



02.3 – Certification. Recommendations.

The proposed training course for a job profile of Office Eco Consultant will provide comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge, a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems as well as will ensure that one is able to exercise management and supervision in contexts of work or study activities where there is unpredictable change and possess the ability to review and develop performance of self and others.

Since the target group mainly includes adults having at least secondary education who do not have enough skills to establish in the labour market and according to the aforementioned description of what a learner knows, understands and is able to do, the certification of this training course will enable learners to acquire the 4th level of EQF (European Qualifications Framework) qualification – this is possible in case of integration of the modules in a learning program of an educational institution that provides trainings of the 4th of higher level of EQF. EQF aims to increase transparency and comparability of qualifications, to support learner and worker mobility, to increase the skill and learning outcomes orientation of qualifications and to promote permeability and lifelong learning. In addition to that, learners could be certified according to national qualification frameworks that are discussed below.

Foreseen Competences-assessment and certification tool (IO9) will be developed as a means of assisting in identifying development needs to ensure that high quality service are provided working towards greater resource efficiency and fighting excess consumption in everyday business life. It is a self-assessment tool that will be used to assess competences and identify development needs within a personal appraisal process. Each of the domains will have a number of competencies related to the green business concept, recourse efficiency and overall environmental protection principles. The tool will be accessible Online in order to assess the knowledge and provide certification after successful completion of the course.

In Europe, a common credit system has been introduced. The European Credit Transfer and Accumulation System (ECTS) is in some European countries used as the principal credit and grading system. Depending on the country, one ECTS credit point can equal on average between 25 and 30 study hours. Examples include: In Lithuania - 1 ECTS = 27 study hours; in Germany and Hungary - 1 ECTS = 30 study hours, etc. Proposed training course is foreseen to have a workload of 60 study hours, which equals to 2 ECTS credit points. Credit points can only be given in case of integration of the training course into a learning program of an educational institution that can legally give credit points. Otherwise, if training is provided by an institution that legally cannot give credit point, participants are given a certificate proving the attendance of the training program, indicating the length of the course as well as successful completion of a final test.

Target group:

- public and private adult education and training providers, public employment services;
- NGOs, VET centers and multi-member associations;
- educators/trainers/coaches active in the adult education, managers, field practitioners, advisors, decision-makers;
- Private learners: adults having **at least secondary education** who do not have enough skills required by the labour market; work in declining sectors; maintenance and administrative workers that are unemployed, under-employed or in need to elevate their competences.



France has an NQF based on a five-level structure which has been in use since 1969; its regulatory role is strong and well-established. In scope, the French NQF is more limited compared to the comprehensive NQFs now being developed throughout Europe: as a framework with strong labour market focus, it does not include general education. It covers vocationally or professionally oriented qualifications, including all higher education qualifications with a vocational and professional orientation and purpose. Successful completion of proposed training course under a learning programme would equate to acquiring the fourth level qualification according to EQF and thus III level of French NQF (see table Nr1), however it should be noted, that in French NQF III and IV levels of qualification overlap thus further analysis is needed.

Table Nr.1: French national qualifications framework

French Nomenclature	Qualification types	EQF levels
I-Doctorat	Doctoral programmes (Doctorats)	8
I-Master	Master degrees (Master) Degrees in engineering (titre d'ingénieur) Qualifications on demand level I	7
II-Grade de Licence	Bachelor programmes (Licences) Vocational bachelor (Licence professionnelle) Qualifications on demand level II	6
III	Undergraduate technician certificates (Brevet de technicien supérieur – BTS) Undergraduate technician certificates in agriculture (Brevet de technicien supérieur agricole – BTSA) Undergraduate certificates in technology (Diplôme universitaire de technologie – DUT) Master qualifications issued by the chambers of trades (Brevets de maîtrise – Chambre des métiers) Qualifications on demand level III	5
IV	Vocational baccalaureates (Baccalauréats professionnels) Technological baccalaureates (Baccalauréats technologiques) Professional certificates (Brevet professionnels) Applied arts certificates (Brevet des métiers d'art) Technician certificates (Brevet de technicien) Qualifications on demand level IV	4
V	Secondary vocational certificates (Certificat d'aptitude professionnelle – CAP; Brevet d'études professionnelles – BEP (*)) Secondary vocational certificates in agriculture (Certificat d'aptitude professionnelle agricole – CAPA; Brevet d'études professionnelles agricoles – BEPA (*)) Qualifications on demand level V	3
	No French qualifications and certificates at these levels	2
		1

(*) BEP and BEPA are intermediary qualifications granted to young people who have passed the BEP exam and are preparing for baccalauréat professionnel.

Source: CNCP, 2017.

GERMANY



Germany has created an eight-level NQF for lifelong learning based on learning outcomes (*Deutsche Qualifikationsrahmen für lebenslanges Lernen* (DQR)). DQR level descriptors differentiate between two categories of competence: professional, subdivided into knowledge and skills; and personal, including social competence and autonomy. One key principle of DQR is that each qualification level should be accessible via various education pathways. The DQR is a non-regulatory framework and its integration into policies of different education sectors is an evolutionary process. Successful completion of proposed training course under a learning programme would equate to acquiring the fourth level qualification according to EQF and thus 4th level of German DQR (see table Nr2), however it should be noted, that in DQR 4th and 5th levels of qualification overlap thus further analysis is needed.

Table Nr.2: German national qualifications framework (DQR)

DQR levels	Qualifications	EQF levels
8	Doctorate (<i>Doktor</i>)	8
7	Master degree (<i>Master</i>) Strategic IT professional (certified) (<i>Strategischer IT Professional (Geprüfter)</i>) Other further vocational training qualifications according to Vocational Training Act and Handicraft Code (level 7)	7
6	Bachelor degree (<i>Bachelor</i>) Commercial specialist (certified) (<i>Fachkaufmann (Geprüfter)</i>) Business management specialist (certified) (<i>Fachwirt (Geprüfter)</i>) Master craftsman (certified) (<i>Meister (Geprüfter)</i>) Operative IT professional (certified) (<i>Operativer IT Professional (Geprüfter)</i>) Trade and technical school (State-certified) (<i>Fachschule (Staatlich Geprüfter)</i>) Other further vocational training qualifications according to Vocational Training Act and Handicraft Code (level 6)	6
5	IT specialist (certified) (<i>IT-Spezialist (Zertifizierter)</i>) Service technician (certified) (<i>Service-techniker (Geprüfter)</i>) Other further vocational training qualifications according to Vocational Training Act and Handicraft Code (level 5)	5
4	Upper secondary general education school leaving certificate (<i>Allgemeine Hochschulreife (AHR)</i>) Qualification entitling holder to study particular subjects at a higher education institution (<i>Fachgebundene Hochschulreife (FgbHR)</i>) Qualification entitling holder to study at a university of applied sciences (<i>Fachhochschulreife (FHR)</i>) DualVET (three-year and three-and-a-half-year training courses) Full-time vocational school (regulated under <i>Länder</i> law) (<i>Berufsfachschule</i>) Full vocational qualification (full-time vocational school) (<i>Berufsfachschule</i>)	4
3	General education school leaving certificate after 10 years at Realschule (<i>Mittlerer Schulabschluss</i>) DualVET (two-year training courses) Full-time vocational school (general education school leaving certificate obtained on completion of grade 10 at Realschule or, under certain circumstances, at other lower secondary school types) (<i>Mittlerer Schulabschluss (Berufsfachschule)</i>)	3
2	Lower secondary school leaving certificate after nine years (<i>Hauptschulabschluss</i>) Vocational training preparation (<i>Berufsausbildungsvorbereitung</i>) Employment agency measures (<i>Maßnahmen der Arbeitsagentur</i>) Year of pre-vocational training (<i>Berufsvorbereitungsjahr</i>) Introductory training for young people (<i>Einstiegsqualifizierung</i>) Basic vocational training (<i>Berufliche Grundbildung</i>)	2
1	Vocational training preparation (<i>Berufsausbildungsvorbereitung</i>) Employment agency measures (vocational preparation schemes) (<i>Maßnahmen der Arbeitsagentur (Berufsvorbereitende Bildungsmaßnahmen)</i>) Year of pre-vocational training (<i>Berufsvorbereitungsjahr</i>)	1

Source: German Ministry of Education and Research; 2017.



Hungary designed and adopted a comprehensive Hungarian qualifications framework (HuQF) for lifelong learning in 2012. It has eight levels defined in terms of four categories of learning outcomes: knowledge, skills, attitudes, and autonomy and responsibility. The HuQF encompasses all State-recognised national qualifications that can be acquired in general education, higher education (BA/BSc, MA/MSc and PhD), and those vocational qualifications in the national vocational qualifications register (NVQR). Qualifications from higher education, general education and VET have already been linked to HuQF levels, and the framework is open to linking qualifications acquired in non-formal settings in the future. Successful completion of proposed training course under a learning programme would equate to acquiring the fourth level qualification according to EQF and thus 4th level of HuQF (see table Nr3).

Table Nr.3: Hungarian national qualifications framework (HuOF)

HuQF levels	Qualification types	EQF levels
8	PhD/DLA (doctor of liberal arts) (Doktori fokozat)	8
7	Master degree (MA/MSc) (Mesterfokozat)	7
6	Bachelor degree (BA/BSc) (Alapfokozat)	6
5	Advanced VET qualifications (entry requirement is BSc degree) (Felsőfokú szakképzés)	5
4	Advanced VET qualifications (higher VET programmes – short cycle) (Felsőfokú OKJ szakképzés)	4
4	Postsecondary full and add-on* VET qualifications (based on upper secondary school leaving examination) (Érettségire épülő szakirányú OKJ szakképzés)	4
4	Certificate for upper secondary school leaving examination (érettség bizonyítvány)	4
4	General upper secondary school leaving certificate (gimnáziumi záróbizonyítvány)	4
4	Vocational grammar school leaving certificate (szakgimnáziumi záróbizonyítvány)	4
4	Vocational secondary school leaving certificate (szakközépiskolai záróbizonyítvány)	4
4	Full/add-on* VET qualification of vocational secondary schools (szakiskolában megszereshető teljes vagy ráépüléssel OKJ szakképzés)	4
4	Partial**/full VET qualification of vocational grammar schools (szakgimnáziumban megszereshető rész- vagy teljes OKJ szakképzés)	4
3	Leaving certificate and VET qualification (vocational schools for SEN students) (Speciális szakiskolai záróbizonyítvány és OKJ szakképzés)	3
3	Lower secondary and secondary*** level partial**, full and add-on* VET qualifications (Alapfokú és középfokú teljes, rész- és ráépüléssel OKJ szakképzés)	3
2	Primary (general) school leaving qualification (primary level educational attainment) (eight years) (általános iskolai záróbizonyítvány)	2
2	Leaving certificate of skills development (vocational schools for SEN students) (eight years) (Speciális készségfejlesztő szakiskolai bizonyítvány)	2
2	Partial** VET qualification after Vocational Bridge Programme (Híd program tanúsítvány)	2
1	Leaving certificate after six grades of primary school (for those who move to general secondary schools covering grades 7 to 12) (6. osztályos általános iskolai bizonyítvány)	1

(*) Add-on qualifications build on one or more full qualifications. These consist of additional modules that extend the scope of activities for which the holder is qualified.

(**) Partial qualifications cover a subset of the modules included in a full qualification. They prepare the holder for simpler occupations or for a narrower scope of tasks.

(***) Lower secondary and secondary qualifications have different access requirements.

Source: Hungarian Education Authority, 2016.



LITHUANIA

The Lithuanian national qualifications framework (LTQF) was formally adopted through a government resolution in 2010. It has eight learning-outcomes-based levels and covers all officially recognised qualifications in formal education: general education (primary and secondary), VET and higher education. There are currently no plans to open the framework to qualifications outside the formal education system, although the conceptual model of the NQF includes the possibility to acquire qualifications through validation of non-formal and informal learning. Implementation of the LTQF is seen as an important part of a strategy to move towards more consistent and comprehensive use of learning outcomes across education and training subsystems.

Successful completion of proposed training course under a learning programme would equate to acquiring the fourth level qualification according to EQF and thus 4-5th level of Lithuanian QF (see table Nr4).

Table Nr.4: Lithuanian national qualifications framework (LTQF)

LTQF levels	Qualification types	EQF levels
8	Doctoral diploma (<i>Daktaro diplomas</i>)	8
7	Master diploma (<i>Magistro diplomas</i>) Certificate of residency (<i>Rezidentūros pažymėjimas</i>)	7
6	Bachelor diploma (<i>Bakalauro diplomas</i>) Professional bachelor diploma (<i>Profesinio bakalauro diplomas</i>)	6
5	VET diploma (<i>Profesinio mokymo diplomas</i>) *	5
4	VET diploma (<i>Profesinio mokymo diplomas</i>) Matura diploma (<i>Brandos atestatas</i>) ** (on completion of the upper secondary education programme and passing <i>matura</i> examinations)	4
3	VET diploma (<i>Profesinio mokymo diplomas</i>) Lower secondary education certificate (<i>Pagrindinio išsilavinimo pažymėjimas</i>) ** (completion of lower secondary education programme and testing learning outcomes) (grades 5 to10)	3
2	VET diploma (<i>Profesinio mokymo diplomas</i>)	2
1	VET diploma (<i>Profesinio mokymo diplomas</i>)	1

(*) Presently only a VET qualification is awarded at NQF level 5. Discussions on whether these qualifications should be awarded solely within European higher education area or outside of it have strengthened but no policy consensus has been reached yet.

(**) The legislation defining provisions for general education curricula stipulates that learning outcomes of lower secondary education programmes are referenced with a third NQF level, whereas learning outcomes of upper secondary education programmes are referenced with a fourth NQF level.

Source: The Qualifications and VET Development Centre, 2017.

POLAND



Poland started developing a comprehensive NQF (the Polish qualifications framework, PQF) in 2006. The PQF forms part of the Polish integrated qualifications system, together with the qualifications register and arrangements for quality assurance and validation of non-formal and informal learning. It is one of several instruments for reform in a wider policy strategy which aims to promote lifelong learning and support education, training and learning more directly, responding to the needs of the labour market and society at large. The framework consists of eight learning-outcomes-based levels, covering all types of qualifications from general education, VET and higher education. The framework and the register are also open to regulated and non-statutory qualifications from the private and non-formal sectors, provided they meet agreed quality criteria. Successful completion of proposed training course under a learning programme would equate to acquiring the fourth level qualification according to EQF and thus 4th level of PQF (see table Nr5).

Table Nr.5: Polish national qualifications framework (PQF)

PQF levels	Qualifications from the formal system	Regulated and non-statutory qualifications	EQF levels
8	Third cycle of higher education (PhD)		8
7	Second cycle of higher education Integrated first and second cycle Partial qualification for post-diploma studies		7
6	First cycle of higher education Partial qualification for post-diploma studies		6
5	Vocational qualifications Partial occupational qualifications		5
4	Upper secondary school leaving certificate (<i>Matura</i>) Vocational qualifications Partial occupational qualifications		4
3	Vocational qualifications Partial occupational qualifications	Assembly of construction woodwork (<i>Montowanie stolarki budowlanej</i>)	3
2	Lower secondary school leaving certificate Vocational qualifications Partial occupational qualifications		2
1	Primary school leaving certificate		1

Source: NQF update presentation to the EQF AG, December 2016.

NORWAY

Norway has a seven-level national qualifications framework (NQF) (*Nasjonalt kvalifikasjonsrammeverk for livslang læring* (NKR)). The NKR covers certificates, diplomas, and degrees awarded for publicly recognised and accredited education and training from general, vocational and higher education, so describing the formal education and training system.

The framework describes levels of learning outcomes in terms of knowledge, skills, and general competence. The qualifications in the NKR generally represent full level attainment, except at levels 5 and 6 where sublevels are defined. This means that preparatory courses and certain courses of short duration from formal education and training are not included in the NKR (such as practical pedagogical education, some continuing and further education programmes).



Successful completion of proposed training course under a learning programme would equate to acquiring the fourth level qualification according to EQF and thus 4th level of NKR (see table Nr6).

Table Nr.6: Norwegian national qualification framework (NKR)

NKR levels	Qualification types	EQF levels
8	Doctoral degrees (<i>Phd; Dr. Phil.</i>) Diploma for artistic development programme (<i>Diplom, kunstnerisk utviklingsprogram</i>)	8
7	Master degree (<i>Mastergrad</i>) Master of arts Master of business administration (MBA) Master of international business (MIB) Master of technology management Master of laws Candidata/candidatus medicinae Candidata/candidatus medicinae veterinariae Candidata/candidatus psychologiae Candidata/candidatus theologiae	7
6.2	Bachelor degree (<i>Bachelorgrad</i>) Diploma for general teacher education programme (<i>Vitnemål fra allmennlærerutdanning, Vitnemål fra grunnskolelærerutdanning</i>)	6
6.1	University college degree (<i>Høgskolekandidatgrad</i>)	
5.2	Diploma for vocational college education (1.5 to 2 years, 90 – 120 credits) (<i>Vitnemål fra fagskoleutdanning</i>)	5
5.1	Diploma for vocational college education (0.5 to 1.5 years, 30 – 90 credits) (<i>Vitnemål fra fagskoleutdanning</i>)	
4	Certificate for upper secondary general education (<i>Vitnemål fra videregående opplæring, studieforberedende utdanningsprogram</i>) Certificate for upper secondary vocational education and training (<i>Vitnemål fra videregående opplæring, yrkesfaglige utdanningsprogram</i>) Craft certificate (<i>Fagbrev</i>) Journeyman certificate (<i>Svennebrev</i>)	4
3	Document of competence for partially completed upper secondary education (<i>Kompetansebevis</i>)	3
2	Certificate for primary and lower secondary education (10 years) (<i>Vitnemål fra 10-årig grunnskole</i>)	2
1	Not part of the NQF/ no qualifications at this level	1

Source: Adapted from NOKUT, 2017. <http://www.nokut.no/en/Facts-and-statistics/The-Norwegian-Educational-System/The-Norwegian-qualifications-framework/The-Norwegian-table-of-qualifications/>