



## **QBAKE PROJECT**



## **VET STUDY**

**State of the art in VET for Bakery Industry:**

**a comparative study in Greece, Romania, Spain and United Kingdom**

### **Objective and Scope**

The aim of the VET study is to find out the state-of-the-art situation in the 4 participating countries about the VET in the Bakery industry and to explore how it relates to the training proposed in the QBake project.

### **Study outline**

AINIA, CAMPDEN, IBA and ETAT will conduct a brief research and determine:

- Systems for recognising the non-formal qualification provided by the QBake project (Training in Baking Technologies)
- VET situation in each participating country
- Authorities in the participating countries for non-formal VET recognition
- Value of the certificates given by the QBake consortium to trainers and trainees.

## Introduction

The QBake project responded to the demand of the employees in bakery industries to be trained in new baking technologies. Many of the workers in the sector are non-qualified workers who have years of experience. Others have relevant qualifications, but lack a path for keeping their knowledge updated, since technological changes are rapidly introduced in their sector. The QBake project proposed a methodology to detect such needs, create and *ad hoc* course to meet these training needs with a short but relevant training product, develop an assessment methodology and sharing good practice and knowledge across the participant countries. Both the trainers and the trainees will obtain the corresponding certification once they have successfully taken the course.

## The legal framework

Non-formal education can not be validated currently by using the Europass, which is only valid for Formal education and training. In the case of Bakery, the official training is typically a L2 2-year training, and it addresses a wide number of topics within bakery, but not necessarily the main technologies in the sector. Also, due to the increase of technical solutions to boost the competitiveness of bakery companies, these technologies change and improve very quickly, demanding from the workers in bakery companies constant training in their principles and use. Few training centres offer solutions, mainly by means of short or tailored courses. The issue of the certification obtained by the trainee, however, remains unsolved: the new skills and competences acquired through these courses are not recognised at the same level as formal training.

The European Council is aware of this situation. Recently, on September 5<sup>th</sup>, 2012, it issued the “Proposal for a Council recommendation on the validation of non-formal and informal learning”, which includes an analysis of the current situation of non-formal learning and the corresponding certification:

“In such context, education and qualification systems need to give an opportunity to all citizens to make visible what they have learnt outside school and to use it for their career or further learning. This can be achieved by a process of validation of learning outcomes acquired through non-formal and informal learning; in this process an authorised body confirms that an individual has acquired learning outcomes (knowledge, skills and competences) measured against a relevant standard.”<sup>1</sup>

Moreover, it states the intentions of the European Council in promoting a change in this situation in order to meet the targets set for Europe 2020:

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<sup>1</sup> Proposal for a Council recommendation on the validation of non-formal and informal learning, 05.09.12, p. 2.

“Validation of non-formal and informal learning experiences in the EU Member States makes an essential contribution to EU's ambition to achieving smart, sustainable and inclusive growth set by the Europe 2020 Strategy.”<sup>2</sup>

However, the methodology needed for the official bodies to authorise and recognise the skills and competencies acquired through non-formal education are not available as yet. Therefore, the Qbake project will not be able to issue, as it had intended, a “Europass” or equivalent certification for those who take and pass the course proposed and developed in the project.

Nonetheless, considering the “invitation, in relation to the identification and validation of non-formal and informal learning, the Member States and the Commission within their respective competencies”<sup>3</sup>:

- To disseminate and promote the use of the common European principles.
- To encourage the European social partners, in the context of social dialogue, to use and adapt the common European principles for the specific needs of the workplace.
- To encourage non-governmental organisations engaged in providing lifelong learning opportunities to use and adapt the common European principles as appropriate.
- To support the exchange of experiences and mutual learning including the development of a European Inventory on the identification and validation of non-formal and informal learning.
- To strengthen co-operation with international organisations with a view to achieving synergies in this field.
- To develop and support coherent and comparable ways of presenting the results of the identification and validation of non-formal and informal learning at European level, and consider how the existing instruments in the Europass framework for transparency of qualifications and competences can contribute to this.
- To consider how the common European principles could support ongoing work on credit transfer and accumulation, quality assurance and guidance and, in general, contribute to the development of a European Qualifications Framework which was called for in the Joint Interim Report of the Commission and Council, February 2004.
- To support the development of quality assurance mechanisms and, in particular, to consider how to promote the professional development of those who carry out assessment, for example, through support networks aimed at developing and disseminating good practice.

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<sup>2</sup> Proposal for a Council recommendation on the validation of non-formal and informal learning, Brussels, 05.09.12, p. 2.

<sup>3</sup> Draft Conclusions of the Council and of the representatives of the Governments of the Member States meeting within the Council on Common European Principles for the identification and validation of non-formal and informal learning. Brussels, 18.05.2004.

The Qbake project will adhere to the principles mentioned in the Draft, set out under the following main headings:

- Individual entitlements. The identification and validation of non-formal and informal learning should, in principle, be a voluntary matter for the individual. There should be equal access and equal and fair treatment for all individuals. The privacy and rights of the individual are to be respected.
- Obligations of stakeholders. Stakeholders should establish, in accordance with their rights, responsibilities and competences, systems and approaches for the identification and validation of non-formal and informal learning. These should include appropriate quality assurance mechanisms. Stakeholders should provide guidance, counselling and information about these systems and approaches to individuals.
- Confidence and trust. The processes, procedures and criteria for the identification and validation of non-formal and informal learning must be fair, transparent and underpinned by quality assurance mechanisms.
- Credibility and legitimacy. Systems and approaches for the identification and validation of non-formal and informal learning should respect the legitimate interests ensure the balanced participation of the relevant stakeholders. The process of assessment should be impartial and mechanisms should be put in place to avoid any conflict of interest. The professional competence of those who carry out assessment should also be assured.

Until then, the European Council has decided on the following set of recommendations<sup>4</sup>:

The proposed actions include practical recommendations to Member States to provide by 2015 every citizen with the opportunity to have his/her skills acquired outside formal education and training systems validated and to use this validation for working and learning purposes throughout Europe. On a more concrete level, these actions entail the following recommendations to Member States:

- To ensure that by 2015 national systems for the validation of non-formal and informal learning have been established providing the opportunity to all citizens to have their knowledge, skills and competences validated, irrespective of the contexts where the learning took place. This validation provides the basis on which the award of a full or partial qualification takes place, with no prejudice to other applicable Union law, in particular Directive 2005/36/EC on the recognition of professional qualifications;

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<sup>4</sup> Proposal for a Council recommendation on the validation of non-formal and informal learning, Brussels, 05.09.12, pp. 7-8.

- National systems of validation of non-formal and informal learning should focus on the following four aspects of validation: the identification of learning outcomes, their documentation, their assessment against agreed standards and finally their certification;
- In the form appropriate to each national context, to ensure that information on validation opportunities is widely available (in particular to disadvantaged groups), that access to validation is affordable for citizens who wish to undertake a validation procedure, that appropriate guidance and counselling is available and affordable for citizens who wish to undertake a validation procedure and that transparent quality assurance mechanisms are established and applied to the validation system in relation to both the assessment (methodologies and tools, qualified assessors) and its results (agreed standards);
- Provide individuals with the opportunity to undergo an audit of their skills and competences within three months of an identified need such as the perspective of unemployment or insecure forms of employment. For this purpose the use of the current and future Europass tools to facilitate the identification and documentation of learning outcomes should be promoted. The links between validation arrangements and credit systems such as ECTS and ECVET should be strengthened;
- Involve social partners and other relevant stakeholders, namely employer organisations, trade unions, chambers of commerce, industry and skilled crafts, national entities involved in the process of recognition of professional qualifications, employment services, youth organisations, youth workers, education and training providers as well as civil society organisations in the development of the validation mechanisms and in documenting the learning outcomes acquired through non-formal and informal learning;
- promote partnerships and other initiatives to facilitate the documentation of learning outcomes developed within SMEs and other small organisations;
- Provide incentives to employers, youth organisations and civil society organisations to promote and facilitate the identification and documentation of learning outcomes acquired at work or in voluntary activities;
- Provide incentives to education and training providers to facilitate access to formal education and training and to grant exemptions on the basis of learning outcomes acquired in non-formal and informal settings and ensure co-ordination between education, training, employment and youth implementation services as well as between relevant policies.

## **Study of VET in the different consortium's countries: Greece, Spain, Rumania and United Kingdom:**

### **VET in Greece:**

#### A) Legal Framework – Main Institutions

The National Organisation for the Certification of Qualifications and Career Guidance” (E.O.P.P.E.P.) is a legal entity under private law, supervised by the Ministry of Education Lifelong Learning and Religious Affairs and established under the Joint Ministerial Decision No 119959/20-10-2011 (GG 2351V). E.O.P.P.E.P. merged by absorption the National Centre for Vocational Orientation (EKEP- read below) (Presidential Decree 232/29-07-1998 (Government Gazette 179A), as modified by Presidential Decree 44/9-2-2004 (Government Gazette 37).

The responsibilities of E.O.P.P.E.P. serve the need for a strong pillar for the actions under the national policy in the areas of counselling and guidance, certification qualifications and structures for lifelong learning.

In the framework of the new policy in relation to Lifelong Learning, and within the National Network of Lifelong Learning, E.O.P.P.E.P. is one of the administrative bodies for lifelong learning regarding its responsibilities that are linked to counselling and career guidance. Counselling services and/or Career Guidance services providers are also part of the National Network of Lifelong Learning as the relevant bodies providing lifelong learning services.

At national level, E.O.P.P.E.P is the competent national coordination body responsible for:

- Providing scientific and technical support to the relevant stakeholders in the Ministries of Education and Employment in designing and implementing a National Policy on Guidance and Counselling,
- The development of communication and coordination of actions taken by private and public counselling and guidance service providers, aiming at the improvement of existing services,
- The education, initial and continuous training of counselling and guidance practitioners, in collaboration with/or supplementing those provided by current training services in the relevant Ministries of Employment and Education,
- Defining the conditions and rules under which guidance and counselling services should operate, the relevance and adequacy of counselling and guidance practitioners' qualifications and keeping the relevant registers,
- Designing and implementing actions of counselling and guidance supporting the work of counsellors and of lifelong support of citizens for development and career management.
- Participating in the formulation of standards, rules and procedures for quality assurance consulting services and guidance under the National Quality Framework for lifelong learning.

At European level, E.O.P.P.E.P is:

- the National Euroguidance Center, member of the Euroguidance network, with the support of the Lifelong Learning Program.
- the national body representing Greece in the European Lifelong Guidance Policy Network – ELGPN, established by the European Commission in 2007.

Target Groups benefiting from E.O.P.P.E.P 's work:

- Counselling and vocational guidance practitioners, career development practitioners in education, training and employment in public and private sectors.
- Public and private stakeholders providing counseling and vocational guidance services in the areas of education, training and employment.
- Interested citizens (school and university students, parents, the unemployed, professionals etc.) that seek information about counseling and vocational guidance services and learning, employment and mobility opportunities.
- All members of the Greek society as potential beneficiaries of quality counseling and vocational guidance services, at regional and national level.

For further information regarding educational mobility in Greece please visit:

- National Database of Learning Opportunities "PLOIGOS"

<http://ploigos.eoppep.gr> (2009). The Database provides information on all educational levels in Greece and is linked, through the European Commission General Directorate of Education & Culture, to the European Information Portal on Learning Opportunities "PLOTEUS" II.

- Guide for studying and working in Greece:

[http://www.ekep.gr/library/ekdoseis/odiqoi/StudyingWorking\\_in\\_Greece.pdf](http://www.ekep.gr/library/ekdoseis/odiqoi/StudyingWorking_in_Greece.pdf)

EKEP (National Centre for Vocational Education)

Established in the year 2000 under the supervision of the **Ministry of Employment Labour & Social Protection** and the **Ministry of National Education & Religious Affairs**, the National Resource Centre for Vocational Guidance - Euroguidance Centre of Greece (EKEP- NRCVG) was a Private Law Body Corporate pursuant to Law 2525/97 and Presidential Decree 232/98 (Government Gazette 179A/29-7-1998).

On a national level, EKEP is body for the coordination, support, certification and enhancement of the actions taken by those offering Counselling and Vocational Guidance services in education, training and employment. In addition, EKEP is an information resource centre for education and vocational guidance. In view of its role, EKEP cares for the development of a unified strategy with respect to the aims and orientation of Vocational Guidance in Greece.

Acting as an executive agency of the State, EKEP endeavours to contribute, along with other competent bodies, to harmonization of the content and orientation of education and training with the requirements of

the labour market to meet the demands of employers and employees in the light of current socio-economic concerns.

EKEP's scope of activities is nationwide and also tied to the web of Counselling & Vocational Guidance activities of the E.U.

On a European level, and in the context of the Leonardo da Vinci Programme, EKEP has been authorized by the Ministers of Education and Labour to operate as the **National Resource Centre for Vocational Guidance** within the **Euroguidance** Network. To this end, EKEP is financed to meet its relevant tasks. The aims of the Euroguidance Network are to promote communication, production and dissemination of information, training, employment, vocational guidance and certification of qualifications in order to enhance mobility and promote the European dimension in the national structures of education and in the vocational guidance services.

Initial vocational training (iscd level 4)

In Greece it is offered by the IEKs (private and public institutes for vocational training) EPALs (formerly TEE Lyceum - Technical Vocational Schools) OAED training schools (EPAS) and OTEKs (Tourist Education Vocational Training Centers), all of them providing initial vocational training for bakers.

KEKs (Centers for Vocational Training) offer continuing vocational training for bakers and of course all other workers in every field of the economy.

#### B) Structure, duration and objective

Initial training is supervised by the **Ministry of National Education and Religious Affairs**. Initial training is provided chiefly by the Vocational Training Institutes (IEKs). The public and private IEKs operate in the framework of the National System of Vocational Education and Training (ESEEK) which was established in 1992 under the aegis of the **Organisation for Vocational Education and Training** (OEEK). There are also some IEKs under the supervision of other ministries and agencies, such as the **Greek Manpower Employment Organisation** (OAED).

The objective of the IEKs is to provide all types of vocational training, both initial and advanced, and to ensure that the students obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating skills with a view to facilitating their occupational integration and their adaptation to the changing needs of the production process.

Depending on the education background to acquire VET certificate the length is different:

Graduates of **Unified Lyceum** or older type of Lyceum and **Technical Vocational Schools** (TEEs) may enrol in the IEKs.

For holders of Unified Lyceum leaving certificates, training lasts four semesters. Each training year consists of two self-contained semesters (14 full weeks of training each semester).

Holders of TEE (or TEL / Technical Vocational Lyceum) Cycle 2 certificates are admitted directly to the third semester of the IEK in their specialisation (total duration of study: one year) or they may choose another IEK specialisation, in which case they study for the regular four semesters.

Certain IEKs have specific Departments which also accept Gymnasium leavers aged over 18 who may study for up to two semesters.

Educational curricula

During term the students attend compulsory theoretical, laboratory and mixed lessons in the framework of the educational curricula, which cover a wide range of branches and specialisations. A total of 168 specialisations are taught at the IEKs in the following fields:

Information technology - telecommunications - networks

Financial and management services

Food and drink

Transport and tourism

Electronics - electrics - engineering

Construction

Industrial chemistry

Applied arts

Applied arts level 1 (Gymnasium)

Energy - environment

Health - cosmetics - social services

Communications and mass media

Clothing and footwear

Culture and sport

Agriculture

In particular, bakery is included in Food and Drink branch.

#### Examinations - Qualifications acquired

The students are assessed during the semester in the form of progress tests; final examinations are taken at the end of the semester. Trainees who successfully complete their training at public and private IEKs are awarded a Vocational Training Certificate which entitles them to take part in the qualifying examinations leading to the award of a Vocational Training Diploma, at the level of post secondary (3+) vocational training.

The **OEEK** holds nationwide examinations twice a year, which include theoretical and practical tests. Adult Gymnasium leavers who study at the IEKs' post-Gymnasium departments sit for qualifying examinations in order to get a Vocational Training Diploma, Level 1. Before taking the qualifying examinations for the vocational training certificate, graduates of public and private IEKs may attend an optional six-month practical training course which is considered as a recognised period of service for obtaining a licence to exercise an occupation. This training is provided by the public sector or by private firms and is supervised by a coordinator. The Vocational Training Diploma is recognised both in Greece and in the other E.U. countries and is a prerequisite for obtaining a licence to exercise a profession in the relevant specialisations.

## VET in United Kingdom:

### A) Legal Framework – Main Institutions

The national qualifications framework (NQF) was introduced in 2000 for England, Wales and Northern Ireland. All VET qualifications are subject to quality control for admission. Under this NQF each qualification is classified in one of nine levels (entry level and levels 1 to 8). Each level denotes a set of outcomes (academic and vocational qualifications). The NQF and vocational qualifications have been reviewed since 2004 in line with the government's skills agenda to create an employer-led qualification system for adults which responds quickly to changing needs.

More demanding national targets have also been set for apprenticeships (level 2 and 3) to raise the quality and effectiveness of apprenticeship as the primary vocational option for young people. The age restriction has been lifted so that more adults can benefit from these 'earn and learn' opportunities.

No single piece of legislation provides the basis for the legal framework for education and training in the UK. Governance and system development is regulated by a series of laws, covering different aspects of education and training.

#### National vocational qualifications (NVQs)

NVQs are designed for people to gain recognised qualifications for specific occupations. They are offered mainly at levels 1, 2 and 3 (see Figures 2 and 4). They offer progression routes to further education and training or into the labour market. NVQs were designed as qualifications recognising work-based competences, but are often achieved through study in FE colleges.

Lifelong learning in England, Wales and Northern Ireland is often referred to as learning that takes place after the young person has finished formal education and training. In Scotland, lifelong learning has a broader 'cradle to grave' definition. The usual definition of continuing VET in the UK context refers to learners over 19 years of age. It comprises full and part-time education and training, work-related training (including for the unemployed) and training adult education courses, which are designed to meet a range of social and community needs.

The main institutions involved in regulating and administering NVQs are as follows:

(a) Qualifications and Curriculum Authority (QCA): QCA ensures that NVQ qualifications meet particular criteria and are broadly comparable across different sectors. QCA accredits proposals for NVQ awards developed by sector bodies and awarding bodies, and quality assures and audits the activity of awarding bodies.

(b) Sector bodies: the sector skills councils (SSCs) overseen by the Sector Skills Development Agency (SSDA) identify, define and update employment-based standards of competence for agreed occupations. National occupational standards (NOS) form the basis for NVQs.

(c) Awarding bodies: these have a dual role. With sector bodies, they are jointly responsible for the assessment methods of NVQs and for implementing individual NVQs. They approve centres that wish to offer assessment for NVQs. Awarding bodies monitor the assessment process and award NVQs and unit certificates. They undertake external verification to ensure that candidates are being assessed fairly and consistently across all centres.

(d) Assessment centres: these organise the assessment of people seeking to qualify for an NVQ. Many candidates pursuing the NVQ route to qualifications will gain their qualification at work or through a programme provided by a further education college or some other training provider.

(e) Scottish Qualifications Authority (SQA): the SQA accredits all Scottish vocational qualifications (SVQs) and is an awarding body for SVQs, sometimes in partnership with other organisations.

(f) The Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) is the National Assembly for Wales' principal advisory body on all aspects of the school curriculum, assessment and vocational qualifications (NVQs are the sole responsibility of QCA).

(g) Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland has an advisory role on what should be taught in schools and colleges, monitors standards – ensuring that the qualifications and examinations are of appropriate quality and standard – and awards qualifications (NVQs are a sole responsibility of QCA).

## B) Structure, duration and qualifications

These NVQs are intended to facilitate entry into, or progression in, employment, further education and training.

More than 750 NVQs are available across the 11 defined areas (such as transportation, providing business services, etc.). They vary by title and level, covering levels 1-5.

Vocational Educational Training in the UK is organised by FDQ (Food and Drink Qualifications) (<http://www.fdqawards.co.uk/>)

FDQ is the specialist awarding organisation for qualifications in the Food and Drink Industry.

The vocationally-related qualifications (VRQs) are on-the-job bakery qualifications.

Learners successfully completing the qualification develop a broad range of practical bakery skills and knowledge, in the areas of: bread, pastry, flour confectionery and cake decoration techniques.

These qualifications assist learners in progressing into employment in the sector, and in some cases into Higher Education. To this end, the VRQs also include employability skills: for example, the level 2 includes enterprise units which will help students to write a successful CV, learn to sell themselves and to plan their careers. The level 3 includes units on setting up a business, such as producing a business plan, dealing with legislation, keeping financial records and bidding for work. The level 3 Diploma in Professional Bakery actually provides the stepping stones for progression to a university degree.

These qualifications are of varying lengths from 1 to 2 years.

There are different levels, for bakery Level 2 and 3 are the main ones. At each level there are 3 different types of certificate 'Award', 'Certificate', 'Diploma' To achieve an Award you require a minimum of 10 units, for a Certificate you need 27, and for a Diploma 37 units. Some units are Mandatory.

Units are divided into:

Group A – Bakery skills;

Group B – Bakery Knowledge;

Group C – Bakery Science and Technology;

Group D – Enterprise

Below is a full list of the work-based Baking Industry Skills qualifications:

“Level 2 Award for Proficiency in Baking industry skills”

“Level 3 Certificate for Proficiency in Baking industry skills”

“Level 3 Award for Proficiency in Baking industry skills”

“Level 2 Certificate in professional bakery”

“Level 2 Diploma in professional bakery”

“Level 3 Diploma in professional bakery”

## VET in Spain

### A) Legal framework

The National Qualifications and Vocational Training System established in 2002 offers two different approaches providing VET in Spain: one from the Education System and the other from National Employment System. VET offered in the education system is primarily oriented towards IVET and has deep roots and tradition among the youth population after Secondary Compulsory Education. On the other hand, VET in the National Employment System is aimed at a more adult population either employed or unemployed, and is considered CVET. VET of the National Employment System is named, since 2007, as National Subsystem of Vocational Training for Employment.

The National Subsystem of Vocational Training for Employment aim is to extend the universal access to training of businesses and workers (employed and unemployed). It is a system based on the cooperation amongst the different authorities and combines state and regional levels with sector collective bargaining at national level, building a single frame of reference based on the Agreement reached between the social partners and the Government. Social Agents are strongly committed in the implementation of the National Subsystem of Vocational Training for Employment as participation in the design and planning of this VET Subsystem, is recognised and expected to be carried out “via the representative organizations in the industry” for business and labour union organizations, having also regard for the needs of self-employed workers and companies in the social economy through their representatives.

### B) Structure, duration and qualifications

**The National Institute for Qualifications (INCUAL) created in 1999, is the one that establishes the scope and objectives of vocational training and professional qualifications through the National Catalogue of Professional Qualifications.**

This Catalogue is the basis for preparing training, **either for the Labour Administration (Vocational training for employment) or for the educational administration (regulated vocational training).**

**Both administrations establish by mutual agreement, after consulting the General Vocational Training Council, the indicators and minimum quality requirements of the training offer concerning that catalog, so as to guarantee the fundamental aspects of Integrated Training System.**

In the field of bakery INCUAL establishes two specific qualifications:

a) BAKERY and PASTRY. Level of qualification: 2

This qualification would apply the production operator and includes three basic competences: dough elaboration, complementary elaborations and Food Safety and Hygiene regulation.

b) INDUSTRY OF DERIVATIVE CEREAL PRODUCTS AND SWEETS. Level of qualification: 3

This qualification would apply the manager or head of production and includes 6 basic competences ranging from Warehouse Management and supplies, programming and production Management, development of operating processes, quality plan, automisation of production line up to analytical and sensory control techniques.

**These two qualifications are accessible via two routes of vocational training:**

1. VOCATIONAL TRAINING FOR EMPLOYMENT

This training is offered to workers, either unemployed or employed (continuous training)

Within this training two Professional Certificates are offered, which are parallel to the bakery two professional qualifications:

a. Professional Certificate of Bakery and Pastry. Level 2. This is a 530 hours certificate that includes 3 training modules: "Basic elaborations of bakery and pastry", "Complementary elaborations, decoration and packaging in bakery and pastry", and "Food Safety and Hygiene in bakery and pastry" It also includes a training module "Non-labour professional practices in companies" of 80 hours duration.

b. Professional Certificate for Industry of derivative cereal products and sweets. Level 3. This professional Certificate of 630 hours includes 7 training modules. Three of them transversal to all Food Industry of Level 3: "Warehouse Management and commercialisation" "Organisation of a production unit" and "Environmental and quality Management" Other three specific for the bakery Industry, "Processes of the Derivative cereal products and sweet industry", "Elaboration of derivative cereal products and sweets" and one more about "Sensory and analytical control of derivative cereal products and sweets" It also includes a module about "Non-labour professional practices in companies" of 120 hours duration.

All training is modulated in order to do well in part through a continuous training, or any other way and to complete he training to obtain the certificate.

2. FORMAL VOCATIONAL TRAINING

This training is offered within the education system of the Ministry of Education. The training offered for the bakery sector is part of a more general training which includes other related qualifications Thus we have:

a. Level 2 qualification is included in a wider professional training, the “Intermediate VET Diploma”, called Technician in Bakery, Pastry and Confectionery”. This is a 2000 hours training cycle which also includes “the qualification of Pastry and confectionery do not belong to food professionals but to hotels.

b. The same occurs with Level 3 qualification, included in a wider professional training the “High level training cycle, called High Technical VET Diploma in processes and quality in Food Industry. This is also a 2000 hours cycle, and gives a more generic training for the whole food Industry. Apart from bakery training of Level 3 it includes qualifications for Meat, Dairy, Canning and vegetal juice Industry as well as fish products Industry.

## VET IN ROMANIA

### A) Legal Framework

The National Qualification Framework (NQF) defines the structures of qualifications and ensures the national recognition of qualifications acquired in any context: IVET and CVET; formal, non-formal and informal ways. The NQF ensures quality instruments in VET due to national standards (elaborated by experts based on national methodologies and validated by sector committees), used both in training and evaluation of competencies.

NQF was the subject of a 2005 tripartite agreement between Romanian Government, the national representative trade union confederations and employers associations. During the same year authorities have also finalized the consultation process on the European Qualification Framework (EQF). During 2006-2009 a PHARE Program "Establishment of the Romanian National Qualifications' Authority" has been implemented, whose main outcomes are: strengthening the institutional capacity of the CNCFPA as national Authority for Qualifications; growth of the institutional capacity for the sectorial committees; the development of the National Register of Qualifications, as an information database for the labour market and the development of methodologies based on common principles for initial and continuous education and formal or non-formal contexts of acquisition.

The development of the NQF is supported by main stakeholders in the field and benefits from the Government's support and commitment. There is a general view that NQF could help address some current needs of the Romanian society and education and training system. The work was initiated by the Ministry of Education, Research and Innovation and the Ministry of Labour, Family and Social Protection in cooperation with social partners in 2005.

The development in higher education has been coordinated by the Agency for Qualifications in Higher Education and Partnership between Universities and Representatives of the Social and Economic Environment (ACPART).

The Agency works closely together with the main stakeholders from higher education (academic staff representatives, students, main professional organisations, employers' organisations, ministries and other public bodies). Research is being carried out by the National Institute for Educational Sciences, National Centre for Development of Vocational and Technical Education and the National Qualifications Authority.

Starting with September 2010 the National Adult Training Board has been reorganised and the National Qualifications' Authority was created by reunion of CNCFPA (National Adult Training Board) and Agency for Qualifications in Higher Education (Education Law No 1/2011; Government Ordinance 74 and 132/2010, Government Decisions 885/2010, 1368/2011). The development work of incorporating three-level structure for HE into an overarching NQF was supported by the National Agency for Qualifications in HE – ACPART.

The main tasks of the NQA are: ensure the methodological national framework; manage the national register of qualifications for all qualification levels, coordinate and collaborate with the sector committees (including mainly employers and trade unions)

The Entities involved in the Quality Assurance (QA) of the Romanian VET system are the following:

The Ministry of Education, Research, Youth and Sports (MECTS) has the overall responsibility for vocational education and training within the formal education system and develops strategies and policies, prepares legislation and manages public education. It also approves curricula, national assessment standards and the school network.

The Ministry of Labour, Family and Social Protection (MMFPS) and its regional branches, the County Labour and Social Protection Directorates, are responsible for the retraining and further training of the labour force. The Romanian National Observatory for Employment and Training (NOET) functions within the Department for Labour Force Programs and Strategies, having a central role in the monitoring and evaluation of the impact of training programs and strategies on the employment. The Observatory is also an important source of information with regard to the efficiency of measures designed to encourage adult participation in lifelong learning, and measures targeted at specific groups (including the elderly).

The National Agency for Employment (NAE) implements the policies and strategies regarding employment and vocational training of jobseekers, and coordinates, guides and controls the activities of the subordinated county agencies, whose roles are regulated by law. From April 2007, the Labour Migration Office functions under the coordination of NAE.

The National Centre for Technical and Vocational Education and Training Development (CNDIPT) plays a major role in QA and developed the National Quality Assurance Framework (NQAF) for TVET in Romania, based on the Common Quality Assurance Framework (CQAF), and two main instruments for quality assurance at provider level: the Self - assessment Manual, based on the European Guide on Self-assessment for VET providers and the Inspection Manual for external monitoring of TVET providers.

NCTVETD is the main initiator of the proposal of generalizing the manuals at national level, for all TVET providers and is the initiator of the National Reference Point (NRP), structured as an inter-institutional coordination structure whose role is to apply national and European QA strategies and measures in VET. Some of the activities performed by NCTVETD include contribution to the development of policies and strategies on education and training, assessing the curriculum and qualifications for vocational and technical education, ensuring and improving quality in higher professional and technical and planning offers training in technical and vocational education.

ARACIS is another body involved in VET quality assurance in Romania. It has the tasks of developing the methodology and the periodic accreditation standards for different types of programs and providers of higher education that advise the MECTS; and evaluating the standards and proposing the authorization and accreditation of higher education providers and their programs of study. Based on its accreditation reports, MECTS develops regulations for the establishment of structures of higher education. Regarding some of its most important QA responsibilities, ARACIS has to formulate and review periodically, based on best practices, national reference standards and performance indicators for evaluation and quality assurance in higher education; collaborate with MECTS in developing and promoting policies and strategies for action to increase the quality of education in Romania; organize annual consultations with higher education institutions to set priorities of quality assurance and develop and make public its procedures for external evaluation of the quality of education.

The National Group for Quality Assurance (GNAC), acting as National QA Reference Point in vocational education and training, was constituted at national level in 2006, in compliance with the recommendations of the European Network for Quality Assurance in VET (ENQA-VET), founded by the European Commission. GNAC is an inter-institutional coordination structure with the role of applying in a coherent way the European and national measures for quality assurance in vocational education and training. In Romania, the Europass National Centre (NEC) was setup through the Government Decision no 67/24 January 2007 regarding Romania's participation at community programs.

NEC is integrated within the National Agency for Community Programs in the Field of Education and Vocational Training.

## B) Structure, duration and qualifications

### IVET

Initial vocational training represents a form of training realized through a kind of technical and vocational education as part of the formal education system in view of achieving a qualification before entering employment.

In June 2003, a new act (268/2003) was adopted by the Parliament that supplemented the Education Act 84/1995. It extended the compulsory education to 10 years, changed the age corresponding to the start of compulsory education to 6 years, proposed new forms of vocational education and initial training and facilitated the transition to higher education levels and lifelong learning. The extension of compulsory education to 10 years, has determined major changes in the IVET which include modifications in terms of structure, curriculum, finalizing conditions of various school tracks, development of the social partnership etc.

As part of the pre-university education, the technical and vocational education is now organized on three education levels: lower secondary education (two study years leading to ISCED 2, part of the compulsory education), upper secondary education (ISCED 3) and post-high school education (ISCED 4).

Within the lower and upper secondary education, the technical and vocational education is organized in two education routes: the high school technologic route, consisting of the lower cycle (2 study years) and the upper cycle (2 study years) of high school and the progressive professionalizing route, consisting of the trades and arts school (2 study years), the completion year (1 study year) and the upper cycle of high school (2 study years). Arts and Trades Schools (SAM) is the name of the new education level included in the compulsory education, which replaces the apprenticeship school and the vocational school for which schooling was organized until 2002-2003.

From the point of view of the qualification levels adopted in Romania according to the European Council Decision 85-368-EEC, the pre-university technical and vocational education assures the first 3 qualification levels, as follows: qualification level I through the arts and trades school, qualification level II through the completion year and qualification level III through the upper high school cycle – technologic route and through post-high school education.

### CVET

The principles for lifelong learning have been included as priorities in policy documents related to education, continuous training and employment, such as the National Development Plan 2007-2013 or the Sectoral Operational Program for the Development of Human Resources (SOPDHR). Additionally, some lifelong learning objectives are explicitly present in sectoral strategic documents, such as The National Employment Strategy 2004-2010 (MLFEO, 2004), the Short and Medium-Term Strategy of Continuous

Vocational Training 2005-2010 (MLFEO, MERY and NATB, 2005, The Tripartite Agreement on Development of a National Qualification Framework (signed in 2005 by the Romanian Government representatives, employers and trade union confederations representatives at national level) and The Ministry of Education and Research Strategic Guidelines for 2006-2008 (MER, 2005).

Other initiatives have been introduced to establish specialized institutes or departments dealing with lifelong learning issues, including the validation of informal and non-formal learning.

The certification in the bakery field in Romania is granted for:

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- Baker (level I)
- Bakery – pastry (level II)
- Miller (level II)
- Worker in milling and bakery (level I)

### **Consultation with the Europass Office**

Representatives of the QBake project contacted the Europass Office in order to gather more information about when the Europass can be issued. Firstly, it can only be issued when the training undertaking, either in the trainee's own country or abroad, is formal (official and recognised) training. Since the course offered in QBake is not, there is no possibility of issuing the Europass, not even for the trainers, who will attend a preparatory workshop in order to assess the training materials and methods.

No credit system currently exists that will allow to recognise the certifications issued for trainers and trainees of the QBake course in baking technologies.

### **Conclusions**

According to the current legal framework, there is no official, recognised, European tool to validate non-formal training (as the Europass is valid only for Formal Education).

The QBake consortium will be responsible for issuing the corresponding certifications for trainers and trainees successfully undertaking the QBake Training Course in Baking Technologies. It will be issued in four languages, and will be recognised by all the RTDs in the consortium, all of them training-providers of reputation in their own countries.

A joint certificate will add to the European added-value of the course, the contents and methods of which are a result of a joint effort between the participating countries.

The certificate will list the course contents, skill and competences developed by the students, and it will be obtained after passing the course by taking all the training and successfully passing the evaluation process, which combines 3 different assessing methodologies.

A separate certificate will be issued by EFET, i.e. an Official Level 2 Food Safety & Hygiene for Bakery Certificate recognized throughout the E.U. labour market since EFET is Greece's Central Competent Food Authority as defined in EU Regulation 882/2004 and the Greek Joint Ministerial Decree B3-32/2003. This certificate is mandatory in Greece and his holder meets the provisions of Regulation 852/2004/EC.

Key challenges for VET across these countries are highly consistent with the Lisbon aims:

- (a) achieve cross-government action to tackle skills gaps and shortages;
- (b) act on the demand side to encourage employers to use skills to develop more ambitious and innovative business strategies;
- (c) motivate learners to continue in and return to learning, and tackle low skills;
- (d) make VET responsive to employers' needs;

### **Sources:**

Information facilitated by each RTD partner

[www.cedefop.europa.eu](http://www.cedefop.europa.eu)