



TOP CLeveR
Training and Outreach
Programmes for a Circular
and Level(s) based Revolution

D2.2 KEY FINDINGS AND CONCLUSIONS ABOUT THE QUALIFICATIONS AND TRAINING LANDSCAPE IN EACH COUNTRY

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Glossary

Acronyms

CEDEFOP	Centre for the Development of Vocational Training
CQS	<p>Competence Quality Standard developed by the TRAIN4SUSTAIN project is a comprehensive framework that aims to assess and evaluate the competence, skills, and knowledge of professionals in sustainable building within the construction sector. It provides a common understanding and a harmonized approach to qualifications and training across European Member States.</p> <p>The CQS facilitates the transnational recognition of learning outcomes and competence levels, ultimately contributing to the demand for competent construction professionals and raising the acceptance of sustainability qualifications in the EU construction market.</p>
CVET	<p>Continuing VET</p> <p>C-VET takes place after initial education and training or after beginning working life. It aims to upgrade knowledge, to help citizens to acquire new skills and to retrain and further personal and professional development. It is largely work-based.</p> <p>Source: European Commission</p>
ECTS	European Credit Transfer and Accumulation System
EHEA	Qualifications Framework of the European Higher Education Area
ENIC/NARIC network	network of national centres set up to directly support institutions and citizens with the recognition of academic qualifications
EQF	<p>European Qualification Framework</p> <p>Common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems.</p>



	<p>Source: COUNCIL RECOMMENDATION of 22 May 2017 (2017/C 189/03)</p> <p>The EQF only partially implies a hierarchy of educational programmes (e.g. a qualification on a higher level in the EQF very likely will correspond to a higher level on the ISCED levels) and a hierarchy of occupations (e.g. a qualification on a lower EQF level will very likely lead to an occupational activity ranked on a lower level in the ISCO skill levels). However, the EQF focuses on learning outcomes in the form of knowledge, skills and competence; these are seen autonomously of education programmes or occupational contexts.</p> <p>Source: European Commission. Explaining the European Qualifications Framework for Lifelong Learning</p>
ESCO	<p>European multilingual classification of Skills, Competences and Occupations.</p> <p>These concepts and the relationships between them can be understood by electronic systems in a way that allows different online platforms to use ESCO for different services such as: matching job seekers with jobs based on their competences, suggesting training to those who wish to improve their competences.</p>
ETF	<p>the European Training Foundation (ETF), as European Agencies, play an important role in supporting the implementation of the EQF</p>
ISCED	<p>International Standard Classification of Education</p> <p>ISCED is the reference international classification for organising education programmes and related qualifications by levels and fields. ISCED 2011 (levels of education) has been implemented in all EU data collections since 2014. ISCED-F 2013 (fields of education and training) has been implemented since 2016.</p>
ISCO	<p>International Standard Classification of Occupations.</p> <p>This index is based on the classification that allows categorization based on occupations. It serves mainly to allow international comparability of labor market statistics. It is also used in</p>



	censuses, statistics on accidents at work and other statistics in which the occupation of the respondents is of fundamental importance.
IVET	<p>Initial Vocational Education and Training</p> <p>I-VET is usually carried out at upper secondary level and post-secondary level before students begin working life. It takes place either in a school-based environment (mainly in the classroom) or in a work-based setting, such as training centres and companies.</p> <p>Source: European Commission</p>
NQF	National Qualification Framework
VET	<p>Vocational Education and Training</p> <p>Vocational education and training (VET) provides learners with essential skills enhancing their employability, supporting their personal development and encouraging active citizenship. VET boosts enterprise performance, competitiveness, research and innovation.</p> <p>Source: European Commission</p>
WCRLZ	TOP CLEVER pillars: Whole life carbon, Circular construction, Resource efficiency, Levels, Zero Emission Building
ZEB	Zero Emission Building

Definitions

blue collar	<p>A person who performs manual labour, needing strength or physical skills.</p> <p>Source: TRAIN4SUSTAIN project</p>
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Competence	<p>means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development</p> <p>Source: EU Council Recommendation - 2017/C 189/03</p>
Formal learning	<p>Acquisition of knowledge, know-how, information, values, skills and competences in an organised and structured environment in terms of learning objectives, time or resources (e.g. an education or training institution or a company).</p> <p>Source: CEDEFOP - Glossary</p>
	<p>Intentional learning that occurs in a structured environment and is provided by an educational or training body/institution accredited by an official authority; it leads to official qualifications.</p> <p>Source: TRAIN4SUSTAIN project</p>
Knowledge	<p>means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual</p> <p>Source: EU Council Recommendation - 2017/C 189/03</p>
Learning outcomes	<p>means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy</p> <p>Source: EU Council Recommendation - 2017/C 189/03</p>
Non-formal learning	<p>Acquisition of knowledge, know-how, information, values, skills and competences in the framework of planned activities – in terms of learning objectives, time or resources – where some form of learning support is present (e.g. student-teacher/trainer relationships).</p> <p>Source: CEDEFOP - Glossary</p>



	<p>Learning embedded in educational, intentional and structured activities in any area other than a formal learning environment; it does not lead to official qualifications.</p> <p>Source: TRAIN4SUSTAIN project</p>
Qualification	<p>means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards</p> <p>Source: EU Council Recommendation - 2017/C 189/03</p>
Skills	<p>Means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)</p> <p>Source: EU Council Recommendation - 2017/C 189/03</p>
white collar	<p>Professional with a higher education degree in the construction sector.</p> <p>Source: TRAIN4SUSTAIN project</p>



1 Introduction

1.1 Background

The TOP CLeveR analysis aims to build upon the work of the BUILD UP Skills projects (National Platforms and Roadmaps), Construction Blueprint project and other existing initiatives in the project countries such as the TRAIN4SUSTAIN project.

The Status Quo reports of the National Platforms in each country have given the background, especially to understand the national training frameworks and to identify the key stakeholders involved on VET programmes.

The analysis to date from those projects is focused on digitalisation of construction, smart buildings, circular construction, green public procurement, energy efficiency heating and renewables. TOP CLeveR seeks to address challenges not covered in their analysis such as the Whole Life Cycle approach, Level(s) or ZEB. Therefore, this mapping extends the scope to accelerate the transformation in capacity building of the construction sector in line with the European strategies and directives.

A key element in making a comparison between the countries of the project has been the work of CEDEFOP about the VET systems, which has been used as a basis for understanding the training structure as a starting point for the analysis of this deliverable.

Follow-up of existing projects and regulatory changes require the analysis to be updated by the end of the second year of the project for each country.

1.2 Objective

The central aim of the training landscape analysis is to identify the gaps in the existing education programmes and the lack of skills and qualifications that would allow a decarbonised building stock. In this way, identify project opportunities to develop training that fills the skills gap and can be aligned with existing recognition processes.

Understanding the picture in each country requires:

- Mapping of existing qualifications for white collars and blue collars related to the achievement of the decarbonised building stock, life cycle approach and circularity.



- Mapping of the training programs already available in each country and at the EU level.
- Mapping of the professionals and workers profiles not recognised by a qualification.
- Mapping the key stakeholders involved in this qualification landscape.
- Analysis of the accreditation process of professional courses for white and blue collars
- Analysis of the correspondence and recognition of the professionals and workers competences, qualifications or profiles across EU countries

1.3 Relation to other activities in the project

The work of mapping the existing WCRLZ training landscape is important to the execution of other project work packages, as it lays the foundation on which the VET programme proposal (WP3) of TOP CLEVER can be built and fit together in a coherent way.

The overlap between WP2 and WP3 has enhanced that the mapping data collection work serves to trigger the initial VET proposal discussions between the consortium partners.

Task 2.2 Analysis of the recognition of the building professionals and construction workers is directly related to WP5 Discussion/Alignment of accreditation of programmes and recognitions of qualifications/profiles at national level. In fact, it could be understood as a first approach to the accreditation processes that CGBC will continue and deeply discuss through national working groups.

Furthermore, the work on *Task 7.1 Target groups definition and analysis* has helped in the categorisation of the training providers mapped in each country.



2 Analysis of training landscape

This chapter has approached separately the analysis of existing training programmes (results of the mapping) and the analysis of qualifications and the associated processes of accreditation and recognition of competences. This last analysis, due to its systemic character and not so much of technical contents of sustainability or construction, is presented as a first approach, rather than an in-depth study. It is foreseen to be updated in M23 and will be continued in WP5 Discussion/Alignment of accreditation of programs and recognitions of qualifications/profiles at national level.

In order to carry out this analysis, existing documents have been reviewed, such as the VET system schemes developed by CEDEFOP in each country, the Status Quo documents of the national platforms (BUILD UP SKILLS LIFE projects) and other reference documents at country level.

In [Annex I](#) you can see the summary sheet in which each country compiled the most relevant aspects to understand the national training framework and the processes associated with the accreditation and recognition of competences.

2.1 Training framework at EU level

In the context of EQF (European Qualification Framework), the learning outcomes are defined in terms of:

- Knowledge: described as theoretical and/or factual.
- Skills: described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- Responsibility and autonomy: described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

Therefore, 8 levels are defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any qualifications system:



Table 1 EQF description

	Knowledge	Skills	Responsibility and autonomy
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop



	Knowledge	Skills	Responsibility and autonomy
	boundaries of that knowledge		performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



On the other hand, each National Qualifications Framework (NQF) is included in the [European Inventory of National Qualifications Frameworks](#). It compiles detailed information on the qualifications frameworks and systems of the 41 countries participating in the EQF process.

It also provides an [online tool](#) which through an interactive map/grip presents information in the state of play of the NQF of each country in 2018, 2020 and 2022. The information displayed in the tool is collected biennially by Cedefop together with the European Commission and ETF, in cooperation with countries and the EQF national coordination points.

2.2 Training framework for white and blue collars in each country

As a starting point for the analysis of the existing training programmes, qualifications and competence accreditation processes, it is necessary to understand the structure of the education system and the types of formal and non-formal training for white and blue collars in the project countries.

In addition, the complexity of VET governance in the project countries should be highlighted. In Spain, Poland and Italy, responsibilities and competences for educational regulation are shared between national and regional administrative levels. However, in Slovenia, Hungary and Croatia, education responsibilities are centralised at national level.

Assuming VET training for blue collars is that between EQF 3 to 5, and EQF levels 6 to 8 for white collars, an attempt has been made to identify the types of formal and non-formal training for these qualification levels with reference to the ISCED classification in the [CEDEFOP chart of each country](#).

Although formal vocational education is often perceived as being linked to blue collars, it is important to identify existing formal VET for high EQFs, as these are usually more regulated and have a recognition of professional competences within the national catalogue, unlike non-formal training.

White collars

Formal and non-formal VET is structured in a similar way across the six project countries. Formal VET is articulated through university programmes (at Master's level) and through higher level vocational training programmes offered by public and non-public institutions and labour offices. Meanwhile, non-formal VET is usually



conducted by private educational institutions, professional associations, councils/chambers of professionals, research centres, manufacturers, software providers and other companies.

Blue collars

However, formal and non-formal VET for blue collars are different in each country, although with some similarities. In many cases there are a closed number of types of formal VET (depending on the length of the course and linked to the levels of each trade) since qualifications are regulated. Qualifications give structure and definition to the programmes themselves. In addition, much of the training is offered by public institutions including the employment service. Meanwhile, non-formal VET is provided mostly by schools for builders, labour foundations, manufacturer's companies, professional association and other private vocation educators.

It should be noted that in some countries, such as Spain and Italy, few trades in the construction sector are regulated. Therefore, not all professionals rely on formal training as it is not a regulated requirement. However, there are mechanisms in place to accredit and recognise the experience of professionals.

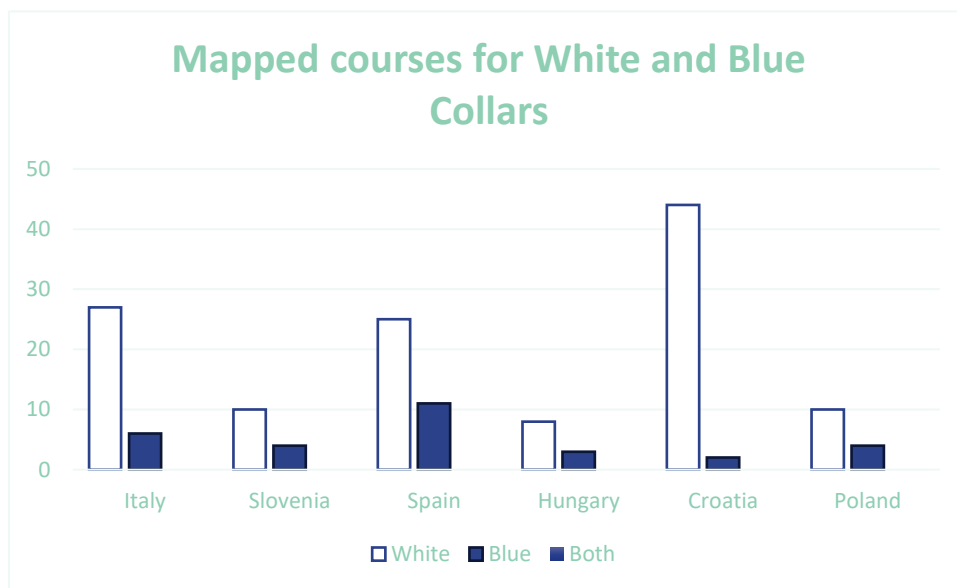
2.3 Existing training programs in WCRLZ: mapping results

This section shows the analysis of the results compiled by each GBC to produce the [map for each country](#) (D2.1).

2.3.1 Collection of programmes at national level by GBCs

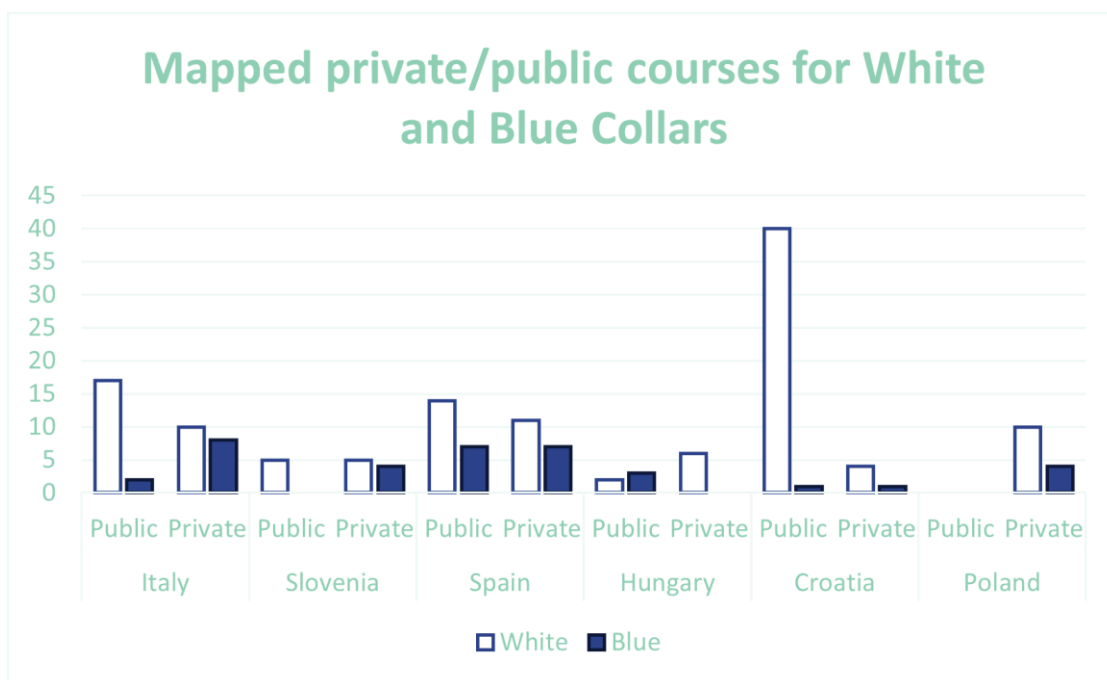
The mapped existing courses to the target public of courses on TOP CLeveR's topics (Whole Life Carbon, Circular Construction, Resources Efficiency, Level(s) and ZEB) show that there is more training available for white collars than for blue collars.





The situation between public and private training varies from country to country.

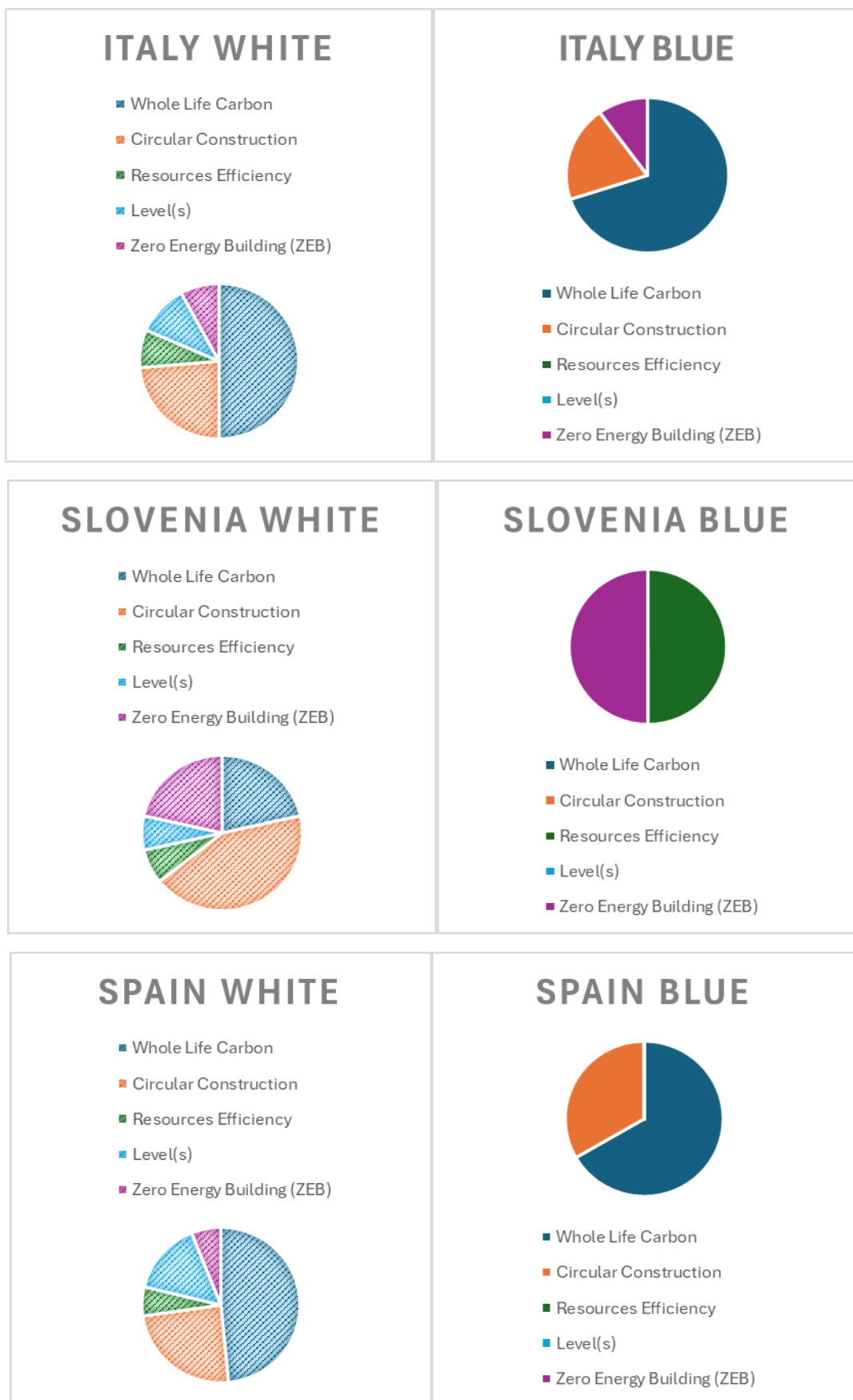
In general, it could be said that existing formal training is more linked to the WCRLZ pillars as master's programmes offered by universities.

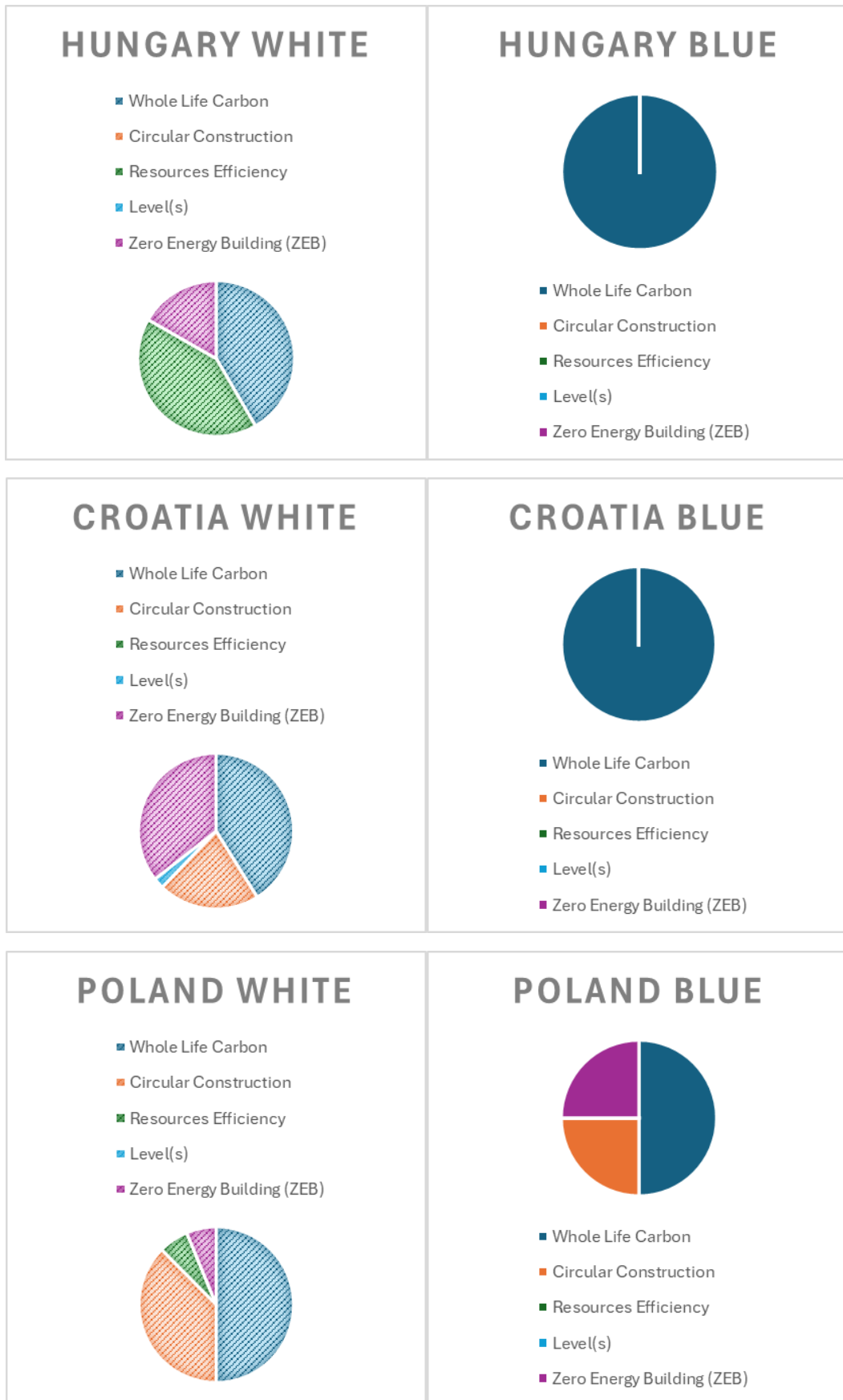


The topic for which more courses are available is, firstly whole life carbon (for white and blue collars); secondly ZEB and circular construction (for white collars).

The topic for which there are fewer courses is, firstly Level(s); secondly resources efficiency (for white and blue collars).







2.3.2 Other training programmes at EU level

Several platforms offer training courses available at a European level. Some of them are: [EU Academy](#), [Coursera](#), [EdX](#) or [Udemy](#).

These courses are open to both individuals and teams interested in the proposed topics.

EU Academy:

Course	Topic	Description
Level(s) - Sustainable performance in buildings	Level(s)	The modules in this course explain the principles and concepts and offer you practical advice on how to use them over the life cycle of your building projects.

Coursera:

Course	Topic	Description
Sustainable Building: Design and Specification	Circular construction	Shift from traditional design to a healthier materials design approach. Evaluate tools and resources for protecting human health. Apply strategies for choosing healthier materials.
Sustainable Construction in a Circular Economy	Circular construction	Analyse the role of contractors, subcontractors, and material procurement in the execution of a healthier project. Discuss the relationship between circular design and design innovation. Examine the capacity of material systems to contribute to a circular, low-carbon, regenerative, and equitable world.



EdX:

Course	Topic	Description
DelftX: Circular Economy for a Sustainable Built Environment	Circular construction	Learn how the principles of the Circular Economy can be applied to the built environment ranging from products and buildings to metropolitan and regional development strategies.
DelftX: Zero-Energy Design: an approach to make your building sustainable	Zero Energy Building (ZEB)	This course introduces you to zero energy design. It will teach you a stepped approach to design a zero energy climate concept for existing buildings: homes, schools, offices, shops etc.

Udemy:

Course	Topic	Description
Carbon neutrality. Managing greenhouse gas emissions	Whole life Carbon	Learn about the steps that an organisation can take to reduce its carbon footprint and become carbon neutral.
Design of Energy-Efficient Buildings	Resources Efficiency	This course aims to change the way you think about energy and how this is spent within a building.
Introduction to Net-Zero Energy buildings	Zero Energy Building (ZEB)	A primer on Net-Zero Energy Buildings and design strategies.
Mastering key concepts of Net Zero Energy Buildings	Zero Energy Building (ZEB)	Building load simulation, cooling load calculations.



2.4 Existing qualifications related to WCRLZ in each country

As can be seen in Annex I of this report, most of the countries have a catalogue listing recognised qualifications. Other countries have a catalogue for occupations (as broad groups of professions).

Existing acknowledged qualifications related to WCRLZ reach only a recognition of general competences in energy efficiency, building innovation and energy auditing. In fact, it is worth noting that such qualifications are usually under the energy “macro-group or economic sector” rather than the building sector.

It is worth mentioning that there are other projects, such as the BUILD UP SKILLS national platforms working on boosting new skills and qualifications on digitalisation of construction, smart buildings, circular construction, green public procurement, energy efficiency heating and renewables. Their results may be included in the update of the analysis conducted by this report due in M23.

2.5 Professional profiles not recognised by a qualification

At this point of the analysis, we have detected some qualifications that are defined by public or private certification schemes, although they are not recognized in the national catalogues. For example, there are some white collars’ profiles in Italy such as “Expert in Energy Management” (UNI CEI 11339), “Energy audit” (UNI CEI EN 16247-5) or “Expert in Italian sustainable buildings” (CertIng) are recognized by volunteer certifications according to ISO/IEC 17024.

Likewise, some blue collars profiles such as “Drywall system installers (UNI 11555), “Window installers (UNI 11673-2)” and “Installers of composite thermal insulation systems (ETICS) (UNI 11716)” in Italy; and “Thermal insulation installer” in Spain are recognized by a certificate of professionalism or accredited by a certification body.



2.6 Processes associated with the accreditation and recognition of competences in each country

White Collars

These processes are pre-determined standardised procedures, usually mandated by a main national public authority (Ministry), followed by intermediate institutions that are responsible for ensuring compliance and the achievement of quality criteria in all processes.

After these first public authorities, and up to the implementing institution, there may be other intermediate bodies providing technical support to these accreditation and recognition processes.

In the case of non-formal training, if there is formal accreditation or recognition, it is obtained through another final accreditation body (such as professional chambers or labour institutions) for non-formal competences.

Professional chambers play an important role in the accreditation processes of professional profiles such as architects and engineers, as they require affiliation to practise the profession. Professional affiliation is mandatory in order to obtain a building permit. In addition, these institutions usually have ongoing training, which in some countries is required to maintain the affiliation (e.g. in terms of professional training credits).

Blue Collars

In the same way as for White Collars, these processes are generally ordered by a main body at state level (Ministry), followed by intermediate institutions that are responsible for ensuring that what has been ordered is fulfilled and that quality criteria are obtained in all the processes, which may be the same as for White Collar higher education, or different.

After these first two bodies, and up to the institution in charge of implementation (school), there may be other intermediate bodies that provide technical support to these processes and in this case, they will always be different from those of White Collars, as they are technical bodies that differ in competences.

In the case of non-formal training, if there is a formal accreditation, it is obtained through another final accreditation body (such as the employment service or the chambers of trades) for non-formal competences.



3 Analysis of the potential integration to the schemes developed by other initiatives

This chapter analyses the structure of fields and macro areas included in the skills passport developed in the TRAIN4SUSTAIN Project. This analysis would help to structure the TOP CLeveR training programmes in relation to the learning objectives, knowledge and skills already defined in the TRAIN4SUSTAIN passport.

The 5 thematic pillars of the TOP CLeveR (WCRLZ) project are included in the passport as shown in the Table 2.

* It should be noted that the correspondence with Level(s) is through the indicators related to the TOP CLeveR (WCRZ) pillars as Level(s) is a cross-cutting framework (see Table 3).

Table 2 Correlation between the TRAIN4SUSTAIN passport and TOP CLeveR pillars

TOP CLEVER PILLAR	TRAIN4SUSTAIN PASSPORT			AREAS OF EXPERTISE
	THEMATIC FIELD		MACRO AREA	
WHOLE LIFE CARBON	ENVIRONMENT	Materials	MA2 Sustainable materials	MA2.1 Life Cycle Assessment (building scale)
CIRCULAR CONSTRUCTION	ENVIRONMENT	Materials	MA1 Design for Deconstruction, reuse and recycling	MA1.1 Materials and components for ease of disassembly
				MA1.2 Adaptive reuse



			MA2 Sustainable materials	MA2.2 Recycled and reused materials
				MA2.3 Regenerative materials and technologies
			MA2 Solid waste	MA3.1 Solid waste management
	PROCESS	Sustainable Building Design	BD1 Integrative Design	BD1.1 Integrated Design Process
RESOURCES EFFICIENCY	ENVIRONMENT	Water	WA1 Water efficiency	WA1.2 Indoor water use management
LEVEL(S)	There are no skills associated with knowledge of the Level(s) framework itself in the passport macro areas and fields, but as indicated above, as it is a cross-cutting framework, the Level(s) indicators associated with the rest of the TOP CLeveR pillars are included.			
ZERO EMISSION BUILDINGS	ENVIRONMENT	Energy	EN1 Energy Performance Assessment	EN1.1 Energy Simulation
			EN4 Energy Reduction	EN4.1 Thermal insulation
				EN4.5 Passive systems for cooling and heating



	SOCIETY	Comfort and well being	CO1 - Indoor air quality	A.38 – CO1.1 – Low-emitting materials
	PROCESS	Built Environment Certification systems	BE1 Building sustainability certification	BE1.1 Energy Performance Certification

Table 3 Identification of the embedding of the WCRZ pillars in Level(s) as a cross-cutting framework

LEVEL(S) FRAMEWORK		TOP CLEVER PILLAR
MACRO OBJECTIVE	INDICATOR	
1: Greenhouse gas and air pollutant emissions along a building’s life cycle	1.1 Use stage energy performance	ZERO EMISSION BUILDING
		RESOURCES EFFICIENCY
		WHOLE LIFE CARBON
	1.2 Life cycle Global Warming Potential	WHOLE LIFE CARBON
ZERO EMISSION BUILDING		
2. Resource efficient and circular material life cycles	2.1 Bill of quantities, materials and lifespans	RESOURCES EFFICIENCY
		CIRCULAR CONSTRUCTION
	2.2 Construction & demolition waste and materials	CIRCULAR CONSTRUCTION
	2.3 Design for adaptability and renovation	



	2.4 Design for deconstruction, reuse and recycling	
3. Efficient use of water resources	3.1 Use stage water consumption	RESOURCES EFFICIENCY
4. Healthy and comfortable spaces	4.1 Indoor air quality	RESOURCES EFFICIENCY
	4.2 Time outside of thermal comfort range	
	4.3 Lighting and visual comfort	
	4.4 Acoustics and protection against noise	
5. Adaptation and resilience to climate change	5.1 Protection of occupier health and thermal comfort	
	5.2 Increased risk of extreme weather events	
	5.3 Increased risk of flood events	
6. Optimised life cycle cost and value	6.1 Life cycle costs	
	6.2 Value creation and risk exposure	



4 Conclusions and new training opportunities

4.1 Identification of training programs' gaps

After having completed the analysis of the training courses available in the project countries, the lack of training for blue collars on the TOP CLeverR's topics is highlighted in contrast to the variety of training for white collars.

The most noticeable gap in training for blue collars, also shared by every country in the project, is related to Level(s). This gap is followed by the topic on "Resources Efficiency" which is only offered by Slovenia. After these two, "Circular construction" and "Zero Energy Building" are the least offered. Concerning training for white collars, most countries offer courses on all the TOP CLeverR's topics

In addition to this, it is remarkable to state that countries like Italy, Slovenia and Spain offer training for white collars related to the five TOP CLeverR's topics. Croatia (Whole Life Carbon, circular construction, Level(s) and ZEB) and Poland (Whole Life Carbon, circular construction, resources efficiency and ZEB) offer four of them and Hungary three (resources efficiency, Whole Life Carbon and ZEB). Whole Life Carbon is the most popular one in all of them except in Slovenia.

Further issues identified with regard to the courses available are:

- Most courses in several countries are theoretical only.
- There is a clear relationship between physical or hybrid courses and courses that are formal education. In contrast, in many countries the majority of non-formal education is online.
- The influence on the number of students is greater in formal public education. However, the private non-formal training reaches out experienced working professionals.

The findings of the mapping should be understood as something that is continuously evolving. Thus, the work of WP3 builds on this to focus training in a way that complements existing training.

4.2 Lack of qualifications and missing skills

The current existing qualifications for EQF 6-8 in the project countries do not cover WCRLZ competences, although in many cases energy efficiency and energy auditing qualifications have been included even if not under the group of qualifications of the



building sector, but of the energy sector - as can be seen from what is compiled in Annex I by each GBC through the qualification catalogues available.

However, in some countries such as Italy there are some qualifications at EQF level 3-5 related to the WCRLZ pillars that were introduced with the most recent changes in the structure of higher technical formal education schemes.

In this moment of transition within the construction sector competences to face the new challenges, recognizing the new competences and qualifications is key to create the relevant vocational training. Here, TOP CLeverR's contribution to advance the definition of such competences, centred on 5 pillars, in line with the TRAIN4SUSTAIN passport can be of great value.

In addition, the role of GBCs at national, regional and local level with extensive networks of contacts with the organisations involved in training and the competent administrations can be fundamental to transmit these new competences through their training and influence the recognition of these qualifications. For example, GBCE has contact with the observatory of the Spanish National Institute of Qualifications in charge of studying the proposals for the recognition of qualifications.



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ESCO is the multilingual classification of European Skills, Competences, and Occupations. ESCO is part of the Europe 2020 strategy: [Homepage \(europa.eu\)](#)

ISCED: [International Standard Classification of Education \(ISCED\) - Statistics Explained \(europa.eu\)](#); [international-standard-classification-of-education-isced-2011-en.pdf \(unesco.org\)](#). Annex 2: CODING OF EDUCATION PROGRAMMES

EQF description: [Description of the eight EQF levels | Europass](#)

National Qualifications Framework:

<https://www.cedefop.europa.eu/en/projects/national-qualifications-framework-nqf/european-inventory?page=2>

Compare national qualifications frameworks across Europe:

<https://europa.eu/europass/es/compare-qualifications>

Vocational education and training in each EU country - Short descriptions of national VET systems prepared for the EU Presidency countries

<https://www.cedefop.europa.eu/en/publications?search=Short+description>

VET system schemes (charts): [Countries | CEDEFOP \(europa.eu\)](#)

The EQF works together with other European and international instruments supporting the recognition of qualifications.

- The **Council Recommendation of 26 November 2018** on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad refers to the EQF as a way to foster transparency and build trust between national education and training systems
- Directive 2005/36/EC addresses the **recognition of professional qualifications in the EU**, enabling professionals to move across borders and practise their occupation or provide services abroad
- The **Lisbon recognition convention** is an international agreement administered by UNESCO and the Council of Europe that allows for the recognition of academic qualifications in Europe and beyond;
- The EQF is compatible with the **Qualifications Framework for the European Higher Education Area** and its cycle descriptors. The framework was agreed by education ministers of the intergovernmental **Bologna Process** in 2005.



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Annex I. National worksheets

Analysis of the national training framework and the processes associated with the accreditation and recognition of competencies.

Slovenia

TRAINING FRAMEWORK IN SLOVENIA - WHITE COLLARS
<p>Types of existing formal training offer</p> <p>The system of education and training in the Republic of Slovenia is based on legal bases that regulate the field of formal education, recognition of informally acquired knowledge and lifelong knowledge learning. Formal training is characterized by the fact that it is provided by a school institution, that it is structured and planned. It is an institutionalized activity, the result of which is a publicly valid qualification. The school system in Slovenia is divided into three sections of education, primary, secondary and tertiary. Primary education is provided by public and private kindergartens, elementary schools, elementary schools with an adapted program, music schools, and institutions for the upbringing and education of children with special needs. Secondary education is provided by gymnasiums and high schools. It is divided into general, vocational technical and secondary professional and technical education. The third set of education, tertiary education, is provided by both public and private institutions. It consists of post-secondary professional education and higher education. Higher professional education is provided by higher professional schools, while higher education is provided by faculties, academies and independent higher education institutions.</p> <ul style="list-style-type: none"> ● Primary education ● preschool education ● primary education ● basic music education ● Secondary education ● Tertiary education ● post-secondary professional education ● higher education ● Adult Education ● Education of persons with special needs <p>https://www.gov.si/assets/ministrstva/MVI/Dokumenti/ENIC-NARIC-center/solske-sheme/Structure-of-the-education-system-in-the-Republic-of-Slovenia-v2.pdf</p> <p>https://www.gov.si/assets/ministrstva/MVI/Dokumenti/ENIC-NARIC-center/solske-sheme/Sistem-vzgoje-in-izobrazevanja-v-Republiki-Sloveniji-v2.pdf</p>



<p align="center">TRAINING FRAMEWORK IN SLOVENIA - WHITE COLLARS</p>
<p>Types of existing non-formal training offer</p>
<p>It does not obtain a publicly valid qualification. Informal education includes various forms, namely seminars, courses, lectures, workshops, organized independent learning and other types of learning. Non-formal education programs are often aimed at acquiring specific knowledge. The implementation of non-formal education is left to the initiatives of individual providers who pursue above all, each has its own business interests, namely:</p> <ul style="list-style-type: none"> • vocational schools, • inter-company training centers, • chambers and other professional associations, • private educational institutions and companies, • manufacturers and suppliers of materials and equipment. <p>https://www.google.si/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjT_fbK6PiEAxUUxgIHHTIhCIQQFnoECB8QAQ&url=http%3A%2F%2Fdk.fdv.uni-lj.si%2Fdiplomska%2Fpdfs%2FTavcar-Jana.PDF&usq=AOvVaw2ouhypCHjBRpDU1Ochycu0&opi=89978449</p> <p>BUILD UP Skills Slovenija</p>
<p>Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)</p>
<p>The process of identifying, verifying and confirming previously acquired knowledge and skills takes place according to previously determined standardized procedures, which are usually defined by the implementing institution (school) by determining the experts and bodies that participate and make decisions in individual phases, of course in accordance with the law and instructions.</p> <p>http://www.cpi.si/</p>
<p>Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)</p>
<p>The process of evaluating knowledge, skills and competences should be carried out in the following stages:</p> <ol style="list-style-type: none"> 1. Identifying an individual's knowledge, skills and competences is a process in which the individual himself or in cooperation with the advisor, he determines which knowledge and skills he has already acquired in various learning environments, and it then compares them to predetermined standards of learning outcomes. 2. Documentation is the collection of evidence of knowledge, skills and competences (for example, recommendations, examples quality work results, course descriptions; an organised collection of documentation can also be a portfolio or portfolio).



<p align="center">TRAINING FRAMEWORK IN SLOVENIA - WHITE COLLARS</p>
<p>3. Confirmation of learning outcomes is a process by which it is confirmed that the individual's learning achievements, demonstrated in transcript or assessed and verified in other ways, correspond to the learning outcomes required to obtain them national professional qualification or professional module(s) in the educational program. During the certification process, a qualified assessor (expert in a specific field) reviews the supporting documents (can be collected in the form of a collection folder or portfolio) and determine whether the conditions for recognition are met (criteria, standards) of education.</p> <p>4. Assessment of learning outcomes is a set of methods and procedures that are used to check the extent of knowledge, skills and competencies acquired by the participant in various learning environments to obtain a national professional qualification. A qualified evaluator based on evidence of already acquired knowledge, skills and competences decides in what way and to what extent the knowledge will need to be checked. Determining learning outcomes is based on the measurement of individual learning outcomes, competences, which in practice are determined by established standards. Oral presentation, research papers, projects, essays, demonstration of skills can be assessed.</p> <p>5. Recognition of learning outcomes is the process by which the adopted learning outcomes are officially recognized by awarding national professional qualifications; however, based on this, an individual may be exempted from performing professional work module/professional modules in the educational program.</p> <p>6. Information and advice must be provided at all stages of the process http://www.cpi.si/</p>
<p>How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?</p>
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p>
<p>Rules on the nomenclature of professions Professional standards and catalogs are adopted in the following areas: I: EDUCATION, II: ART, III: BUSINESS AND ADMINISTRATION, IV: COMPUTING, Q: TECHNIQUE, VI: PRODUCTION TECHNOLOGY, VII: ARCHITECTURE, CONSTRUCTION, VIII: AGRICULTURE, FORESTRY, FISHERIES,</p>



<p align="center">TRAINING FRAMEWORK IN SLOVENIA - WHITE COLLARS</p>
<p>IX: VETERINARY, X: HEALTHCARE, XI: SOCIAL SERVICES, XII: PERSONAL SERVICES, XIII: TRANSPORTATION SERVICES, XIV: ENVIRONMENTAL PROTECTION, XV: SECURITY, XVI: ARMY, XVII: SUSTAINABLE DEVELOPMENT.</p> <p>Record of professional standards The records include data on accepted and published professional standards, which can be the basis for creating educational programs or catalogs for obtaining national professional qualifications. It contains the following information: the name and code of the professional standard, the name of the professional qualification and the date of acceptance and publication of the professional standard. The register is maintained by the Center for Vocational Education of the Republic of Slovenia and is published on the National Information Center for Vocational Qualifications.</p> <p>http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO6958 https://www.nok.si/en http://www.nrpslo.org/ https://www.google.si/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjmkatI7viEAX6gP0HHRA2C2gQFnoECCgQAQ&url=http%3A%2F%2Fwww.pisrs.si%2FPis.web%2FpregledPredpisa%3Fid%3DPRAV10073%26d-16544-s%3D1%26d-16544-o%3D2%26d-16544-p%3D1&usq=AOvVaw17Ilei_xobJPi2uzzeD_iA&opi=89978449</p>
<p>Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)</p>
<p> </p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>Limitations on the part of employers related to the financing of education and the time spent on education. At the same time, it is often present. Also the lack of interest of workers and employers in education, mainly because they are workers with lower level of education, for whom learning is a burden.</p> <p>The competency-based design of the programs is based on the knowledge and skills listed in the professional standards as a fundamental document for the preparation of educational programs. Execution programs is aimed at the education participant, achieving his academic success and developing skills for performing the tasks of an individual professional or professional field.</p>



TRAINING FRAMEWORK IN SLOVENIA - WHITE COLLARS
<p>The open part of educational programs is not specified at the national level, but it comprises 20% of the total program. The design of the content of this work is left to the providers of educational programs in accordance with the interests and needs of the local environment and economy.</p> <p>BUILD UP Skills Slovenija</p>
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for white collars).</p>

TRAINING FRAMEWORK IN SLOVENIA - BLUE COLLARS
Types of existing formal training offer
<p>The system of education and training in the Republic of Slovenia is based on legal bases that regulate the field of formal education, recognition of informally acquired knowledge and lifelong knowledge learning.</p> <p>Formal training is characterized by the fact that it is provided by a school institution, that it is structured and planned. It is an institutionalized activity, the result of which is a publicly valid qualification.</p> <p>Compulsory education is primary education followed by secondary education, which can be:</p> <ul style="list-style-type: none"> - general secondary education - secondary technical and professional education - secondary vocational education (final exam) (master's/supervisory/managerial exam) - lower vocational (final exam) <p>https://www.gov.si/assets/ministrstva/MVI/Dokumenti/ENIC-NARIC-center/solske-sheme/Structure-of-the-education-system-in-the-Republic-of-Slovenia-v2.pdf</p> <p>https://www.gov.si/assets/ministrstva/MVI/Dokumenti/ENIC-NARIC-center/solske-sheme/Sistem-vzgoje-in-izobrazevanja-v-Republiki-Sloveniji-v2.pdf</p>
Types of existing non-formal training offer
<p>It does not obtain a publicly valid qualification. Informal education includes various forms, namely seminars, courses, lectures, workshops, organized independent learning and other types of learning. Non-formal education programs are often aimed at acquiring specific knowledge.</p> <p>The implementation of non-formal education is left to the initiatives of individual providers who pursue above all, each has its own business interests, namely:</p> <ul style="list-style-type: none"> • vocational schools, • inter-company training centers,



<p align="center">TRAINING FRAMEWORK IN SLOVENIA - BLUE COLLARS</p>
<ul style="list-style-type: none"> • chambers and other professional associations, • private educational institutions and companies, • manufacturers and suppliers of materials and equipment. <p>https://www.google.si/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjT_fbK6PIEaxUUxgIHHTIhCIQQFnoECB8QAQ&url=http%3A%2F%2Fdk.fdv.uni-lj.si%2Fdiplomska%2Fpdfs%2FTavcar-Jana.PDF&usq=AOvVaw2ouhypCHjBRpDU1Ochycu0&opi=89978449</p> <p>BUILD UP Skills Slovenija</p>
<p>Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)</p>
<p>The process of identifying, verifying and confirming previously acquired knowledge and skills takes place according to previously determined standardized procedures, which are usually defined by the implementing institution (school) by determining the experts and bodies that participate and make decisions in individual phases, of course in accordance with the law and instructions.</p> <p>http://www.cpi.si/</p>
<p>Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)</p>
<p>The process of evaluating knowledge, skills and competences should be carried out in the following stages:</p> <ol style="list-style-type: none"> 1. Identifying an individual's knowledge, skills and competences is a process in which the individual himself or in cooperation with the advisor, he determines which knowledge and skills he has already acquired in various learning environments, and it then compares them to predetermined standards of learning outcomes. 2. Documentation is the collection of evidence of knowledge, skills and competences (for example, recommendations, examples quality work results, course descriptions; an organized collection of documentation can also be a portfolio or portfolio). 3. Confirmation of learning outcomes is a process by which it is confirmed that the individual's learning achievements, demonstrated in transcript or assessed and verified in other ways, correspond to the learning outcomes required to obtain them national professional qualification or professional module(s) in the educational program. During the certification process, a qualified assessor (expert in a specific field) reviews the supporting documents (can be collected in the form of a collection folder or portfolio) and determine whether the conditions for recognition are met (criteria, standards) of education. 4. Assessment of learning outcomes is a set of methods and procedures that are used to check the extent of knowledge, skills and competencies acquired by the participant in various learning environments to obtain a national



<p align="center">TRAINING FRAMEWORK IN SLOVENIA - BLUE COLLARS</p>
<p>professional qualification. A qualified evaluator based on evidence of already acquired knowledge, skills and competences decides in what way and to what extent the knowledge will need to be checked. Determining learning outcomes is based on the measurement of individual learning outcomes, competences, which in practice are determined by established standards. Oral presentation, research papers, projects, essays, demonstration of skills can be assessed. 5. Recognition of learning outcomes is the process by which the adopted learning outcomes are officially recognized by awarding national professional qualifications; however, based on this, an individual may be exempted from performing professional work module/professional modules in the educational program. 6. Information and advice must be provided at all stages of the process http://www.cpi.si/</p>
<p>How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?</p>
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p>
<p>Rules on the nomenclature of professions Professional standards and catalogues are adopted in the following areas: I: EDUCATION, II: ART, III: BUSINESS AND ADMINISTRATION, IV: COMPUTING, Q: TECHNIQUE, VI: PRODUCTION TECHNOLOGY, VII: ARCHITECTURE, CONSTRUCTION, VIII: AGRICULTURE, FORESTRY, FISHERIES, IX: VETERINARY, X: HEALTHCARE, XI: SOCIAL SERVICES, XII: PERSONAL SERVICES, XIII: TRANSPORTATION SERVICES, XIV: ENVIRONMENTAL PROTECTION, XV: SECURITY, XVI: ARMY, XVII: SUSTAINABLE DEVELOPMENT. Record of professional standards The records include data on accepted and published professional standards, which can be the basis for creating educational programs or catalogs for</p>



<p align="center">TRAINING FRAMEWORK IN SLOVENIA - BLUE COLLARS</p>
<p>obtaining national professional qualifications. It contains the following information: the name and code of the professional standard, the name of the professional qualification and the date of acceptance and publication of the professional standard. The register is maintained by the Center for Vocational Education of the Republic of Slovenia and is published on the National Information Center for Vocational Qualifications.</p> <p>http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO6958 https://www.nok.si/en http://www.nrpslo.org/ https://www.google.si/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjmkatI7viEAxX6gP0HHRA2C2gQFnoECCgQAQ&url=http%3A%2F%2Fwww.pisrs.si%2FPis.web%2FpregledPredpisa%3Fid%3DPRAV10073%26d-16544-s%3D1%26d-16544-o%3D2%26d-16544-p%3D1&usg=AOvVaw17Ilei_xobJPi2uzzeD_iA&opi=89978449</p>
<p>Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)</p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>Limitations on the part of employers related to the financing of education and the time spent on education. At the same time, it is often present. Also the lack of interest of workers and employers in education, mainly because they are workers with lower level of education, for whom learning is a burden.</p> <p>The competency-based design of the programs is based on the knowledge and skills listed in the professional standards as a fundamental document for the preparation of educational programs. Execution programs is aimed at the education participant, achieving his academic success and developing skills for performing the tasks of an individual professional or professional field; the open part of educational programs is not specified at the national level, but it comprises 20% of the total program. The design of the content of this work is left to the providers of educational programs in accordance with the interests and needs of the local environment and economy.</p> <p>BUILD UP Skills Slovenija</p>
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for white collars).</p>



Hungary

TRAINING FRAMEWORK IN HUNGARY - WHITE COLLARS
Types of existing formal training offer
<p>Formal education and training from preschool to post-secondary non-tertiary level. This level is called "public education" whether the institution is established by a public or private entity. Its operation and regulation is the duty of the state and receives funding from the central government budget.</p> <p>At the end of primary and lower secondary education, students can choose between different upper secondary education pathways. Two provide access to higher education:</p> <ol style="list-style-type: none"> 1. primary schools (gimnázium, ISCED 3A) offer four (or in bilingual schools five) years of general education and obtain a certificate of secondary school completion (érettségi bizonyítvány), a prerequisite for admission to higher education; graduates may also go on to post-secondary VET; 2. "Secondary vocational schools" (szakközépiskola, SZKI) offer four (or in bilingual schools five) years of general and pre-vocational education (ISCED 3A) leading to a secondary school leaving certificate; students are then free to choose whether to participate in one- to three-year VET (ISCED 4C) to obtain a vocational qualification or to move on to higher education. <p>Higher education institutions currently offer the following opportunities:</p> <ol style="list-style-type: none"> (a) non-degree programmes also available as part-time education to obtain an ISCED 5B OKJ advanced level vocational qualification (felsőfokú szakképesítés); (b) bachelor and master level programmes (ISCED 5A) also available in part-time education and distance learning to obtain the first or a new degree and qualification; (c) postgraduate specialisation programmes (szakirányú továbbképzés), usually two- to four-term courses typically offered in correspondence delivery mode awarding a new specialised ISCED 5A qualification, built on the degree and qualification obtained in undergraduate training; (d) six-term ISCED 6 doctoral degree programmes (typically offered in full-time education, most in State-financed forms). The first advanced level OKJ qualification and higher education degree can be obtained free of charge in every delivery mode, although State-supported training opportunities are less frequent in part-time education.
Types of existing non-formal training offer
Vocational schools



TRAINING FRAMEWORK IN HUNGARY - WHITE COLLARS
<p>Training centers Professional associations private educational institutions</p>
<p>Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)</p>
<p>Ministry of Human Capacities (Emberi Erőforrások Minisztériuma): The Ministry of Human Capacities oversees various aspects of education and training in Hungary, including non-formal education initiatives. It may develop policies, provide funding, and coordinate efforts related to non-formal training programs.</p> <p>Hungarian Higher Education Authority (Magyar Felsőoktatási Akkreditációs Bizottság) - The Hungarian Higher Education Authority is responsible for quality assurance and accreditation of higher education institutions and programs. It evaluates and accredits institutions and programs based on established criteria and standards.</p> <p>Hungarian Accreditation Board (MAB) - While primarily focused on accrediting laboratories, certification bodies, and inspection bodies, MAB may also be involved in accrediting training and education programs in specific fields, particularly those related to technical or scientific disciplines. procedures relating to higher education institutions, as provided for by law.</p>
<p>Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)</p>
<p>In Hungary, the Hungarian Accreditation Committee for Higher Education (hereinafter referred to as MAB) is an independent, national expert body established to assess the quality of training, scientific research and artistic creation in higher education and the internal quality assurance of higher education institutions. The MAB is involved as an expert in procedures relating to higher education institutions, as provided for by law. Certification and accreditation framework of the higher education institution draws up the curriculum, which includes the subject profiles, the credit numbers and the professors' profiles.</p> <p>After the approval of the curriculum by the Senate, the higher education institution initiates the establishment of the course by submitting the training and outcome requirement and the model curriculum to the Education Office</p>



TRAINING FRAMEWORK IN HUNGARY - WHITE COLLARS

and the training and outcome requirement to the MAB, in accordance with the Nftv. The basic unit of training is the subject, which contains the competences defined for that subject. The aim of the subject is the achievement of the 4 main subject competences (Knowledge, Ability, Attitude, Autonomy and Responsibility) that the student will be able to achieve after completing the subject.

The MAB shall formulate its expert opinion in the procedures related to the operation of higher education institutions, the establishment of training courses, the establishment of doctoral schools and the launching of doctoral training, taking into account the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

According to the Nftv., in certain procedures, the higher education institution may initiate that the MAB is replaced by an organisation proposed by the higher education institution, which is a full member of the European Association for Quality Assurance in Higher Education and registered in the European Quality Assurance Register for Higher Education, under certain specified conditions.

How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?

In Hungary, the process of defining new competencies and corresponding qualifications typically involves collaboration between various stakeholders, governed mainly by the National Qualifications Framework (NQF).

The process is structured and follows certain steps to ensure that new competencies and qualifications align with the needs of the labor market and meet the standards of quality education. Here's an overview of the typical process:

- Identification of Skill Needs: The process often begins with the identification of skill needs in specific industries or sectors.
- Development of Competency Profiles: Once the skill needs are identified, competency profiles are developed to define the knowledge, skills, and abilities required for particular occupations or job roles.
- Curriculum Development: Educational institutions, in collaboration with industry experts and relevant stakeholders, develop curricula based on the competency profiles.
- Accreditation and Quality Assurance: Before implementation, the new qualifications and training programs undergo accreditation and quality



TRAINING FRAMEWORK IN HUNGARY - WHITE COLLARS

assurance processes to ensure they meet established standards of quality and relevance.

- Piloting and Evaluation: In some cases, new qualifications and training programs are piloted to assess their effectiveness and make any necessary adjustments before full implementation.

The National Qualifications Framework in Hungary provides a systematic structure for organizing qualifications based on learning outcomes and competencies. It facilitates the recognition, comparability, and transparency of qualifications across different education and training pathways.

The NQF establishes criteria for the development, accreditation, and assessment of qualifications, ensuring their quality and relevance to the needs of the labor market.

The legal basis for the National Qualifications Framework in Hungary is primarily provided by the following regulations:

- Act LXXVI of 2011 on Vocational Education.
- Act CXC of 2011 on National Public Education.
- Government Decree 224/2012 (VIII.28.) on the National Qualifications Register.

The frequency of updates to qualifications and the National Qualifications Framework (NQF) can vary depending on several factors, the process typically involves periodic reviews and revisions to ensure that qualifications remain current, relevant, and aligned with evolving standards and practices. Several entities and mechanisms may play roles in monitoring, evaluating, and updating qualifications and the NQF in Hungary, the main one it is the National Qualifications Committee (NQC), that is responsible for overseeing the development and maintenance of the National Qualifications Framework. It may facilitate consultations with stakeholders, conduct research, and make recommendations regarding updates and revisions to qualifications.

Is there an official national catalogue of occupations (or professional profiles) available?

Identify those that are related to the WCRLZ pillars of the project (if any).

There is an official national catalogue of occupations known as the Hungarian Classification of Occupations (HCO) or "Magyar Foglalkozás Osztályozás" in Hungarian. The HCO serves as a standardized classification system for organizing and categorizing occupations based on their characteristics, tasks, skills, and qualifications:

1. Managers
2. Professionals
3. Technicians and associate professionals
4. Office and management (customer services) occupations



TRAINING FRAMEWORK IN HUNGARY - WHITE COLLARS
<p>5. Commercial and services occupations 6. Agricultural and forestry occupations 7. Industry and construction industry occupations 8. Machine operators, assembly workers, drivers of vehicles 9. (Elementary) occupations not requiring qualifications 0. Armed forces occupations</p>
<p>Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)</p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for white collars).</p>

TRAINING FRAMEWORK IN HUNGARY - BLUE COLLARS
<p>Types of existing formal training offer</p>
<p>Initial vocational education and training (IVET) is mainly offered in secondary, post-secondary and higher education, although young people can also obtain their first vocational qualification in adult education.</p> <p>The vocational qualifications that students can acquire are those listed in the national register of qualifications (Országos Képzési Jegyzék, OKJ) and entitle them to pursue the respective occupations. Following a reform, "vocational secondary schools" (szakközépiskola, SZKI) were transformed into a pre-vocational upper secondary pathway with similar contents and objectives as primary schools, but with an added post-secondary vocational training component (ISCED level 4C).</p> <p>There are three paths to vocational training:</p> <p>1. The "secondary vocational schools" (szakközépiskola, SZKI) mentioned above. After completion after four (or in bilingual schools five) years of general and pre-vocational education (ISCED 3A) leading to a secondary school leaving certificate, pupils are free to choose whether they want to participate in one to</p>



TRAINING FRAMEWORK IN HUNGARY - BLUE COLLARS

three years of VET (ISCED 4C) to obtain a vocational qualification or move on to higher education, either higher vocational education (ISCED 5B) or move on to higher education at ISCED 5A level. The duration of VET depends on the qualification to be acquired. For most students, it is one year, as their pre-vocational training is recognized.

2. "Vocational schools" (szakiskola, SZI) offer general and pre-vocational training. Education and training in the first two years, followed by one to three years of VET at ISCED 2C or 3C to obtain a vocational qualification. Graduates can enter the labor market. To progress to higher education they must pass additional programs.

3. In September 2010, "early VET programs" (előrehozott szakiskolai képzés) were introduced, offering three years of vocational training immediately after completion of primary and lower secondary education.

During the last few years, one of the main VET policy priorities is related to ensuring that the training offer better corresponded to the regional needs and demands of the local labor market.

Short-term labor market forecasts have been made since 1991. Forecasts are made once a year, for a period of one and a quarter years. From time to time, medium-term (three to five years) and long-term (five to 10 years) forecasts are made. Sectoral aspects of the labor market are explored only occasionally, upon specific request. However, accurate and reliable information on the extent and type of work required is not available.

Types of existing non-formal training offer

- Vocational schools
- Training centers
- Professional associations
- private educational institutions

Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)

Ministry of Human Capacities (Emberi Erőforrások Minisztériuma): The Ministry of Human Capacities oversees various aspects of education and training in Hungary, including non-formal education initiatives. It may develop policies, provide funding, and coordinate efforts related to non-formal training programs.



TRAINING FRAMEWORK IN HUNGARY - BLUE COLLARS
National Office of Vocational Education and Training and Adult Learning (Nemzeti Szakképzési és Felnőttképzési Hivatal - NSZFH): NSZFH is responsible for vocational education, adult learning, and training in Hungary. It may be involved in organizing or accrediting non-formal training programs aimed at adult learners and those seeking vocational skills development.
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)
Same
How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?
Same
Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).
Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)
Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?
Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for blue collars).



Italy

TRAINING FRAMEWORK IN ITALY - WHITE COLLARS
Types of existing formal training offer
<ul style="list-style-type: none"> • University Bachelor programmes (EQF6) • University Master programmes (EQF7) • PhD programmes (EQF 8) • Master / Specialization schools (EQF 7-8)
Types of existing non-formal training offer
<ul style="list-style-type: none"> • Courses by professional orders • Courses by research centers / associations • Courses by manufacturers / software providers
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
<ul style="list-style-type: none"> • formal training: Ministero dell'Università e della Ricerca • non-formal training (valid for professional credits) + qualification of regulated professional profiles: Professional orders (Consiglio Nazionale degli Architetti, Pianificatori, Paesaggisti e Conservatori; Consiglio Nazionale degli Ingegneri) • certification of persons according to certification schemes: "Accredia L'ente Unico nazionale di accreditamento" is the entity for the accreditation of the certification bodies compliant with ISO/IEC 17024.
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)
<ul style="list-style-type: none"> • The definition of the didactic offer of University program follows a procedure of accreditation according to the "General guidelines for the three-year planning of the university system" by Ministero dell'Università e della Ricerca. • Continuous vocational training activities for non-formal learning for regulated professionals (architects and engineers): professional training credits (CFP) can be assigned to courses/seminars/events organised by local orders, the national councils or external training providers. In the latter case, the providers have to be accredited and the contents are verified and approved to obtain the recognition of CFP. • training providers accredited to the CNI. For the accreditation, the provider has to fulfil a list of requirements concerning economic and legal capacities, infrastructure and logistics capabilities, and professional skills.
How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?



TRAINING FRAMEWORK IN ITALY - WHITE COLLARS
<p>Ministero dell'Università e della Ricerca provides the General guidelines for the three-year planning of the university system.</p>
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p>
<p>The "Atlas of Work and Qualifications" is the detailed map of work and qualifications in Italy. It has three sections:</p> <ul style="list-style-type: none"> • Atlas of Work: for each economic and professional sector it describes the content of the work in terms of processes, sequences and areas of activities. • Atlas of Qualifications: it contains the National Repertoire of educational and training qualifications, organised according to the levels of qualification (Secondary education, Higher education, Regional vocational training and IFTS) and to the economic sectors. • Atlas of Occupations: it describes the world of professions, divided into apprenticeship professions, regulated professions, regional qualifications, occupations not organised in orders and colleges. <p>In the Atlas of Occupations, the occupations for white-collars related to the construction sector (economic sectors "Buildings" and "Mechanics, production and maintenance of machines, plant engineering") are the regulated professions of architects and engineers (macro-groups of civil and environmental engineers, industrial engineers).</p>
<p>Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)</p>
<p>Some professional profiles, relevant for WCRLZ pillars, are defined by public or private certification schemes, e.g.:</p> <ul style="list-style-type: none"> • EGE Esperto in Gestione dell'Energia (UNI CEI 11339) • Auditor Energetico (UNI CEI EN 16247-5) • Esperto in edilizia sostenibile italiana (CertIng) <p>This kind of profile certificate is released by accredited certification bodies according to ISO/IEC 17024. They are voluntary certifications, but they can be required to perform specific kind of activities.</p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>Profiles for white collars can be grouped in:</p> <ul style="list-style-type: none"> • Regulated professions (Architect/Engineers), which require the graduation, the exam for the professional licence, the registration to the professional order, continuous training to maintain the credential (verified as professional credits CFP gained via formal, no-formal and informal training). • Professional profiles defined by certification schemes and released by accredited certification bodies according to ISO/IEC 17024.



TRAINING FRAMEWORK IN ITALY - WHITE COLLARS
<ul style="list-style-type: none"> Unregulated experts (awarded by private entities, e.g. GBC AP, Casaclima Energy consultant)
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for white collars).</p>
<p>Ministero dell'Università e della Ricerca - Accreditamento Lauree e Lauree Magistrali https://www.mur.gov.it/it/aree-tematiche/universita/lofferta-formativa-titoli-rilasciati/accreditamento-lauree-e-lauree Accredia – Certificazioni https://www.accredia.it/servizi-accreditati/certificazioni/ CNI, Linee di indirizzo per l'aggiornamento della competenza professionale – TESTO UNICO 2018 https://www.cni.it/evidenza/132-home/evidenza/2202-linee-di-indirizzo-per-l-applicazione-del-regolamento-per-l-aggiornamento-della-competenza-professionale Atlas of Work and Qualifications https://atlantelavoro.inapp.org/</p>

TRAINING FRAMEWORK IN ITALY- BLUE COLLARS
Types of existing formal training offer
<ul style="list-style-type: none"> Three/Four-years regional Vocational Education and Training for Professionals (Istruzione e Formazione Professionale - IeFP) (EQF 3/4) Higher Technical Education and Training (Istruzione e Formazione Tecnica Superiore – IFTS) (EQF 4) Higher Technical Institutes (Istituti Tecnici Superiori – ITS) (EQF 5)
Types of existing non-formal training offer
<ul style="list-style-type: none"> Courses of schools of builders (Formedil - Ente Unico per la formazione e la sicurezza nell'edilizia) Courses of category associations (e.g. CNA, Assista) Courses by manufacturers
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
<ul style="list-style-type: none"> formal training: Ministero dell'Istruzione e del Merito, Ministero dell'Università e della Ricerca, Ministero del Lavoro e delle Politiche Sociali, Ministero delle Imprese e del Made in Italy certification of persons according to certification schemes: "Accredia L'ente Unico nazionale di accreditamento" is the entity for the accreditation of the certification bodies compliant with ISO/IEC 17024
Accreditation process of professional courses



<p align="center">TRAINING FRAMEWORK IN ITALY- BLUE COLLARS</p>
<p>(specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)</p>
<p>N/A</p>
<p>How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?</p>
<p>The Italian national qualifications framework (Quadro Nazionale delle Qualificazioni, QNQ) is at the activation stage. The Ministry of Labour and Social Policies, in cooperation with the Ministry of Education and the Ministry of University and Research and in agreement with the regions, autonomous provinces and social partners, has been leading QNQ development at a strategic level. The reform is still in progress, in particular for higher education, aiming to move the system closer to the European standards.</p>
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p>
<p>The “Atlas of Work and Qualifications” is the detailed map of work and qualifications in Italy. It has three sections:</p> <ul style="list-style-type: none"> • Atlas of Work: for each economic and professional sector it describes the content of the work in terms of processes, sequences and areas of activities. • Atlas of Qualifications: it contains the National Repertoire of educational and training qualifications, organised according to the levels of qualification (Secondary education, Higher education, Regional vocational training and IFTS) and to the economic sectors. • Atlas of Occupations: it describes the world of professions, divided into apprenticeship professions, regulated professions, regional qualifications, occupations not organised in orders and colleges. <p>In the Atlas of Qualifications there are several qualifications (EQF 3-5) related to the construction sector (economic sectors “Buildings” and “Mechanics, production and maintenance of machines, plant engineering”). Among them, the qualifications obtained by formal training more related to WCRLZ are:</p> <ul style="list-style-type: none"> • Tecnico superiore per il risparmio energetico nell’edilizia sostenibile (ITS Efficienza Energetica) • Tecnico superiore per la gestione e la verifica di impianti energetici (ITS Efficienza Energetica) • Tecnico superiore per l’innovazione e la qualità delle abitazioni (ITS Sistema Casa) • Certificato regionale di specializzazione tecnica superiore in Tecniche di organizzazione e gestione del cantiere edile (IFTTS) • Certificato regionale di specializzazione tecnica superiore in Tecniche innovative per l’edilizia (IFTTS)



TRAINING FRAMEWORK IN ITALY- BLUE COLLARS
Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)
<p>Some professional profiles are defined by public or private certification schemes, e.g.:</p> <ul style="list-style-type: none"> • Drywall system installers (UNI 11555) • Window installers (UNI 11673-2) • Installers of composite thermal insulation systems (ETICS) (UNI 11716) <p>This kind of profile certificate is released by accredited certification bodies according to ISO/IEC 17024.</p>
Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?
<p>In Italy, the formal education and training system is characterised by a multi-level governance, involving national, regional, and local actors. The State has exclusive legislative competence for the general education system and for determining the minimum standards of education and training that must be guaranteed throughout the national territory (learning outcomes approach). The State, moreover, defines the fundamental principles that the Regions must respect in the exercise of their specific competences. Regions and Autonomous Provinces have concurrent legislative power in the field of education and exclusive competence in vocational education and training.</p> <p>For blue-collars in the building sector there are no professions regulated by professional orders. There are some certified profiles for installers of specific technologies released by accredited certification bodies; in addition to unregulated experts trained by manufacturers and exclusively licensed to install/operate and maintain their own products/services (e.g. technical services for HVAC).</p>
Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for blue collars).
<p>Istituti Tecnici Superiori https://www.sistemait.it/ Ministero del Lavoro e delle Politiche Sociali – Formazione Tecnica Superiore https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/formazione/pagine/formazione-tecnica-superiore IFTS https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Formazione/Documents/IFTS-allegato-A-A1-A2-C-D-E-F.pdf Atlas of Work and Qualifications https://atlantelavoro.inapp.org/ Cedefop (2018). Spotlight on VET in Italy. Luxembourg: Publications Office. https://data.europa.eu/doi/10.2801/600372 Accredia – Certificazioni https://www.accredia.it/servizi-accreditati/certificazioni/</p>



Poland

TRAINING FRAMEWORK IN POLAND - WHITE COLLARS
Types of existing formal training offer
- Public and non-public higher education providers
Types of existing non-formal training offer
- Training organised by associations and research centres - Courses provided by manufacturers/contractors
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
- formal-training - Regulation of the Ministry of National Education of 13 March 2017 on the classification of vocational education professions - Polish Chamber of the Construction Industry - deals with the accreditation of training for the construction sector and issues certificates of recognition for training institutions.
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)
- The education superintendent maintains a list of extracurricular forms of continuing education in a given province (there are 16 education superintendents for 16 provinces), for education in which it has granted accreditation, and makes it publicly available on the website of the education superintendent. The list includes in particular: the name and address of the entity providing the given extracurricular form, the place where the training is provided, the scope and form of the training. The detailed procedure for granting and withdrawing accreditation to the entities referred to in Article 118, section 1 and 8 of the Education Law, the composition and method of operation of the accreditation team and the templates of documents used in the proceedings to obtain accreditation are specified in the in the Regulation of the Minister of National Education on the accreditation of continuing education in non-school forms. <ul style="list-style-type: none"> • Development services accredited by the Polish Agency for Enterprise Development • At the regional and local level, labour offices are organisational units subordinate to the provincial and district governments respectively. These offices are managed (administered) by directors of voivodeship and poviats labour offices appointed by marshals of voivodeships and starosts, respectively.
How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?



TRAINING FRAMEWORK IN POLAND - WHITE COLLARS
<ul style="list-style-type: none"> - Act of 22 December 2015 on the Integrated Qualification System (Journal of Laws 2016, item 64, as amended) - the Act sets out the principles for the inclusion of qualifications in the Integrated Qualification System, the standards for describing qualifications included in the Integrated Qualification System and the principles for ensuring the quality of awarding these qualifications, - The process of defining new competences - the Classification was developed on the basis of the International Standard Classification of Occupations ISCO-08. The updating of the Classification, in order to adapt to changes on the labour market (Polish and European) by introducing new occupations/specialisations, takes place every 2-3 years by means of amendments to the regulation on the classification of occupations and specialisations for the needs of the labour market and the scope of its application.
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p>
<ul style="list-style-type: none"> - In Poland, there is a classification of occupations compliant with the International Standard Classification of Occupations ISCO-08, which is recommended by the European Statistical Office - Regulation of the Minister of Labour and Social Policy of 27 April 2010 on the classification of occupations and specialities for the needs of the labour market and the scope of its application Dz. U. No. 82 of 17 May 2010, item 537. - Another system for collecting information on competences needed on the labour market in Poland is the Integrated Qualifications System. - Occupation Barometer - Barometr Zawodów (barometr.zawodow.pl)
<p>Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)</p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>It is important to note the relevance of accreditation and recognition of competence in the construction industry, as this affects the quality of services provided and the safety of workers and building users. Accreditation processes can vary depending on the institutions responsible for carrying them out, so it is important to keep up to date with the current norms and standards in place in your jurisdiction. In addition, it is worth noting the availability of training for building professionals on energy efficiency, the carbon footprint of buildings, both in terms of basic skills and specialised qualifications. This can be important for the professional development of those employed in the construction sector and for improving the overall quality of work in the industry.</p>
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for white collars).</p>



TRAINING FRAMEWORK IN POLAND - WHITE COLLARS
<p>Integrated Qualification System - Ustawa z dnia 22 grudnia 2015 r. o Zintegrowanym Systemie Kwalifikacji (sejm.gov.pl) Opis-Systemu-Certyfikacji-Kwalifikacji-KCA-4.10.2023.pdf Ustawa z dnia 22 grudnia 2015 r. o Zintegrowanym Systemie Kwalifikacji (sejm.gov.pl) SRK-Bud calosc finalny.pdf (kwalifikacje.edu.pl) Dziennik Ustaw - rok 2004 nr 265 poz. 2644 - INFOR.PL Barometr Zawodów (barometrzawodow.pl) Układ strukturalny Klasyfikacji zawodów i specjalności na potrzeby rynku pracy z 2018 r. wg. stanu na 01.01.2023 r (praca.gov.pl) Microsoft Word - Klasyfikacja zawodów i specjalności na potrzeby rynku pracy 2018 z późn. zm. (Dz.U.2021 poz. 2285, Dz.U. 2022 poz. 853) wg. stanu na 1 stycznia 2023 r. (praca.gov.pl) Rozporządzenie Ministra Rodziny i Polityki Społecznej z dnia 15 kwietnia 2022 r. zmieniające rozporządzenie w sprawie klasyfikacji zawodów i specjalności na potrzeby rynku pracy oraz zakresu jej stosowania (praca.gov.pl)</p>

TRAINING FRAMEWORK IN POLAND - BLUE COLLARS
Types of existing formal training offer
<ul style="list-style-type: none"> - Three-year vocational upper secondary school - Two-year vocational upper secondary school - Vocational schools - Five-year technical school - Post-secondary school
Types of existing non-formal training offer
<ul style="list-style-type: none"> - Training organised by manufacturers - Further training for graduates of technical and vocational schools
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
<p>Formal training:</p> <ul style="list-style-type: none"> - Superintendencies of Education - oversight of vocational schools, including construction school establishments. - Ministry of National Education of 13 March 2017 on the classification of vocational education professions
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)



TRAINING FRAMEWORK IN POLAND - BLUE COLLARS

- The Board of Education grants accreditation for a period of 5 years for continuing education in a given extracurricular form. The accreditation process is as follows: an application for accreditation in accordance with the template set out in Appendix 2 of the Regulation of continuing education in non-school forms; a copy of the founding act of the public establishment; a copy of the statutes of the establishment/entity providing continuing education in non-school forms; its own assessment of continuing education in accordance with the template set out in Appendix 1 of the Regulation of the Minister of National Education of 29 August 2019 on accreditation of continuing education in non-school forms; proof of payment of the accreditation fee.

- Evidence of professional qualification in a craft is:
- 1) a diploma or certificate of completion from a higher, upper secondary or Technical or artistic secondary school in the following professions (field of study) corresponding to the craft;
 - 2) a master's certificate in a profession corresponding to the craft in question;
 - 3) journeyman's certificate or qualified worker's title in a profession
 - 3) journeyman's or skilled worker's certificate in a profession corresponding to the craft in question;
 - 4) a certificate attesting the possession of a selected professional qualification in a profession corresponding to the craft in question.

Master's diplomas and journeyman's certificates may be issued by the craft chambers to persons who have passed the relevant examinations before the examination boards of the craft chambers.

The basis for conducting examinations in occupations corresponding to a given craft are the standards of examination requirements established by the Polish Craft Association, while the basis for conducting examinations in occupations included in the classification of occupations of vocational education and training are the requirements set out in the core curriculum of education and training in the occupation of vocational education and training.

Vocational training in the craft trades is implemented according to the principles of the dual training system. It is supervised by the chamber of crafts or, under its authority, by the guild of which the craftsman is a member. The chambers of crafts are entitled to endorse the qualification examinations with journeyman's and master's certificates and to stamp them with the emblem of the state.

- The Office of Technical Inspection started in 2018 the additional accreditation activity. The accreditation is valid for 5 years from the date it was granted and is subject to periodic review, at least once during the validity of the granted accreditation. Pursuant to Article 158 of the above-mentioned Act, the President of the UDT keeps registers of accredited training organisers in the ICT system. The data are placed and published on the website of the Office of Technical Inspection.

How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?



TRAINING FRAMEWORK IN POLAND - BLUE COLLARS
<p>- The Classification of Occupations of Vocational Education specifies the names of occupations for occupations taught in the educational system at the level of the lower secondary school, upper secondary school, technical school and post-secondary school, as well as the level of the Polish Qualification Framework assigned to them for full qualifications awarded in the educational system, the achievement of which is confirmed by a diploma issued by a district examination board.</p>
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p>
<p>- In Poland, there is a classification of occupations compliant with the International Standard Classification of Occupations ISCO-08, which is recommended by the European Statistical Office - Regulation of the Minister of Labour and Social Policy of 27 April 2010 on the classification of occupations and specialities for the needs of the labour market and the scope of its application Dz. U. No. 82 of 17 May 2010, item 537. - Another system for collecting information on competences needed on the labour market in Poland is the Integrated Qualifications System. - Occupation Barometer - Barometr Zawodów (barometr.zawodow.pl)</p>
<p>Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)</p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for blue collars).</p>
<p>Official national catalogue of occupations https://stat.gov.pl/Klasyfikacje/doc/kzs/pdf/Rozp_w_sprawie_klasyfikacji_zawodow_z_27042010.pdf Barometr Zawodów (barometr.zawodow.pl) SRK-Bud_calosc_finalny.pdf (kwalifikacje.edu.pl) Rozporządzenie w sprawie klasyfikacji zawodów szkolnictwa zawodowego, tekst ujednolicony na 25-03-2024 (vulcan.edu.pl) https://stor.praca.gov.pl/portal/#/ris</p>



Croatia

TRAINING FRAMEWORK IN CROATIA - WHITE COLLARS
Types of existing formal training offer
<ul style="list-style-type: none"> University programmes - bachelor, master and PhD level
Types of existing non-formal training offer
<ul style="list-style-type: none"> trainings provided by associations, chambers and organizations trainings provided by manufacturers
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
<p><u>Formal training:</u></p> <ul style="list-style-type: none"> Ministry of Science and Education sets policies and regulations related to higher education and professional development, oversees the accreditation of higher education institutions and programs offering white collar training Croatian Agency for Science and higher education accredits higher education institutions and programs offering degrees relevant to white collar professionals, ensures quality and standards of white collar training at tertiary level <p><u>Non-formal training:</u></p> <ul style="list-style-type: none"> Ministry of Labor, Pension System, Family and Social Policy is responsible for setting policies and regulations related to training for both white and blue collars Croatian Chamber of Economy provides support and guidance to businesses regarding professional development and training needs for white-collar employees, offers certification programs and workshops tailored to the needs of white-collar professionals Croatian Qualifications Framework establishes qualifications and competency standards for white-collar occupations, aligning them with European standards, provides guidelines for accrediting training providers and assessing the competency of individuals in white-collar roles
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)
How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?



TRAINING FRAMEWORK IN CROATIA - WHITE COLLARS

In Croatia, the process of defining new competences and corresponding qualifications for white-collar professions is primarily regulated by the Croatian Qualifications Framework (Hrvatski kvalifikacijski okvir - HKO). The HKO serves as a reference framework for establishing qualifications and competency standards across various sectors and professions

- the regulation that defines the process of establishing new competences and corresponding qualifications, particularly within the framework of the Croatian Qualifications Framework (HKO), includes several legislative and regulatory documents. These regulations provide guidelines and procedures for the development, validation, accreditation, and monitoring of qualifications and competency standards
- Croatian Qualifications Framework Act: This act establishes the Croatian Qualifications Framework (HKO) and defines its purpose, structure, and principles. It outlines the roles and responsibilities of relevant authorities, such as the Croatian Qualifications Framework Council, in ensuring the quality and coherence of qualifications across different levels and sectors
- Regulations on the Procedure of Defining Professional Qualifications and Harmonization of Professional Qualifications: These regulations specify the procedures for defining and harmonizing professional qualifications within the HKO. They outline the criteria for developing competency profiles, validating qualifications, and accrediting assessment processes
- Regulations on Accreditation of Programs of Adult Education: governing the accreditation process for adult education programs, including those related to vocational training for white-collar professions. They define the criteria and standards for accrediting training providers and programs
- Regulations on Vocational Education: pertaining to vocational education and training, including formal pathways for acquiring qualifications related to white-collar occupations. They may specify the requirements for curriculum development, assessment methods, and certification procedures
- The frequency of updates to qualifications and competency standards within the Croatian Qualifications Framework (HKO) can vary depending on factors such as changes in technology, industry practices, job requirements, and educational advancements. While there is no fixed interval mandated for updates, the HKO emphasizes the importance of periodic monitoring and review to ensure the relevance and currency of qualifications, typically, qualifications and competency standards are subject to review and updating every few years to keep pace with evolving trends and developments in various sectors. This process involves stakeholders such as employers, industry associations, educators, government representatives, and professional bodies collaborating to identify emerging skill needs and update competency profiles accordingly, The Croatian Qualifications Framework Council,



TRAINING FRAMEWORK IN CROATIA - WHITE COLLARS
responsible for overseeing the implementation of the HKO, plays a role in coordinating the review and updating process. It may establish mechanisms for ongoing monitoring of qualifications and competency standards, soliciting feedback from stakeholders, and initiating revisions as needed to maintain the integrity and effectiveness of the framework
Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).
Croatia has an official national catalogue of occupations known as the Croatian Occupational Classification (HKZ) or Hrvatska Klasifikacija Zanimanja. The HKZ is a standardized system used for classifying occupations and professional profiles within the country. It serves as a reference for various purposes, including statistical analysis, labor market monitoring, vocational education and training, and workforce development initiatives. The Croatian Occupational Classification is periodically updated to reflect changes in the labor market, emerging occupations, and evolving skill requirements. It typically categorizes occupations based on factors such as skill level, field of work, and specific job tasks
Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)
Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?
Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for white collars).
https://croskills-reload.grad.hr/hr/dokumenti/ https://www.greenco.grad.hr/ http://www.kvalifikacije.hr/hr/registar-hko

TRAINING FRAMEWORK IN CROATIA - BLUE COLLARS
Types of existing formal training offer
<ul style="list-style-type: none"> • three/four year vocational education



TRAINING FRAMEWORK IN CROATIA - BLUE COLLARS
Types of existing non-formal training offer
<ul style="list-style-type: none"> • courses of schools for builders • courses by manufacturers
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
<ul style="list-style-type: none"> • <u>formal</u>: Ministry of Science and Education - Responsible for overseeing formal vocational education and training programs, including those for blue-collar occupations, Sets policies and regulations related to vocational education curriculum, standards, and assessment • Croatian Chamber of Trades and Crafts (HOK): accreditation body for vocational education and training programs in the trades and crafts sector, ensures that training programs meet industry standards and requirements for blue-collar occupations within the trades and craft sector • Croatian Chamber of Economy: while primarily focused on white-collar professions, the HGK may also be involved in accrediting formal vocational training programs for certain blue-collar sectors within the economy • <u>non-formal</u>: Croatian Employment Service - responsible for providing and accrediting non-formal training programs aimed at improving the employability and skills of jobseekers, including blue-collar workers, offers vocational training courses and programs through its network of offices and partners • Croatian Chamber of Trades and Crafts: alongside its role in accrediting formal vocational education, HOK may also be involved in accrediting non-formal training programs for blue-collar workers within the trades and crafts sector
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)
<ul style="list-style-type: none"> • Croatian Agency for Vocational education and training is responsible for development and accreditation of vocational training programs
How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?
In Croatia, the process of defining new competences and corresponding qualifications for blue-collar workers is primarily regulated by several legislative and regulatory documents. These regulations provide guidelines and procedures for the development, validation, accreditation, and monitoring of qualifications and competency standards



TRAINING FRAMEWORK IN CROATIA - BLUE COLLARS

- key regulations: Vocational Education Act: establishes the legal framework for vocational education and training in Croatia. It defines the objectives, principles, and organization of vocational education and training programs, including the process of defining competences and qualifications for blue-collar occupations
- Regulations on the Procedure of Defining Professional Qualifications and Harmonization of Professional Qualifications: these regulations specify the procedures for defining and harmonizing professional qualifications within the Croatian Qualifications Framework (HKO). They outline the criteria for developing competency profiles, validating qualifications, and accrediting assessment processes for blue-collar occupations
- Regulations on Vocational Education: these regulations provide detailed guidelines for the organization and implementation of vocational education and training programs. They may include provisions related to curriculum development, assessment methods, certification procedures, and quality assurance mechanisms specific to blue-collar occupations
- Regulations on Vocational Training: these regulations govern vocational training programs for adult learners, including those aimed at blue-collar workers seeking to acquire new competences or upgrade their skills. They may address aspects such as program accreditation, eligibility criteria, and funding mechanisms for vocational training initiatives

Is there an official national catalogue of occupations (or professional profiles) available?
Identify those that are related to the WCRLZ pillars of the project (if any).

Croatia maintains an official national catalogue of occupations known as the Croatian Classification of Occupations (Hrvatska klasifikacija zanimanja - HKZ). This classification system serves as a standardized reference for categorizing and organizing occupations within the country

- The HKZ categorizes blue-collar occupations based on various factors such as skill levels, specialization, and job responsibilities. It provides a comprehensive framework for organizing and classifying a wide range of blue-collar jobs, including but not limited to:
- Construction Workers (e.g., carpenters, bricklayers, electricians, plumbers)
- Manufacturing and Production Workers (e.g., machine operators, assemblers, welders)
- Transportation and Logistics Workers (e.g., truck drivers, warehouse workers, delivery personnel)
- Agricultural Workers (e.g., farmhands, agricultural machinery operators, crop workers)
- Skilled Tradespeople (e.g., mechanics, locksmiths, HVAC technicians, painters)
- Service and Maintenance Workers (e.g., cleaners, janitors, maintenance technicians)



TRAINING FRAMEWORK IN CROATIA - BLUE COLLARS
<ul style="list-style-type: none"> • Machine and Equipment Operators (e.g., crane operators, forklift drivers, heavy equipment operators) • The Croatian Employment Service (HZZ) oversees the maintenance and updates of the Croatian Classification of Occupations, ensuring that it reflects the current landscape of blue-collar occupations in Croatia. This classification system serves as a valuable resource for workforce planning, vocational training, career guidance, and labor market analysis related to blue-collar professions
Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)
Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?
Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for blue collars).
https://croskills-reload.grad.hr/hr/dokumenti/ https://www.greenco.grad.hr/ http://www.kvalifikacije.hr/hr/registar-hko



Spain

TRAINING FRAMEWORK IN SPAIN - WHITE COLLARS
Types of existing formal training offer
<ul style="list-style-type: none"> • University Bachelor programmes • University Master programmes • Master / Specialization schools • PhD programmes <p>The correspondence between the studies of the Vocational Education and Training system and the EQF levels, pending assessment by international experts of this regulation. source: royal decree 272/2022 of 12 april establishing the spanish qualifications framework for lifelong learning.</p>
Types of existing non-formal training offer
<ul style="list-style-type: none"> • Non-official (but accredited by a university) Master programmes • Courses provided by Council/chamber of Architects and Engineers
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
<ul style="list-style-type: none"> • ANECA: National Agency for Quality Assessment and Accreditation. ANECA contributes to the promotion of the quality of the Spanish university system within the framework of the criteria and guidelines for quality assurance in the European Higher Education Area. • Formal training: Ministry of Education and Vocational Training, National Institute for Qualifications (INCUAL) • Non-formal: Ministry of labour and social economy: Public Employment Service SEPE • FUNDAE: The State Foundation for Employment Training, FUNDAE, is the collaborating and technical support entity of the State Public Employment Service, SEPE, in the field of vocational training for employment. It also supports the Ministry of Labour in the strategic development of this training system.
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)
How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?



TRAINING FRAMEWORK IN SPAIN - WHITE COLLARS
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p>
<p>776 Qualifications / 2,586 Units of Competence / 26 Professional Families (families related to construction: building and civil engineering; energy and water). Catalogue: https://incual.educacion.gob.es/documents/35348/80300/CNCP_listadoQ.pdf/67d33b4d-c885-49ba-8e07-15d433ba34a9 Qualifications related to whole life carbon, Resources efficiency and Zero Emission Buildings (WCRLZ) for high level EQF: Building and civil engineering: <ul style="list-style-type: none"> - EOC642_3 - Control de ejecución de obras de edificación Energy and wáter: <ul style="list-style-type: none"> - ENA358_3 – Energy efficiency in buildings - ENA656_3 – Water efficiency management - ENA739_3 – Energy auditor Registry of Universitites, Training centres and official programmes (RUCT): https://www.educacion.gob.es/ruct/consultaestudios?actual=estudios</p>
<p>Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)</p>
<p>Evaluador Verde (VERDE sustainable certification system in Spain) accredited by GBCE</p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>The different types of formal training available for the qualification levels of the white collars profiles are associated with higher level vocational qualifications and university and postgraduate qualifications. The university system for formal programmes requires to follow a structure for the curriculum and to keep the syllabus constant for at least 3 years. For this reason, it does not allow sufficient flexibility to incorporate modifications in order to adapt to changes and innovations from the market. Part of the private training offer (closer to the market, the application of knowledge and the experience of companies), despite its offer being non-formal training, in many cases has so-called "own courses", which are master's level training (EQF 7), accredited by a university, although they are not official. Another large part of private training is through professional associations, which have an associated employment exchange, and are therefore directly connected to the demand for professionals.</p>



TRAINING FRAMEWORK IN SPAIN - WHITE COLLARS
<p>Non-official Masters (non-formal training) have the flexibility to regularly update their syllabus and adapt to changes, incorporating more innovative content. However, as such, they do not allow access to the next level of doctoral qualification.</p> <p>In relation to this, formal university training is focused on teaching how to think (transversal skills) and on research and is not so focused on the practical professional part, and therefore does not have defined professional profiles, as they leave this part to a later specialisation and lifelong learning.</p> <p>In vocational training, there is not so much interest in formal training (accredited and with a recognised qualification) as it is often training for working professionals, who do not need this recognition to do their job, but rather what they need is knowledge.</p>
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for white collars).</p>
<p>Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance. It establishes the system of official university education in Spain, and the assessment procedure for its verification, monitoring and accreditation.</p> <p>https://www.aneca.es/documents/20123/66848/RD+822-2021.pdf/9b426b2e-c455-cd46-ee7d-fa1d218a60d4?t=1661765207185</p> <p>Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales:</p> <p>https://www.boe.es/buscar/pdf/2007/BOE-A-2007-18770-consolidado.pdf https://sepe.es/HomeSepe/que-es-el-sepe/que-es-observatorio.html</p>

TRAINING FRAMEWORK IN SPAIN - BLUE COLLARS
Types of existing formal training offer
<ul style="list-style-type: none"> • Vocational training qualifications • Certificates of professionalism • Specialisation courses
Types of existing non-formal training offer
<ul style="list-style-type: none"> • Courses from the Labour Foundation of Construction • Courses from manufacturers' companies



TRAINING FRAMEWORK IN SPAIN - BLUE COLLARS
Responsible public authorities and competence accreditation bodies (please specify if they are different for each type of training)
<ul style="list-style-type: none"> • Formal training: Ministry of Education and Vocational Training, National Institute for Qualifications (INCUAL) • Non-formal: Ministry of labour and social economy: Public Employment Service SEPE
Accreditation process of professional courses (specify the steps to be followed for each type of training and the approval functions of the competent administrations/bodies)
<p>How is the process of defining a new competence and/or its corresponding qualification structured? What is the regulation that defines it? How often must it be updated? Is there any entity that functions as an observatory?</p> <p>INCUAL's professional observatory: It used to be updated every 5 years, but nowadays (due to the changing context), proposals are reviewed more frequently and expert working groups are organised. New qualifications are published by royal decree (with a public notification period)</p>
<p>Is there an official national catalogue of occupations (or professional profiles) available? Identify those that are related to the WCRLZ pillars of the project (if any).</p> <p>776 Qualifications / 2,586 Units of Competence / 26 Professional Families (families related to construction: building and civil engineering; energy and water). Catalogue: https://incual.educacion.gob.es/documents/35348/80300/CNCP_listadoQ.pdf/67d33b4d-c885-49ba-8e07-15d433ba34a9</p> <p>There is only one qualification for blue collars slightly related to whole life carbon and zero emission buildings (WCRLZ): Building and civil engineering: - EOC732_2 - Installation of thermal, acoustic, fire and radon protection insulation systems in construction sites</p>
Identify any other professional profiles not recognised in the official catalogue (but is associated to a professional license or certification)
<p>To work as a professional in certain activities subject to industrial or mining safety regulations, you need a professional qualification. The case related to WCRLZ is: Thermal insulation installer recognised by a certificate of professionalism Most of these qualifications are accredited by obtaining a professional licence, although there are also others for which there is direct authorisation based on the fulfilment of a series of requirements, without the licence itself. The specific</p>



<p align="center">TRAINING FRAMEWORK IN SPAIN - BLUE COLLARS</p>
<p>requirements for each activity can be found by accessing each of them or by consulting Royal Decree 560/2010.</p>
<p>Any other observations relevant to understanding the national training structure and the processes of accreditation and recognition of competences?</p>
<p>Few construction trades are regulated (in contrast to other European countries). There are various licences and other means of professional qualification. Generally regulated by the Ministry of Industry and managed by the Autonomous Regions. First of all, the qualifications is described by INCUAL and after that, the training offer is developed in relation to that qualification. Continuing training, for the time being, does not have to respond to the framework of professional qualifications. The Procedural Manual presents, in general terms, the process of recognition and accreditation of professional competences acquired through work experience or other non-formal and informal means. Proposal for an eco-label (Construye 2020+ project), without formal validity. Recognition of green competences.</p>
<p>Please include here all relevant links to the above mentioned content for the bibliography of deliverable D2.2 (for blue collars).</p>
<p>https://incual.educacion.gob.es/documents/35348/80300/CNCP_listadoQ.pdf/67d33b4d-c885-49ba-8e07-15d433ba34a9 https://www.todofp.es/dam/jcr:8f2a81fd-baa8-4e46-b4c5-e92c08103c4f/repertoriocertificadosprofesionales.pdf https://incual.educacion.gob.es/certificados/edificacion https://www.todofp.es/que-estudiar.html Real Decreto 659/2023, de 18 de julio, por el que se desarrolla la ordenación del Sistema de Formación Profesional. Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional: https://www.boe.es/buscar/pdf/2022/BOE-A-2022-5139-consolidado.pdf https://www.juntadeandalucia.es/organismos/industriaenergiayminas/areas/industria/instaladores/paginas/carnes-examenes-acreditaciones.html https://www.gva.es/es/inicio/procedimientos?id_proc=G3260 https://construye2020plus.eu/wp-content/uploads/2022/03/D5.2-Green-Tag-recognition-system.pdf https://sepe.es/HomeSepe/que-es-el-sepe/que-es-observatorio.html</p>

