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Y ESTUDIOS SOCIALES



**Euromeat**

**Leonardo da Vinci**



**Federación  
Agroalimentaria**

## **International Compared Report**

### **IDENTIFICATION OF AN EUROPEAN MODEL OF QUALIFICATIONS TRANSPARENCY**

#### **Phase 3**

#### **EUROMEAT: QUALIFICATIONS TRANSPARENCY IN THE MEAT SECTOR OF THE EUROPEAN UNION**

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## **1. INTRODUCTION**

The goal of the Phase 3 of the Euromeat project is to establish a proposal about a transparency model of qualifications for the meat industry in Europe, having as reference the following issues:

- Results about the sociolabour situation in the meat industry in Europe which were obtained in the Phase I.
- The obtained conclusions of the analysis of the training offers and professional profiles extracted from the Phase II.
- Existing models and experiences in the countries and in the European Union for the qualifications transparency, like: competences licence, dossier, competence balance, Europass, portfolio, etc.

To continue, it could be seen as a small description of the sociolabour and economical situation and a reference about the European context of the Qualifications.

### **1.1. Sociolabour and economic situation**

The meat industry is a very important part within the agro-food sector which means a 17% of the enterprises volume. In the sector, big companies and handcraft small and medium size enterprises live together.

In general terms, the sector can be classified in big industrial companies and small enterprises with a handcraft activity. The kinds of enterprises of the sector are slaughterhouse, meat product factories and butcheries.

The main characteristics of the employment in the sector are the following:

- It is a sector hold to the economical cycles from the countries, the less or larger demand depends on it.
- The sanitary crisis has conditioned the recent evolution of the sector, and it has meant the adaptation of the sanitary regulation in every country, with a great impact in the enterprises, in the qualifications and in the employment.
- Big industrial enterprises are receiving non qualified labour hand, set up mainly by temporary workers who came from other sectors, immigrants, youth with scholar failure. The automation of the productive process has facilitated this situation due to specific acknowledges that are not specific for working in the production chains.
- The sector misses the social recognition due to the working conditions (working with dead animals, bad smells, ect.) which means the lack of professional career and absence of interest among youth in the sector. Vocational training has been accepted and in some many countries, qualifications are acquired mainly by non formal ways and labour experience.

## 1.2. European context of the Euromeat project

It is really important to locate this project in the efforts of the EU in the creation of the European Framework of Qualifications and the works carried out by the Member States in ECVET and EUROPASS.

**European Qualification Framework (EQF).** The European Commission is working actively on the construction of the European Framework of the professional Qualifications<sup>1</sup>. In the recommendation of the European Parliament and Conseil relative to the creation of the European Qualification Framework as a reference tool to compare qualifications levels<sup>2</sup> of different qualifications systems from a longlife learning perspective.

Goals linked to the EQF for the next years are the following:

- In the 2009 national systems should be lined up with the EQF in the 8 reference levels (to see annexe 1).
- In 2011 every new qualification issued by the competent authorities should have a reference to the European Qualifications Framework (EQF).

Regarding the sectorial engage, the EQF will allow to the international sectorial organizations to establish correspondences between their qualifications systems and the EQF. The main goal, in the sectorial side, consist to strength the links between the national qualifications systems and new international sectorial qualifications.

ECVET. European Credit (transfer) System for Vocational Education and Training<sup>3</sup>. ECVET has been conceived as a system that, based upon the voluntary participation of the EU-members and taking into account national legislation on vocational education and training, aims at creating transparency between the systems.

The ECVET is a *system for the accumulation and transfer of credit points in vocational education and training*, enabling the documentation and certification of learning success gained in the course of vocational education and training across "system borders".

One of the features is the promotion of the mobility of learners within a particular education system, i.e. to ensure both vertical and horizontal permeability between sub-systems and in particular between vocational and higher education in Europe.

ECVET will ensure documentation, validation and recognition of learning results achieved abroad taking into account both formal vocational education and non-formal contexts.

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<sup>1</sup> The decision is based from the consult which was made to all the Member States whose answers can be known on this web site :[http://ec.europa.eu/education/policies/educ/eqf/index\\_en.html](http://ec.europa.eu/education/policies/educ/eqf/index_en.html).

<sup>2</sup> See annexe 1 of this document.

<sup>3</sup> FORSCHUNGSINSTITUT BETRIEBLICHE BILDUNG (f-bb) (2007): The ECVET reflector Project. <http://www.ecvet.net/c.php/ecvet/index.rsys> Study on the implementation and development of an ECVET system for apprenticeship

It is focused on people, meaning that it concerns the convalidation of the acknowledges, abilities and competences which have been acquired by the individuals and which are the base for their accumulation and transference<sup>4</sup>.

**EUROPASS.**<sup>5</sup> It is a system which helps the citizen to present their abilities and personal qualifications by a simple and easily understood way in all Europe (European Union, AELC/EEE and candidates countries); to move professionally around all Europe. The Europass system is leaned in a network of Europass National Centres.

Europass includes five documents:

- Europass Curriculum Vitae (CV).
- Europass Languages Passport.
- Europass Supplement to the Diploma/Certificate.
- Europass Supplement to the High Diploma.
- Mobility Europass Document.

### **1.3. Contents of the Phase 3**

To continue there are the results of the Phase 3, with the following contents:

- **Analyse of the current situation** by the description of the scenarios for recognizing, to identify actors and to present the identifications, evaluation and qualifications recognition procedures.
- **Evaluation** by the key informers from the sector about the vocational training and the needs of qualifications in the enterprises.
- **Proposal** of a transparency model in the sector adapted to the mobility Europass model.

## **2. SCENARIOS FOR THE QUALIFICATIONS RECOGNITION**

Following the Cedefop<sup>6</sup> definition, the qualifications recognition is being described linked to two scenarios:

- **Educational and Vocational Training System (Formal Learning System)**, which means the procedure of official concession by diploma, certificates or by the awarding of equivalences, credit units, validation of the acquired competences in other fields.
- **Labour market:** it is related to the social recognition, by the assigned value to the competences for the economical agents and the people with relevant positions in the productive system.

To continue, it is presented the situation of the recognition in the meat industry sector in Europe with reference to the mentioned scenarios.

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<sup>4</sup> <http://europass.cedefop.europa.eu/>

<sup>5</sup> The Europass have their origin in the Decision n° 2241/2004/CE from the European Parliament and Conseil 15th December 2004, related to one communitarian frame for the transparency of Qualifications and competences.

<sup>6</sup> CEDEFOP (2003) Glossary on transparency and validation of non formal and informal learning. [http://www.trainingvillage.gr/etv/Information\\_resources/Bookshop/publication\\_details.asp?pub\\_id=369](http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=369)

## 2.1. Recognition in the educational and vocational training system

In every country it exists an educational and educational training system in which participates in the State Administration although organization, planning and management activities. This fact grants some homogeneity to the educational system regarding the qualification recognition, certification and evaluation system.

The European current context for the qualification recognition, as the goals achievement of the Lisbon goals for the 2010, have facilitated the introduction of changes at the educational system to make more attractive the vocational training to the active population in general.

The vocational training in the meat sector have a little incidence due to some factors, like: hard working conditions (to work with dead animals, to work with strong smells), la automatization the lack of qualifications requirement for working.

The most important situation is the following:

**Germany.** In the dual system vocational training is organized in relation to the labour market needs and in coordination with different ministries. The average duration of vocational training is three years. The training is in line with the binding provisions of the vocational training directives which guarantee that national standards are met. Trainees receive a monthly payment whose amount is different according to the profession. The financing of vocational training is based on a mixed financing. While the enterprises are responsible for financing the in-company training element, the school-based vocational training is state-financed (by the respective Land and local authority public funds).

Training at the enterprises is regulated by the federal national regulation; training in vocational schools is under the responsibility of the Länder (Federal States).<sup>7</sup> The Federal Government is responsible for the in-company, non-school VET element. The Federal Ministry of Education and Research (BMBF) has general responsibility here.

The access requirements to the educational and vocational training system are different. In theory, admission to vocational training programmes does not require a school diploma, in practice however. it is – especially in relation to the large amount of applicants compared to limited training positions – fairly uncommon to be accepted without a secondary school degree

In Germany the meat sector is among the sectors with a problem of attracting new trainees. For some years now, it has been confronted with a decrease of trainees participating in vocational training programmes.

**Spain.** Within the educational and vocational training system, there are two training itineraries which drive to the Technician and High Technician diploma. This training has not been successful cause it has a very long length (approximately 2000 hours) and it requires also to have finished the Compulsory Secondary Education (ESO). For this sector, vocational training is not meaningful of

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<sup>7</sup> TORRES MINOVE, A. (2005). Dual vocational training system in Germany  
<http://www.ecobachillerato.com/blog6/2005/12/el-sistema-dual-de-formacin.html>



employment and enterprises. The main way to access and to promote in the sector is the labour experience, meanwhile the vocational training has no acceptance in the technician level.

Through the new educational law (LOE), vocational training in Spain is tended to be more flexible: new regulations offer the chance of partial accreditation by modules and the validation of acquired acknowledges by labour experience. It is wondered that this new situation improves the vocational training situation in this sector.

By other side, occupational vocational training for unemployed have had more acceptance in the sector, with training programmes between 400 and 700 hours, which has a more attainable length for workers with low level of qualification.

Recently, it is has be done an important change in the vocational training rules, unifying the occupational and long life vocational training by one side and with some changes at the official by another side. In all those, the acquisition and recognition of competences and qualifications are referenced in the National Vocational Training and Qualifications System (Law 5/2002, 19th June).

**France.** The initial vocational training in France depends on the Educational Ministry, it is compulsory from 6 to 16 years and it offers general and professional teachings. In the educational system there are proposed three ways of teaching: general, professional and technological. The two last ones give diplomas which go from the Professional Aptitude Certificate (CAP) to the Engineer diploma, passing by the High Technician Certificate (BTS). They can be obtained by scholar path, in the learning framework or alternation hiring.

By other side, the agricultural teaching depends on the Agriculture Ministry which propose different professional trainings, in initial training, continuous or in alternation.

Certificates and diplomas which prove that this training have been acquired are facilitated by the Agricultural or Educational Ministry. Both are obtained by written test besides an evaluation of a report which is based in observation and in the field of an enterprise (BTS, DUT, Bac and Brevet) or an evaluation in the working post (CAP, CQP).

In the meat sector there is a tend to high the number or workers without qualification. The age of these workers of the meat sector is around 30 and 50, it is not an attractive for youth. Those who decide to continue for studying (the own French Educational System invites to continue after getting the bachelor (*baccalaureat*)) do it in other sectors, due to the little attraction that the own job and its labour conditions means for them.

- **Italy.** The Educational, Universities and Researchers Ministry (M.I.U.R.) is who regulate the Italyn Educational System: pre-scholar, primary and secondary (compulsory). Technician and vocational training schools and professional institutes are at the second cycle of the secondary education.

In spite of it, initial vocational training is a regional competence and it is facilitated by the Stated Professional Institutes and by the local training agencies in two levels:

- Basic level, for people who have the first cycle of studies finished.
- Second level, for people who have a diploma or a certificate.

In the agro-food sector there is a high percentage of unemployed people and another ones without training. It is not an attractive for youth who finish the formal educational period and they need more training to be ready and can work in this sector of the labour market.

**Educational and vocational training system**

Germany	Spain	France	Italy
- VET programmes targeted to the labour market demand. It is financed by the State and by enterprises. - Trainees receive a payment during the training period. - The meat sector has experienced a decrease in the number of trainees.	- Changes in the regulation of the VT which improve the flexibility to access, validation and exemption. - The VT have a little acceptance in the sector. - VT depends on the Educational and Labour Ministry.	- Vocational training in France depends on the Educational and Agricultural Ministries. - VT in this sector is not interesting for the youth. There is a tend towards the non qualification of the occupations.	- Initial vocational training is a regional competence, which contemplate two levels. - The sector is not interesting for the youth.

**2.2. Recognition of the qualifications in the labour market**

The absence of social recognition of the occupations, besides with the lack of acceptance of the vocational training by the enterprises and by the workers make to exist a labour hand with little professional accreditations.

By other side, the introduction of new technologies and the automatization of the process condition that there are not required many competences to work in the sector. The sector is receiving of workers of a low qualification and, sometimes, it causes the existence of a labour market where submergded activities predominate by the subcontracting chains, false self-employed, ect.<sup>8</sup>. The absence of interest in the sector by the side of young people have conditioned the massive enter of immigrant people in the sector.

In some countries, as Spain or Italy, the main way of learning is the non formal learning by labour experience in working posts. According it is being recognized in national researches, the labour experience is fundamental for this specific working positions as the trimmer.

<sup>8</sup> EL PAIS (2007). Article 20/6/2007. Two enterprises from Vic have as self-employees the most of its staff.  
 (www.elpais.com/.../EMPRESA/empresas/Vic/tenian/autonomo/todo/personal/elpepuespcat/19980512elpcat\_18/Tes - 67k -



The learning by labour experience is protected in almost every systems by the indefinite contract. The learning in the enterprise is very well considered by the productive system and there is a tend to protect to the specialist by stability formulas.

The most remarkable situation in the countries is the following:

**Germany.** In the German Dual System learning outcomes that have been achieved informally and in non-formal settings can be measured and evaluated through the possibility of admission to the final examination in the recognised training professions. To be admitted, applicants who have not participated in the vocational training must prove that they have worked for at least one and a half times the training period in the working field in which the examination is taken (normally 4½ years).

In the small and medium size enterprises, as in the handcraft sector of the meat industry, the labour market experience and the specific vocational training degree help to find a job. This is less important in the big industrial enterprises which also hire unskilled staff, but are often offering bad and unfavourable employment conditions.

At the same time, and independently of what was said before, many of the contracts in the meat sector are done in the submerged economy.<sup>9</sup>

- **Spain.** The labour experience is the main source for the qualification in the sector. The labour market gives a great value to the qualification obtained by labour experience. That recognition is fundamental in the meat sector cause training is hardly recognized by the employers.
- **France:** The existing mobility in the French meat sector is minimal if it is compared with other sectors. The indefinite contract is used to attract and get workers in other sector instead of apprentices and try that those ones will not leave the meat industry.

The preference for workers with labour experience to the apprentices is reflected in the part of the budget dedicated to the training:1.9% within the meat sector in face to the 3% which is given in other sectors. There is a difference between technician and handy job posts, the most intellectuals positions are those ones who use to receive more training programmes.

It is recognized that the long life training offer an academic certification and besides it is allowed the mobility within the sector and a permanence for those workers who have hot finished yet their more basic studies.

- **Italy.** Workers are evaluated, previously to the contract, by the employer. The majority of the contracts use to be temporary, and in some occasions are given the training contracts. In fact, hardly there is an inversion by the side of the training enterprises, this one, use to be funded by European Founds, the interprofessional fund and some national rules which force to justify the wage in training.

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<sup>9</sup> See phase 2, subcontractions and outsourcing of productive procedures

Within the meat industry, the recognition the labour experience linked to a labour improvement is produced, only, in the administrative areas and the quality control and the same quality and the same one use to be by the practical evidence.

### Labour Market and labour experience Recognition

Germany	Spain	France	Italy
- The dual system recognizes and evaluates non-formal learning as a path to access the system through admission to the final examination.	- Employers prefer acquired qualifications by labour experience.	- It exists a little mobility in the sector. - The obtained qualification by different ways, specially by labour experience, is rewarded by different ways, specially by the labour experience, it is rewarded with indefinite contracts. - Little expenses in training.	- Temporary contract predominance. -The most valued posts are those ones linked to administrative and quality control activities.

### 3. ACTORS IN THE RECOGNITION OF QUALIFICATIONS PROCESS IN THE MEAT INDUSTRY

The actors who participate in the qualifications recognition procedures are the regional and national public administrations, trade union and employers organizations, training centres and companies.

In the countries involved into the Euromeat project, the situation is the following:

**Germany.** At the end of the VET period trainees take a final examination. The enterprises and vocational schools are responsible for carrying out the training, but it is the Chamber of Commerce and Industry and of Handcraft respectively, that is in charge of conducting the examinations and of issuing the examination certificates. To this end, they set up an examination committees for each occupation. The committee is composed of at least three members (representatives of employers and employees and vocational school teacher).

**Spain.** The involved actors are the Educational and Sciences Ministry (MEC), the Social And Employment Affaires Ministry (MTAS), the regional administrations, social agents, training centres. The situations of the qualifications recognition is pendent of a great reform which is waited for the next years with the development of the National Professional Qualifications System, where it could be possible to accredit the labour experience. Meanwhile the recognition is carried out in the vocational training systems which depend on the Employment and the Educational and Sciences Ministries.

- Employment Ministry Training. Professionalism and training certificates stem from the FIP Plan are competence of the Social Affaires and Employment Ministry.
- Educational and Science Ministry Training, the recognition is done although the Technician and High Technician titles. There is a programme of second chance which is called Initial Professional Qualification. The titles are Slaughterer



Technician and Butchery-Delicatessen and Technician in Vegetal, Meat and Fish Timing, and the High Technician in Food Industries.

- Long life training. Social agents participate in this joint commissions and take part in the development of the itineraries and the training offer of the sector. This training has as a goal, to adapt workers to their working post. It is not hold necessarily to obtain titles and professionalism certificates.
- The regions (autonomous communities) assume competences to manage the vocational training, formal or non formal. The food handling licence is facilitated by the competent healthy authorities.
- By other side, it is given an important role to the training centres to the teaching of the same one to all levels and sectors. The integrated vocational training centres offer vocational training stem from the National Professional Qualifications Catalogue, by the which one it is facilitated the mobility among professional itineraries, equivalences recognition and correspondences among qualifications.

**France.** The involved agents are: educational, agriculture and employment ministries; regions; training centres; professional associations; and social agents.

- Ministries: the involved ministries in the certification of the diplomas and another titles regarding to train are: Agriculture, Education and Employment. The Agriculture Ministry have developed diplomas guided to more industrials professions in parallel to the educational ministry, which tend to certificate more handmade professions. In example, the Educational Ministry offer a diploma for the meat product Auxiliary and, in a parallel way, the Agriculture Ministry offer the CAP of polyvalent professional of the agro-food sector.
- In both ministries have worked together to reach a bachelor (baccalaureat) in ecological industries, even though it is recognized that this training is minimum in relation with other itineraries.
- Training centres: publics and privates. They can depend on the Educational or on the Agriculture Ministry. Centres have to sign an agreement with the ministries to offer diplomas or tittles (BAC, Baccalaureat, BTS, DUT, Engineer).
- Professional Qualifications Certificate (CQC). They do not need to have agreement among Ministries to teach training. This professional training have a joint representation and depend on the professional associations and on the so social agents. Central and regional government participate indirectly.

**Italy.** The recognition of the professional qualification is in charge of the regional institutions, which work in collaboration with the social agents, training centres and the own enterprises.

The Citizen Training Book (*Libretto Formativo del Cittadino*) is a document which was passed in 2005 by the Italyn Royal Order as a tool for the qualification recognition, and which the regions develop it together with the *Istituto per lo Sviluppo della*

*Formazione Professionalle dei Lavoratori (ISFOL)*<sup>10</sup>. The most advanced regions in their use are from the north: Emilia Romagna y Toscana.

The *Libretto formativo del cittadino* collects datas and evidences which stem from the education, training and work which the person has carried out in the social field, in the recreational and familiar from every person<sup>11</sup>.

The main reference of this book is the professional competences in which the information about the context where the competence is acquired is given, the year in which was obtained and the kind of professional evidence which is contributed for their inclusion in this *Libretto*.

The *libretto* is useful (development of cv, to make evident its qualification and for the professional guidance), for the labour market (tool to inform to the employer of the worker competences and to facilitate its mobility) and for the institutions (it facilitates the qualifications recognition in the country and improves the transparency in the labour market).

#### Actors in the qualifications recognition process

Germany	Spain	France	Italy
- For each occupation the Chambers set up an examination committee composed of at least 3 members (employer representative, employee representative, vocational school teacher	- Great participation of the Public Administration. -Important role of the social agents in the vocational training for the employment.	-Agriculture, Educational and Employment Ministries (difference of certification according to professions). -Agreement among training centres. -Working in common of all the social agents who are involved in training.	- VT is a regional competences, in collaboration with the central Administration and social agents. - Regional regulation " <i>Libretto Formativo del Cittadino</i> ".

#### 4. PROFESSIONAL QUALIFICATION RECOGNITION PROCESS

As it has been, all the involved countries of the Euromeat project the qualifications recognition has place in the field of the vocational training and in the labour market. The professional competence is a reference for the analyse of the professional qualification.

In the recognition process there are different moments:

- Identification of the qualifications, it means a first phase in which it carries out the design of profiles and professional competences and it is established the needed training to acquire professional competences.

<sup>10</sup> <http://www.isfol.it/index.htm>

<sup>11</sup>EDUCATIONE Y SCUOLA (2007) . Il libretto formativo del cittadino, [http://www.edscuola.it/archivio/norme/varie/libretto\\_formativo\\_cittadino.htm](http://www.edscuola.it/archivio/norme/varie/libretto_formativo_cittadino.htm)

- Valuation of qualifications, as a previous step of the certification which means the use of exams, tests, professional evidences, curriculum vitae, professional demonstration, etc. which make clearer the competences acquired by workers. As Cedefop defined (2003), the valuation is: a set of methods and processes which are used to value individuals purposes (knowledge, know-how, abilities and competences), which drive to the certification.
- Certification. It consists in the process which has been followed in every country for the award of certificates, diplomas, competences licences, professional evidences, professional expedient portfolio, or any supporting document. As Cedefop defined (2003), the certification is the process of formal validation of the individual purposes (knowledge, know-how, abilities and competences), following the set of evaluation standard. Certificates and diplomas are dispatched by the specific accredited bodies.

#### **4.1. Professional qualification identification**

**Germany.** The qualification recognition process takes place mainly in the educational and vocational training system. The state administration is responsible of the rules which regulate the vocational training and their certificates, which have in count with the existing consensus among social partners and the Ministry of Educational and Research.

At federal level the partnership between employers and unions is characterised by their joint cooperation in the main committee ("Hautausschuss") of the BIBB, the Federal VET Institute in Germany, at Land level in the ministry's VET committee, and at regional level in the Chambers' VET committees and examination committees. The VET committees are responsible for the participation in developing training programmes, standards and recommendations (at national level) as well as for the implementation of examinations and the award of qualifications (at regional level) and for planning and implementing in-company training (at company level).

At the same time, the labour market just recognizes a qualification when it comes collected in a granted title in the dual system framework.<sup>12</sup>

**Spain.** To identify profiles in the educational system, different public administrations collaborate, regions, enterprises, social agents, which carry out together training need researches and design the professional profiles and competences linked to that profile. This method is also used in the definition of the National Professional Qualifications Catalogue.

The methodology to identify the qualifications with sectorial tables of experts: Public Administrations, trainers, sectorial experts, enterprising techniques. Participation of National Reference Centres. It is used the same methodology for all productive sectors.

**France.** The training and certification programmes are based in the referential of the professional activity (*Référentiel d'activités professionnelles*). Professional profiles are defined by the Educational Ministry and they are called referential of the professional activities, which include the activity description (functions) and elements (tasks). The referential of the professional activities includes also the referential of the certification

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<sup>12</sup> SOCIAL RESEARCHS AND VOCATIONAL TRAINING INSTITUTE (2006) TOOLBRIDGE. Tools for the evaluation and recognition of qualifications in the building sector. Leonardo da Vinci Programme.

(Référentiel de Certification). For the certification it is required to prove the abilities, the know-how and the related knowledge, it means the professional competences.

The methodology of the competences identification is carry out by the "Job group", whose definition process in, enterprises organizations, trade unions, involved ministries and vocational training participate, supported by methodological committees (Consultive Professional Commissions). These committees define the referential or competences profiles according to the required fulfilment conditions, recognized and accepted by the involved parts. The methodology is supported in the occupation, corresponding or not to one diploma or to a kind of training (initial or long life).

In the last period it has been incorporated the methodology ETED –Employment-type studied in its dynamic- (elaborated by the CEREQ, 4 years ago)<sup>13</sup>. This approach allows to analyse the evolutions, the employment dynamic, to identify descriptions of the possible competences and to help to the responsible to take decisions.<sup>14</sup>

From the worker point of view: one of the tools to identify the qualification is the competence balance (Bilan de compétences): this is a tool of accompanying in the initial process

This is an accompanying tool in the initial process of transition of the employment school, or for the labour guidance of workers. In the 80's decade there was built centres of "competences balance", with the aim of give to people the chance to have a diagnostic or an updated report of the acquired competences, guidance them for their negotiation with employers and support them in the awareness of their mean in terms of "human capital" (Cinterfor/OIT, 2007)<sup>15</sup>.

**Italy.** To get a certification, it is lend to every region the task to organize their own professional training courses<sup>16</sup>.

By their side, in the enterprises there is a difference among those workers who carry out a physical work of those who carry out an intellectual work who use to have high studies: universities studies, high technician, etc. For these ones the competence and qualifications is practically automatic, in example veterinarian. Although for operators, or workers who make handmade tasks, this recognition is not automatic and it use to need a practical verification of the acquired abilities or competences.

### **Professional qualification identification**

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<sup>13</sup> CEREQ (2006). La méthode d'analyses du travail aux référentiels d'emploi métier.  
<http://www.cereq.fr/pdf/relief14.pdf>

<sup>14</sup> CINTERFOR/ OIT (2007). FRANCE. Analyse of the compared experience in labour competences  
<http://www.cinterfor.org.uy/public/spanish/region/ampro/cinterfor/temas/complab/observ/iii/France/index.htm>

<sup>16</sup>MULTIMATHC PROJECT (2007): EL SISTEMA EDUCATIVO EN ITALY  
<http://www.erdisu.trieste.it/mm/html/1/sp/1-8.html>

Germany	Spain	France	Italy
<p>The content of the vocational training qualification is proposed in the collective negotiation framework. State Administration regulates the certificates.</p>	<p>In the educational system there is a consensus and collaboration among all the parts. In the CNCP too. Identification of qualifications with sectorial tables of experts: public administrations, trainers, sectorial experts, enterprises techniques. Participation of National Centres of References.</p>	<p>Vocational training system describes the referential of the occupation. Long life vocational training Attend to the need of the enterprises. Jointed management. Methodology ETED, to analyse the occupations evolution.</p>	<p>Regions have the task of organizing their vocational training. Differenced recognition for manual and intellectual workers.</p>

## 4.2. Valuation

**Germany.** The Chamber of Commerce and Industry and the Chamber of Handcraft are in charge of conducting the VET examinations. In the application process, the VET certificate is usually accompanied by the following previously mentioned accreditation documents: applications form, CV, motivation letter, and educational and working certificates and diplomas which have been obtained.

Depending on the selection process for a specific work post, it is possible that an aptitude or a demonstrative practical prove is done (it is different depending on the profession).

**Spain.** In the educational system the main prove is the exam/test. In the labour market the qualification valuation is carry out of different ways: exams, proves, professional evidences, cv, professional demonstration, ect.

**France.** The Education Code (social modernization lay of the 17/01/02) allows to validate the acquired knowledge and competence in labour situation, it means that students can have a dispensations, total or partially, of some proves which take part of a diploma or a title. Every person who justify during, at least, three years of a professional activity or benevolent regarding with the aim of the correspondent diploma which can enjoy this device (Cinterfor/OIT, 2007)<sup>17</sup>.

By other side, the qualification evaluation in enterprises is carry out by the diploma or certificates recognition of the candidate for a job or by a prove which demonstrate the know-how.

**Italy.** Enterprises make different among those workers who make a physical work to those who make an intellectual work, who use to have high university studies. For these last ones, the competence and qualification recognition is practically automatic, in example: veterinarian assitant. In spite of it, for operators or manual workers, this



recognition is not automatic and they use to need a practical verification of the acquired abilities or competences.

**Qualification evaluation**

<b>Systems</b>	<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
<b>Educational System</b>	In the dual system the final exam is organised at the end of the training, which usually takes 3 years. The examination is also admissible to applicants who can prove that they have relevant working experiences of at least one and a half times the training period (normally 4½ years).	-Reform of the Educational System LOE. Everybody can do the exam, if they accredit labour experience. - Partial accreditation is possible.	- The Education Law allows to validate the labour experience to do the exam. -Partial accreditation is possible.	
<b>Labour Market</b>	-The Chamber of Commerce and Industry and the Chamber of Handcraft will carry out an exam.	-The most useful tools used by enterprises are: professional proves, professional demonstration cv.	-The most useful tool is a professional prove.	-Enterprises make difference between workers with qualification and non qualified workers, who have to make demonstrative proves.

**4.3. Certification**

**Germany.** There are different kinds of certificates (OIT, 2007):

- the VET examination certificate is issued by the Chambers. It is based on the individual training directives and examination requirements and corresponds to national standards;
- the certificate issued by the Vocational Training institutions;
- the certificated issued by the enterprise in which the practical part of the training was taken, focussing on the individual development of the trainee and the reached results as member of a work team.

Besides the vocational training qualifications, enterprises hand out a “working certificate” which describes tasks, activities, working areas and responsibilities which have been assumed meanwhile the candidate has been working in the enterprise. In the application process, the “working certificate” is presented to potential future employers together with copies of the other documents mentioned beforehand: CV, motivation letter, etc.



**Spain.** The certification is given by professional certifications of the Educational and Sciences Ministry (MEC), professionalism certificates by the INEM/SPE (Public Employment Service) and other less officials like the curriculum vitae, recommendation letter, or food handle licence, etc.

**France.** There are three kind of certifications: diplomas given by the National Education and Agriculture and Health Ministries; titles granted by the Employment and Solidarity Ministry; and the certifications of the Professional Branches (joint commission of each sector).

Both first count with a mutual recognition device and regarding to the certifications branches are found in the process to reach it. (Cinterfor/OIT, 2007)

Within vocational training, diplomas are given by the agriculture ministry (agriculture teaching) and education (general, professional and technological teaching)<sup>18</sup>, be related to initial or long life vocational training studies.

Diplomas certificate the long life vocational training which is acquired by a person basing them into professional references which make possible the access into the profession and to a position. The competences recognition follows the Professional Qualification Certificate (CQP), the only one eligible recognition system (Professional Qualification Catalogue). The possible diplomas are CAP, CAP IAA, BEPA, BAC PRO.

The curriculum vitae use to be the more used tool, besides to carry out a demonstrative prove of the accredited know-how. The competences recognition, as it was said before, is still endorsed by the CQP's, unique eligible recognition system.

- **Italy.** The CV is the more used instrument, in spite of there are other ones like the "book of competences" or "the citizen's training book", "the portfolio" and the Europass. The certification is a regional competence depending of the sector or area which be dealt.

**Professional qualification certification**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
Enterprises issue a "working certificate" with activities, tasks and responsibilities.	- Professional qualification of the MEC, professionalism certificate of the SPE, others: cv, recommendation letter, food handle licence, etc.	- Diplomas are competence of the Agriculture and Educational Ministry. They can be obtained by different ways, included CQP. Curriculum vitae, practical prove. - Recognition following CQP's.	- Curriculum, Book of competences the citizen's training book", "the portfolio" and the Europass

<sup>18</sup> FRANCE DIPLOMATIE (2007): La formación profesional en France.  
[http://www.diplomatie.gouv.fr/es/accion-France\\_217/educacion-universidad-y-formacion\\_662/estudiar-France-becas\\_665/formacion-profesional-France\\_669/index.html](http://www.diplomatie.gouv.fr/es/accion-France_217/educacion-universidad-y-formacion_662/estudiar-France-becas_665/formacion-profesional-France_669/index.html)

## **5. VALUATION OF THE NEED OF A RECOGNITION MODEL**

To continue, there are showed the results which have been obtained at the personal interviews to key informers of the sector. The interviewed people have been:

### **Spain**

- Sebastián Serena. Industrial Policy Secretary of the Agro-Food Federation (FTA-UGT). Madrid.
- Luis Serrano. Training Secretary of the Agro-Food Federation (FTA-UGT). Madrid.
- María Luisa Gómez Sánchez. Training Secretary of eh Agro-Food Federation from UGT Asturias (FTA-UGT Asturias). Oviedo.
- Pablo González Díaz. Meat Foundation Coordinator from Asturias.Oviedo.
- Antonio Reyes Guisado. Teacher at the Meat Foundation from Asturias. Oviedo.

### **Germany**

- Wolfgang Endling. Gewerkschaft Nahrung-Genuss-Gaststätten (NGG). Head of Division "Meat industry", Hamburg.
- Joachim Langecker. Gewerkschaft Nahrung-Genuss-Gaststätten (NGG). Head of Division "Vocational Education and Training, Hamburg.

### **Italy**

- Ivan Comotti. FLAI-CGIL Nazionale Dipartimento Industria. Roma
- Giampiero Sambucini. Trade union experts in the Meat Sector. UILA. Roma.

### **France**

- Joël Delepine. CFD. Federal secretary, responsible for the meat sector. Paris.

## **5.1. Vocational training situation in the meat industry sector**

The vocational training situation in the meat sector in an European level is similar among countries. The job is considered painful for working with dead animals, bad smells, etc. which generate a bad image of the occupations. The lack of a social recognition make that this profession do not be attractive for youth and for this reason vocational training have not acceptance among this collective.

### **5.1.1.VT situation**

- **Germany.** The situation differs depending on the work which is carried out, industrial or handcraft (butchers). There is a new regulation for the training in the sector, giving more chances to the trainees. But, in spite of this, there is a bad social image of the profession of butcher stemming from the low wages and bad labour conditions (working hours, painful work, etc.).
- **Spain.** There is a problem with the recognition and a bad image of the sector which do not offer any attractive for the youth. Besides the configuration of the

Educational System is an access barrier to the VT, cause, by one side, there are proposed access requirements which are not adapted to the profile of one workers on this occupations and, by other side, programmes propose a too long length (2000 hours) for the occupations expectations.

- **France.** Enterprises are not receiving faced with training issues: in general, just the 0.9% is addressed to training process, which is the compulsory minimum. Some enterprises address the 1.2% and 1.3%. From the healthy crisis, training is focused almost exclusively in healthy and hygiene issues. Some enterprises use professionalism contracts.

Following the joint organization FAFSEA<sup>19</sup>, professionalism contracts have the goal to improve the professional qualification of youth and employment demand people to acquire a recognized professional qualification. The reference training will have always as purpose the acquisition of a professional qualification registered in the National Professional Qualification Collection (RNCP) or recognized in a collective agreement, or in a list of the National Employment Joint Commission (CPNE).

- **Italy.** The sector is very different in terms of productive structures, dimensions, process and typology. It makes that the answer of the training market do not be homogeneous. It is stressed that workers with more experience have more access into the vocational training than apprentices and young people will be incorporated into the sector.

**Situation of the vocational training in the sector**

Germany	Spain	France	Italy
-Differentiation between the meat industry and the handcraft sector. -Bad image stemming from the hard working conditions and low wages. -New regulation increases attractiveness of the training.	-The VT system have barriers regarding the requirements to access and length of the programme. Success of the VT for the employment.	Enterprises are not receiving to the training: more training in issues of health and hygiene. - Some enterprises use the professionalism contract.	-Larger recognition of workers with labour experience.

**5.1.2. Acceptation of the initial vocational training among youth**

Vocational training have less acceptance among youth. Those who access to the occupations of the meat industry, they have done by non formal and informal paths. In the majority access by the family relations, by occupational vocational training programmes or after period of a practice in enterprise.

- **Germany.** Approximately, each year 3000 people begin the butcher training, but 26% leave the training before completing the training process; some change to another sector. Those who finish the training process usually have completed compulsory secondary school. Approximately 8% have no diploma. In theory, the

<sup>19</sup> FAFSEA (2007): Contrat de Professionnalisation. <http://www.fafsea.com/Actualites/actualites.htm>



training as butcher is open to everybody and does not require any previous training, in practice preference is given to secondary school graduates.

- **Spain.** The initial training have a little acceptance among young people and the society in general. It is indicated that there is relation between the fact of access into an employment and the specific vocational training. Besides, the lack of awareness of the training importance in the sector. The most frequently path to access is by known, by familiar relations.
- **France.** The bad image of the sector has a consequence that there were not many candidates who desire to access to the working positions which exist within the sector.
- **Italy.** The training success among the young people is focused in the new technologies area. The training in the total quality area have less success.

**Acceptation of the initial vocational training among the youth**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
- Bad image, more training vacancies than applicants available.	- The most frequent access way is by family relations.	- Bad image: small labour demand.	-Success in the initial vocational training in the technological area (within the meat sector).

**5.1.3. Implementation of the VT in the enterprises and in the labour market**

There is hardly enterprising planning to facilitate training for workers and employers of their enterprises. It does not seem that it interest or there were awareness of the important that it is. The unique successful training is the one relative to healthy and safety which is imposed by the state and communitarian regulation, stem from the healthy food crisis in the sector. Spain, in example, this obligations are captured in the requirement of getting the food handle licence to access into any job or position within the food sector.

The introduction of the productive process of the meat industry in the great distributions chains (Carrefour, Auchamp, etc) have meant an increase of the vocational training in the butcher activities.

- **Germany.** It is due to the fusion of small handcraft enterprises with big industrial companies that the qualification and the vocational training has lost weight in the sector. Due to the automatization and the offer of low priced products working positions often do not require a specific qualification.

Due to the health crisis, quality and ecological production issues have more and more important. On the other side, it is considered that the qualification of the new "new industrial butcher" does not match the qualification requirements, as the candidates do not have enough knowledge in quality and production issues.

- **Spain.** The unique qualification requirement is the compulsory food handle licence. The most frequent training is offered to the butchers of the great commercial surfaces. Training in a slaughter activities is very short. Social agents consider that it is fundamental that workers have knowledge of food healthy and product quality.
- **France.** It is considered that training is needed to get good professionals and it is identify to the segmentation of tasks as a difficult for the professional qualification and the establishment of careers in the sector.
- **Italy.** Big enterprises and cooperatives of slaughterer and trimmer are more attractive in the long life training field. Many enterprises opt by hiring to the already trained personal.

Enterprises tend to hire of more qualified workers in the more qualified in the more delicate positions of the productive process. In the small companies, the specialist have higher salaries that those previewed to the collective agreement level. By other side, in the small companies, it is usual to appeal to retired workers and ask them to work out of the time, cause they have a good labour experience.

**Implementation in the enterprises and labour market**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
-Needs of training stemming from the health crisis: quality, ecological production. -Low qualification of the new industrial industrial butcher.	-Compulsory food handle licence. Little training in slaughterer activities. - Long life training in safety and hygiene (larger surfaces).	-Training is needed to get good professionals. - The existing difficult due to the segmentation of tasks.	- The big enterprises have more training. Qualified workers in specific positions of the productive process. - The shortage of qualified staff means to hire to the retired workers.

**5.1.4. Previewed changes in the vocational training for the next years**

The changes in training field waited for the sector will affect to the improvement of the products quality and in the food healthy like competitive factors. All changes should be facilitated by the consensus of all the involved parts: social agents, enterprises, training centre, etc.

- **Germany.** The social partners demand a higher awareness of quality and food health issues in the training programmes. They consider this as an integral element of training in new professions such as the "industrial butcher".
- **Spain.** It is identified the need of concret the vocational training in the sector by the consensus of all the parts. It is fundamental to sensibilize to all workers and enterprises whose the human safety is treated. Training is a strategic key element of the sector.
- **France.** In spite of existing a specific and current training in the use of new technologies, enterprises programme this training just for the reglamentary aspects as the healthy and hygiene, over all form the crisis of the mad cows.
- **Italy.** It is obvious the need of an interdisciplinary training cause the introduction of news technologies, in general, reduce the need of manual abilities and it drives

to that the activity need more knowledge about the process, as computers, products trazability, package, rules, etc.

There are previewed trainig needs and new profiles in activities of prepared, logistic and marketing. Less changes in the traditional activities of slaughterer and trimmer.

**Changes in the vocational training**

Germany	Spain	France	Italy
-Need to address quality, safety and health issues in the training.	-Need of sensibility of the food healthy importance.	-Need of training in all areas, specially in new technologies.	- Need of an interdisciplinary training. - Changes in the profiles of: preparing, logistics and marketing.

**5.2. Qualifications recognition**

**5.2.1. Value of the labour experience in the labour market**

The lack of the vocational training acceptance in the sector makes that the labour experience be the most important way to access and mobility for the enterprises in the sector in Europe. The professional qualification is important regarding to the post and to the developed occupation. For the specialist, the level of the required cualification is high and it is recognized that, in most of every countries, the specialization is acquired by the labour experience.

- **Germany.** In Germany, labour market experience is considered more important in the handcraft enterprises (e.g. butcheries) than in the industrial enterprises. In large-scale enterprises, many positions are occupied by non-qualified workers who participate in a training of one or two days; in the majority of the cases this is not enough to fulfil the safety and hygiene requirements and to guarantee safe working conditions.

On the opposite, small and handcraft enterprises compete with their offer of high quality products which requires a specialized labour hand.

- **Spain.** The value of labour experience in Spain is very important. The specialist of the sector have acquired their qualification by the labour experience. This positions are: polyvalent workers (most interesting profile), specialist in developed products, professional for the rooms of quartering in slaughterer. There are new profiles which incorporate in the large surfaces (they are paid by the meat supplier), which have a larger access into the vocational training.
- **France.** The value of the labour experience depends of the work which is carried out. For the temporary workers of the meat industry is not important, cause there is no required any qualification.
- **Italy.** The value of the labour experience can be considered high for those positions which require specific professional abilities, but inferior for those positions less profesionalized linked to the automatization. By other side, there is a big



different in wages among non qualified workers and specialiste. The labour experience is considered well paid specially in the cooperatives.

**5.2.2. Value of the labour experience in the labour market**

The lack of the vocational training acceptance in the sector makes the labour experience to be the most important way of access and mobility for the enterprises in the sector in Europe. The professional qualification is important regarding the post and the developed occupation. For the specialist the required level of qualification is high and it is recognized that, in almost of the countries, the specialization is acquired by labour experience.

- **Germany.** The following documents are usually indispensable in the application and recruitment process: CV, motivation letter, diplomas and training and studies certificates as well as working certificates..
- **Spain.** The modernization of the sector, the automatization of the process and the demand of the prepared products, it means the non qualification of workers. The only ones requirements for working in the meat sector in the food handle licence and the medical test. The most common documents are the recommendation letter and the curriculum vitae.
- **France.** The professional classification in the French labour market is carried out by levels and grades: to opt for a working post, it has to be able of developing those task or activity. Before, the selection was done by intellectual coefficient, now, it use to be more often by phisycal skills and motivation than by diplomas. The CV is very often required.
- **Italy.** Basically, the qualification is given by the specific skills in on specific function. Besides, the importance of the curriculum of the technician, specialists, and more qualified workers is increasing.

The collective agreement of the sector regulate the required qualification by the worker in each working post. At the cooperatives, this situation is regulated by the owns statutes.

The professional mobility and the vocational training are regulated in the collective agreement of the sector.

**Recruitment and selection process and documents**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
-Documents relevant in the recruitment process: CV, motivation letter, diplomas and certicates.	- Modernization of the sector: non qualified workers. - Food handle licence and medical test.	- There is no recognition. - Clasification by levels and grades: physical abilities and motivation. - The CV is very often required.	-The collective agreement specify the qualification in every post. - Importance of the curriculum for technicians and specialized workers.

**5.2.3. Recruitment and selection process and documents**

Recruitment and selection process are similar in ones and others countries, where the curriculums use to be the most utilized document as personal presentation.

**Germany.** The following documents are usually relevant for recruitment processes: CV, motivation letter, diplomas and training and studies certificates as well as working certificates. In occasions, it could be asked to be completed too with an application.

**Spain.** The sector modernization, the process automatization and the demand of elaborated products takes to the non qualification of workers. To work in the meat sector is only required a food handle licence and a medical test. The most common documents are the motivation letter and the curriculum vitae.

**France.** The professional qualification in the French labour market is done by levels and grades: to opt for a job, it has to be able to do any task or activity. Before, the recruitment was done by intellectual coefficient, nowadays, it use to be done more by physical ability and motivation than my diplomas. The CV is required very often.

**Italy.** Basically, qualification is given by the specific abilities in one specific function. Besides, it is being increased the importance of the curriculum of technician, specialist and more qualified workers.

The collective agreement of the sector control the required qualification by the worker in every position. In the cooperatives this situation is controlled by the own statute. The professional mobility and training are regulated by the collective agreement of the sector.

**Recruitment and selection process and documents**

Germany	Spain	France	Italy
- Documents relevant in the recruitment process: CV, motivation letter, diplomas and certificates.	- Sector modernization: non qualification of workers. -Food handle licence and medical test.	- Recognition does not exist. - Classification by levels and grades: physical abilities and motivation. - The CV is required very often.	-The collective agreement specify the qualification for each position. - Importance of the curriculum for every technician and specialized worker.

**5.2.4. Specific accreditation of the sector**

Beyond titles and certifications, it is existed specific accreditation of the sector which allow mobility. The sectorial accreditation is interesting for the worker who could see improved his labour conditions in case of be possible to access to courses which will facilitate a qualification of a more global character.

- **Germany.** The employment sector in the meat sector in Germany has changed very much. There are more and more people with fixed-term contract and there is a trend to hire people on a temporary basis and without qualification.
- **Spain.** In the Spanish meat sector does not exist an specific accreditation which allows the labour mobility, there is only the food handle licence, but this is an access requirement.

- **France.** The CQP is not transversal (but in Butcher). There is an Individual Training Right: it is called DIF, which workers have not used from because it is not known. As an own accreditation, there is no tool which allows the labour mobility and / or access of professional courses.
- **Italy.** Only in national collective agreements the argument was dealt. The animal anatomy knowledge and the ability of working with meat are basic elements to do efectives the mobility chances of workers in the labour market.

Big companies facilitate the training of workers with more level of studies. It is used the statal regulation to facilitate to this collective the professional certificates which are needed.

**Specific accreditation of the sector**

Germany	Spain	France	Italy
- Structural change: increase of fixed-term contracts, trend of granting temporary contracts and of employing people without qualification.	-The only one accreditation is the food handle licence which is compulsory.	-The CQP does not allow a transversal mobility, but in butcher cause it is been introduced in the commercial surfaces. - Individual training right: DIF (in French).	- Do not exist a specific accreditation: only in the national collective agreements the argument was dealt.

**5.2.5. Competences licence in the enterprises**

There is no experiences of an enterprise licence for the mobility and training.

- **Germany.** As regards further training, the bodies in charge of the accreditation process are the Chamber of Commerce and Industry for the professions in big enterprises and the Chamber of Handcraft for the handcraft professions.
- **Italy.** The enterprises from Italy preview a trend to increase the specific abilities of workers, specifically of those who are involved in manager activities. There is an agreement with the University to train to the recently graduated in manager enterprises activities.

**Competences licence in the enterprises**

Germany	Italy
-Chamber of Commerce and Industry and Chamber of Handcraft are in charge of accrediting the training.	-Previewed trend to increase specific abilities of workers. - Darkness of young workers.

**5.3. Need of a national and an international model of recognition and accreditation**

It is considered that the European Sectorial Documents is positive for the long life learning and for the employment in the sector. It is agreed to Europass is a good reference which should be used. It is should avoid an excessive burocratization of this document.



**Germany.** It is considered positive that the competences licence got a larger transparency in the candidates profiles. It should be ensured that the licence is understandable to the candidates so that they can communicate its contents to potential future employers.

The competence licence is of added value as it contributes to the development of reliable standards in the EU, improves the comparability of degrees and the transparency of the candidates' profiles. However, it is also of core importance to ensure that the labour conditions and wages in the sector are being improved.

It is very important to describe and name the body in charge of the development of this competence licence.

**Spain.** The qualification recognition is good for the sector: it facilitates the transparency for the employment and training (larger mobility). A card or another document allow the dignification of the sector, always that it were not bureaucratic and it has any reference in the CNCP. It is being valued a greed format, where it will be visualized what the worker gots and needs regarded with the professional profile.

**France.** It is considered needed to exist one competence licence which make easier the mobility and the access to the longlife professional training.

**Italy.** It is considered needed to have a clear concept of "licence". As a matter of fact, nobody among the private operators can give official permissions concerning job. The word license can only be considered as a certification of the skills of a worker. we can more appropriately use the word " competence book". This latter can be useful also to understand the perspective and need of training refreshing in the next future.

It is important a document, cause in the collective negotiation is not guaranteed the mobility and the vocational training of workers.

**Need of an international recognition document**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
Competence licence is of added value as it contributes to reliable standards in the EU, the comparability of degrees and the transparency of candidates' profiles	Worker dignification in the sector is positive. It must be linked to the CNCP.	Recognition is considered positive for the lonlife learning.	-the formule of the "book of competences" allows an update of competences to the long life.

**6. PROPOSAL OF A MODEL OF QUALIFICATIONS ADAPTED TO EUROPASS MOBILITY**

**6.1. Utility of the Europass model**

All countries consider very beneficial for enterprises and for workers a model like the Europass. The ventadges are visibles in the acquired competences transparency by the worker, which allows to identify the individual situation and its expectations, it makes possible the vertical and horizontal mobility, it allows more fitted recruitment and



selection process and it offers an homogeneity in all Europe for the mobility and visibility.

- **Germany.** It is considered that the Europass is a useful instrument for employers and workers, because it facilitates transparency in the training and employment system. The Europass will help increasing the transparency of workers competences and abilities, in spite that the meat sector does not show any great mobility. One of the interviewed persons stresses the importance of identifying the individually acquired competences and those ones which are pending of being acquiring (to promote the training).

On the other side, it is recognized that the Europass will not contribute to the certification's quality improvement, because it is only a tool that documents the experiences, competences and abilities of a person.

- **Spain.** It is considered that a model like the Europass will be useful for the labour mobility in the company and in the sector, staff selection for the qualifications visibility, training access, quality certifications and ISO rules in the enterprise and improve the product quality.
- **France.** Europass is considered a useful tool, but over all for one specific category of workers: technician and supervisors. It should be work on this direction cause it is an instrument which can be value to workers and make visible their competences.
- **Italy.** European enterprises can reach an effective competitiveness, from levels with similar professional abilities of workers, having in account the monitoring of certification and ethics standards levels which be reached in the productive process too. The difference exists in the manner of working between enterprises in the productive area.

**Utility of the Europass model**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
To facilitate transparency. It allows to get insight into the individual qualification processes.	Improvement of all process which depend of the qualification.	Staff selection by qualifications visibility.	It is to homogenize the qualifications in Europe. It will be for the mobility and qualifications visibility.

**6.2. Elements in the recognition document**

**1. Personal data**

It is agreed to consider that the personal data must appear in the competence recognition document. It is given any concretion regarded to indicate the place of birth cause it can be possible discriminatory factors.

- **Germany.** It has to be guaranteed that people are not being discriminated by adding this information. One of the interviewed persons says that the place of birth should be substituted by the place of residence as the former can cause problems that are subject to discrimination.

- **Spain.** There are not difficulties or problems with these data.
- **France.** This data are considered important in the competence document.
- **Italy.** Some of these data can be very important, but it is stressed the importance which should be given, in example, to the spoken language, the safety and food healthy knowledge, the work safety, the products traceability, etc.

**Personal data**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
- No problems with these data but the indication of the place of origin can be discriminatory.	-There are no problems with these data.	-Needed place	-Imporant data but secondary regarding abilities and knowledges.

**2. Organization which issues the document**

The document should be issued by an independent and an autonomous body from the public administrations to avoid that be a too much process but, at the same time, it is needed their intervention to give them the official and public interest character. Enterprises do not have to manage this document by alone.

- **Germany.** It has to be guaranteed that the document is not issued by one single organisation but by a committee which is equally represented by the stakeholders (social partners, public authorities, labour market organisations). The certification must be regarded as a public interest, which is why a regulation purely under privat law would be problematic.
- 
- **Spain.** The document must be issued by an organizations in where the consensous among social agents, enterprises and public admisnitrations be possible.
- **France.** The consensous among parts is good.
- **Italy.** It is considered that the organizations in charge of the mentioned document should be an independiente and autonomous body of the implicated parts, in example: a Vocational Training Centre, public or private, accredited following the rules.

**Organization which issues the document**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
- Committee represented by relevant stakeholders - Certification should be regarded as a public interest.	- By consensous among the involved (tripartite).	-Consensous among participants.	-Independent and autonomous body of the involved parts.

### 3. Experience and labour path

In this point there is difference about the need to collect where and when professionals competences are acquired, to guarantee the quality of the recognition process. And other options, which mark that it is important to know if the worker has or not the competence. It is not important to know where it was acquired, cause it can be a discriminatory data, cause it is been proved that more training you have, more training you receive.

- **Germany.** It is affirmed that the document should include experiences, contents and activities which have been acquired in the vocational educational and training system as well as in the labour market. It should include formally as well as informally acquired competencies. It is also considered that it is important to indicate information about where competences were acquired too, in order to guarantee that the focus of the document is not solely outcome-based but also input-oriented.
- **Spain.** Its options is by the development of an accreditation stressing the acquisition of a competence, without be important where, how or when it is acquired. It can be damaged for who has the competence, but it has no much experience. It happens too that more training you have, more training you receive.
- **France.** It is agreed all proposed data to be indicated in the document.
- **Italy.** It is declared that these data are important. A fact problem, is to get a good index of abilities, a working guide (works which have been done before following behavior rules). Other knowledges to be included can be safety at work rules, healthy and hygiene, etc.

Experience and labour path: enterprise where he has been working, developed jobs, responsibility, workers in charge, seniority.

**Experience and labour path**

<b>Germany</b>	<b>Spain</b>	<b>Italy</b>
-Experience, contents and developed activities. -information about location where competencies were acquired (focus on outcome as well as input)	-Acquisition of a competence, without mind where, how or when.	-Good index of abilities, guide of the work which has been done following regulations.

### 4. Competences which should appear in the recognition model

Everybody agree in that these competences must be indicated, but there is difference in its presentations.

- **Germany, Spain, France, Italy.** It is important that professional and technical competences, languages, computer, environmental, labour risk and management and social skills are considered: work in groups, flexibility, leadership, self control, interpersonal understanding, self trust, guidance to results, etc.



- **Spain.** It is considered that the accreditation document must have two parts: one with the specific competences in the sector and another one transversal to be linked to the worker interest. It is very important to consider the worker will about it is included or which is out of the document.

**5. Organization which should promote a recognition document**

The kind of organizations which is promoted by the document has to have the consensus of social agents, enterprises, public administrations.

- **Germany.** It is considered that the competences licence should be promoted by the Chambers of Commerce and Industry and the Chambers of Handicraft, respectively. Due to their particular interests, it is not suggested that enterprises allocate the licence, also because they lack overarching sector-specific knowledge.
- **Spain.** It is considered that there is the consensus need and participation of all the social agents who are involved in the National Professional Qualifications System. Reference to the collective agreement must be known.
- **France.** It is considered that the competence licence be promoted by social agents and public administrations close to enterprises, of a joint way. Enterprises by their own is not the best option.
- **Italy.** It is considered that all social agents, by the social dialogue linked to the collective negotiation.

**Organization which should promote a recognition document**

<b>Germany</b>	<b>Spain</b>	<b>France</b>	<b>Italy</b>
<ul style="list-style-type: none"> <li>- Chambers of Commerce and Industry and the Chambers of Handicraft.</li> <li>- Not enterprises on their own.</li> </ul>	Consensus of social agents, enterprises, public administrations, by the social agent, enterprises, public Administrations, by social dialogue linked to the collective negotiation. -Consensus and participation by the side of the National Professional Qualifications System.	<ul style="list-style-type: none"> <li>-Social agents.</li> <li>-Public administrations: educational, labour or healthy authorities, and others.</li> <li>- No enterprises by their own.</li> </ul>	Consensus of social agents, enterprises, public administrations by the social dialogue linked to the collective agreement.

**Needed steps to develop a qualification recognition process**

All the countries consider that these steps are suitable to establish a qualifications recognition of professional qualifications recognition in the sector:

- Enterprises and types identification.
- Working position tipification.
- Description of the need competences for the sector.
- Detail of the training associated to obtain competences.

- Definition of the qualification recognition process.
- Identification of the staff who will value and develop the qualifications identification process.
- Title list, experiences and previous evidence which will be having in account.
- Emmission of a competences document: carné, portfolio, etc.
  
- **Germany.** All steps are considered as important. There are great advantages to develop it in the European context, because it facilitates international mobility.
  
- **Spain.** It is said that all steps are important. There would have many advantages to develop it within an European field, cause there is more and more international mobility.
  
- **Italy.** When it is developed an evaluation of a general project, among other things, it has to be considered training from the point of view of the ethic in the development of productive process, which it is not only regarding the laws related to work in general, but it exist a great range of workers rights (not only those which are coded by official laws).

**Consensus grade for the recognition in every country**

In general, there is collaboration among the different involved agenst in the qualifications and competences recognition process.

- **Spain.** There is a good relation among the involved parts within the sector. Trade unions declare that the social recognition has not only why it has to be followed of a immediate economic recognition.

By other side it is being required a flexibility and a polyvalence in the working which should be allowed the mobility in the sector and facilitate the ability of adaptation to diferente professional fields. Even though, to get an unification of criteria in Europe would improve the situation in every country.

- **France.** There are two different visions: the big enterprises which want and the small ones which do not want. There is a contradiction. The interviewed declare that it is needed to accept that can be other which be better than us, to accept their improvements and to adapt us to them.

**Consensus grade for the recognition in every country**

<b>Spain</b>	<b>France</b>
<ul style="list-style-type: none"> <li>- Good relation between parts within the sector.</li> <li>- Trade unions: social recognition different to the immediate economic recognition.</li> <li>- Standard unifications in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>-Contradictions between visions from big and small enterprises.</li> <li>-There are another ones who are better, to accept it and adaptation.</li> </ul>

**6. SUMMARY AND CONCLUSIONS**

The qualifications recognition is presented in two fields that are the educational and vocational training system and the labour market.

Educational and VT system in the sector have a common characteristic which is the lack of participations of youth in the training itineraries of the sector.

By their side, labour market are characterized by the increasing automatization in every productive process and the generalization of jobs which do not require qualification. This situation make that there are more submerged economy, with different ways: externalisation to third countries, false self-employers, etc. In this way, the sector has been changed into receiver of non qualified work, which many temporary workers depend on, immigrants, ect.

The qualified work is concentrated in few specialized posts as: trimmer, polyvalent workers, food preparer, refrigeration workers, ect. Enterprises value very much the labour experience of these workers, givin better labour conditions, in example, with indefinite hiring. In countries like Spain, this qualification is only obtained by labour experience.

By other side, actors who participate in the qualifications recognition process are: central Administration (Agriculture, Employment and Education Ministries), the regional administrations, Chamber of Commerce, the professional organizations, social agent and training centres. The differences among countries are given by the larger or less prominence of each of them. In example, the educational and vocational training system in Spain is really conditioned by the central Administration, meanwhile in Germany and in Italy, regional administrations have larger prominence.

The qualifications recognition have three different moments, which are identification, valuation and certification:

- Qualifications identification. To determinate which are the qualifications and competences more relevant in the meat industry, in each country it will be used a methodology which will have in consideration the enterprises situation, the classification in the collective agreement, training needs of the sector, etc.
- Valuation. To value the acquired qualifications by an individual to his long life, the educational system have establish devices for workers with labour experience can accede to exams and obtain an official title. In spite of it, in the labour market the valuation methodologies which are used by enterprises are different: trial period, temporary contract, professionalism contract, cv, professional demonstration, prove, etc.
- Certification. In the educational system the professional certification is onde by validity titles and diplomas in all the national field and in order with the professional classification of the sector. In example, the title of veterinarian. In the labour market, the certification has a relative validity: there are enterprise certification, recommendation letters, etc. In the long life training of the enterprises, accreditations about the acquired knowledges are obtained.

Experts have done a valuation about qualifications in the sector which shows the following situation:



- The sector have bad image face the society, it has a recognition lack. It suppose that vocational training has a little acceptance. Youth opt by other professional career in other sectors.
- The more accepted training in the sector is those one which is developed with a short length and directly linked with the employment, in which young people from scholar failure use to participate.
- The long life training in the enterprise has some common characteristics in Europe, these are: a training addressed to the requirements to achieve the food safety rules, a non-polivalent training and with a little integral vision to fill job and of the sector.
- The most urgent qualifications needs are located in the quality rules implementation fields, food safety, new technologies, polyvalent training in different posts, pre-cooked food, logistic, marketing and traceability.

In this situation, where the largest part of the jobs are non qualified, it is needed to set up a tool to make qualifications visibles. This situation will contribute to: improve the access into the vocational training, to facilitate the movility, to increase the interest of the youth by the sector, to place worker in relation with the professional competences, definitely to establish professional career and to dignify the occupations of the sector.

The initial works on the Europass will be a valid model for the sector. In this sense, it should be taken in account the following questions to establish a recognition model:

- Organizations which participate in the development of a recognition document will be the public Administrations (national and regional), social agents, centres and enterprises in a coordinate way in every national field.
- References for the document will be: the collective negotiation, professional qualifications of every country, data of the occupational observatory and occupations trends, national qualifications system.
- Two positions are considered from the labour path: one which value the competence possession, independiently where it is being obtained. It is considered that the worker will about the data which should be appear in the document has to be respected. Another opinion, is that to know where and when the competence has been aquired is interesting, cause it suppose a larger credibility and reliability of the recognition process.
- Competences: there should be differenced the specific competences from the horizontal ones. The worker will should be prevailed to relate the qualifications. It should be included a greed format which sirves for the worker who knows which competence have and which ones are pendent to have a professional qualification. Competence balance. This system can help to improve the access into the worker vocational training.
- The phase of the qualifications recognition process will be: sociolabour and economic analyse of the sector, identification of the key competence for the sector, description of the associated training to those key competences, development of an accreditations process of previous evidence, guidance about competences and associated training, emission of a competence document.



**Euromeat**

- Two formats: an expedient (portfolio with all the documentation of the worker) and one licence with the professional competences which be accredited by the worker, recognized by the public Administrations, social agents, enterprises and vocational training.

## ANNEXE 1. EQF DESCRIPTORS

### Descriptors to define the levels of the European Qualifications Framework<sup>20</sup>

Concept and level	Knowledge	Skills	Competences
Concepts	In the EQF, knowledges are described as theoreticals or / and practical.	In the EQF, skills are described as cognitive (use of the logical, intuitive and creative thinking) and practices (founded in the manual skill and in the use of methods, materials and tools).	In the EQF, competences is described in responsibility and autonomy terms.
Level1	General basic knowledges.	Basic needed skills to develop simple tasks.	Working or study under direct supervision in a structured context.
Level2	Practical base knowledges in a specific working field or study.	Basic needed cognitive and practical skills to use useful information to carry out tasks and solve common problems with the help of rules and easy tools.	Working or study under supervision
Level3	Knowledge of facts, principles, process and General concepts in a specific working field or study.	Range of needed cognitive and practical skills to carry out tasks and solve problems selecting and applying basic methods, tools and materials.	Responsibilities assumption
Level4	Theoretical and practical knowledge in large context in a specific working field or study.	Range of needed cognitive and practical skills to find solutions to specific problems in a specific working field or study.	Practice of self-management according to defined conditions in context of working or studying which use to be previewed, but susceptible of changing.

<sup>20</sup> EUROPEAN COMMISSION (2007): The European Qualifications Framework: a new way to understand qualifications across Europe [http://ec.europa.eu/education/policies/educ/eqf/index\\_en.html](http://ec.europa.eu/education/policies/educ/eqf/index_en.html).



Level5	Larger specialized knowledge, theoretical and practical in a specific working field or study, being aware of the limits of these knowledges.	Full range of needed cognitive and practical skills to find creative solutions to abstracted problems.	Management and supervision tasks in contexts of working or studied activities in which can be produce unforeseeable changes.
Level6	Advanced knowledges in a working field or study which require a critic understood of theories and principles.	Advanced skills which accreditate the control and the innovation dowry which be necessary to solve difficult and non previsible problems in a specialized working or study field.	Activities management or technical or complexed professional projects, assuming responsibilities by taking of decisions in working or unforeseeable studies contexts.
Level7	High specific knowledges, some of them to the vant-garde of one specific working group or study, which set up the bases of an original though.	Critical aware of knowledge questions in a specific field an din the articulation point among different fields.	Specific skills to solve problems in the researching and investigation field, with views to the development of new knowledges and process, and into the integration of knowledges in different fields.
Level8	Knowledges with the more advanced frontier of a specific working field or study and in the point of articulation among different fields.	Skills and more advanced and spezilized techniques, particularly in the field of needed sintesis and valuation to solve critical problems of researching and / or innovation to enlarge and redefine knowledges and existing professional practices.	Authority, innovation, autonomy, academic and professional integrity and continous engagement, sustains and accredited respect to the development of new ideas or process into the vant-garde of working context or studies, investivation included.

## ANNEXE II. EUROPASS MOBILITY MODEL<sup>21</sup>



**MOVILIDAD EUROPASS**

1. TITULAR DEL PRESENTE DOCUMENTO DE MOVILIDAD EUROPASS		
(1) <sup>o</sup> Apellido(s) <input style="width: 90%;" type="text"/>	(2) <sup>o</sup> Nombre(s) <input style="width: 90%;" type="text"/>	(4) Fotografía <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
(3) Dirección (calle, número, código postal, localidad, país) <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		
(5) Fecha de nacimiento <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/>	(6) Nacionalidad <input style="width: 80%;" type="text"/>	(7) Firma del titular <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Nota: los apellidos con el fin de la identificación deben ser obligatoriamente		

  

2. ORGANIZACIÓN QUE EMITE EL PRESENTE DOCUMENTO DE MOVILIDAD EUROPASS	
(8) <sup>o</sup> Nombre de la organización expedidora <input style="width: 95%;" type="text"/>	
(9) <sup>o</sup> Número del documento de Movilidad Europass <input style="width: 60%;" type="text"/>	(10) <sup>o</sup> Fecha de expedición <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/> / <input style="width: 20%;" type="text"/>
Nota: los apellidos con el fin de la identificación deben ser obligatoriamente	

  

**Nota aclaratoria**

Movilidad Europass es un documento europeo oficializado, que describe en detalle el contenido y los resultados –en términos de competencias, capacidades o, si procede, de resultados académicos– obtenidos por una persona, independientemente de su edad, su nivel educativo o su situación profesional, durante una estancia en otro país europeo (E.U., A.E., C.E.T.E. o países candidatos), con fines formativos.

El documento de Movilidad Europass fue establecido mediante la Decisión no 2246/2004/CE del Parlamento Europeo y del Consejo, de 15 de diciembre de 2004, relativa a un marco comunitario único para la transparencia de las cualificaciones y competencias (Europass).

Para más información sobre Europass, incluyendo el Curriculum Vitae Europass y el Portfolio de Lenguas Europass, visite: <http://europass.cedefop.eu.int>

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<sup>21</sup> CEDEFOP (2007): The Europass Mobility  
<http://europass.cedefop.europa.eu/europass/home/vernav/InformationOn/EuropassMobility/navigate.action>



**3. ORGANIZACIÓN ASOCIADA (PERSONAS FÍSICAS O JURÍDICAS) (20\*)**

**ORGANIZACIÓN DE PROCESOS DEL TITULAR** (organización responsable de la formación y el proyecto de movilidad en el país de origen)

(110\*) Nombre, tipo (público, facultad o departamental), dirección:  (110) Firma:

(120) Nombre(s) y apellidos de la persona de referencia o líder (el presidente del comité de coordinación del departamento del COTD):  (120) Estado/ciudad:

(130) Teléfono:  (130) Correo electrónico:

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**ORGANIZACIÓN DE ESCUELAS** (organización que recibe el título del documento de Movilidad Europea)

(120\*) Nombre, tipo (público, facultad o departamental), dirección:  (120\*) Firma:

(130) Nombre(s) y apellidos de la persona de referencia o líder (el presidente del comité de coordinación del departamento del COTD):  (130) Estado/ciudad:

(140) Teléfono:  (140) Correo electrónico:

Nota: Fírmalo sólo en el caso de que el título de la persona de referencia figura en el título del documento de Movilidad Europea. Los nombres marcados con un asterisco son obligatorios.

**4. DESCRIPCIÓN DEL PROYECTO DE MOVILIDAD EUROPEA (20\*)**

(200) Objetivos de estancia formativa:

(210) Iniciativa en cuyo marco se realiza la estancia formativa (si procede):

(220) Titulación (certificado, diploma o título) que acredita la formación recibida (si procede):

(230) Programa curricular o de movilidad correspondiente (si procede):

(240) Duración de la estancia formativa:  
 Fecha:  del  mes  año. (240) Fecha:  del  mes  año.

Nota: Los asteriscos son indicativos de datos obligatorios de completar.

**5. DESCRIPCIÓN DE LAS CAPACIDADES Y COMPETENCIAS ADQUIRIDAS DURANTE LA ESTADIA FORMATIVA (20\*)**

(300) Actividades/formativas llevadas a cabo durante la estancia:

(310) Capacidades y competencias profesionales o técnicas adquiridas:

(310) Capacidades y competencias lingüísticas adquiridas (si no están incluidas en las profesionales o técnicas):

(320) Capacidades y competencias informáticas adquiridas (si no están incluidas en las profesionales o técnicas):

(330) Capacidades y competencias organizativas adquiridas (si no están incluidas en las profesionales o técnicas):

(340) Capacidades y competencias sociales adquiridas (si no están incluidas en las profesionales o técnicas):

(350) Otras capacidades y competencias adquiridas:

(360) Fecha:  del  mes  año. (360) Firma de la persona de referencia o líder:  (360) Firma del titular:

Nota: Fírmalo únicamente con el título de la persona de referencia o el título del departamento de destino. Los nombres marcados con un asterisco son obligatorios.





**EXPLICACIÓN DE CALIDAD DE LA CALIFICACIÓN (Cuadro 5.14)**  
(Registra de los cursos seguidos y de las materias o unidades cursadas)

(1) **Objetivo del curso:**  
Módulo de clases informativas sobre el ECTS disponible en la red de la organización de acogida

(2) **Duración del curso:**  
Y = 1 año académico      3S = 3 semestres  
S1 = 1 semestre        2T = 2 trimestres  
1T = 1 trimestre        2T = 2 trimestres

(3) **Descripción del sistema institucional de calificación:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(4) **Escala de calificación (ECTS):**

Nota ECTS	Nº de alumnos que obtiene normalmente la nota	Definición
A	10	Excelente – resultado notable con escasas insuficiencias
B	25	Muy Bueno – resultado superior a la media, a pesar de existir algunas insuficiencias
C	50	Bueno – buen trabajo en general, a pesar de existir un número considerable de insuficiencias
D	35	Satisfactorio – trabajo correcto, pero con algunas importantes
E	10	Suficiente – resultado que cumple los criterios mínimos de aprobado
F	-	Insuficiente – se requiere un trabajo suplementario previo a la concesión de un curso
F	-	Muy insuficiente – se requiere un trabajo suplementario considerable

(5) **Créditos ECTS:**  
1 año académico = 60 créditos  
1 semestre = 30 créditos  
1 trimestre = 20 créditos

## TERMS GLOSSARY

### Glossary

Recognition (of competences)

1. Formal recognition: the process of granting official status to competences, either
  - through the award of certificates or
  - through the grant of equivalence, credit units, validation of gained competences;

and/or

2. social recognition: through acknowledgment of the value of competences by economic and social stakeholders.

### Transparency (of qualifications)

The degree of intelligibility of qualifications allowing their value to be identified and compared on the (sectoral, regional, national or international) labour and training markets.

Source: Cedefop, 2003.

### Validation of informal / non-formal learning

The process of assessing and recognising a wide range of knowledge, know-how, skills and competences which people develop throughout their lives in different contexts, for example through education, work and leisure activities.

Source: adapted from The international encyclopaedia of education.

### Valuing learning

The process of promoting participation in and outcomes of (formal or non-formal) learning, to raise awareness of its intrinsic worth and to reward learning.

Source: Cedefop, 2001 in European Commission, communication Making a European area of lifelong learning a reality, doc. COM(2001) 678 final.

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