

1. Experience of 2 regional projects

Q4M (Qualifications for the Mediterranean)

- a. Time: 2010 – 2015
- b. Countries: Morocco, Tunisia, Egypt, Jordan, Algeria. Project partners: France, Spain and Italy
- c. Products of cooperation on common standards:
 - 6 common profiles for the occupations of bricklayer, supervisor, and tiler in the construction sector; and waiter, receptionist and room attendant in the tourism sector
 - Methodology and set of tools for the analysis and comparison of qualifications.
 - Methodology and tools for the peer review of qualifications
- d. Content of common standards: professional context, core tasks, subtasks, and the descriptors, expressed as knowledge, skills and competences, which are required to carry out a particular occupation.
- e. Methodological approach: EQF-level descriptors are used to position and compare occupations. 4 step approach: 1) Description of occupation and the occupation context, 2) Definition of the main core tasks or working processes (max. 4-5) and a description of the observable results, 3) Definition of the subtasks related to the core tasks (max. 6), 4) Formulation of the competences, skills and knowledge for each core task.
- f. The methodology was the basis for describe the common occupational profiles: The common profiles were commonly constructed not representing one country but all of what is necessary to be included as standard.
- g. Usage:
 - after the development of common profiles, the project identified existing qualifications for these occupations in the countries, analysed their quality against a few criteria, supported a comparison of these existing qualifications (IVET, AE) in the countries with common profiles (to see if they reflect common profiles), and developed recommendations for the improvement of national qualifications. The comparison could imply what to change in own country.
 - To facilitate possible “mobility” an adapted certificate supplement was developed to explain each other learning outcomes to make it transparent.
 - The intention was as will create an advisory committee to “endorse” the information about qualifications in terms of Learning outcomes and quality assurance standards of the qualifications concerned and described in the certificate supplement. (potentially of interest to DARYA).

Final report:

https://www.etf.europa.eu/sites/default/files/m/AF54BEA1CFC06779C12580A5004C09BA_Qualifications%20for%20the%20Mediterranean_EN.pdf

EQET SEE (Enhancements in the Quality of Education and Training in South Eastern Europe)

- a. Time: 2021 – 2024
- b. Countries/Economies: Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, the Republic of North Macedonia, Serbia
- c. Products of cooperation on common standards and qualifications:
 - 2 regionally based occupational standards: 1) Agriculture technician of traditional and organic cultivation; 2) locksmith
 - 2 regionally based qualification standards: 1) Agriculture technician of traditional and organic cultivation; 2) locksmith
 - Development of curricula, teaching and learning materials, and implementation of trainings
 - Methodologies for the developing regionally-based occupational standards and standards of qualifications
- d. Content of regionally based occupational standards: occupation name, sector, ISCO level, occupation description, groups of tasks/functions (classification of tasks proposed by project), key tasks within each group of tasks/functions, and activities within each key task.
- e. Content of the Regionally-based Qualification Standard (RBQS):
 - General information about the RBQS (regionally based qualification standards): qualification title, type, description, corresponding OSs or evidence of LM consultation, EQF level, credit value, sector reference in all countries, specific QA requirements, admission requirements, progression possibilities.
 - Specific part of the RBQS: Units of learning outcomes (modules), EQF level of the Unit, no. of ECVET points, individual learning outcomes expressed in knowledge, skills and competences, and examples of assessment tasks.
- f. Methodological approach to regionally based occupational standards (RBOS): work organised in stages, 1) national inputs collected by national working groups, 2) consolidation of national inputs, through qualitative method and comparative content analysis - separation of content that is joint in meaning and form across countries/economies and content that differs in form and/or meaning between two or more countries/economies, 3) final consolidation at regional level – ensuring inputs of the broad circle of employers are respected; and regional LM needs are met, 4) National verification and potential additional adjustment to national specificities up to 20%
- g. Methodological approach to regionally based qualification standards: focus on qualifications that have not been standardised yet at the level of the economies or that are in need of modernization in all of the economies. Work organised in stages:
 1. Preparatory work: analysis of the RBOS and classification of key tasks or merged

key tasks into units of learning outcomes (by expert in the field). 2. Composing the regional working group that agrees on the main descriptors of the qualification standard (profile, type, level, volume, workload, accreditation requirements) and decides on the obligatory units of learning outcomes to be used by all 6 economies (7 – 10 units) 3. Developing core elements of the RBQS: learning outcomes (LO) and assessment methods within units of learning outcomes (4-6 LOs). These LOs are derived from the activities listed in the RBOS but are not necessarily structured in the same way as the corresponding activities are structured in the RBOS. 4. Transposition of the RBQS into national QS – the core learning outcomes must be contained in a qualification standard and additional learning outcomes can be added by economies during national meetings.

- h. Basis for the development of common profiles: analytical basis for development of a regionally based qualification standard is LM info from different sources: regional occupational standard, national OSs, other.
- i. Usage: to inform national occupational and qualification standards and develop national curriculum.

EQET SEE methodology occupational standards <https://www.erisee.org/wp-content/uploads/2021/05/WBA4WBL-DIGITAL-ENG.pdf>

EQET SEE methodology qualification standards <https://www.erisee.org/wp-content/uploads/2021/06/Feasibility-Study-DIGITAL.pdf>

Occupational standard agricultural technician https://eqet.erisee.org/wp-content/uploads/2022/09/Final_Agri_tech_reg_eng.pdf

Qualification standard agricultural technician https://eqet.erisee.org/wp-content/uploads/2022/11/EQET_SEE_AT-qualification-standard.pdf

Occupational standard Locksmith https://eqet.erisee.org/wp-content/uploads/2023/03/02_PROPOSAL_Locksmith_FINAL_eng.pdf

Qualification standard Locksmith https://www.erisee.org/wp-content/uploads/2023/06/00_EQET_SEE_LOCKSMITH_EN.pdf