system, regardless of the access routes (primary, secondary, higher education, vocational education and training and the processes of recognition, validation and certification of competences whether obtained non-formally whether informal).
- The structuring into 8 qualification levels that cover all the qualifications currently produced in the Portuguese educational and training system.
- The adoption of the methodology based on learning outcomes to characterize each level of qualification - the use of learning outcomes in the definition of qualification levels reflects an

⁴ Ordinance No. 782/2009, of July 23

important change in the way of conceptualizing and describing qualifications, enabling their comparability according to competences and not as a function of learning processes.

- The adoption of the domains “knowledge, skills and attitudes” to define the learning outcomes for each level of qualification.
- The adoption of the learning outcomes descriptors contained in the EQF.

National Catalogue of Professional Qualifications (CNCP)

The Portuguese National Qualifications Catalogue (CNQ) is a strategic management instrument for non-higher-level qualifications. It regulates, structures and articulates the different educational and training offers for double certification, providing the skills necessary for the country's economic development, taking into account their relevance and adequacy to the needs of the labour market and companies (DGERT, 2021). It is organized in a double certification logic, integrating, for each qualification, a set of academic and professional references, according to the levels of the National Qualifications Framework (QNF): the professional profile, the training reference, and the skill reference.

Links between National Qualification Frameworks and the European Framework

The Portuguese National Qualification framework was designed by the National Agency for Qualification, IP (current [National Agency for Qualification and Vocational Education](#), ANQEP, IP), in coordination with the [Directorate-General for Higher Education](#) concerning levels 5 to 8 of the National Qualification Framework structure. It allows a comparison of qualification and training levels among Member States, it defines eight levels of qualification based on the domains “knowledge, skills, attitudes” and the descriptors of learning outcomes of the EQF (ANQEP, s.d.).

In Portugal, the [National Qualifications Framework](#) (QNF) was created in 2007 and regulated in June 2009. It entered into force in October 2010 (Ordinance No. 782/2009, of July 23), having as reference the principles of the EQF as regards the description of national qualifications in terms of learning outcomes (European Union, 2016).

In April 2008, a Recommendation of the European Parliament and Council ([2008/C111/01/CE](#), of 6 May 2008) was approved, concerning the institution of the EQF for lifelong learning.

The objective was to create a common frame of reference that would act as a translation device between the qualification systems of the member states. The aim was thus to contribute to the promotion of lifelong learning and to increase the comparability and portability of qualifications of EU citizens.

ANQEP, IP started, in 2010, the process of referencing the qualification levels of the QNF to the levels of the EQF. This referral process followed the criteria and procedures defined by the Advisory Group for the Implementation of the European Commission's European Qualification Framework (EQF Advisory Group), which includes representatives of member states and European social partners.

Validating non-formal and informal learning and links to the NQF

Portugal was one of the countries classified by the European Commission in the highest assessment scale in terms of validation of non-formal and informal learning, along with Finland, France, the Netherlands and Norway, because of its RVCC – recognition, validation and competency certification system (ANQEP, s.d.).

RVCC is part of the National Qualifications System and is based on a set of methodological assumptions (competences audit, autobiographical approach) that allow the identification, recognition, validation and certification of previously acquired competences by adults throughout life in formal, informal and

non-formal contexts. The process involves a set of assessment tools and activities, to build a portfolio (containing evidence and/or proof of competences adults possess about a particular framework).

The RVCC process is based on frameworks that are part of the National Qualifications Catalogue (CNQ), with the academic RVCC divided by areas of key competences and the professional RVCC by competences.

This is a process that needs to be led by a specific type of structure accredited to do so, a Qualifica Centre and it is mainly aimed to achieve mandatory schooling levels, or a professional certificate and it is thus not relevant for the type of training within PRIORITY 45. To this aim, Europass credentials seem for now to be a more useful tool.

2.4.4. National Framework Qualifications system in Slovenia

Introduction to the national Education System and Professional Training

The Slovenian education system includes basic, secondary and tertiary education. Gained qualifications are classified by the Slovenian Qualifications Framework (SQF).

Primary education is covered by public and private kindergartens, basic schools, basic schools with an adapted education programme, music schools and educational institutions for children with special educational needs. Secondary education is covered by upper secondary and secondary schools and is classified as general or vocational-technical and secondary professional or technical education. The third segment of education, tertiary education is covered by public and private institutions and consists of higher post-secondary vocational education and higher education. Higher post-secondary vocational education is covered by higher vocational colleges. Higher education is covered by faculties, academies and independent higher education institutions.

- **Primary education:** early childhood education and care, basic education, music education
- **Upper secondary education**
- **Tertiary education:** short-cycle higher vocational education, higher education
- **Adult education**
- **Special needs education** (NOK, b. d.).

National Qualifications Framework

The Slovenian Qualifications Framework (SQF) is a unified system of qualifications in the Republic of Slovenia providing for the classification of qualifications into levels in consideration of the learning outcomes. It consists of 10 levels.

The SQF is meant for people who wish to discover the wide choice of educational and other qualifications in Slovenia or to verify the comparability of different qualifications. The SQF can be used for checking which level one's educational or other qualification corresponds to in the EQF or the Qualifications Framework for the European Higher Education Area (QF-EHEA).

It includes three categories of qualifications:

- Education, certified by a public document certifying completion of education
- Vocational qualification, certified by an NVQ certificate, issued according to the regulations governing NVQs, or another document certifying completion of a further training programme, issued according to the regulations governing vocational and higher education
- Supplementary qualification, certified by a certificate of acquired supplementary qualification (NOK, b. d.).

Table 6. Slovenian Qualifications Framework⁵

Education	Vocational Qualifications	Suplemenatry qualification	SQK level	EQK level	QF-EHEA
Certificate of completion grade 7 or 8 or basic school (Incomplete basic education) Basic school leaving certificate (Basic education with lower educational criteria)			1	1	
Basic school leaving certificate (Basic education)	National vocational qualification certificate		2	2	
Final examination certificate (Short upper secondary vocational education)	National vocational qualification certificate Certificate of completed further training programme	Certificate of acquired supplementary qualifications	3	3	
Final examination certificate (Upper secondary vocational education)	National vocational qualification certificate Certificate of completed further training programme	Certificate of acquired supplementary qualifications	4	4	
Vocational matura certificate (Upper technical education) General matura certificate (Upper secondary education) Master craftsman's examination certificate (Upper secondary technical education) Foreman's examination certificate (Upper secondary technical education)	National vocational qualification certificate Certificate of completed further training programme	Certificate of acquired supplementary qualifications	5	4	

⁵ NOK, s.d.

Managerial examination certificate (Upper secondary technical education)					
Diploma o višji strokovni izobrazbi (Short-cycle higher vocational education)	National vocational qualification certificate Certificate of completed study for programmer for further training	Certificate of acquired supplementary qualifications	6	5	KC
Diploma prve stopnje (VS)(Professional bachelor's degree) Diploma prve stopnje (UN) (Academic bachelor's degree)	Certificate of completed study for programmer for further training	Certificate of acquired supplementary qualifications	7	6	1
Diploma druge stopnje (Master's degree)	Certificate of completed study for programmer for further training	Certificate of acquired supplementary qualifications	8	7	2
Diploma o magisteriju znanosti/umetnosti (Research master's degree)			9	8	3
Diploma tretje stopnje (Doctorate)			10	8	3

National Catalogue of Professional Qualifications (CNCP)

The record of catalogues of standards of professional knowledge and skills for obtaining national professional qualifications in Slovenia contains data on the acceptances in the published catalogues, which are the basis for obtaining national professional qualifications. It contains the following information: name of the catalogue, professional qualification and date of acceptance and publication of the catalogue. The record is maintained by the Centre for Vocational Education of the Republic of Slovenia and is published on the National Information Centre for Vocational Qualifications (Republika Slovenija, Ministrstvo za javno upravo, n. d.).

Links between National Qualification Frameworks and the European Framework

The main role of the Slovenian and other Qualifications Framework is to give explanations on horizontal and vertical relations between different types of qualifications, certificates and diplomas/degrees.

Learning outcomes through the National Qualifications Framework in Slovenia aim at:

- Comparability and transparency of qualification systems
- Lifelong learning

- Recognition of non-formal and informal learning
- Quality assurance as well as better integration between education and the labour market.

The purpose of the Slovenian Qualifications Framework (SQF) is to form transparency and recognisability of qualifications in Slovenia and the EU. Its core objective is to support lifelong learning, connect and coordinate Slovenian qualifications subsystems and improve the transparency, accessibility and quality of qualifications about the labour market and civil society.

The SQF is a framework of communication that also contains a small element of reform. The starting points for the classification of qualifications in the SQF are the relevant sectoral legislation and the Classification System of Education and Training (KLASIUS). The NQF Act was adopted and published in Slovenian Official Journal on 28 December 2015. A comparison between EQF and SQF is presented in the chart below.

Table 7. Comparison between EQF and SQF

Level	Education	EQF level	SQF level
Educational qualifications	Basic school leaving certificate Certificate of completing grade 7 or 8 of basic school	1	1
Educational qualifications Vocational qualifications	Basic school leaving certificate National vocational qualification certificate	2	2
Educational qualifications Vocational qualifications Supplementary qualifications	Final examination certificate National vocational qualification certificate Certificate of completed further training programme, SQF level 3 Certificate of acquired supplementary qualification, SQF level 3	3	3
Educational qualifications Vocational qualifications Supplementary qualifications	Final examination certificate National vocational qualification certificate Certificate of completed further training programme, SQF level 3 Certificate of acquired supplementary qualification, SQF level 4	4	4
Educational qualifications Vocational qualifications	Vocational matura certificate General matura certificate Master craftsman's examination certificate Managerial examination certificate Foreman's examination certificate National vocational qualification certificate	4	5
Supplementary qualifications	Certificate of completed further training programme, SQF level 5 Certificate of acquired supplementary qualification, SQF level 5		
Educational qualifications Vocational qualifications	Short cycle higher vocational diploma 120 National vocational qualification certificate Certificate of completed study programme for further training, SQF level 6	5	6

Supplementary qualifications	Certificate of acquired supplementary qualification, SQF level 6		
Educational qualifications	Professional Bachelor 180 – 240 Academic Bachelor 180-240	6	7
Vocational qualifications	Pre-Bologna professional higher education Specialisation following old short-cycle higher education		
Supplementary qualifications	Certificate of completed study programme for further training, SQF level 7 Certificate of acquired supplementary qualification, SQF level 7		
Educational qualifications	Master's degree 60 – 120 CP Master's degree 300 – 360 CP Pre-Bologna academic higher education Old higher education		
Vocational qualifications	Certificate of the completed study programme for further training, SQF level 8		
Supplementary qualifications	Certificate of acquired supplementary qualification, SQF level 8		
Educational qualifications	Specialisation diploma following academic higher education; referenced as EQF level 7 Pre-Bologna research master Specialisation following old higher education; referenced as EQF level 7 Old research Master		

Validating non-formal and informal learning and links to the NQF

In Slovenia, the attitude towards informal and casual learning is changing. It is possible to detect positive movements and increased interest in opening the system of formal education with the integration of informal and casual acquired knowledge, skills and competences. It is also supported by certain formal solutions, especially on in the field of vocational and professional education.

In Slovenia, informally acquired knowledge is recognized in vocational and professional education defined in:

- Act on Vocational and Professional Education
- Rulebook on assessment of knowledge in vocational and secondary professional education (Ur. l. RS, no. 78/2007), which introduces formal and informal recognition options in secondary vocational and professional schools acquired knowledge and skills upon enrolment in the initial year.

Following the rules, the school must design criteria and procedures according to which it will recognize candidates' formally and informally acquired knowledge and skills. Below are the articles from the Act on Vocational and Professional Education and from the Rules on Assessment of Knowledge in Vocational and secondary professional education, which define recognition and confirmation of informally and informally acquired knowledge.

The process of identifying, verifying and confirming previously acquired knowledge and skills takes place according to predetermined standardized procedures, which are usually defined by the implementing institution (school) by specifying experts and bodies that participate and make decisions in individual phases, naturally by the law and instructions. The process of validation - evaluating the results of informal and informal learning or learning outcomes is a process by which we evaluate the knowledge, skills and competences acquired in various learning environments (CPI, 2008).

2.4.5. National Framework Qualifications System in Spain

Introduction to the national Education System and Professional Training

In Spain, there is a continuous updating of Vocational Training after COVID-19 because they have a labour market with a high degree of competition and uncertainty, with changing regulations after each government in each region, but also, Spain is a country with constant demographic movements, adding technological changes, which produce a continuous demand for new skills and abilities for the adaptation of companies and the appearance of new sources of employment. In Spain, vocational training is considered to be increasingly attractive, innovative and dynamic.

Nowadays, Vocational Education and Training in Spain is considered the closest study to professional life. It refers to the reality of the labour market and responds to the need for qualified personnel specialized in the different professional sectors to respond to the current labour demand.

To clarify how it works, VET in the Spanish education system is organised on three levels:

- Basic, in lower-secondary education (international standard classification of Education (ISCED) 351)
- Intermediate in upper-secondary education (ISCED 354)
- Higher in higher education (ISCED 554)

The duration of each level is of two years. Basic VET is a new level introduced by the 2013 education reform, and it was piloted from 2014 to 2016. It is particularly targeted at students at risk of leaving education without qualifications.

All training leading to a VET qualification in the education system includes a workplace training module offered typically in the second year of studies, within a company. Educational institutions cooperate with companies to find placements for VET students to carry out the workplace training module.

National Qualifications Framework

Spain is struggling to finance an effective and equitable skills system. In 2009, the Spanish Government entrusted the Ministry of Education with the drawing up of the Spanish Qualifications Framework. In 2011, the Sustainable Economy Act demanded the creation of this framework to encourage and increase the mobility of students and workers.

The Spanish Qualifications Framework is a national qualifications framework that includes lifelong learning. It organises qualifications according to levels and comprises from the most basic to the most complex learning. It includes:

- Qualifications obtained outside the education system through in-service training, work activity, collaboration with NGOs, etc.
- Qualifications obtained in the education system.

The proposed framework has eight levels and the level descriptors, defined in terms of knowledge, skills and competences, are inspired by the level of descriptors of the EQF for Lifelong Learning, but adapted to the national context.

The Spanish Qualifications Framework aims to correlate and coordinate the different subsystems of education and training and include the qualifications obtained in compulsory, post-secondary and higher education, as well as integrate the validation of non-formal and informal learning.

Concerning VET, there are different levels of political and administrative responsibilities and activities within each territory level. The Ministry of Education, Culture and Sport (hereinafter Ministry of Education or MECED) is responsible for developing and implementing government policy in VET programmes in the education system whereas the Ministry of Employment and Social Security (hereinafter Ministry of Employment or MEYSS) is mainly concerned with VET programmes in the National Employment System and continuous vocational education and training (CVET). Spain has introduced important advances to change its teaching models and learning concept from a traditional into a competence-based model, but improvement in the implementation process (from the practical point of view) is still needed.

National Catalogue of Professional Qualifications (CNCP)

The National Catalogue of Professional Qualifications (CNCP) is the instrument of the National System of Qualifications and Vocational Training (SNCFP) that orders the professional qualifications susceptible of recognition and accreditation, identified in the productive system, in function of the appropriate competences for the professional exercise.

It applies to the entire national territory and allows adapting the different training offers to the needs of the labour market making their accreditations to the business fabric transparent. The CNCP includes the most significant professional qualifications of the Spanish productive as well as the content of the professional training associated with each qualification, with a structure of training modules articulated in a Modular Catalogue of Vocational training (CMFP).

The National Institute of Qualifications (INCUAL) is responsible for defining, preparing and keeping updated the CNCP and the corresponding CMFP.

Links between National Qualification Frameworks and the European Framework

The correlation of the Spanish model with the EQF is made from the Spanish Qualifications Framework (Marco Español de Cualificaciones - MECU) or National Qualification Framework (NQF), which includes qualifications obtained in compulsory, post-secondary and higher education, and will integrate validation of non-formal and informal learning processes. It is based on learning outcomes and aims to link and coordinate the different education and training subsystems.

The MECU is, therefore, the product of the sum of the National Catalogue of Professional Qualifications (CNCP) and the Spanish Framework of Qualifications for Higher Education (MECES).

These specifications are superimposed on level 3 of the CNCP, which would correspond to level 1 of the MECES and level 5 of the EQF, establishing as higher education the corresponding to the title of Higher Vocational Training Technician.

The higher four levels of MECU will be linked to the qualifications' framework of higher education (Marco Español de Cualificaciones para la Educación Superior – MECES). This framework has been self-certified against the framework for qualifications of the European higher education area (FQ-EHEA) as part of Spain's continuing commitment to the Bologna process. The self-certification followed the

procedures and criteria set down for such work within the Bologna process and involved a committee of senior Spanish and international experts and stakeholders.

Table 8. Comparative between Spanish National Framework and European Qualification Framework

Level EQF	MECES		Level CNCP	Current qualifications	Level MECU (not finalized yet)
	Level	Current qualifications			
1			1	Operario	1
2					2
3			2	Técnico Medio	3
4					4
5	1	- Técnico Superior de F. Profesional - Técnico Superior de Artes Plásticas - Técnico Deportivo Superior	3	Técnico Superior	5
6	2	- Título de Graduado - Título de Enseñanzas Artísticas Superiores	4	Grado	6
7	3	- Título de Máster Universitario - Título de Grado en 300 ECTS (60 con nivel master) - Título de Master en Enseñanzas Artísticas	5	Master	7
8	4	Doctor	6	Doctor	8

For the effective correlation between the national framework and the EQF, references must be established in the different domains of responsibility, coordination, legal administrative, methodological and quality assurance.

The national qualifications will be assigned to MECU levels based on three criteria:

- Comparability of qualifications type descriptors defined in learning outcomes and the MECU level descriptors
- Implementation of the common quality assurance in higher education and VET, in line with EQF recommendations.
- Public consultation with bodies involved in the design, award and use of qualifications in a respective field.

Validating non-formal and informal learning and links to the NQF

Spain does not have a comprehensive national strategy for validation due to the different laws frame validation and the targeting of different education sectors. The Organic Law of Education and the Organic Law of Universities incorporate actions to validate non-formal and informal learning, such as access exams to VET and university studies aimed at those people who do not have the required qualifications.

Nevertheless, Spain has started to develop the Spanish qualifications framework for lifelong learning (Marco Español de Cualificaciones, MECU). However, framework development is not concluded at the moment, and MECU is not yet operational. The future framework aims to include, in the first stage, all diplomas and certificates from the education system, while remaining open to the inclusion of official qualifications issued by other administrative sectors. The Ministry of Education, Culture and Sport is working on aligning qualifications in the education system to the EQF levels, following the EQF recommendation.

3 LEARNING OUTCOMES

Learning outcomes are descriptions of the specific knowledge, competences and/or skills that the learner acquires during a learning activity, for example, training sessions, seminars, courses, or various educational programs. They are measurable achievements that a learner can understand after the learning is complete. They help learners understand the importance of the information and what they gain from their engagement in a certain learning activity.

Clearly defined learning outcomes are very important for the creation of training programs and they play a crucial role in assessment and evaluation, making clear what knowledge learners should have upon completion of the learning activity (Valamis, n. d.).

The most useful learning outcomes include a verb that describes an observable action, a description of what the learner will be able to do and under which conditions they will be able to do it, and the performance level they should be able to reach.

3.1. Determining Learning Outcomes in PRIORITY 45

To determine the specific learning outcomes in the frame of PRIORITY 45 project, the project consortium went through several stages of development, including the development of a Competency map for 45+ adults and carrying out Consultation Workshops on the competency map.

First, desk research was carried out by all project partners where 20 studies, papers and articles were consulted for delivering the competency map. Each partner provided at least 4 desk research analyses of different studies in the field of updated analysis of needs and in-depth benchmark research due to the progress of COVID-19 (sixth wave) and its continuous consequences in 45+ adults. After partner review and feedback on the collected data, a competency map draft was conducted and reviewed by all partners.

To complete the competency map, focus groups were organized in the participating countries, where a compilation of feedback, experiences and good practices were obtained from target groups. The participants tested, analysed and gave feedback about the developed material for the competency map in focus groups in each partner organization, while their feedback were used for determining the final Learning outcomes in PRIORITY 45

According to this feedback, 5 different modules were developed, which were divided further into submodules, presented in the chart below.

Table 9. Distribution of modules and submodules in PRIORITY45

MODULE	FOCUS	SUBMODULES
Resilience	How can I adapt to change?	Flexibility
		Adaptation
		Change management
Growing with others	How can I strengthen my relationship with others?	Leadership
		Communication
		Active listening
		Teamwork
		Cooperation
		Interaction with others
		Emotional intelligence
		Social skills
		Getting organized
		Planning
Critical and innovative thinking	How to get out of the box?	Problem-solving
		Creativity
		Innovation
		Critical thinking
		Proactivity/initiative
Learn to learn	How (and where) can I learn?	Learn to learn
		Benefits of improving ICT skills / digital literacy
		Language skills: benefits of learning new languages
		Oral and written communication

3.2. Definition of the learning outcomes in PRIORITY45

After determining the modules and submodules which will be developed in the project, knowledge, skills and competences were determined for each submodule separately, taking into account the definition of knowledge, skills and competences, presented in the chart below.

Table 10. Definition of knowledge, skills and competences

KNOWLEDGE	SKILLS	COMPETENCES
What the person should know	What the person should be able to do	What the person should be
Describe something	Identify or/and use something	Demonstrate, perform, analyse, compare

The charts below presents detailed descriptions of the learning outcomes, in form of knowledge, skills and competences that learners will develop in each module.

MODULE 1: Resilience

Table 11. Module 1 - Units and learning outcomes

Units	Knowledge	Skills	Competences
<p>Flexibility On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Use prior knowledge to solve new problems. • Describe new ICT equipment. • Understand the advantages of listening to constructive criticism. • Understand the importance of possessing the ability of coworker's responsibilities. • Understand the importance of prioritizing tasks in cases of emergencies. 	<ul style="list-style-type: none"> • Better identify new ICT equipment. • Identify and put into use information from constructive criticism. • Identify coworker's responsibilities. • Identify prioritizing tasks in cases of emergencies. 	<ul style="list-style-type: none"> • Analyse the possibilities of using new ICT equipment and the benefits of using certain ICT equipment. • Analyse information from constructive criticism. • Analyse and compare coworker's responsibilities. • Analyse and perform prioritizing tasks in cases of emergencies.
<p>Adaptation On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the importance of the ability to adjust to changes in the company's structure. • Understand the importance of the ability to adjust to changes in the company's business needs. • Understand the importance of the ability to adjust to changes in the company's work processes. • Understand the importance of the ability to adjust to changes in the company's protocols. • Understand the importance of the 	<ul style="list-style-type: none"> • Identify ways of adjusting to changes in the company's structure. • Identify ways of adjusting to changes in company's business needs. • Identify ways of adjusting to changes in the company's work processes. • Identify ways of adjusting to changes in the company's protocols. • Identify ways of adjusting to changes in the personal responsibilities of an individual. 	<ul style="list-style-type: none"> • Analyse and compare ways of adjusting to changes in the company's structure. • Analyse and compare ways of adjusting to changes in the company's business needs. • Analyse and compare ways of adjusting to changes in the company's work processes. • Analyse and compare ways of adjusting to changes in the company's protocols. • Analyse and compare ways of

	ability to adjust to changes in the personal responsibilities of an individual.		adjusting to changes in the personal responsibilities of an individual.
<p>Change Management</p> <p>On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand why changes are needed. • Understand the benefits of changes for an organisation. • Understand how changes can have a positive impact on people. • Understand how changes can affect the way that people work. • Understand what an individual can do to successfully achieve the change. 	<ul style="list-style-type: none"> • Identify when changes are needed. • Identify the benefits of changes for an organisation. • Identify the positive effects of changes on the way that people work. • Identify actions that an individual can carry out to achieve change. 	<ul style="list-style-type: none"> • Analyse when changes are needed. • Analyse and compare the benefits of changes for an organisation. • Analyse and compare the positive effects of changes on the way that people work. • Analyse, compare and perform the actions that an individual can carry out to achieve the change.

MODULE 2: Growing with others

Table 12. Module 2 - Units and learning outcomes

Units	Knowledge	Skills	Competences
<p>Leadership</p> <p>On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Know the definition of leadership. • Know the importance and competence of leadership. • Learn about the functions of leadership. • Understand different types of leadership. • Know the advantages and disadvantages of different leadership styles. 	<ul style="list-style-type: none"> • Use the ability to adapt to different leadership situations. • Have flexibility in the style of leadership. • Be able to delegate. • Recognise characteristics of specific leadership styles. • Recognise key techniques of effective leadership. 	<ul style="list-style-type: none"> • Use leadership skills in a working group. • Choose correct strategies of different types of leadership to achieve objectives.

	<ul style="list-style-type: none"> Recognise the differences between a leader and boss. Know the skills to be a good leader. Distinguish between different leadership styles. 	<ul style="list-style-type: none"> Recognise key characteristics of successful leaders. 	
<p>Communication On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> Describe communication styles, their positive and negative aspects and their impact on the organisational environment. 	<ul style="list-style-type: none"> Identify strategies that allow to communicate successfully. 	<ul style="list-style-type: none"> Implement assertiveness in communication in daily life.
<p>Active Listening On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> Understand the importance of active listening in personal and professional contexts. Know different techniques to improve communication. 	<ul style="list-style-type: none"> Pay attention to the information being received. Listen to obtain information. Respond appropriately. Show appropriate body language according to the received information. Identify distractors in communication situations. 	<ul style="list-style-type: none"> Use reflective listening for promoting a deeper level of communication. Use of questioning techniques to gain deeper understanding. Use of verbal and non-verbal signals to encourage the speaker to talk.
<p>Teamwork On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> Define the concept of teamwork and its benefits. 	<ul style="list-style-type: none"> Identify the better skills to improve teamwork. 	<ul style="list-style-type: none"> Apply strategies that promote a better teamwork environment.
<p>Cooperation On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> Understand the importance of cooperation and its benefits in the workplace. 	<ul style="list-style-type: none"> Identify the necessity of cooperation, common effort and the different strategies to improve it. 	<ul style="list-style-type: none"> Work in cooperation for a common benefit and use relevant strategies that can improve this skill in the workplace.
<p>Interaction with Others On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> Understand the importance of good and proper communication with others. 	<ul style="list-style-type: none"> Identify the strategies and good practices that can improve behaviour with others, 	<ul style="list-style-type: none"> Apply the different rules of respect and tolerance in the workplace and other contexts, through an attitude

	<ul style="list-style-type: none"> • Understand respect and recognition. • Understand different personalities and boundaries of others. 	<p>understanding and respecting the boundaries.</p> <ul style="list-style-type: none"> • Recognise the different abilities and skills of others and take advantage of this to create a good network in the workplace. 	<p>of respect for diversity, different personalities and abilities, and the boundaries of others.</p>
<p>Emotional Intelligence On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the concept of emotional intelligence and the importance of recognising and managing emotions and those of others. • Understand the importance of the influence that our actions or emotions can have on others. 	<ul style="list-style-type: none"> • Identify different strategies related to the improvement of empathy, emotional management, assertiveness, respect and putting oneself in the place of others, through the understanding of the positive/negative influence that we can have on others. 	<ul style="list-style-type: none"> • Apply different strategies related to empathy, emotional management, assertiveness, respect and putting oneself in the place of others, through the understanding of the positive/negative influence that we can have on others.
<p>Social Skills On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the importance and methods of conflict resolution. • Understand the importance and elements of empathy. • Understand the term and elements of relationship management. 	<ul style="list-style-type: none"> • Identify the importance and methods of conflict resolution. • Identify the importance and elements of empathy. • Identify the term and elements of relationship management. 	<ul style="list-style-type: none"> • Analyse the importance and methods of conflict resolution. • Analyse the importance and elements of empathy. • Analyse the term and elements of relationship management.

MODULE 3: Getting organised

Table 13. Module 3 - Units and learning outcomes

Units	Knowledge	Skills	Competences
<p>Time Management On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the importance of time management in personal and professional contexts. 	<ul style="list-style-type: none"> • Analyse and evaluate personal time management habits and practices. 	<ul style="list-style-type: none"> • Develop self-management competence by taking responsibility for managing one's

	<ul style="list-style-type: none"> • Identify time management challenges and obstacles. • Know about prioritization and how to identify and focus on high value tasks. • Understand the concept of productivity and its relationship to time management. • Know tools, technologies, and resources that can assist in time management. • Recognize the impact of effective time management on stress reduction and overall well-being. • Develop awareness of time-wasting activities and learning how to avoid or minimize them. 	<ul style="list-style-type: none"> • Set realistic goals and prioritize tasks effectively. • Plan and schedule activities efficiently, considering deadlines and dependencies. • Make informed decisions about task delegation and time allocation. • Manage interruptions and maintain focus on important tasks. • Develop the ability to break down complex tasks into manageable steps and create action plans. • Acquire the skill to estimate and allocate time for different activities accurately. • Adapt and adjust plans in response to unexpected changes or disruptions. 	<p>own time effectively.</p> <ul style="list-style-type: none"> • Enhance communication competence by effectively communicating time-related needs, priorities, and expectations to others. • Develop decision-making competence by making informed choices about how to allocate time-based on priorities and goals. • Develop resilience and stress management competence by effectively managing time pressures and avoiding or mitigating stress related to time constraints.
<p>Planning On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand planning and organisation at work, differentiating between effectiveness and efficiency. • Know the aims and objectives for planning. • Know what the steps are and how planning is carried out. • Know SMART methodology. 	<ul style="list-style-type: none"> • Identify the best ways of doing a planification. 	<ul style="list-style-type: none"> • Use the SMART methodology to plan. • Do a DAFO and use their results for strategic plan. • Able to organise his or her working day independently.

	<ul style="list-style-type: none"> • Know about how to use DAFO analysis. 		
--	--	--	--

MODULE 4: Critical and innovative thinking

Table 14. Module 4 - Units and learning outcomes

Units	Knowledge	Skills	Competences
<p>Problem-Solving On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand different types of problems and their characteristics. • Become familiar with various problem-solving models, frameworks, and techniques. • Acquire knowledge of critical thinking principles and how they apply to problem-solving processes. • Understand the importance of data gathering, analysis, and interpretation in problem-solving. • Acquire knowledge of creative thinking techniques to generate innovative solutions. 	<ul style="list-style-type: none"> • Develop analytical and critical thinking skills to identify and define problems accurately. • Enhance creativity and innovation skills to generate diverse ideas and alternative solutions. • Develop decision-making skills to evaluate potential solutions and select the most appropriate one • Acquire adaptive thinking skills to adjust problem-solving strategies based on feedback and changing circumstances. 	<ul style="list-style-type: none"> • Develop problem-solving competence by applying a systematic and structured approach to solving complex problems. • Acquire creativity and innovation competence by generating novel ideas and approaches to problem-solving. • Enhance adaptability and resilience competence by adjusting problem-solving strategies in response to changing conditions. • Develop continuous learning competence by reflecting on problem-solving experiences and seeking opportunities for improvement.
<p>Creativity On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the importance of creativity in the workplace: the use of imagination and original ideas, 	<ul style="list-style-type: none"> • Identify different strategies to build and improve an innovative and creative thinking. 	<ul style="list-style-type: none"> • Apply strategies to have creative and original ideas, as well as the improvement of

	having an open mind.		imagination and open-mindedness.
<p>Innovation On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the concept of innovation and its relevance. • Distinguish innovation from similar processes. • Know the innovation process and its stages. • Have the basic knowledge to build innovative ideas through Innovative Thinking. • Know different forms of innovation. • Distinguish between the different steps of Innovation Thinking. 	<ul style="list-style-type: none"> • Generate novel and imaginative ideas and solutions. • Recognise the potential of Innovation. • Use innovation in personal and professional lives. • Identify and address challenges and obstacles that arise during the innovation process. 	<ul style="list-style-type: none"> • Demonstrate proactive and open mindset that embraces continuous improvement and exploration of new ideas.
<p>Critical Thinking On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the importance of forming judgements and make own ideas based on reliable information. 	<ul style="list-style-type: none"> • Identify different strategies to make analysis of available facts, evidence, observations, and arguments to form a judgement by the application of rational, sceptical, and unbiased analyses and evaluation. 	<ul style="list-style-type: none"> • Apply the strategies to improve their analysis of available facts, evidence, observations, and arguments to form a judgement by the application of rational, sceptical, and unbiased analyses and evaluation; as well as put it into practice in the workplace.
<p>Proactivity/ Initiative On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the concept of proactivity and its importance in personal and professional contexts. 	<ul style="list-style-type: none"> • Develop self-awareness and self-reflection skills to identify opportunities for proactivity. • Enhance goal-setting and action- 	<ul style="list-style-type: none"> • Develop proactivity competence by taking initiative and seizing growth opportunities. • Acquire creativity and innovation competence by

	<ul style="list-style-type: none"> • Acquire familiarity with the benefits and advantages of taking initiative in various situations. • Understand the role of self-motivation and self-management in fostering proactivity. • Understand the impact of proactivity on personal and professional growth and success. • Acquire Knowledge of best practices and examples of proactive behaviours in different domains. 	<p>planning skills to initiate and pursue new projects or ideas.</p> <ul style="list-style-type: none"> • Acquire networking and relationship-building skills to proactively seek collaborations and partnerships. • Develop resilience and adaptability skills to navigate uncertainties and setbacks while maintaining a proactive mindset. 	<p>generating new ideas and approaches independently.</p> <ul style="list-style-type: none"> • Develop problem-solving competence by overcoming obstacles and finding solutions through proactive actions. • Acquire collaboration and networking competence by seeking collaborations and building productive relationships. • Develop resilience and adaptability competence by maintaining a proactive mindset in the face of challenges and uncertainties.
--	---	---	---

MODULE 5: Learn to learn

Table 15. Module 5 - Units and learning outcomes

Units	Knowledge	Skills	Competences
<p>Learn to Learn</p> <p>On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Explain the definition, aim and process of learn-to-learn. 	<ul style="list-style-type: none"> • Identify strategies that can be used to focus better. 	<ul style="list-style-type: none"> • Apply ideas and activities of learning to learn in everyday life.
<p>Benefits of Improving ICT Skills / Digital Literacy</p> <p>On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the importance and relevance of ICT skills and digital literacy in today's digital age. • Acquire knowledge of fundamental ICT concepts, tools, and technologies. 	<ul style="list-style-type: none"> • Develop basic computer skills, including operating systems, file management, and navigation. • Acquire proficiency in using productivity tools such as word 	<ul style="list-style-type: none"> • Develop digital literacy competence by effectively using digital tools and technologies for various purposes. • Acquire information management

	<ul style="list-style-type: none"> • Get familiar with digital communication platforms, software applications, and online collaboration tools. • Understand the potential benefits and opportunities that arise from improving ICT skills and digital literacy. • Get awareness of the impact of digital technologies on various aspects of personal and professional life. • Understand the role of digital literacy in accessing information, engaging in lifelong learning, and participating in the digital economy. 	<p>processing, spreadsheets, and presentation software.</p> <ul style="list-style-type: none"> • Enhance digital communication skills. • Acquire digital security and privacy skills to protect personal information and data. • Enhance online collaboration and teamwork skills using digital tools and platforms. 	<p>competence by efficiently locating, organizing, and evaluating digital information.</p> <ul style="list-style-type: none"> • Develop digital security competence by safeguarding personal information and practicing safe online behaviour. • Acquire media literacy competence by critically analyzing and evaluating digital media content. • Develop digital citizenship competence by understanding ethical and responsible use of digital technologies. • Enhance lifelong learning competence by using digital resources for continuous learning and skill development.
<p>Language Skills: Benefits of Learning New Languages On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Understand the cognitive benefits of language learning, such as improved memory, problem-solving skills, and creativity. • Acquire knowledge of the cultural benefits of learning new languages, including enhanced 	<ul style="list-style-type: none"> • Develop cross-cultural communication skills by understanding and appreciating the cultural nuances embedded in different languages. • Enhance interpersonal skills through improved ability to connect 	<ul style="list-style-type: none"> • Develop a positive attitude towards language learning and the motivation to pursue language acquisition. • Cultivate lifelong learning competence by recognizing the value of continuous language learning

	<p>intercultural understanding and appreciation.</p> <ul style="list-style-type: none"> • Understand the impact of language learning on personal and professional growth, such as increased career opportunities and global perspectives. • Get knowledge of the societal advantages of multilingualism, such as fostering social cohesion, promoting diversity, and preserving cultural heritage. • Understand the relationship between language learning and cognitive flexibility, adaptability, and resilience. • Get awareness of the role of language skills in promoting effective communication and breaking down barriers in a globalized world. 	<p>and interact with individuals from diverse linguistic backgrounds.</p> <ul style="list-style-type: none"> • Develop critical thinking skills by analysing and comparing language structures, expressions, and idiomatic phrases. • Foster adaptability and flexibility by being open to new linguistic experiences and embracing different language learning approaches. • Cultivate lifelong learning skills by fostering a curiosity for languages and a willingness to continue language learning beyond the module. 	<p>and self-improvement.</p> <ul style="list-style-type: none"> • Develop intercultural competence by understanding the benefits of learning languages for cross-cultural communication. • Enhance global citizenship competence by appreciating the importance of language learning for global engagement and understanding.
<p>Oral and Written Communication On successful completion of this module participants are able to:</p>	<ul style="list-style-type: none"> • Describe strategies for conducting effective oral and written presentations. 	<ul style="list-style-type: none"> • Apply effective oral, and visual communication skills. 	<ul style="list-style-type: none"> • Prepare and deliver oral and written presentations that effectively deliver the message and meet the target audience's needs.

4 REFERENCES

1. ANQEP (s.d.). Reconhecimento, Validação e Certificação de Competências. *Agência Nacional para a Qualificação e o Ensino Profissional, I.P.* Available on 16th June 2023 through: <https://www.anqep.gov.pt/np4/RVCC.html>
2. Barbosa, B., Melo, A., Rodrigues, C., Amaral Sanros, C., Costa, F., Paiva Dias, G., Filipe, S., Traqueia, A. and Nogueira, S. (2019). *Caracterização do Ensino e Formação Profissional em Portugal - Análise de dados secundários, 2015-2019*. EDULOG - Fundação Belmiro de Azevedo. <https://www.edulog.pt/storage/app/uploads/public/5ee/94a/b74/5ee94ab7440cb365019630.pdf>
3. Cedefop. (n. d.). *European credit system for vocational education and training (ECVET)*. Available on 24th April 2023 through: <https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet>
4. CPI. (2008). *Priznavanje in potrjevanje neformalno in priložnostno pridobljenega znanja*. Ljubljana: CPI. https://cpi.si/wp-content/uploads/2020/08/Potrjevanje_Neformalno-znanje.pdf
5. DGERT (2021). Enquadramento da Formação Profissional. Available on 16th June through: <https://www.dgert.gov.pt/enquadramento-da-formacao-profissional>
6. Ec.Europa.eu. (n. d.). *EQAVET - European Quality Assurance in Vocational Education and Training*. Available on 24th April 2023 through: <https://ec.europa.eu/social/main.jsp?catId=1536&langId=en>
7. Eurodyce. (n. d.). *Οργάνωση του Εκπαιδευτικού Συστήματος και της Δομής του | Eurydice*. Available on 21st May 2023 through: <https://eurydice.eacea.ec.europa.eu/el/national-education-systems/greece/organosi-toy-ekpaideytikoy-systimatos-kai-tis-domis-toy>
8. Europa.eu. (n. d.). *The European Qualifications Framework*. Available on 24th April 2023 through: <https://europa.eu/europass/en/europass-tools/european-qualifications-framework>
9. European Parliament & Council of the European Union (2008). Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. *Official Journal of the European Union* C 111/1. <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:PT:PDF>
10. European Union (2016). Lifelong learning: European Qualifications. *EUR-Lex: Access to European Law*. Available on 16th June 2023 through: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Ac11104>
11. Ministry of education, research and religious affairs. (2016). *Greece EQF Referencing Report*. (2016). Available on 21st May 2023 through: https://europa.eu/europass/system/files/202205/Greek_Referencing_Report%5B1%5D.pdf
12. Ministry of education, research and religious affairs. (n. d.). *Home*. Available on 21st may 2023 through: <https://www.eoppep.gr/index.php/en/>
13. Ministérios do Trabalho e da Segurança Social, da Educação e da Ciência, Tecnologia e Ensino Superior (2009, 29 July). Portaria n.º 782/2009, *Diário da República, Série I* (141). <https://diariodarepublica.pt/dr/detalhe/diario-republica/141-2009-129035>
14. Ministérios do Trabalho e da Segurança Social, da Educação e da Ciência, Tecnologia e Ensino Superior (2011, 12 January). Despacho n.º 978/2011, *Diário da República, Série 2* (8). <https://files.dre.pt/2s/2011/01/008000000/0213902140.pdf>
15. National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.).
16. NOK. (b. d.). *Slovenian education system and Slovenian Qualifications Framework*. Available on 24th April 2023 through: <https://www.gov.si/en/topics/slovenski-solski-sistem-in-slovensko-ogrodje-kvalifikacij/>

17. Republika Slovenija, Ministrstvo za javno upravo. (n. d.). *Evidenca katalogov standardov strokovnih znanj in spretnosti za pridobitev nacionalnih poklicnih kvalifikacij*. Available on 24th April through: <https://podatki.gov.si/dataset/evidenca-poklicnih-katalogov-standardov-strokovnih-znanj-in-spretnosti>
18. Valamis. (n. d.). Learning Outcomes. Available on 15th May through: <https://www.valamis.com/hub/learning-outcomes>
19. Diário da República n.º 141/2009, Série I de 2009-07-23
20. Portaria n.º 782/2009, de 23 de julho
21. Richardson, M., Murphy, I., Endrodi, G., Hadjivassiliou, K., & Souto-Otero, M. (2020). Study supporting the evaluation of the council recommendation of 20 December 2012 on the validation of non-formal and informal learning. Available on: <https://op.europa.eu/en/publication-detail/-/publication/ea175fa5-ca31-11ea-adf7-01aa75ed71a1/language-en>
22. Mengoli, P. (2012). Organizzazione del sistema educativo in Italia. *Economia & lavoro*, 46(1), 73-0.
23. Commissione Europea (n.d.). Italia: Validazione dell'apprendimento non formale e informale. Available on 22nd June 2023 through: <https://eurydice.eacea.ec.europa.eu/it/national-education-systems/italy/italiavalidazione-dellapprendimento-non-formale-e-informale>
24. Ministero dell'Istruzione e del Merito (n.d.). Sistema educativo di istruzione e di Formazione. Available on: <https://www.miur.gov.it/sistema-educativo-di-istruzione-e-formazione>
25. Ministero del Lavoro e delle Politiche Sociali (n.d.). Formazione professionale iniziale e diritto-dovere. Available on: <https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Formazione/Pagine/Formazione-professionale-iniziale-e-diritto-dovere.aspx>
26. Council of Europe (n.d.). The CEFR Levels. Available on 22nd June 2023 through: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
27. Ministero dell'Istruzione e del Merito (n.d.). Available on 22nd June 2023 through: <https://www.miur.gov.it/>
28. CEDEFOP. European Centre for the Development of Vocational Training (n.d.). Publications. Available on 22nd June 2023 through: <https://www.cedefop.europa.eu/en/publications>
29. QTI. Quadro dei Titoli Italiani (n.d.). Italian Qualifications Framework for the Higher Education. Available on 22nd June 2023 through: <http://www.quadrodeititoli.it/Index.aspx?IDL=2>
30. Atlante del Lavoro e delle Qualificazioni (n.d.). Cos'è Atlante e Professioni. Available on 22nd June 2023 through: <https://atlantelavoro.inapp.org/index3.php>
31. European Commission. Italy (n.d.). National qualifications framework. Available on 22nd June 2023 through: <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/national-qualifications-framework>
32. Gazzetta Ufficiale della Repubblica Italiana (n.d.). DECRETO 8 gennaio 2018. Available on 22nd June 2023 through: <https://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg>
33. Integrazionemigranti.gov.it. Vivere e lavorare in Italia (n.d.). Quadro delle qualificazioni: DM 8 gennaio 2018. Available on 22nd June 2023 through: <https://integrazionemigranti.gov.it/it-it/Altre-info///id/110/Quadro-delle-qualificazioni-DM-8-gennaio-2018>
34. Europass European Union (n.d.). The European Qualifications Framework. Available on 22nd June 2023 through: <https://europa.eu/europass/en/europass-tools/european-qualifications-framework#:~:text=The%20EU%20developed%20the%20European,and%20professional%20development%20across%20Europe>
35. Ministero dell'Istruzione, dell'Università e della Ricerca (n.d.). D.G. per l'istruzione e formazione tecnica superior e per i rapporti con i sistemi formativi delle Regioni. Available on 22nd June 2023 through: <https://www.istruzione.it/archivio/web/istruzione/dg-ifts/area-iefp.1.html>

36. Ministero dell'Istruzione e del Merito (n.d.). Il Sistema AFAM. Available on 22nd June 2023 through: <https://www.miur.gov.it/web/guest/sistema-istituzioni-ei-attori>
37. Ministero dell'Istruzione, dell'Università e della Ricerca (n.d.). AFAM. Alta Formazione Artistica, Musicale e Coreutica. Available on 22nd June 2023 through: <http://www.afam.miur.it/>
38. Ministero dell'Istruzione e del Merito (n.d.). Percorsi ITS. Istituti tecnici superiori. Available on 22nd June 2023 through: <https://www.miur.gov.it/percorsi-its>
39. Atlante del Lavoro e delle Qualificazioni (n.d.). Consulta Atlante e Qualificazioni. Available on 22nd June 2023 through: https://atlatelavoro.inapp.org/atlante_repertori.php
40. Ministero del Lavoro e delle Politiche Sociali (n.d.). Formazione tecnica superiore. Available on 22nd June 2023 through: <https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Formazione/Pagine/formazione-tecnica-superiore.aspx>
41. Gazzetta Ufficiale della Repubblica Italiana (n.d.). DECRETO LEGISLATIVO 16 gennaio 2013, n.13. Available on 22nd June 2023 through: <https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sg>
42. CEDEFOP. European Centre for the Development of Vocational Training (n.d.). Italy: the national qualification repertory. Available on 22nd June 2023 through: <https://www.cedefop.europa.eu/en/news/italy-national-qualification-repertory>
43. Ministero dell'Istruzione e del Merito (n.d.). How to have a professional qualification, including vocational education and training, recognised in Italy. Available on 22nd June 2023 through: <https://www.miur.gov.it/how-to-have-a-professional-qualification-recognised-in-italy>
44. Istat.it (n.d.). Nomenclatura e classificazione delle Unità Professionali. Available on 22nd June 2023 through: <https://professioni.istat.it/sistemainformativoprofessionioni/cp2011/>
45. Istat. Istituto Nazionale di Statistica (n.d.). Classificazione delle Attività Economiche ATECO. Available on 22nd June 2023 through: <https://www.istat.it/it/archivio/17888>
46. CEDEFOP. European Centre for the Development of Vocational Training (n.d.). Country Report Italy. Available on 22nd June 2023 through: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IT.pdf
47. CEDEFOP. European Centre for the Development of Vocational Training (n.d.). Publications. Available on 22nd June 2023 through: <https://www.cedefop.europa.eu/en/publications>
48. CEDEFOP. European Centre for the Development of Vocational Training (n.d.). Italy: guidelines for the certification of competences. Available on 22nd June 2023 through: <https://www.cedefop.europa.eu/en/news/italy-guidelines-certification-competences>
49. LEXOLOGY (n.d.). The Reform of Italian Employment Law (92/2012): a practical overview. Available on 22nd June 2023 through: <https://www.lexology.com/library/detail.aspx?g=9ab9c7b6-ba7b-4b3e-8a75-cae72bdad0aa>
50. UNINT. Università degli Studi Internazionali di Roma (n.d.). Individual Training Agreement. Available on 22nd June 2023 through: <https://www.unint.eu/files/2021/RIC/individual-training-agreement.pdf>
51. CMSBlueTheme. (n.d.). Σύμβαση Ελληνικού με Ευρωπαϊκό. <https://nqf.gov.gr/index.php/europaiko-plaisio-prosonton/syndesi-nqf-me-to-eqf/page>

PRIORITY 45



Centro Tecnológico
del Muelle y la Madera
de la Región de Murcia



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.