Statement about the introduction of the qualification grid for the vocations of Electro-Mechanical Technician and Metal Cutting Technician

COMMET Work package II Summary of project outcomes

In Germany the capacity to act is defined as a unity of professional competence, soft skills and leadership skills, which enables an individual to cope with complex situations at the work place.

Preliminary studies, ordered by **GESAMTMETALL** concerned the development of a Sector Qualifications Framework. They aimed at collecting data for the description of professional competences of employees working in SME of the metal and electrical industries in Berlin and Brandenburg. Firstly the poll was about biographical reconstruction of the achievement of competences via formal quailfication, such as school leaving certificate and vocational training, secondly about formal and informal achievements of competences after vocational training such as further education and professional experience and thirdly job activities by which professional knowledge and possibly methodological knowledge can be described.

Competence orientation and the proof of capacity to act are decisive determinants for the design and future use of the German Qualification Framework. Associations such as BITCOM, GESAMTMETALL, VDMA and ZVEI support those procedures. They define competence as the individual capacity to act in present and future, open and complex situations in a self-organized way. Professional competence includes specialist knowledge – manual skills, abilities and methods – that are necessary in concrete business and working processes. Furthermore social and individual competences are important such as co-operation, inter-cultural competences, self-organization and self-control along with the ability to learn and to reflect.

Since the 60's in France some works linked to the elaboration of national qualification framework have been carried out, notably allowing to put together the so-called general training outcomes as to initial and continuous vocational training. Gradually, possibilities of validating the experience related outcomes or lesson (VAE Validation des Acquis de l'Expérience: system allowing to get part or the whole of a qualification on the basis of a professional experience have been introduced into the national framework, in a lifelong perspective. Due to the creation of the National Commission of Professional Certification (**CNCP** – Commission Nationale de la Certification Professionelle) the link of vocational qualification und national framework accelerated in 2002.

In France the national qualification framework is represented by the **RNCT** which gathers all certifications recognized as qualification indicators which constitutes the basis for the European level. Except for higher education all qualifications are administered by the National Commission of Professional Certification (**CNCP**). There is a close relationship between the (RNCP) and the operational Index of Jobs and occupations (**ROME** – Répertoir National des Métiers et des Emplois), proposed by the National Agency for Employment (**ANPE**), which describes in an operational way the contents of the different possible occupations and jobs, dedicating a whole section to job-related competences. Gathering more than 10,000 jobs and occupations, **ROME** is currently the unique complete index based on a strong anchoring in the labor market. Although only recently integrated into the national index, the **CQP** (Certificats de Qualifications Professionelle) is more and more frequently offered by the social partners and by professional organizations. In December 2003 and in

May 2004 new stipulations with regard to vocational training have been made. The professional branches play a decisive role, since they have been asked to define a true branch politics within the legal guidelines framework for their sector issues. According to the sector or to enterprises there still exist several job descriptions under different names.

In Italy, the metal processing sector differentiates between competence-based jobs, descriptions and vocational profiles. Those of the National Commission describe competences and knowledge useful to organize the training plan for apprentices and workers. The profiles are grouped according to general profiles with regard to activities and competences, whereby the outcomes have to be considered as benchmarks if vocations are unidentified or incomplete. Each „profiles' group" is defined in strict relationship to technical /professional competences. There is no intersectional comparison of professional profiles, but the Federmeccanica aims at providing flexible guidelines to design vocational training actions and to secure the focus on core competences. The guidelines serve as a reference for the training plan which might consider several profiles in case of transversal vocation or attain several production areas. Profiles' competences have to be considered as „competence goals" in vocational training, therefore stating knowledge and skills which must be acquired in order to comply with the requirements in each professional category. Identified profiles need a set of competences with regard to a group of professionals (from semi-skilled to qualified jobs), thus there is no evaluation concerning competences. The contract categories comprise the ISFOL Model within the national commission with regard to vocation, new knowledge and skills, respectively new descriptions within the same profile group and transversal competences in each group.

Finland is a good example for entrepreneurial spirit, sound planning and goodwill from the local authorities with regard to Karelia Welding Ay and Carelmet Oy in Kitee, 135 km from Joensuu. The entrepreneurs were supported from the local authorities regarding to the working space, workshops and halls, but no qualified workers, the training of whom they took into their own hands. They needed 10-15 skilled workers. In order to recruit and train them they were supported by the local employment agency to find them. The tailored courses for fourteen apprentices and future employers, eight sheet iron workers and welders and six operators began in September 2008 and ended in February 2009. A principle aim is to prepare future workers to work in the field of sheet metal work, welding, assemblage and steel construction and in the lathe work, milling, boring, grinding and trimming along with special training for each group. The example shows a general Finish trend. According to a long tradition of education, training and labor market policy; co-operation between working groups and committees preparing new legislation have social partners. The activities of various social partners in Finland are reinforced by actions undertaken by other public actors. The Confederation of Finish Industries is involved in two initiatives „Services 2020" and „Educational Intelligence", implemented together with the social partners throughout Finland in order to define future requirements related to employees' skills and competences in companies. The tendency for adult education and training is growing.

Spain gives a vision about the accordance of vocational training and companies' needs and also refers to the current changes.

Since 1990 vocational training VT starts at the age of sixteen, after children finished the Compulsory Secondary School. This advanced age is the reason for the missing basic level. There is only a Middle and Upper level. For quite some time the Spanish government has been trying to introduce

modifications in order to adapt companies' needs and introducing the concepts of competences, which resulted in the creation of INCUAL (National Institute for Qualification) and the Catalogue of Qualification, published by INCUAL and the Ministry of Education and Science in 2006. However, the education programs have still not been implemented everywhere. The social partners in the VT system are the Ministry of Education, Social Politics and Sports and the Ministry of Science and Innovation and in the case of Barcelona the Education Government, Schools offering vocational training, students and their families. Some interviews with regard to vocational training have been executed in order to collect opinions from the point of view of those concerned. Companies claim that there is a lack of VT professionals. They would appreciate if there were more professionals because they have to fill the gaps with internal training or foreign workers and also with university graduates. Employers demand to recover the profile of apprentices.

The advantage of VT in Spain is that there is no obligation to do an apprenticeship, this is why students are motivated and applicants might be rejected for different reasons. In general the preparation of students is inconsistent. This leads to the question why the number of applicants is so small if the demand for technical VT's is so high? Some teachers were of the opinion that parents did not like their children to attend Mid Grade Technician Schools if even engineers have a lack of social consideration. In order to improve the situation VT's should start at an earlier age, with preparatory courses in school and technicians should get more social consideration.

In Denmark the project "Vocational Qualification Transfer system" has been going on for three years. It is about collaboration between seven different partners throughout Europe. The project developed a tool/model for comparing qualifications and competences achieved in different countries. The project is conceived in accordance with the Copenhagen declaration and has been awarded a European Price. The core of the project deals with the development of competence matrix where it is possible for authorities and other schools to describe and to transfer competences across borders.

In Hungary the *Vocational Training Act* of 2005 replaced the **NQR** (National Qualifications Register) of 1994 which did not make available qualifications to meet the needs of the labour market. 250,000 trainees per year achieved qualifications , but this quantity seemed to be far too less for 2.5 million employees in need of vocational secondary education and 1 million without any qualification. All qualifications included in the new version of the NQR consist of a limited number of distinguished modules of requirements. Each module comprises a group characteristics of the qualification concerned and is classified according to professional, personal, social and method-logical competences. Output modularization guarantees the chance of mobility between qualifications. If, for example, someone has a qualification with competences that overlap with competences that are characteristic of another qualification, it will be much simpler for this person to obtain the new qualification and the process of acquiring the qualification will be much shorter, with less examinations to pass. Analyses show that there is a considerable overlap between competences as well in occupation as in jobs. The NQR, responsible for the labor market's demand, must take these outcomes into account and find a method to compare two or more qualifications along with the overlapping competency groups, which can also be called partial qualification and is recognized by the state. A partial qualification makes a person suitable to exercise at least one job. Modular qualification system was introduced in 2006 and currently Hungary is at the second level of modularization, when they speak about the organization of the educational process, the curriculum modularization has an important role to play. Although the traditional school and vocational

education are not compatible, the two concepts of the term module and the two types of modularization must be brought in accordance with one another.

Project Partners:

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P2 UPM Spain
P3 CEFORALP France
P4 Kopernikusz Hungary
P5 SIAV Italy
P6 SDE College Denmark
P7 ISAI FCG Finland

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