



National Reports on creation of the Training Orientation Structure in each country

WP6. Set up a Training Orientation Structure in each country
Produced by; HMA, CFE, TRN, EMTEX



*Project SCORE: Quick Recognition and Validation of Retail personnel Competencies in the
Children's Products Sector*
SCORE – 2012-ES1-LEO05-47818



1. Introduction	3
Importance of validating competences	3
1. Training orientation structure in GREECE	4
Training Orientation Structure	4
Principles and regulations	4
CVs of participants	8
2. Training orientation structure in SPAIN	11
Introduction	11
National System of Qualifications and Training	11
National Catalogue of Vocational Skills.....	12
Structure.....	12
Recognition, Evaluation, Accreditation and Registry of Professional Qualifications.....	14
Training Orientation Structure	14
3. Training orientation structure in ENGLAND, NORTHERN IRELAND and WALES	16
Background and Introduction	16
Qualifications and Credit Framework (QCF)	16
Structure.....	17
4. Training Orientation Structure in BELGIUM.....	22
Introduction	22
National Training System	23
The labour market.....	24
Vocational Education and Training	25
Adult education.....	27
Apprenticeship and Entrepreneurial training	28
Validation of skills' providers	28
Other forms of training	29
Skills validation and recognition	29
Training Orientation Structure	31



1. Introduction

The present deliverable has been developed within the framework of the work package 6 (henceforth, WP6) with the title “Set up a training orientation structure in each country”.

The main aim of this deliverable is to set a non formal training orientation structure where employees and managers from the fashion retail stores could assess their skills and find the appropriate training programs in order to fill in their gaps.

The set up of a training orientation structure, in the framework of the Leonardo da Vinci project “SCORE”, aims to guide – advise employees (and managers) in the fashion retail stores which training providers they could address to in order to fill knowledge gaps and to obtain recognition and validation of their vocational qualifications and skills.

After that, each partner of the project will put an effort to set up the designated training orientation structure in every partner’s country respectfully according to the wp6.

Importance of validating competences

Prompted to a large extent by the European policy agenda, but also by a need to rationalise the education and training system, the issue of validation of non-formal and informal learning has been in development during the last years across European Union.

Non formal types of training and new methods of self-learning of employees take up a critical place / become more and more important/, providing a direct and flexible response to the changing needs of companies, as well as to the complicated demands of jobs’ multiple tasks and skills.

In this context, a training orientation structure and the recognition of obtained knowledge and skills should not only become a means of capitalizing vocational skills, obtained through different experiences and learning forms, but also a pass for inclusion of the unemployed in the labour market, reassuring employees’ professional progress.



1. Training orientation structure in GREECE

It is well known that the retail sector is one of the biggest sectors in Greece and like in other European countries this sector contributes a lot in the GDP of each country every year. In Greece the retail sector mainly consists of fashion stores, which currently face a severe crisis. It involves a lot of employees and managers and it offers plenty of job opportunities. The meaning of this sector in every economy it is vital for its growth and development in general. A segment of this sector is the Children's Products Retail Personnel and entrepreneurs which is the target group of the SCORE project.

Consequently the set up an orientation training structure in Greece which will facilitate employees and managers of Children fashion retail stores to get assessment and recognition of their skills – competences and offer training orientation (with the use of the database which was developed during the WP3) is very important.

We should also mention that at the State level the National Qualifications Framework (NQF) for Lifelong Learning, in the framework of the European Qualifications Framework (EQF), is intended to create an integrated system of validation of informal and non-formal learning in Greece.

Training Orientation Structure

The training orientation structure set up in Greece is a non formal structure which aims to facilitate employees and managers of children fashion retail stores to assess their skills and find the appropriate training programs in order to fill in their gaps and to perform their jobs efficiently.

Another goal of the training orientation structure is to reinforce, encourage and empower individuals by specialized staff.

Principles and regulations



The training orientation structure, which, in the case of the SCORE project, refers to the employees of the children's fashion retail stores in Greece, is governed by the following principles and regulations, which are largely related to similar principles and regulations that are valid for other sectors.

In Greece, the children's fashion retail stores are, at their overwhelming majority, very small, family-owned businesses. This fact justifies the partner's choice of involving specific types of organizations in the training orientation structure.

☐ Participation in this structure of representatives of employers in the fashion sector-the industry and professionals of the trade sector, and sometimes, of respective training bodies and competent national bodies.

☐ Existence of the personal portfolio of the individuals (professionals and industry) to be recognised. This portfolio includes documents of formal and essential skills and their evaluation takes place through knowledge exam (e.g. written or distance exams) and through practical skills exam (via labs or Internet). Sometimes, it is of critical importance to evaluate individual characteristics and competences through a personal interview. In many cases, the evaluated data are graded and for some of them there is a minimum threshold. Finally, all the data are given proper grading.

☐ The Evaluation Committee is trilateral, with the participation of experts appointed by employers and the trade sectors professionals and by relative training body and/or national body.

☐ When the evaluation procedure does not result in positive decision for the candidate, he/she is suggested to follow substitution actions for parts he/she lacks, either through training or work experience. In such a case training is optional, facilitated when the accredited training curriculum is modularised and context based.

☐ It is likely to have more than one evaluation level of the same profession matching different content and level of responsibility of relative jobs.

☐ The recognition document (certificate or diploma) is prompt for recognition on European level. In some cases, particularly when accreditation is linked to institutionally established rights, the individual accredited enter special registries.

The partnership of companies, universities, training bodies, social partners and trade unions is critical. For that reason the participation of professionals (Athens Traders Association), of



employers (Hellenic Clothing Industry Association) and of training bodies like the Hellenic Management Association in the process of recognition was deemed necessary, in order to seek the required consent of social partners, trade unions and company management, particularly, in the field of labour-intensive industry under crisis.

The main organs of the proposed recognition process are:

A. Evaluation Committee. This Committee was established to certify the qualifications of the candidate based on both the candidate's application (indicating knowledge and skills in the statement) and also the knowledge and skills of the vocational profile which matched. The permanent members of this Committee are Mr Theofilos Aslanidis, Director of the Hellenic fashion Industry Association, Sotiris Antoniou, Director of Athens Traders Association and Athanassios Roulias, General Manager of the Hellenic Management Association. Short CVs of the participants can be found in the Annexes.

B. Consultative Group. This is a team of consultants, experts and trainers which can offer Vocational Counselling services to employees and the unemployed in forming their individual action plan and their inclusion or evolution in the modern labour market. Moreover they will be able to provide guidance during the recognition process and to inform them about the conditions that are required in order to participate in the certification system. Another role for this consultative group is to help them find the appropriate Vocational Educational Centres or another training institution that is suitable for them in order to acquire the missing skills. This Consultative Group is consisted by Mr Miltos Staboulis (Consultant), Konstantinos Karamichalis (Expert), Giorgos Alexakis (trainer).

The Consultative Group will issue and use a training card as a tool to help the recognition process and to guide the individuals into the right training institutions. The designed training card is an information tool for the support of the individuals during the recognition process. On this card information of knowledge and skill levels are recorded, as well as the proposed (by the consultative group) training modules needed for the missing skills. The training card promotes the idea of a modular training system, in which the individual is recognised on the basis of his/her individual needs related to his profession.

The conditions for the operation of the proposed system of recognition are:

1. Registration and tracking system of the labour market with systematization of demand supply vacancies.



2. The existence of professional profiles, which are completed in a similar manner and clear standards. The job profiles should include analysis skills (basic and specific), skills and tasks.

3. The availability of certified training programs

4. The certification training structures for training and certification

The recognition process is implemented as follows:

1. Nomination of an Evaluation Committee.

2. Creation of a complete "portfolio", where the applicant with the help of occasional employers can identify knowledge and skills and REQUEST partial or complete recognition at some level.

3. The Evaluation Committee meets with the participant and finalizes together the contents of the 'portfolio', after considering the evidence

4. The Evaluation Committee outlines the required knowledge, skills and abilities for every specialty and the required level of training.

5. The Evaluation Committee evaluates the application and proposes either rejection or adoption.

6. The Consultative Group orientate the candidate to appropriate training organisations in order to confront their gap skills.

5. Activities of the training Orientation Structure

The recognition of Prior Learning (RPL) will be the most important activity of this structure.

The policies and procedures of RPL are designed to ensure:

- opportunities for people to recognize and measure the non-formal and informal learning in relation to the requirements of professional qualifications,
- diverse and inclusive paths in the process of lifelong learning
- consistency in the principles used in the implementation of RPL processes within and between different sectors and
- the quality, integrity and validity of qualifications system.

The procedures used for evaluation of RPL may receive different forms, for example:

- assessment based on a portfolio data and documentation
- direct demonstration of specific competencies, knowledge and skills,
- constituent documents of the abilities, knowledge and skills.

6. Assessment during the process of Recognition of Prior Learning

The assessment during the process of RPL should be characterized by certain elements in order to be valid, reliable, flexible, fair, recognizable and effective. Specifically the data needed to characterize the evaluation process could briefly be described as follows:



1. Assessment procedures of RPL must:

Be based on structured transparent and understandable documentation,

Be subject to quality assurance procedures applied to all assessment procedures within the system of qualifications,

Be validated and monitored in the same way and with the same methods.

2. The procedures and methodology of RPL evaluation may comprise the following steps:

- ☐ Consolidate and establish the purpose of the evaluation
- ☐ Identify the required material and documentary evidence
- ☐ Identify and use appropriate methods of collecting documentary material
- ☐ Evaluation of evidence and judgment
- ☐ Coding and recording the outcome and
- ☐ Report to key stakeholders.

3. Assessment methods should provide a range of ways in which individuals can demonstrate that they meet the requirements of professional qualifications.

4. Assessment procedures at RPL should not refer to basic knowledge such as the possibility of writing, reading, counting, etc. except highly specialized cases.

5. The assessment during the process of RPL should be undertaken by staff with expertise and experience in both the specific business sector and the policies and procedures of RPL.

6. Assessment procedures of RPL should be comparable with other assessment procedures used to assess whether they have achieved their learning goals of an object, a training module etc. within the vocational education and training.

7. Within the procedure of RPL, it is required the introduction of an effective mechanism of protest against the results of the evaluation process. The appeals procedure is required to be fair, transparent, understandable and valid. Information on the appeals procedure should be given at the beginning of the evaluation process of RPL.

CVs of participants

A. Evaluation Committee

Mr Theofilos Aslanidis, Director of the Hellenic fashion Industry Association

He is graduate of the Aristotle University of Thessaloniki, Department of Law and Economics, in economics and has a postgraduate studies degree in Business Administration from the Lamar University, Texas, USA. He has worked at ING as Financial consultant, at K.E.K. "ENDYSI" (Vocational Clothing & Textile Training Center), as Director. He has a teaching experience in clothing & textile subjects from 1986 to 2013 and a long experience in management, & development of



more than 35 researches & studies concerning the clothing & textile sector from 1988 to 2013.

Mr Sotiris Antoniou, Director of Athens Traders Association

He has studied Business Administration in the American College

of Greece (Deree College). He has been President and Ceo at the company D&S ANTONIOU S.A. which was active in retailing and manufacturing sectors of women ready-to-wear products. He has been Vice President at the Athens Traders' Association and Member of the Consumer Committee of the Ministry of Development and Competitiveness. He is member of AEDT Steering Committee.

Mr Athanassios Roulias, General Manager of the Hellenic Management Association

He is graduate of the Economics Department of the Law School of Athens. He is the General Manager of Hellenic Management Association where he has been working since 1978. He is the author of many articles, concerning vocational training, sales management, personnel evaluation, etc. He holds great experience in recruiting and evaluating senior managers. He was member of many committees for the recruitment of staff and trainers in big Greek organizations. He has participated in European Union programs and studies as an expert or a project manager.

B. Consultative Group.

Mr Miltos Staboulis (Consultant)

He is a Labour economist with a PhD in Human Resources Economics from the University of Paris I - Sorbonne. As a partner of Z. VADRATSIKA & PARTNERS L.P. - GNOSI ANAPTIXIAKI, which specializes in counseling in the fields of employment policies, local - regional development and human resources, he has been the manager and coordinator of all the projects undertaken by the company in the above fields, while he has significant experience as a coordinator of various studies related to formulation of employment policies, human resources development, local labour market analysis, employment growth and among others promotion of gender equality at work. As Director of the Vocational Training Centre (KEK) of Exporters' Association of Northern Greece - Federation of Industries of Northern Greece - Thessaloniki International Fair (SEVE-SVVE-DETH) from 1995 till now he has significant experience in organizing training programmes of all kinds, in all thematic areas.

In addition to his significant experience in designing and implementing decentralized employment policies, he participated in many committees of management – monitoring programs and projects, which facilitates the guidance of the project team. He has carried out substantial work on a wide range of scientific journals and publications with articles on economic and social policy, continuing vocational training, entrepreneurship, as well as active aging etc.



Mr Konstantinos Karamichalis (Expert)

He is graduate of the European University of Switzerland, in Economics and Financial Management and has a Master in Business Administration from the ALBA Graduate Business School in Athens. He is Vice President of the Hellenic Clothing Industry Association and Member of Board of Directors at the Athens Chamber of Small and Medium Sized Industries. Actually he is President and Managing Director of the ATHINEA – M. KARAMICHALIS S.A. an Industrial Company dealing with the manufacture and trade of women's underwear.

Giorgos Alexakis (Trainer)

He is graduate and postgraduate of the Department of Economics, of the National and Kapodistrian University of Athens in economics, Business Administration and postgraduate of the University of Patras in Total Quality Management. He has a PHD of Business Administration in Training & Development. He has worked for many years in the private sector as sales manager, Director of Marketing Department, consultant. For the last 20 years he is a free lancer trainer in all management issues.



2. Training orientation structure in SPAIN

Introduction

Several economic and political factors influence in the Training Orientation Structure in Spain. High level of unemployment, situation aggravated by the global crisis in recent years, and the political and administrative decentralization caused by the organization in 17 different Regional Bodies, have resulted in a basis of the structure perfectly organized.

Another important factor that influences in the Vocational Training politics is the imbalance in the level of qualifications to develop a modern economy and those from the people. Moreover, the structure of Spanish population, compared to international classifications, shows a reduced number of people with an intermediate qualification.

Possibly the most important factor, which is clue in the development of any economy in the near future, is the high number of students that abandon their training without reaching a minimum level, secondary education.

Within this context labor law reform was made in 2002, with a new revision in 2012 and with periodical revisions by means of Annual Plans of Employment Policies.

SCHOOL DROPOUT %

YEAR	2006	2007	2008	2009	2010	2011
EU-27	15.5	15.1	14.9	14.4	15.1	13.5
SPAIN	30.5	31.0	31.9	31.2	28.4	26.5

Source: EUROSTAT (EPA)

National System of Qualifications and Training

The National System for Qualifications and Training (SNCFP for its acronym in Spanish) is formed by instruments and actions to promote and develop the integration of offers and the evaluation and accreditation of the corresponding professional competencies.



Its main objectives are to guide the qualification demands of the productive organizations, facilitate the adequacy of supply and demand in the labor market, extent the lifelong learning, and promote the free movement of workers.

These are the instruments and actions of the SNCFP:

- National Catalogue for Professional Qualifications and Modular Catalogue for Vocational Educational Training
- Information and orientation in employment and VET
- Procedure of recognition, evaluation, accreditation and registry of professional qualifications
- Evaluation and improvement of quality of the SNCFP.

This National System of Qualification and Training establishes two different VET branches, one for the Educative System and another one for the National Employment System, and both of them are integrated within the competencies units from the National Catalogue of Vocational Skills, CNCP from its acronym in Spanish.

National Catalogue of Vocational Skills

The CNCP is the instrument used to arrange the professional qualifications identified in the productive system. One of the objectives is to adequate the VET offer to the characteristics and demands in the productive system.

The CNCP differentiates between Training and Accreditation, compounding four interesting classifications:

TRAINING	ACCREDITATION
Training in the Educational System	Labour experience
Training in the National System of Employment	Non Formal ways of learning

Structure

The professional qualifications are ordered in terms of professional families and of qualification levels. This way we can observe 26 professional families and 5 different levels:



Families:

The families respond to affinity criteria to the professional competencies.

- | | | |
|---------------------------------|--|---|
| 1. Agrarian | 10. Electrical and Electronics | 19. Graphic arts |
| 2. Marine and Fishing | 11. Energy and Water | 20. Sound and vision |
| 3. Chemistry | 12. Transportation and Vehicle Maintenance | 21. Computer and communications |
| 4. Personal Image | 13. Extractive Industries | 22. Administration and Management |
| 5. Health | 14. Building and Civil Works | 23. Trade and Marketing |
| 6. Safety and Environment | 15. Glass and Ceramics | 24. Socio-cultural and community services |
| 7. Mechanical manufacturing | 16. Wood, Furniture and Cork | 25. Hotels and Tourism |
| 8. Installation and Maintenance | 17. Textile, Clothing and leather | 26. Physical Activities and Sports |
| 9. Arts and Crafts | 18. Alimentary Industries | |

Qualification levels:

The different levels of qualification refer to the professional competence required by the productive activities in terms of knowledge, initiative, autonomy, responsibility and complexity.

Level 1:

Competences in a reduced number of labour activities relatively simple and with normalized processes.

Level 2:

Competences in professional activities with the capacity of using instruments and own techniques.

Level 3:

Competence in professional activities which require the domain of different techniques and can be executed independently.

**Level 4:**

Competence in a vast range of complex professional activities which involve the mixing variables of different aspects; technical, scientific, economic, project planning, processes or services.

Level 5:

Competence in a wide range of professional activities of great complexity. Implies planning of actions or devise products, processes or services. It implies responsibility and autonomy.

Recognition, Evaluation, Accreditation and Registry of Professional Qualifications

The procedure of recognition, evaluation, accreditation and registry is one of the instruments of the SNCFP, being the evaluation and official accreditation one of the final objectives. The evaluation and accreditation of professional competences acquired through the professional experience or by non-formal ways will have as reference the CNCP, mentioned previously. When the competences don't complete the qualifications reflected in a VET heading, it will be done by means of a partial cumulative accreditation with the objective of completing the corresponding certificate.

The requirements and procedures for the evaluation and accreditation of competences will be set by the National Government.

Training Orientation Structure

The proposal that arises from our project comes from the need to create a non-formal orientation structure which will aim to facilitate employees and managers of fashion retail stores to assess their skills and find the appropriate training programs in order to fill in their gaps and to perform their jobs efficiently.

The structure proposed for Spain includes an Evaluation Committee which will include representatives of the Children's Products sector and educational training experts. The organization involved will be:

- **European Children's Fashion Association:** European representative of the Children's Fashion sector and partner of the SCORE project. The headquarters are located in Spain, as the sector has great importance in this geographical area.
- **ASEPRI:** Spanish National Association for Children's products. With more than 300 associate members which assists the majority of the industry representatives. It includes assessment within the retail sector for brands, entrepreneurs and workers.



· **Tripartite Foundation for Employment Foundation:** Non-profit organization belonging to the central government, and which promote training among employers and workers to meet the needs of the labour market and contribute to the development of a knowledge-based economy. The Tripartite Foundation works with direct subsidies and allowances for companies and workers, offering courses and assessment for educational training.

Training Orientation Structure Main Aims

The main objectives to be achieved by the described structure are the following:

- Assessment of knowledge
- Recognition of skills
- Counselling and availability of certified training programs
- Registration and control of the labour market

Training Orientation Structure Process

- Evaluation of knowledge: The Training orientation Structure process begins with the evaluation of individual knowledge. This could be a self-assessment or an evaluation in company. CFE will be the facilitator of this process, using the tool result of the SCORE project as main support.
- Recognition of skills: With the support of the whole committee, and the instruments used by the Tripartite Foundation, the previous knowledge will be certified and recognized within the formal regulation system.
- The worker's portfolio will be updated with the supervision of the Evaluation Committee.
- Proposal of educational training. The range of courses is displayed according to the specific needs of the worker detected in the previous stages. The workers and companies will receive allowances related to their number of workers according to the funding agreements that the Tripartite Foundation has with the Spanish Social Security.
- Creating jobs. Through the Sector Associations and the Ministry of Employment job offers will be crossed between trained workers and retailers.



3. Training orientation structure in ENGLAND, NORTHERN IRELAND and WALES

Target group(s) / potential beneficiaries

Retailers Personnel, SMEs, general Students and training organisations

Background and Introduction

The UK has a strong training structure in place which has emerged through the development of a National Framework for vocational training and education (VET) first introduced in 1980s following a government commissioned report.

National Vocation Qualifications were developed by Standards Setting Bodies (SSB) which were a mix of National Training Organisations, Trade Associations and employers. Once developed, these were known as National Occupational Standards and the Awarding Organisations (certificating bodies) worked with the SSBs to turn the National Standards into qualifications. These qualifications are at five levels (see appendix 1).

The Standards Setting bodies represented all sectors of business and were originally based on the Trade Associations. The structure has been rationalised over time and now People1st. represents children's wear retailers .

Over the subsequent years the work has evolved and Further Education Colleges and private training providers train and deliver these qualifications. The National Occupational Standards and qualifications were revisited recently and a new framework called the Qualification and Credit Framework (QCF) came into being. This is now the focus of government funded programmes which centre on an apprenticeship scheme (see appendix 2).

Qualifications and Credit Framework (QCF)

The National Qualifications Framework (NQF) is replaced with QCF in England and Northern Ireland and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). The intention is also to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.



Learning time is a notional measure of the amount of time a trainee might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a trainee successfully completes a unit. Trainees can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

These programmes tend to fulfil the training needs of SMEs and individuals. The large multiple retailers usually have their own training programmes but do use the apprenticeship scheme to qualify their staff.

Structure

Unemployed and employed people in the retail children's wear sector have the opportunity to train and qualify on courses offered by FE/HE colleges, usually funded through the apprenticeship scheme. Private training providers also offer training. This tends to be a mixture of on job training supported by peripatetic trainers, normally for employed people.

The large multiple retailers have their own training departments and deliver training in house tailored to their specific needs. The majority participate in the apprenticeship scheme or offer qualifications (QCF or equivalent). This tends to provide a pool of well-trained people to feed into the sector.

These retailers also commission especially tailored short courses from universities and specialist providers. This is often to focused on technical knowledge to help with product knowledge.

SMEs tend to belong to an appropriate Trade Associations which will help identify suitable training opportunities and routes to funding.



Qualification levels - Comparison of qualification levels between the NQF and QCF frameworks

Level	NQF Qualifications examples	QCF Qualifications examples	Framework for Higher Education examples
Entry	<ul style="list-style-type: none"> • Entry level certificates • Skills for Life at Entry level 	Entry level VQs: <ul style="list-style-type: none"> • Entry level awards, certificates and diplomas • Foundation Learning Tier pathways • Functional Skills at Entry level 	
1	<ul style="list-style-type: none"> • GCSEs graded D-G • NVQs at level 1 • Key Skills level 1 • Skills for Life • Foundation Diploma 	Level 1 VQs: <ul style="list-style-type: none"> • BTEC awards, certificates and diplomas at level 1 • Functional Skills level 1 • OCR Nationals • Foundation Learning Tier pathways 	
2	<ul style="list-style-type: none"> • GCSEs graded A*-C • NVQs at level 2 • Level 2 VQs • Key Skills level 2 • Skills for Life • Higher Diploma 	Level 2 VQs: <ul style="list-style-type: none"> • BTEC awards, certificates and diplomas at level 2 • Functional Skills level 2 	
3	<ul style="list-style-type: none"> • AS/A levels • Advanced Extension Awards 	Level 3 VQs: <ul style="list-style-type: none"> • BTEC awards, certificates and 	



Level	NQF Qualifications examples	QCF Qualifications examples	Framework for Higher Education examples	
	<ul style="list-style-type: none"> • International Baccalaureate • Key Skills level 3 • NVQs at level 3 • Cambridge International Awards • Advanced and Progression Diploma 	diplomas at level 3 <ul style="list-style-type: none"> • BTEC Nationals • OCR Nationals 		
4	<ul style="list-style-type: none"> • NVQs at level 4 • Key Skills level 4 • Certificates of higher education 	Original NQF Level 4*	Level 4 VQs: <ul style="list-style-type: none"> • BTEC Professional Diplomas, Certificates and Awards 	<ul style="list-style-type: none"> • Certificates of higher education
5	<ul style="list-style-type: none"> • Higher national diplomas • Other higher diplomas • NVQs at level 4* 		Level 5 VQs: <ul style="list-style-type: none"> • HNCs and HNDs • BTEC Professional Diplomas, Certificates and Awards 	<ul style="list-style-type: none"> • Diplomas of higher education and further education, foundation degrees and higher national diplomas
6	<ul style="list-style-type: none"> • National Diploma in Professional Production Skills • NVQs at level 4* 		Level 6 VQs: <ul style="list-style-type: none"> - • BTEC Advanced Professional Diplomas, Certificates and 	<ul style="list-style-type: none"> • Bachelor degrees, graduate certificates and diplomas



Level	NQF Qualifications examples	QCF Qualifications examples		Framework for Higher Education examples
			Awards	
7	<ul style="list-style-type: none"> • Postgraduate certificates and diplomas • BTEC advanced professional awards, certificates and diplomas • Fellowships and fellowship diplomas • Diploma in Translation • NVQs at level 5* 	Original NQF Level 5*	Level 7 VQs: <ul style="list-style-type: none"> • Advanced professional awards, certificates and diplomas 	<ul style="list-style-type: none"> • Masters degrees, postgraduate certificates and diplomas
8	<ul style="list-style-type: none"> • NVQs at level 5* 		Level 8 VQs: <ul style="list-style-type: none"> • Award, certificate and diploma in strategic direction 	<ul style="list-style-type: none"> • Doctorates

Retail Apprenticeship Framework

Job Roles

Intermediate Level Apprenticeship

- Sales Assistant
- Stockroom Assistant
- Beauty Consultant
- Visual Merchandiser



- Fresh food Counter Assistant

Qualifications

- Level 2 Certificate or Diploma Retail Skills (QCF)
- Functional Skills level 1 in English and Mathematics
- Level 2 Certificate in Retail Knowledge

Advanced Level Apprenticeship

- Senior Sales Assistant
- Visual Merchandiser Supervisor
- Craft Expert (e.g. Bakery)
- Style Advisor (Personal Shoppers, Retail Consultant, Stylist)
- Supervisor or Team Leader
- Department Manager
- Store Manager (of a small outlet)

Job Roles:

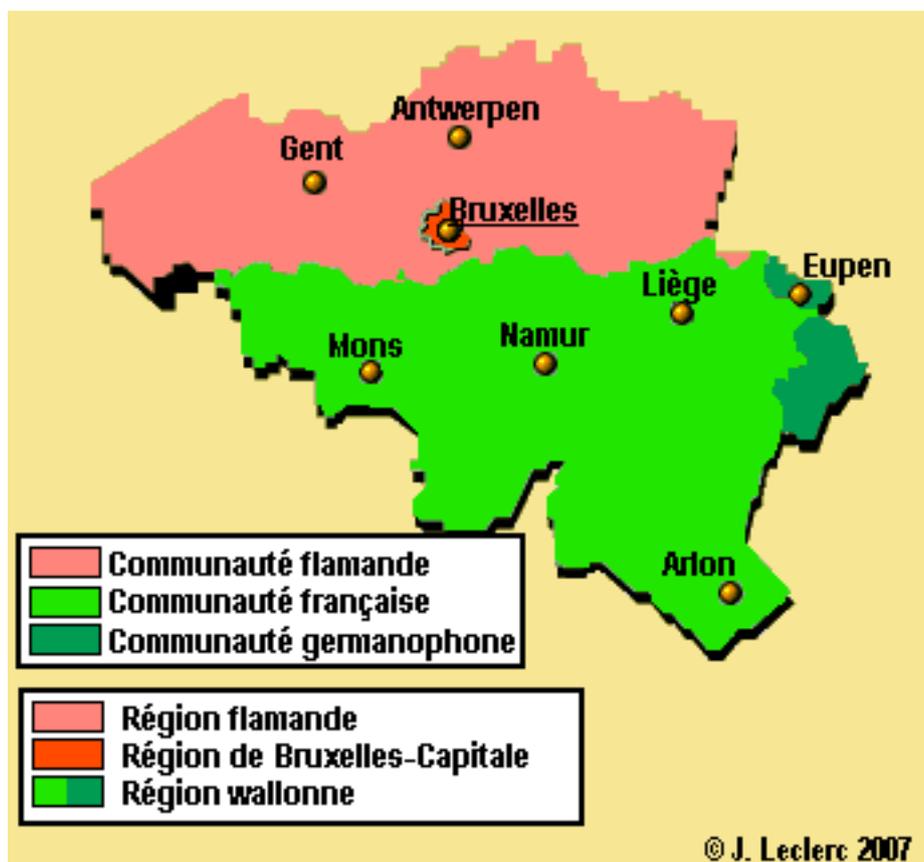
Higher Level Apprenticeships - Level 4:

- Retail Supervisor
- Team Leader
- Store/Department Manager
- Sales Manager
- Assistant Store Manager
- Operations Manager

4. Training Orientation Structure in BELGIUM

Introduction

Belgium is a constitutional monarchy divided into three territorial regions (Flanders, Wallonia and Brussels.) The population is divided into three linguistic communities (Flemish BEFL, German BEDG and French BEFR.) This segmentation directly affects the vocational and education training field. The Communities are each in charge of education (compulsory, non-compulsory and adult), whilst Regions are generally responsible for vocational training directly linked to employment.



Belgium has 11,076,847 inhabitants⁵: 57% in Flanders, 33% in Wallonia, including the 78,000 inhabitants of BEDG, and 10% in the Brussels Region. Its population increased at the average rate of 0.75% per year, since 2004 (EU 27 average rate is 0.4%). Brussels' growth rate is particularly impressive: 15% in 20 years, and 1.62% between 2011 and 2012.

Foreign citizens represent approximately 10% of the total Belgian population. More than 30% of this population lives in Brussels. A significant number (67%) come from the EU. People



coming from other countries are more concentrated in big cities like Brussels, Antwerp and Liège.

Due to the number of people having been naturalised as Belgian citizens between 1989 and 2007 (602,712, of which 210,000 are living in Brussels), we can say that 50% of Brussel's population is of foreign origin.

National Training System

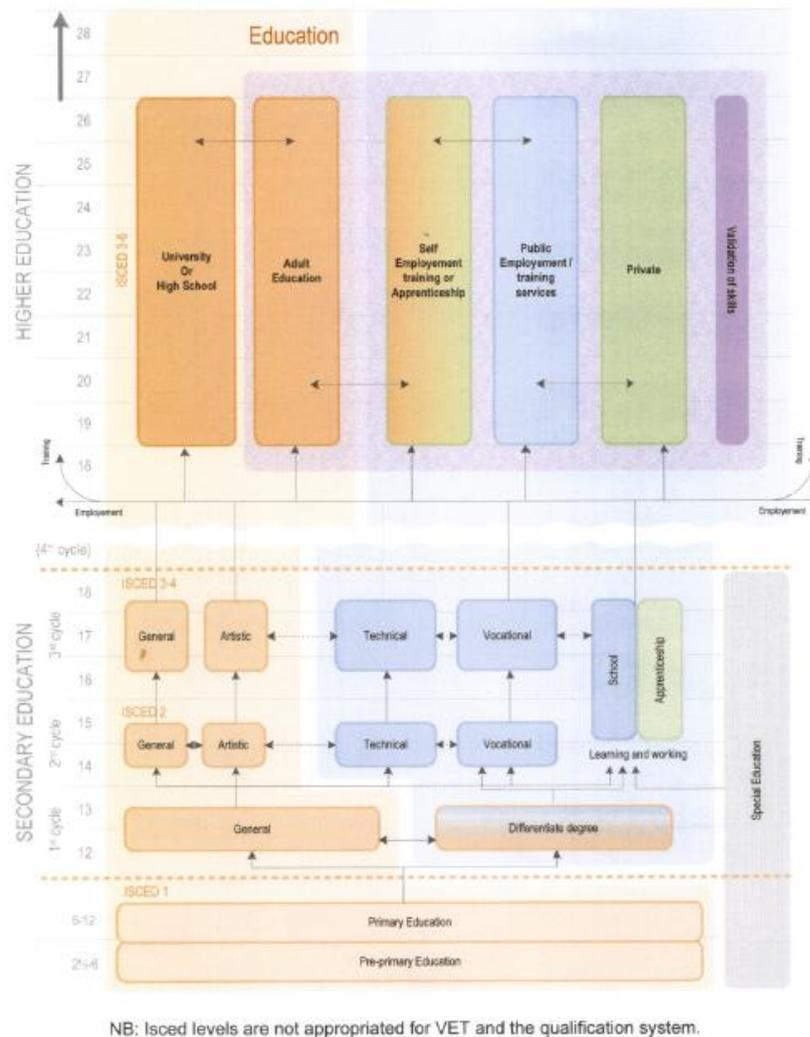
The Belgian Constitution establishes the principle of academic freedom and choice. As a consequence, the entire education system is organised into networks (public or private, religious or not) through 'Powers Organizers'. Each network develops its educational project within the education standards given by the Community's Government.

Education has been compulsory in Belgium from 6 to 18 year-olds since 1982, but the possibility of part-time, alternating work and learning are open to young people from 15/16. Originally under the aegis of the Ministry for Work, technical and vocational education became closer to the general education and became the responsibility of the Education Minister, following the Second World War.

Until the late-eighties, there was little relationship with the world of work; the image of the technical and vocational programmes has significantly deteriorated. Since the beginning of the 90s, new policies and initiatives have been taken to restore the image of these curricula and redeploy partnerships with the work environment.

Social dialogue and social partners is required in nearly every aspect of the Belgian VET system. Each provider can collaborate with the sectors on a local level or driven by a 'sector covenant'

The overall education level in Belgium has been growing very fast over the past twenty years.



The labour market

The active population includes some five million people, which represents around 45% of the total population and 69% for the working age groups between 15-64 years old. Self-employment counts for 1/5 of the active population with a share more or less equal in the regions.

The activity rate of the Belgian population increased from 61% to 69,1% in ten years, notably in Flanders. However the activity rate of young people in this region has declined over the years. Due to the compulsory nature of education until the age of 18 years old coupled with the economic crisis, there are very few young people in the active labour population: less than 5% in Flanders, 10,4 in Wallonia, 14% in Brussels and 11,7% in BEDG.

The overall unemployment rate is around 11%, and has been following the same trend since 1992. However, there are wide differences between the regions.



The proportion of lower qualified unemployed people (i.e. elementary or lower secondary school) is around 42% in the BEDG, compared to 48% in Flanders and 52% in Wallonia.

Moreover, like in other countries, some professions are protected by specific rules or require specific diploma, patent or certain skills (to run an SME, certain occupations in the construction sector, for mechanical vehicles, body care services, some food services and textile cleaning) or a certificate of good conduct for intellectual professions such as real estate agents, accountants, psychologists, architects ...This makes access to certain occupations even more complicated for low qualified persons.

Vocational Education and Training

According to the European definition of qualification, the Belgian Government-regulated VET system includes: the secondary compulsory education with the technical and vocational programs (full-time and part-time); adult education; higher education with vocational bachelor programs; apprenticeship and entrepreneurial training; and vocational training for adults, jobseekers, worker and students, organised by the public employment offices.

In Belgium, education is compulsory for 6 to 18 year-olds: full-time up to the completion of the second stage of secondary school and part-time as from the third stage, 15/16 years.

The Belgian VET system actually starts at the age of 14, if the pupil follows normal progression. Until the age of 15, only one provider is in charge of VET in compulsory education: the schools, under the responsibility of the Ministry of Education¹⁵, in each Community. At the start of the 2nd secondary education stage, the scope of VET extends to new providers besides the schools. Pupils may orient themselves towards part-time programmes, alternating work and learning, organised either by schools or by the training organisations of small and medium-sized enterprises (SMEs). Adult education may also provide courses for them or as a partner-provider for schools in some programmes.

Once the students have reached the age of 18, the scope of VET gets even broader. Young people may stay in the education system¹⁶ go to work or to any public or private vocational training provider, depending on their own professional career objectives, level of studies or other conditions like their social status: students, workers, jobseekers, etc.

If the students leave the education system without a certificate/diploma of secondary school, they may continue to adult education. At any time, as from 18 years old it is also possible to move towards a validation via a skills centre to obtain a qualification certificate.

Basically, Government-regulated VET systems in Belgium do not really differ in terms of public providers and their basic structure. The same types exist in all regions/communities, but sometimes have another name. What really makes the difference is the decision-making and the implementing processes. These refer to regional and community policy statements made every four years in the frame of a new political term and agenda.



Specific needs will be then addressed and appropriate rules of operating taken such as specific training pathways or targeted activities.

Full-time compulsory secondary education consists of 3 stages of two years each.

Vocational education starts mainly from the second stage where pupils may opt between three tracks: technical, vocational full-time or vocational part-time (alternating work and learning). The technical track prepares pupils for a professional career and/or further on for technical higher education. The vocational option is more practice-based aiming at direct employment.

At the end of the 3rd stage, technical education provides a diploma or a certificate of qualification that gives an access for further studies or to the employment. Pupils who opt for the vocational track (full-time or part-time) will have to achieve a 3th year at the 3rd stage to be completely certified from the secondary school.

In the French and the German communities, both technical and vocational education offers the possibility, in some trades, to follow a 7th complementary qualification year, as well as a 4th stage vocational education (1, 2 or 3 years) for the nursing studies. In the Flemish VET system since 2009, the 7th qualification year is now called 'secondary after secondary' education (se-n-se) and the 4th stage became the "associate degree" (organised by secondary schools and adult education).

Training provision is available in more or less ten different sectors (agronomy, industry, construction, hotel and catering trades, and more), divided in groups, then in options or trade as from the 3rd stage.

The learning and working system for part-time education for 15 – 25 year olds at school is organised by a centre usually dependent on a technical and vocational school. There are 27 CDO in BEFL; 43 CEFA in BEFR: and 2 centers TZU in BEDG. The students follow a program of 15 hours: 2 days at school and 3 days in an enterprise through specific work convention (under 18) or a work contract as from 18; they are followed by an attendant.

Courses and work experience have to be fully integrated in order to achieve the targets set for the professional program. Preliminary trajectory²⁷ might be proposed to pupils under 18 encountering some orientation and integration difficulties or problem in finding an employer.

In BEFL, bridging projects are organised in public services or social workshops with close guidance, for those who lack certain employability competences.

A 3rd year in the 3rd stage must be followed to obtain the secondary education certificate/diploma which gives access to higher education.

Schools work with sectors (sector covenants, competence or reference centres and enterprises). Technology Advanced Centres (TCA) in BEFR and Reference Technology Centres in BEFL have been established to upgrade the teaching equipment in technical and vocational curricula and improve quality at schools level.



Adult education

The system is central for lifelong learning because it allows the recognition of skills from formal, non-formal or informal learning to pursue a learning path that can lead to qualifications corresponding to full-time education.

To be admitted to training, one must be minimum 15 years old and having completed the first two years of secondary education, or 16 and have the necessary level for the option selected. There is no admission fee for youngsters under 18, jobseekers, persons with disabilities and other welfare recipients. In BEFL, since the Act of 2007 the fee has been settled to 1€ per training hour with a maximum of 400€. In BEFR, costs per training unit vary from €40 to 73€ + €10 for administrative expenses.

Basically, adult education consists of three levels of education: basic education, secondary education for adults and higher professional education.

Since 2009, in BEFL, there exists a level just under the Bachelor: the Associate degree. Different programmes are proposed under that system; this corresponds more or less to the superior education patent (certification) (BES) organised in the BEFR system with many options as well.

Adult education is modularised and organised through a coherent system of training credits. Any training unit can be associated to others in order to achieve a comprehensive set of skills for a profession, a professional qualification or an educational qualification. It offers training modules from the level of literacy to the tertiary-type short or long (in BEFR, in some programmes only).

In BEFL, adult basic education is organised by centres for adult basic education (CBE); all other training programs are organised by centres for adult education (CVO). Adult education in BEFL does not offer graduate courses at Bachelor level. However, it is possible to take high-level training through other educational programmes for adults (evening classes at university colleges and universities).

Adult education allows to obtain diploma or certificates for basic education, secondary education, specific educational qualifications for teachers³¹, qualification certificates patent(certificate) of higher education³² (BEFR) and associate degrees (in BEFL), vocational Bachelors, and Masters (in BEFR for certain professions only).

In all communities, adult education work closely with all VET providers, public and private. It is an interface between the education system and the adult vocational training system.



Apprenticeship and Entrepreneurial training

Four organisations manage apprenticeship and entrepreneurial training in Belgium:

- SYNTRA - Vlaanderen in BEFL and Brussels for the Flemish-speaking apprentices;
- SFPME/EFPM in the Region of Brussels for the French-speaking apprentices;
- IFAPME in Wallonia;
- IAWM in BEDG.

They are under the responsibility of the Minister of Employment in Brussels; the Minister of employment and vocational training in Wallonia and BEDG and the Ministry of Work and Social Affairs in BEFL, except for pupils still in compulsory education who fall under the supervision of the Ministry of Education.

These structures are public bodies with a management committee composed of the regional social partners and a Government commissioner, with the exception of the SFPME, which is an integrated service within the French Community Commission administration, responsible, among other things, for vocational training in Brussels. The training centers are mostly non-profit organisations. They work with sectorial, professional and apprenticeship commissions to keep in touch with the world of independents and enterprises. They all provide four different programmes: apprenticeship, entrepreneurial training, continuing training for entrepreneurs' assistance and training for entrepreneurship and business creation.

Validation of skills' providers

In BEFR, the validation of competences mechanism is specifically aimed at officially recognising professional knowledge and know-how acquired outside of typical training channels. This recognition is organised by a Skills Validation Consortium in the name of the three francophone Governments, bringing together training providers via Validation Centres which organise tests which, when successfully carried out, lead to the issuing of Skills Certificates (or Title of Competence).

There are today 57 accredited validation centres from which 49 are active. Fifty trades have been described by a set of core competencies and validation standards. The validation offer consists of 36 trades.

In BEFL, the Flemish government awards a "certificate of vocational experience" to people who have professional experience, but no diploma in that field. Employees or jobseekers can acquire a certificate of vocational experience if they demonstrate that they have learned or



acquired certain skills required to exercise an occupation, as defined by the labour market (sectorial and social partners) in a standard.

The organisations wishing to assess applicants are recognised by the Minister of Work after they have fulfilled the procedure for accreditation by responding to a call for proposals by the European Social Fund agency. The 'certificate of vocational experience' (Ervaringsbewijs) is an officially recognised certificate issued by the Flemish Ministry of Work. It confirms that an individual has acquired specific professional skills.

Other forms of training

Public training services and competent authorities in each Region /Community work in close collaboration with private training providers in order to meet specific needs, reach certain target groups or further complete their own training programme offer.

There is a distinction between:

- private 'subsidised' partners (non-profit associations);
- Sectoral Funds – training centres for sectors managed by social partners; and
- approved private, unsubsidised training centres (most often for languages and TIC provision), which are not dealt with here.

All Communities organise continuing adult education through partnerships with local non-profit association primarily directed to develop people's social and cultural skills. Although these activities are not directly linked to VET, they offer the opportunity to become better integrated by participating in local events which contribute to social cohesion, local community integration and citizenship.

Skills validation and recognition

Skills validation leads directly to certification which may be used either on the employment market or in inter-operator transfers.

This is the case of the Skills Validation Consortium (CDVC) in BEFR which issues Skills Certificates on behalf of the three Governments. The Skills Certificate may be promoted on the employment market, and taken into account by public employment services and allow for transfers between vocational training operators which are members of the Consortium.

In BEFL, there is an equivalent mechanism, developed by the SERV and organised by the Flemish government with approved centres (Ervaringsbewijs) 78. It should be noted that



despite the differences (concerning the design of awards, the operating mode), both skills validation systems are communicable.

In the German-speaking Community, a skills validation system is under development.

Skills recognition allows an individual to promote a certain previous pathway (experience, training) when entering a public VET provider in order to save repeating a portion of the pathway and to then go on to obtain certification with same provider.

This is the case of the Valorisation of the Skills and Experience (VAE), organised by French-speaking universities and higher education institutes, which enables entry into postgraduate education (Master's level).

In Flanders, the concept is generally referred to under the name of Erkenning van Verworven Competenties or EVC (Recognition of Acquired Competences).

With regard to higher education, the recognition process of non-formal and informal learning aims at the recognition of 'knowledge, understanding, skills and attitudes acquired through learning processes for which no diploma was awarded', for adults wishing to enter or re-enter universities. It allows non-standard access, course exemptions (partially or in totality), and credit transfers.

Adult education pays great attention to the approval of acquired competences, both with regard to dispensations and the certification of acquired competences.



Training Orientation Structure

As exposed previously, all VET related activities in Belgium are quite different in each of the regions and/or communities. For the purposes of the project, Flanders Region has been selected to set-up the Training Orientation Structure.

Target groups

Target groups addressed by SCORE system, in children products retail sector, are:

1. Managers. Depending of the size of the magazine, this category can join the owner/manager, the professional manager, and the head of departments.
2. Sales workers. Salespeople working on the floor shops.
3. Floor design workers. Designers working in the presentation of the products, both in floor and in windows.
4. Upgrading workers. Workers looking for an upgrade in their status in the children sector.
5. Other sector workers. Workers coming from other sectors.
6. Unemployed people. People looking for a job.

Functions and Activities

The main functions and activities for the Training Orientation Structure (TOS), to be managed through the resources of the participant Organizations, are:

- a. Detection of skills and needs. TOS will continuously detect skills and needs in the sector, in order to provide input for future updates of SCORE.
- b. Motivation of target groups. Demonstration of the possibilities of SCORE and their link with the real needs in the sector.
- c. Assessment of the companies. Providing SMEs managers with a global vision about their companies.
- d. Validation of results. Assuring that the results provided by SCORE system are adequate to the needs in the sector and the skills from the individuals.



- e. Recognition of competences. Issuance of a certificate proving the skills and competences of individuals using SCORE system.

Composition

In retail sector, the acting orientation structure is PMO, an independent non-profit organisation specialised in education and vocational training for the commerce sector, linked with UNIZO , the most important trade & industry association in the Flanders and Brussels.

The persons composing the Evaluation Committee are:

- Bart Persoons, PMO Manager
- Francisco Loras, TRN Secretary General
- Alessandro Bedeschi, AB-S Consulting Associate Partner