



# European framework for the provision of digital competences

Mapping the existing EU initiatives on transparency and recognition of skills and qualifications

Project:

## VET Empowerment through innovative and inclusive Learning Approaches

**VELA**

Project Reference number: 2021-1-IT01-KA220-VET-000032964

Project start date: 01.12.2022

Project end date: 31.01.2024

Language of the report: English

<b>Project Result:</b>	PR4 European framework for the provision of digital competences - Skills Assessment Validation and Recognition Tools.
<b>Activity:</b>	A1 - Mapping the existing EU initiatives on transparency and recognition of skills and qualifications
<b>Organisation:</b>	PRISM
<b>Date:</b>	19.06.2023





## Index

<b>Background</b> .....	<b>3</b>
Objective .....	3
Organisational arrangements.....	3
<b>Main findings from the mapping</b> .....	<b>4</b>
Collection of initiatives: European initiatives.....	9
N.1 The European Reference Framework for Key Competences for Lifelong Learning (European Commission, 2018a) .....	9
N.2 The Digital Education Action Plan (2021-2027).....	11
N.3 Sectoral qualifications: the SIQAF project .....	13
N.4 The Europass Certificate .....	15
N.5 EQAVET - European Quality Assurance in Vocational Education and Training.....	16
N.6 LifeComp.....	17
N.7 European Framework for the Digital Competence of Educators (DigCompEdu) .....	19
N.8 European Credit System for Vocational Education and Training (ECVET).....	21
N.9 DigComp 1.0 .....	23
N.10 DigComp 2.2.....	24
N.11 European Digital Skills Certificate (EDSC) Feasibility Study.....	25
N.12 European e-Competence Framework (e-CF).....	26
N.13 ESCO.....	27
N.14 EU Digital Decade Policy Programme 2030.....	28
N.15 European Entrepreneurship Competence Framework (EntreComp) .....	30
N.16 EU-MADE4LL Project: The Common Framework of Reference for Intercultural Digital Literacies .....	32
Collection of initiatives: National initiatives .....	33
The Romanian National Qualifications Framework for Higher Education.....	33
The Italian Referencing Process of qualifications to the EQF.....	36
The National Qualifications Framework of Cyprus (CyQF) .....	38
Cyprus Lifelong Learning Strategy 2021-2027 (CyLLLS) .....	40
IDcert Digital Competence Italy.....	42
The Lifelong Learning Perspective/ Lifelong learning strategy .....	43
The Integrated Qualifications System (IQS).....	45



## Background

In evolving global scenarios, the enhancement of skills by the individuals, their continuous training and the constant updating and/or reskilling of their skills are strongly requested. It is also important to highlight that all these skills must be aligned and adapted to changing job markets, but also tailored to individual learning needs and self-realisation and personal fulfillment by every single learner.

The certification of skills is also important, in order to overcome any educational and learning gaps and open up unexpected new job opportunities for all adult learners.

### Objective

The objective of the "Mapping the existing EU initiatives on transparency and recognition of skills and qualifications" is to draw up a list of existing European initiatives, in order to get enhanced information-sharing in VELA and bring out any possible gaps, challenges, and opportunities to be further explored throughout the project lifecycle. Later, the data mapping will be used for designing a new competence reference framework in VELA and hands-on tools (specifically for the provision of digital competences in VET education).

### Organisational arrangements

The following "Mapping the existing EU initiatives on transparency and recognition of skills and qualifications" consists of a collection of existing European **initiatives**, including **mechanisms** and **EU programmes**, focusing on a wide set of competences for lifelong learning and in order to prepare learners for a particular job or vocational education pathway, as well as any qualifications and formal recognition of the assessed competences recognized at EU level. Some national initiatives, particularly relevant for the study of VET competences and qualifications, were also explored and reported in the following document.

The mapping activity has been carried out by I.E.R.F.O.P; PCX; ORANGE HILL; CPIP; UNIVERSIDAD DE ALCALA under the supervision of PRISM as work package leader.

All relevant aspects of the mapping and inputs collected by each partner in VELA will be further exploited and incorporated into the final version of the "European framework for the elaboration of the Skills Assessment Validation and Recognition Tools" as part of the PR4 in VELA and final deliverable.



## Main findings from the mapping

Name of the EU initiative	Explored topics
The European Reference Framework for Key Competences for Lifelong Learning (European Commission, 2018a)	<ul style="list-style-type: none"> <li>- Importance of life-long learning and the centrality of the individuals in their learning process</li> <li>- Centrality of digital skills to ensure the full inclusion but also the personal and professional fulfillment of the individuals</li> <li>- Enhancement of the “skills for success” (specifically creativity and innovation) through the management of digital technologies by the individuals</li> </ul>
The Digital Education Action Plan (2021-2027)	<ul style="list-style-type: none"> <li>- Importance of digital education, in particular the teaching of digital technologies and support for the digitalisation of teaching methods</li> <li>- Importance of distance learning to be inclusive for all and resilient in the post pandemic</li> <li>- Importance of teachers' professional training: increasing their familiarity in the use of digital technologies and in the delivery of teaching content in online mode</li> </ul>
Sectoral qualifications: the SIQAF project	<ul style="list-style-type: none"> <li>- Recognition of sectoral skills, of a specific sector of activity</li> <li>- Professional standards and quality standards of a specific sector of activity</li> </ul>
The Europass Certificate	<ul style="list-style-type: none"> <li>- Underline the importance of skills, qualifications and experiences by each single individual, in order to find a suitable job and in line with his/her professional needs</li> </ul>
EQAVET - European Quality Assurance in Vocational Education and Training	<ul style="list-style-type: none"> <li>- Importance of defining European criteria and standards to attest to the quality of vocational education and training in Europe</li> <li>- Possibility to customise and adapt, ensuring flexibility, some of the European quality standards, taking into account the training needs of both VET trainers and learners from different national contexts</li> </ul>
LifeComp	<ul style="list-style-type: none"> <li>- Importance of the individual's personal skills to achieve personal results</li> <li>- Importance of the individual's intrapersonal skills (reflecting on oneself, managing one's own learning and “learning to learn”, developing motivation, etc.) but also interpersonal skills (working</li> </ul>

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	with others constructively, achieving a goal shared by a work team, manage conflicts, ensure solidarity and equity when working with others)
DigComp 1.0	- Importance of digital skills as a set, a combination of 5 main competence areas
DigComp 2.2	- Competences as a combination of 3 elements: knowledge, skills, attitudes - Importance of analysing the 8 levels of proficiency (linked to different digital skills), to be reached by each individual
The European Framework for the Digital Competence of Educators (DigCompEdu)	- Importance of professional development and continuous teacher training, in order to improve educational strategies related to the use of digital technologies and the digital space - Centrality of the learner and personalisation of the training offer, tailoring the development of digital skills - Use of digital technologies to facilitate the differentiation and personalisation of the learning process, focusing on the unicity of everyone involved in the learning process
European Credit System for Vocational Education and Training (ECVET)	- Importance of life-long learning - Enhancing the mobility of learners and the workforce, through the recognition of qualifications obtained abroad. It therefore facilitates the transfer and capitalisation of learning outcomes
European Digital Skills Certificate (EDSC) Feasibility Study	- Recognition of digital competences at EU level (linked to the DigComp2.2) - Enhancing the employability of the EU citizens
European e-Competence Framework (e-CF)	- Importance of specific skills in the ICT sector, including the development and management of information systems, applications, etc. - Recognition of ICT professionals' e-skills at European level
ESCO	- Recognition of a set of skills specific to certain occupations (knowledge, skills and competences for each specific occupation, for a total of around 3008 occupations)
EU Digital Decade Policy Programme 2030	- Importance of digital skills for all individuals, in order to be empowered digital citizens in digital societies - Enhancing the employability of the EU citizens, including citizens with disabilities, gender discrimination or excluded because of the geographical barriers, living in rural areas

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



The European Entrepreneurship Competence Framework (EntreComp)	<ul style="list-style-type: none"> <li>- Importance of entrepreneurial skills that allow people to be more creative, more proactive, more innovative and looking for new opportunities</li> <li>- Importance of recognition of entrepreneurial competences in both formal, informal and non-formal learning contexts</li> </ul>
EU-MADE4LL Project: The Common Framework of Reference for Intercultural Digital Literacies	<ul style="list-style-type: none"> <li>- Importance of communicating in transnational digital environments.</li> <li>- Importance of learning and assessing critical digital literacies for international and intercultural communication in educational, professional and informal contexts,</li> </ul>
<b>Name of the national initiative</b>	<b>Explored topics</b>
Romanian National Qualifications Framework for Higher Education (NQFHE)	<ul style="list-style-type: none"> <li>- Importance of life-long learning and the centrality of the individuals in their learning process</li> <li>- Recognition of skills acquired during informal and non-formal learning pathways</li> <li>- Transversality of skills to be used both in daily life and in the world of work</li> </ul>
The Italian Referencing Process of qualifications to the EQF	<ul style="list-style-type: none"> <li>- Personalisation of vocational education and training pathways, taking into account the needs of individuals and the socio-economic contexts in which they live</li> <li>- Definition of minimum standards for validation and certification of skills, so as to be valid throughout the national territory and allow integration into the labor market and boost worker mobility</li> </ul>
The National Qualifications Framework of Cyprus (CyQF)	<ul style="list-style-type: none"> <li>- Recognition of skills acquired during both formal education and in all other informal and non-formal learning pathways</li> <li>- Flexibility of the training programs and personalisation of the learning pathway, according to the needs of each individual</li> </ul>
Cyprus Lifelong Learning Strategy 2021-2027 (CyLLLS)	<ul style="list-style-type: none"> <li>- Importance of life-long learning</li> <li>- Upskilling and reskilling of the workforce</li> <li>- Prevent the high percentage of unemployment among young people</li> </ul>
IDcert Digital Competence Italy	<ul style="list-style-type: none"> <li>- Recognition of digital skills at Italian level (linked to the EU DigComp 2.1 &amp; 2.2)</li> <li>- Possibility to integrate these skills into the Europass Certificate</li> </ul>

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



The Lifelong Learning Perspective/ Lifelong learning strategy	- Recognition of qualification at Polish level (linked to the more general European Qualifications Framework)
The Integrated Qualifications System (IQS)	- Recognition of qualifications obtained in informal and non-formal learning contexts too, including courses and trainings



All the initiatives from the VELA "Mapping the existing initiatives on transparency and recognition of skills and qualifications", both at national and European level, underline how the ongoing digital transformation has a **strong impact on the individuals**, both in their daily lives and in their working life.

**Digital skills** and the recognition of them, through certification and qualification procedures, should be enhanced to reduce existing inequalities between individuals and guarantee new opportunities for all. In addition, these digital skills will be developed in parallel and complementary with a wider set of **intrapersonal** and **interpersonal skills**, so as to ensure the full inclusion and engagement of the individuals in all democratic processes.

From the mapping conducted by the VELA partners, it emerges **the importance of education and training**, mainly adult education, in order to ensure that both adult learners and VET trainers have minimum and overall levels of digital skills and competences.

With reference to VET trainers, the importance of their **professional development and continuous training** is strongly emphasised in all explored initiatives in EU, in order to discover and be familiar with innovative digital technologies and to create new learning spaces (both online and offline) more adaptable and to be personalised accordingly to the specific needs and diversity of adult learners. There is therefore a greater attention to three main criteria namely: **differentiation, personalisation, and individualisation** of the learning process, to be increasingly oriented and tailored to the needs of each adult learner.

The various European initiatives set-up a series of quality standards for adult vocational education and training, to be applied everywhere in Europe. However, there is the possibility to adapt these predefined quality standards and related indicators, considering not only the needs of specific individuals but also the national learning contexts and socio-economic contexts which are very different from country to country in the EU. For this reason, many of these European initiatives and reference frameworks for qualifications have been integrated with existing national frameworks.

All this to make qualifications matching with the real needs expressed by the labor market and considering the different sector of activities in each EU country. As consequence, many of the initiatives highlighted by the mapping have a strong focus on knowledge, skills, and competences of each specific occupation.





The goal, however, remains to promote the employability of all EU citizens in the **short, medium, and long term**. To this end, upskilling and reskilling of the workforce are strongly promoted in all VELA countries.

### Collection of initiatives: European initiatives

#### N.1 The European Reference Framework for Key Competences for Lifelong Learning (European Commission, 2018a)

EU initiative	The European Reference Framework for Key Competences for Lifelong Learning (European Commission, 2018a)
Pillars	SKILLS
Core competences	INTERPERSONAL SKILLS DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) OTHER: LIFELONG LEARNING SKILLS
Target groups (learners and learning scenarios)	Learners seeking qualifications for career progression. Learners returning to education or training. Learners wishing to study for additional qualifications that complement or build on those already held.
Summary (description of the initiative)	
The European Reference Framework for Key Competences for Lifelong Learning (European Commission, 2018a) sets the context for the development of key competences for lifelong Learning Competence. In the fundamental basic skills digital technology is an essential foundation for building learning competence. Skills such as creativity, critical thinking, taking initiative and problem-solving play an important role in coping with complexity and change in today's society and are strengthened through the competences in the new framework. Learners need to develop their skills and competences throughout their lives, for their personal fulfilment, so that they can actively engage with the society in which they live and to ensure that they are prepared for a constantly changing world of work.	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



Objectives	<ul style="list-style-type: none"> <li>To improve the development of skills and key competences for all people throughout life and to promote measures needed to achieve this objective.</li> <li>To promote and inform about digital competence that involves the confident, critical and responsive use of, and engagement with, digital technologies for learning, at work, and for participation in society.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>Improved guidance and extended time to learn about digital learning and how to use digital equipment and tools, about using the internet safely, data protection etc.</li> <li>Increased awareness of education, training and support opportunities; individual and group learning; management of time and information etc.</li> </ul>
Strengths	<ul style="list-style-type: none"> <li>Learning through involvement in active, authentic, collaborative tasks.</li> <li>Inform about a combination of individual (autonomous and self-managed) and collaborative learning opportunities.</li> <li>Relevant use of digital resources and virtual learning platforms.</li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>Additional support is needed to understand how to apply certain skills according to European qualifications.</li> <li>It is important to be familiar with the essential knowledge, core skills and attitudes set out when discussing the questions and doubts.</li> </ul>
Can the initiative be considered a "good practice"? If yes, please specify why	
This initiative can be considered Good Practice because it provides key information both for teachers and learners and perfectly explain how digital technologies can support communication, creativity, and innovation. It also presents the opportunities, limitations, effects and risks associated with digital technologies	
Year and length of the EU initiative (duration)	
Approved by the Joint Teaching Committee by Written Procedure 2018/47	
Comments (additional info, remarks)	



The final report of the team of Experts at the Institute of Education (2016) recommends changes to the European Schools system that includes improving the coherence of the key competences. Key competences have become a feature of education policy in EU member states at different times and with different emphases since the adoption of the first reference framework in 2006.

References (Bibliography, URLs, suggested readings)

Key Competences for Lifelong Learning in the European Schools:

<https://www.eursec.eu/BasicTexts/2018-09-D-69-en-2.pdf>

## N.2 The Digital Education Action Plan (2021-2027)

EU initiative	Digital Education Action Plan (2021-2027)
Pillars	SKILLS
Core competences	DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness)
Target groups (learners and learning scenarios)	Learners seeking qualifications for career progression. Learners returning to education or training. Learners wishing to study for additional qualifications that complement or build on those already held.
Summary (description of the initiative)	
<p>The Digital Education Action Plan (2021-2027) is a renewed policy initiative of the European Union (EU) to support the sustainable and effective adaptation of EU Member States' education and training systems to the digital age. The pandemic has shown that it is essential to have an education and training system ready for the digital age. To achieve these objectives, the action plan establishes two priority areas:</p> <ul style="list-style-type: none"> <li>• Fostering the development of a high-performance digital education ecosystem</li> <li>• Developing digital skills and competencies relevant to digital transformation</li> </ul>	
Objectives	<ul style="list-style-type: none"> <li>• To provide a long-term strategic vision for a high-quality, inclusive, and accessible European digital education.</li> </ul>

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	<ul style="list-style-type: none"> <li>To strengthen cooperation at EU level in the field of digital education and underlines the importance of collaboration between sectors to adapt education to the digital age</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>Improved learning and digital skills, and comprehensive digital skills strategies based on objectives and digital skills at all levels of education and training.</li> </ul>
Strengths	<ul style="list-style-type: none"> <li>Better matching of skills in certain sectors.</li> <li>Offer a wider range of tools and services through an easy-to-use online tool to facilitate career and study choices.</li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>The Action Plan for Digital Education (2021-2027) is based on the first Action Plan for Digital Education (2018-2020), which means that the actions are at the beginning and will take some time to materialise.</li> </ul>
Can the initiative be considered a "good practice"? If yes, please specify why	
This initiative can be considered Good Practice because it offers all the information needed to develop digital skills and is aligned with European qualifications, being authorised and supported by the European Commission.	
Year and length of the EU initiative (duration)	
N/A	
Comments (additional info, remarks)	
Digital transformation and European qualifications are one of the Commission's priorities as set out in its flagship strategy, A Europe fit for the digital age. The new Action Plan will be an important part of the Next Generation EU recovery instrument, supporting Member States, education, and training institutions as well as learners in their efforts to deal with the digital change and jobs.	
References (Bibliography, URLs, suggested readings)	
Digital Education Action Plan (2021-2027): <a href="https://education.ec.europa.eu/focus-topics/digital-education/action-plan">https://education.ec.europa.eu/focus-topics/digital-education/action-plan</a>	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



**N.3 Sectoral qualifications: the SIQAF project**

EU initiative	Sectoral qualifications: the SIQAF project
Pillars	QUALIFICATIONS
Core competences	MANAGEMENT SKILLS INTERPERSONAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression.
Summary (description of the initiative)	
<p>The project included the European Confederation of Outdoor Employers (EC-OE) and took the active leisure sector qualification framework (SQF) through the stages of referencing directly to the EQF. The SQF was developed as part of the technical work in the European Skills Competencies Qualifications and Occupations (ESCO) which identified the key skills needed for the main occupations in the fitness and outdoor sectors. EuropeActive and EC-OE have already been informally referencing their standards to the EQF and the new project will help to give this much higher relevance. The purpose of this new industry body is to establish a permanent Sector Skills Alliance (SSA) designed to tackle the skills agenda for the Active Leisure sector by aligning Vocational Education and Training (VET) systems with labour market needs.</p>	
Objectives	<ul style="list-style-type: none"> <li>• To set-up appropriate procedures for including the (nominated) occupational standards into the SQF, and within the level descriptors of the EQF.</li> <li>• To look at all of the instruments, processes and procedures needed to ensure the outcome is transparent and quality-assured through the active leisure sector skills council.</li> <li>• To help in the recognition of qualifications and to increase mobility.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Better use and efficiency of leisure and free time to improve labour mobility and make full use of European qualifications in all career fields.</li> </ul>

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



Strengths	<ul style="list-style-type: none"> <li>• Modernising VET by adapting to skills needs and integrating work-based learning.</li> <li>• Improving labour market mobility.</li> <li>• Increasing the recognition of qualifications.</li> </ul>
Weaknesses	N/A
Can the initiative be considered a "good practice"? If yes, please specify why	
This initiative can be considered Good Practice because it offers the opportunity to increase sectoral cooperation in order to design and deliver new methods targeting the sector specific professions and occupations while providing the identified vocational skills required by the labour market.	
Year and length of the EU initiative (duration)	
Programme: Erasmus+, KA3 Support for Policy Reform - Quality assurance at European level for enhanced transparency and recognition of skills and qualifications Duration: 1/08/2016 to 31/07/2018	
Comments (additional info, remarks)	
Job and career guidance services will need to be more creative in their solutions to make the most of available employment opportunities and to be able to signpost skills development to support new occupations. In order to develop a European Qualification that facilitates recognition in as many EU Member States as possible, it is essential to complete initial investigations of the legislations, professional standards, requirements, current delivery models and assessment strategies in each nation.	
References (Bibliography, URLs, suggested readings)	
Sectoral qualifications: the SIQAF project: <a href="https://www.europeactive.eu/projects/siqaf">https://www.europeactive.eu/projects/siqaf</a>	



#### N.4 The Europass Certificate

EU initiative	The Europass Certificate
Pillars	Qualifications Skills
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS DIGITAL SOFT SKILLS INTERPERSONAL SKILLS MULTILINGUALISM
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through parttime study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
Europass is a free online tool to help people to manage their career and studies. Europass allows them to: -Create a personal record of skills, qualifications and experiences. -Reflect on their skills to understand their needs and interests. -Receive personalised course suggestions. -Prepare and keep track of applications, design custom CVs and cover letters for different courses and studies. -Store all the documents and files in one secure location. Moreover to learn and work in Europe, finding courses or job vacancies.	
Objectives	Helping people reflect on their current skills and experiences; Presenting tailored and trusted learning and job opportunities across Europe; Simplifying the writing of CVs and Cover Letters through editable templates; Providing accurate information on working and learning in Europe; Giving links to appropriate support networks.
Learning outcomes	Increased awareness of education, training and support opportunities of EU tools for learning and working in Europe.
Strengths	Very broad offer of elements, from creation of CV in accordance to the EQF to the offer of many different courses at every level.
Weaknesses	N/A
Can the initiative be considered a "good practice"? If yes, please specify why	



Yes, it is because it facilitates the recognition of non-formal and informal learning processes (such as volunteer activities) and also providing reliable information on study and work in different European countries, providing links to useful European and national sources. This can help people to find courses, jobs, guidance and assistance in validating and recognizing your qualifications.
Year and length of the EU initiative (duration)
Comments (additional info, remarks)
References (Bibliography, URLs, suggested readings)
<a href="https://europa.eu/europass/en">https://europa.eu/europass/en</a>

### N.5 EQAVET - European Quality Assurance in Vocational Education and Training

EU initiative	EQAVET - European Quality Assurance in Vocational Education and Training
Pillars	Qualifications Educational skills
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS MULTILINGUALISM
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through parttime study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
EQAVET is based on a quality assurance and improvement cycle (planning, implementation, evaluation/ assessment, and review/revision) and a selection of descriptors and indicators applicable to quality management at both VET system and VET provider levels.	
Objectives	The EQAVET Framework can be used by VET providers and in VET systems to support the quality assurance of: -Learning environments (e.g., school-based provision, work-based learning, apprenticeships, formal, informal and non-formal provision) -All types of learning contexts (e.g., digital, face-to-face and blended)





	-Public and private sector VET providers -VET awards and qualifications at all levels of the European Qualifications Framework
Learning outcomes	Selection of descriptors and indicators applicable to quality management at both VET system and VET provider levels. In base agli indicatori definiti da EQAVET, ogni attore chiave che opera nel VET system può scegliere gli indicatori più conformi al proprio operato, alle proprie caratteristiche e al proprio contesto nazionale
Strengths	It emerged from the 2009 recommendation of the European Parliament and Council, as a European wide framework to support quality assurance in vocational education and training (VET) across Europe.
Weaknesses	It does not prescribe a particular quality assurance system or approach
Can the initiative be considered a "good practice"? If yes, please specify why	
Yes, it follows the european framework and it is aimed to enhance the quality of vocational education and training programmes	
Year and length of the EU initiative (duration)	
Comments (additional info, remarks)	
References (Bibliography, URLs, suggested readings)	

## N.6 LifeComp

EU initiative	LifeComp
Pillars	Personal, Social and Learning to Learn Key Competence
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS MULTILINGUALISM
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through parttime study Learners wishing to study for additional qualifications that complement or build on those already held.

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	Learners seeking qualifications for career progression Learners returning to education or training.
<b>Summary (description of the initiative)</b>	
The LifeComp framework regards “Personal, Social and Learning to Learn” as a set of competences applying to all spheres of life that can be acquired through formal informal and non-formal education. These competences have been established following a thorough literature research and several consultations with experts and stakeholders. LifeComp has nine competences with three descriptors each. The framework is conceptual and non-prescriptive	
Objectives	To initiate an agreed upon set of guidelines for the flexible implementation of “Personal, Social, and Learning to Learn” education in Member States’ curricula, and specific school-based curricula, while respecting the European subsidiarity principle, under which both education and lifelong learning fall.
Learning outcomes	This framework intends to orient citizens, educators, educational policymakers, and civil society organisations in a non-prescriptive wa, establishing educational curricular materials and related resources that will contribute to higher levels of personal and social development competences for all citizens, as well as fostering wellbeing, life satisfaction, self-fulfilment, and inclusivity, through education.
Strengths	It stress the importance, on the one hand, of interactions with family, educators, peers, etc., and, on the other hand, of the relevance of the socio-cultural context. Indeed, the values embedded in cultures form a foundation for personal and social development. Although every society has a permanent debate on which values to adopt and promote, and countries can hold different approaches towards teaching common values
Weaknesses	
Can the initiative be considered a "good practice"? If yes, please specify why	
Yes, it come from a recommendation of EU Coiuncil of 2008, then revised in 2018.	
Year and length of the EU initiative (duration)	
It was set in 2018 by the Council Recommendation on Key Competences for Lifelong Learning	
Comments (additional info, remarks)	
References (Bibliography, URLs, suggested readings)	
<a href="https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en">https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en</a>	



## N.7 European Framework for the Digital Competence of Educators (DigCompEdu)

EU initiative	European Framework for the Digital Competence of Educators (DigCompEdu)
Pillars	SKILLS
Core competences	Select the main concepts (erase the not relevant ones) MANAGEMENT SKILLS DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness)
Target groups (learners and learning scenarios)	Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression
Summary (description of the initiative)	
<p>DigCompEdu is a framework for the development of educators' digital competence in Europe. The framework is meant to help national, regional, and local efforts to enhance educators' digital competence by providing a shared frame of reference, as well as a common vocabulary and logic. The emphasis is not on technical skills, but on how technological advances may be utilized to improve and innovate education and training.</p> <p>It is a scientifically solid paradigm that describes what it means for educators to be digitally proficient. It provides a generic reference framework to aid in the development of educator-specific digital skills across Europe.</p>	
Objectives	<ul style="list-style-type: none"> <li>To capture and describe educator-specific digital competences.</li> <li>To support continuous professional development.</li> <li>To reflect on current digital competence tools for educators and form them into a cohesive model that would allow educators at all levels of education to completely evaluate and build their didactic digital proficiency.</li> </ul>
Learning outcomes	<p>Area 1: Professional Engagement</p> <p>Area 2: Sourcing, creating and sharing digital resources</p> <p>Area 3: Managing and orchestrating the use of digital technologies in teaching and learning.</p> <p>Area 4: Using digital technologies and strategies to enhance assessment.</p>

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	<p>Area 5: Using digital technologies to enhance inclusion, personalisation and learners' active engagement.</p> <p>Area 6: Creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving.</p>
Strengths	<ul style="list-style-type: none"> <li>• It provides a solid foundation for policymakers at all levels.</li> <li>• It acts as a common language and logic that can facilitate cross-border discussions and the sharing of best practices.</li> <li>• It serves as a point of reference for EU members and other stakeholders to validate the comprehensiveness and strategy of their own current and potential instruments and frameworks.</li> </ul>
Weaknesses	<p>It could be perceived as threatening, if it is interpreted as a normative framework or a tool for performance evaluation, which it is not.</p>
<p>Can the initiative be considered a "good practice"? If yes, please specify why</p>	
<p>Yes, since it is the outcome of a series of discussions and debates with experts and practitioners that started with a review of the literature and the overview of current instruments at the local, national, European, and international levels.</p>	
<p>Year and length of the EU initiative (duration)</p>	
<p>Publishing year: 2017</p>	
<p>Comments (additional info, remarks)</p>	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964

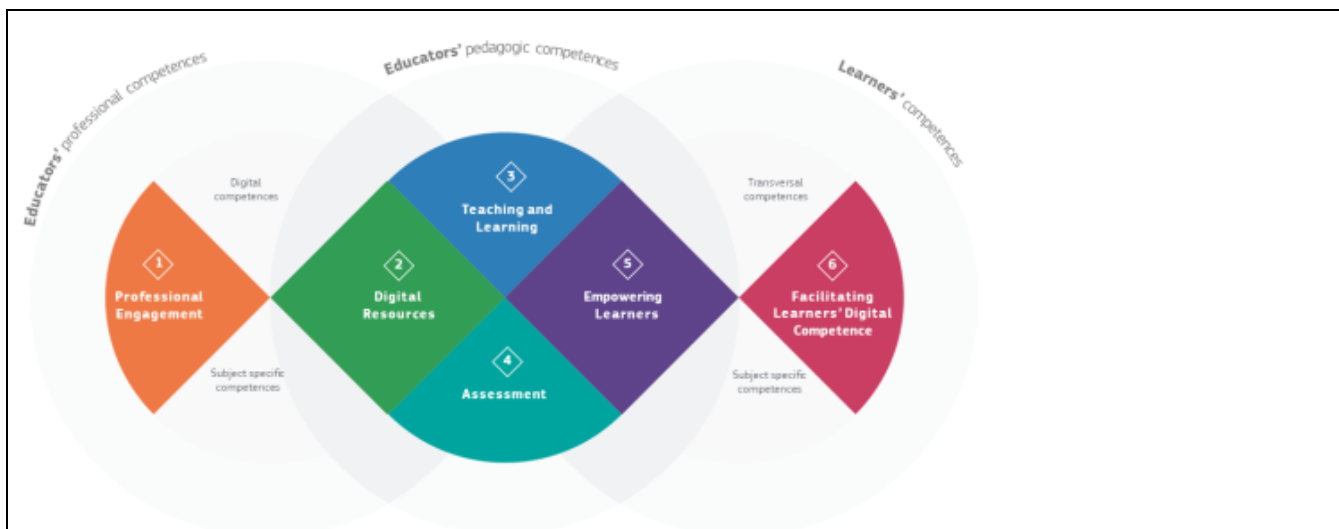


Figure 1: DigCompEdu Areas And Scope, Source:Punie, Y., editor(s), Redecker, C., European Framework for the Digital Competence of Educators: DigCompEdu , EUR 28775 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73718-3 (print),978-92-79-73494-6 (pdf), doi:10

References (Bibliography, URLs, suggested readings)

- [JRC Publications Repository](#)
- [EU Science Hub](#)

**N.8 European Credit System for Vocational Education and Training (ECVET)**

EU initiative	European Credit System for Vocational Education and Training (ECVET)
Pillars	SKILLS QUALIFICATIONS
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media)

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
Objectives	The European Credit System for Vocational Education and Training, ECVET, is a technical framework to facilitate the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification. It is an instrument to support lifelong learning, the mobility of European learners and professionals and the flexibility of learning pathways to achieve professional qualifications.
Learning outcomes	<ul style="list-style-type: none"> <li>To help transfer and recognise learning that has taken place during a stay abroad (geographical mobility)</li> <li>To support lifelong learning, by allowing people to transfer and accumulate learning outcomes achieved in different contexts and places to build up to, update or upgrade recognised qualifications.</li> </ul>
Strengths	<ul style="list-style-type: none"> <li>Validation mechanisms allow outcomes from non-formal or informal learning to be assessed and certified.</li> <li>ECVET has linkages with the Europass framework.</li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>It is not hosted on the Europass platform.</li> </ul>
Can the initiative be considered a "good practice"? If yes, please specify why	
Yes, because it is a 'translation' tool for the different national educational systems, allowing learners to validate in their own countries the training and certification received abroad.	
Year and length of the EU initiative (duration)	
Publishing year: 2009	
References (Bibliography, URLs, suggested readings)	
<p><u><a href="#">WHAT IS ECVET ?</a></u></p> <p><u><a href="#">Study on EU VET instruments (EQAVET and ECVET)</a></u></p>	



## N.9 DigComp 1.0

EU initiative	DigComp 1.0
Pillars	SKILLS
Core competences	GENERIC DIGITAL SKILLS PROFESSIONAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
The DigComp 1.0 is the very first reference framework, defined by the European Commission in 2013, for digital skills. It is structured on 5 dimensions, specifically: dimension 1 (competence areas for a total of 5), dimension 2 (competences), dimension 3 (levels: basic, intermediate, advanced), dimension 4 (knowledge, skills, attitudes), dimension 4 real examples to be applied in different contexts. Today, after several revisions and further analysis, the new version is the DigComp 2.2	
Objectives	For the first time, digital competence is not defined as a single and unique competence but as a set of different competences that can be grouped into 5 main competence areas.
Learning outcomes	Definition of 5 areas and 21 competences and 8 proficiency levels for digital competence as in DigComp 2.2 (Since 2017 the proficiency levels have increased from 3 to 8 with the introduction of DigComp 2.0; 2.1 and actually 2.2)
Strengths	The DigComp, both the DigComp 1.0 version and the recent DigComp 2.2, is very important to design training courses and evaluate and certify the acquisition of digital skills by the individuals
Weaknesses	The first DigComp 1.0 version was not as specific and detailed as the latest DigComp 2.2, and the proficiency levels were only 3 instead of 8
Can the initiative be considered a "good practice"? If yes, please specify why	
yes, it is the official digital skills framework	
Year and length of the EU initiative (duration)	



DigComp 1.0, first version, was published in 2013
Comments (additional info, remarks)
References (Bibliography, URLs, suggested readings)
<a href="https://publications.jrc.ec.europa.eu/repository/handle/JRC83167">https://publications.jrc.ec.europa.eu/repository/handle/JRC83167</a>

### N.10 DigComp 2.2

EU initiative	DigComp 2.2
Pillars	SKILLS
Core competences	GENERIC DIGITAL SKILLS PROFESSIONAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
The Digital Competence Framework for Citizen (DigComp) provides a common understanding of what digital competence is.	
Objectives	An integrated framework on digital skills for citizens that provides more than 250 new examples of knowledge, skills and attitudes that help citizens engage confidently, critically and safely with digital technologies, and new and emerging ones such as systems driven by artificial intelligence (AI).
Learning outcomes	Definition of 5 areas and 21 competences and 8 proficiency levels for digital competence. Compared to the very first DigComp 1.0 of 2013, the latest version DigComp 2.2 enhances dimension 4, precisely knowlegde, skills and attitudes.
Strengths	Adopted by European Commission as main reference for initiatives on digital skills Many initiatives based on this framework
Weaknesses	Assessment of skills is not defined, also because details on skills and levels are not very detailed and far from bening exhaustive descriptions
Can the initiative be considered a "good practice"? If yes, please specify why	
yes, it is the official digital skills framework	





Year and length of the EU initiative (duration)
2022 (DigComp 1.0, first version, was published in 2013)
Comments (additional info, remarks)
References (Bibliography, URLs, suggested readings)
<a href="https://publications.jrc.ec.europa.eu/repository/handle/JRC128415">https://publications.jrc.ec.europa.eu/repository/handle/JRC128415</a>

### N.11 European Digital Skills Certificate (EDSC) Feasibility Study

EU initiative	European Digital Skills Certificate (EDSC) Feasibility Study
Pillars	SKILLS
Core competences	DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness)
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
A study by JRC on a possible European Digital Skills Certificate (EDSC) to help people have their digital skills quickly and easily recognised by employers, training providers and more. It will be on the European Digital Competence Framework (DigComp).	
Objectives	The study is mapping existing digital skills certification schemes in Europe and carrying out a gaps, needs and benefits analysis to understand the role and value of an EDSC, and how it would support recognition of digital skills in Europe.
Learning outcomes	Definition of desirable characteristics of a EDSC both as service/products and process of certification
Strengths	It will define the scheme recommended and adopted by European Commission for recognising digital skills through a certification

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



Weaknesses	Probably will only define general criteria for a quality label of existing certifications
Can the initiative be considered a "good practice"? If yes, please specify why yes, it will be the official scheme for European Digital Skills Certification	
Year and length of the EU initiative (duration)	
Sept 2022 until Dec 2023	
Comments (additional info, remarks)	
References (Bibliography, URLs, suggested readings)	
<a href="https://joint-research-centre.ec.europa.eu/digcomp/european-digital-competence-certificate-edsc_en">https://joint-research-centre.ec.europa.eu/digcomp/european-digital-competence-certificate-edsc_en</a>	

**N.12 European e-Competence Framework (e-CF)**

EU initiative	European e-Competence Framework (e-CF) European Norm EN16234-1:2019
Pillars	SKILLS
Core competences	DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media)
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
This framework provides a reference of 41 competences as required and applied in an IT professional work context, using a common language for competences, skills, knowledge and proficiency levels that is applied and understood across Europe.	
Objectives	Definition of a European common language for IT services provision and IT professional development by public and private organisations, IT professionals, managers and HR departments, higher education, vocational education and training (VET), assessment and accreditation bodies, social partners, professional associations, market analysts and policy makers.

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



Learning outcomes	41 ICT professional competences with 5 proficiency levels and hundreds of examples of skills and knowledge items and 30 examples of ICT professional profiles based on the framework
Strengths	Flexible, supported by exhaustive participation of experts and officially standardized with a relevant set of adoptions by stakeholders like companies and organizations
Weaknesses	Still open to much interpretation, needing more details for some aspects of practical application
Can the initiative be considered a "good practice"? If yes, please specify why	
yes, it is the practice adopted by stakeholders like big companies for specification of competences for ICT professionalism	
Year and length of the EU initiative (duration)	
Published in Dec 2019 (previous version from 2016 and start of works from 2008)	
Comments (additional info, remarks)	
References (Bibliography, URLs, suggested readings)	
<a href="https://itprofessionalism.org/about-it-professionalism/competences/the-e-competence-framework/">https://itprofessionalism.org/about-it-professionalism/competences/the-e-competence-framework/</a>	

**N.13 ESCO**

EU initiative	ESCO
Pillars	SKILLS
Core competences	DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media)
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
ESCO is the official labor classification of the European Union covering three pillars (Occupations, Skills and Qualifications) to cover all the sectors and compulsory for all Member States since 2021	
Objectives	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



Learning outcomes	ESCO works as a dictionary, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training. with more than 3000 occupations and more than 13000 skills and knowledge items. It also refers to national qualifications. Each of these concepts comes with one preferred term and a number of non-preferred terms in each of the 27 ESCO languages.
Strengths	Compulsory official reference for labor market and training,
Weaknesses	The model is huge and sometimes difficult to be used but provides clear examples and references homogeneously understood in all EU Member States
Can the initiative be considered a "good practice"? If yes, please specify why	
yes, it is the official EU reference for labor market and employability of training and education	
Year and length of the EU initiative (duration)	
Published in Dec 2019 (previous version from 2016 and start of works from 2008)	
Comments (additional info, remarks)	
References (Bibliography, URLs, suggested readings)	
<a href="https://itprofessionalism.org/about-it-professionalism/competences/the-e-competence-framework/">https://itprofessionalism.org/about-it-professionalism/competences/the-e-competence-framework/</a>	

**N.14 EU Digital Decade Policy Programme 2030**

EU initiative	EU Digital Decade Policy Programme 2030
Pillars	SKILLS
Core competences	DIGITAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
The Digital Decade Policy Programme 2030, launched by the European Parliament and the Council, aims to put individuals at the heart of the digital transformation and ensure that democracy, inclusion, access to information and information technologies are guaranteed to all European citizens.	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



Objectives	<ul style="list-style-type: none"> <li>• Importance of digital skills for all individuals, in order to be empowered digital citizens in digital societies (at least 80 % of those aged 16-74 have at least basic digital skills)</li> <li>• Enhancing the employability of the EU citizens, including citizens with disabilities, gender discrimination or excluded because of the geographical barriers, living in rural areas</li> <li>• Improving digital infrastructure in different European countries</li> </ul>
Learning outcomes	To monitor the achievement of digital skills by all citizens, the statistics provided by the Digital Economy and Society Index - DESI - will be used
Strengths	The Digital Decade Policy Programme highlights not only the importance of educating individuals but also the importance of improving digital infrastructure, with greater commitment from governments. Each UE member state will submit a "national roadmap" by October 2023. This roadmap sets priorities in line with the Digital Decade Policy Program and monitors the progress of each state in achieving the indicators and digital targets defined by the Program. Cooperation between the EU and member states is highly valued by the Programme and different timeframes are foreseen for consultation and monitoring of the different national roadmaps.
Weaknesses	To achieve the general objectives and the digital targets, the Program foresees the creation of multi-country projects with at least 3 member states. Need to evaluate the real efficiency of these multi-country projects, considering their possible strengths and weakness.
Year and length of the EU initiative (duration)	
Published in December 14, 2022 - ongoing	
References (Bibliography, URLs, suggested readings)	
<a href="https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en#documents">https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en#documents</a>	



## N.15 European Entrepreneurship Competence Framework (EntreComp)

EU initiative	The European Entrepreneurship Competence Framework (EntreComp)
Pillars	SKILLS
Core competences	Select the main concepts (erase the not relevant ones) MANAGEMENT SKILLS INTERPERSONAL SKILLS OTHER - ENTREPRENEURIAL
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
<p>European Entrepreneurship Competence Framework is a reference framework to explain what is meant by an entrepreneurial mindset.</p> <p>EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others.</p> <p>EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial.</p>	
Objectives	<p>EntreComp has the potential to be used in a variety of ways including:</p> <ul style="list-style-type: none"> <li>● supporting policy and practice to develop entrepreneurial skills</li> <li>● assessing entrepreneurial skills</li> <li>● supporting training of educators, trainers and teachers to deliver entrepreneurial skills</li> <li>● to design programmes and learning opportunities</li> <li>● to recognise and certify skills</li> </ul> <p>EntreComp can be used across sectors and be a key support for collaboration and development work by educators, trainers, employers, professional bodies and policy-makers.</p>
Learning outcomes	<p>EntreComp answers the question: ‘what does it mean to be entrepreneurial?’</p> <p>EntreComp focuses on how people and organisations can address challenges, seize opportunities, and drive change in a rapidly changing world.</p>
Strengths	Turning ideas into shared value is equally relevant to progressing one's career, supporting one's local sports team or establishing a new social enterprise.

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	<p>Entrepreneurial value creation and entrepreneurial learning can take place in any sphere of life.</p> <p>By focusing on the development of competences through the actual creation of entrepreneurial value, EntreComp breaks down the boundaries between education, work and civic engagement. In this respect, the EntreComp is transversal to formal, non-formal and informal learning contexts and applies equally to education and training systems --from primary to vocational education and training-- and to non-structured learning contexts including civil society, communities, youth work, start-ups and existing organisation such as corporations, non-governmental organisations or public administrations.</p>
<p>Can the initiative be considered a "good practice"? If yes, please specify why</p>	
<p>Yes, because it is transversal and addresses the requirements of a rapidly changing, difficult to predict reality.</p>	
<p>Year and length of the EU initiative (duration)</p>	
<p>Prepared in 2018.</p>	
<p>References (Bibliography, URLs, suggested readings)</p>	
<p><a href="https://ec.europa.eu/social/main.jsp?catId=1317&amp;langId=en">https://ec.europa.eu/social/main.jsp?catId=1317&amp;langId=en</a>  <a href="https://ec.europa.eu/social/main.jsp?catId=1317&amp;langId=en&amp;furtherPubs=yes">https://ec.europa.eu/social/main.jsp?catId=1317&amp;langId=en&amp;furtherPubs=yes</a>  <a href="https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8201&amp;furtherPubs=yes">https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8201&amp;furtherPubs=yes</a>  <a href="https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8200&amp;furtherPubs=yes">https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8200&amp;furtherPubs=yes</a>  <a href="https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en">https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en</a></p>	



## N.16 EU-MADE4LL Project: The Common Framework of Reference for Intercultural Digital Literacies

EU initiative	EU-MADE4LL Project: The Common Framework of Reference for Intercultural Digital Literacies
Pillars	Select one of the two pillars (erase the not relevant ones) SKILLS
Core competences	Select the main concepts (erase the not relevant ones) MANAGEMENT SKILLS DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS MULTILINGUALISM
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
<p>The Common Framework of Reference for Intercultural Digital Literacies (CFRIDiL) is structured along three integrated dimensions. 1 - Multimodal Orchestration (i.e.how to combine resources to make meaning in digital texts and online interactions), 2 - Digital technologies (i.e., use and choice of digital tools), and 3 - Intercultural Communication (i.e., awareness of socio-culturally diverse contexts and needs as well as community-specific practices). 4 - Transversal skills (i.e., use, management and awareness of soft skills including personal and relational skills) There are 14 categories across these dimensions and for each dimension three levels of proficiency: waystage, intermediate and proficient. The framework combines a set of competences in skills, knowledge, judgement and attitudes. There is a strong emphasis on reflection, interaction, attitudes, feeling and emotions. For example, under 'intercultural communication', and the category 'attitudes and feelings' the indicator of intermediate level competency is 'shows empathy towards others' feelings and thoughts while interacting with a digital text or participating in online communication, though may not always be able to do it throughout'.</p>	
Objectives	This framework aims to standardise digital skills by promoting transparency and recognition for the evaluation of what one should know to be a successful communicator in transnational digital environments.
Learning outcomes	CFRIDiL could be used as a set of guidelines by language-policy makers, developers of educational materials and teachers who aim at increasing students'



**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	broader communication skills. It draws from the expertise of an international group of teachers and scholars who have highly recognized experience in multimodality, digital literacy, and computer mediated discourse for global communication.
Strengths	Addressing digital literacy in the multicultural context
Weaknesses	Prepared within the project (not being developed and validated anymore)
Can the initiative be considered a "good practice"? If yes, please specify why	
Yes, because of the set of skills taken into account.	
Year and length of the EU initiative (duration)	
The framework was developed through an ERASMUS+ funded project between 2016-19.	
References (Bibliography, URLs, suggested readings)	
<a href="https://www.eumade4ll.eu/wp-content/uploads/2020/02/cfridil-framework-linked-fin1.pdf">https://www.eumade4ll.eu/wp-content/uploads/2020/02/cfridil-framework-linked-fin1.pdf</a> <a href="https://unevoc.unesco.org/home/Digital+Competence+Frameworks/lang=en/id=18/filt=dup#tbar">https://unevoc.unesco.org/home/Digital+Competence+Frameworks/lang=en/id=18/filt=dup#tbar</a>	

**Collection of initiatives: National initiatives**

**The Romanian National Qualifications Framework for Higher Education**

National initiative	REFERENCING THE ROMANIAN QUALIFICATIONS FRAMEWORK TO THE EUROPEAN QUALIFICATIONS FRAMEWORK
Pillars	QUALIFICATIONS
Core competences	MANAGEMENT SKILLS INTERPERSONAL SKILLS
Target groups (learners and learning scenarios)	Learners seeking qualifications for career progression. Learners returning to education or training.
Summary (description of the initiative)	
For a proper understanding of the compatibility references, the Romanian higher education system is	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



shortly presented with a focus on the reforms implemented in European context. Vocational Education and Training (VET) – in Romania VET is covering both initial and continuing training. This initiative aims at explaining and detailing the compatibility of the Romanian National Qualifications Framework for Higher Education (NQFHE) with the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) and represents a preliminary step in demonstrating its compatibility with the European Qualifications Framework (EQF).

Initial vocational education and training, part of the national education system of the Ministry of Education, is provided through technological high school, technical and vocational education and training programmes with the duration of 3 years, practical stages after the X grade of high school. Initial VET is also ensured through apprenticeship programmes, regulated by the Ministry of Labour. Continuing VET in Romania is covering vocational programs organized by the authorised training providers in accordance with the regulatory framework for adult learning, comprising programs for achieving a qualification and programs for specialisation in a particular area.

Objectives	<ul style="list-style-type: none"> <li>• To certify that learning becomes an activity with no boundaries, no artificial limitations in terms of content or form and unburdened by excessive bureaucratic constraints, in order to foster mobility in the professional development and training process.</li> <li>• To demonstrate that the learner is at the core of this process, that they learn to learn and that lifelong learning skills are integrated in the curriculum.</li> <li>• To ensure the reader that the qualifications described in the framework documents are valuable learning experiences, useful for the social and professional integration of the beneficiaries.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Greater awareness on quality and social responsibility in the provision of knowledge, skills, and competences for the beneficiaries of the educational process, so that graduates' personal behaviour would become easily adaptable to the labour market requirements in a more and more dynamic, globalised, and complex society.</li> </ul>
Strengths	<ul style="list-style-type: none"> <li>• The Romanian model has its own identity; it integrates categories and types of competences, qualification levels and specific descriptors.</li> <li>• The communication skills are more detailed in the Romanian NQFHE aiming at making aware learners, universities, and research institutes</li> </ul>

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	to focus on those skills which enable a holder of diploma to become a pro-active actor in the organisation and in the society.
Weaknesses	N/A
Can the initiative be considered a "good practice"? If yes, please specify why	
This initiative can be considered Good Practice because it is in accordance with the latest European standards for skills, competencies and qualifications, and Romania become one of the top 10 countries that have done the referencing process in accordance with the requirements of the Bologna process and the commitments made by the education ministers in Bergen (2005) and Leuven (2009).	
Year and length of the national initiative (duration)	
N/A	
Comments (additional info, remarks)	
Europe and Romania made some progress in identifying strategic priorities and areas of action in the field of lifelong learning, such as the recognition and validation of nonformal and informal learning and the orientation of education and training to the development of transversal competences at any age. On the recognition and validation of non-formal and informal learning, Romania implemented a system for recognition and validation of skills/competences acquired in informal and non-formal learning contexts.	
References (Bibliography, URLs, suggested readings)	
REFERENCING THE ROMANIAN QUALIFICATIONS FRAMEWORK TO THE EUROPEAN QUALIFICATIONS FRAMEWORK: <a href="https://europa.eu/europass/system/files/2022-05/Romanian_Referencing_Report%5B1%5D.pdf">https://europa.eu/europass/system/files/2022-05/Romanian_Referencing_Report%5B1%5D.pdf</a>	



### The Italian Referencing Process of qualifications to the EQF

National initiative	FIRST ITALIAN REFERENCING REPORT TO THE EUROPEAN QUALIFICATIONS FRAMEWORK
Pillars	Qualifications Educational skills
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS DIGITAL SOFT SKILLS INTERPERSONAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through parttime study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
<p>The Italian Referencing Process of qualifications to the EQF was started at the end of 2008 by a dedicated Technical Group. This Group worked with all relevant stakeholders of the education and training system, namely: the Ministry of Labour and Social Policies, the Ministry of Education, University and Research, the Department for European Policies of the Presidency of the Council of Ministers, Regions and Autonomous Provinces, social partners. Isfol, that hosts the EQF National Coordination Point, and CIMEA, a technical body of the Ministry of Education, also contributed to the Referencing Process. The Referencing Process was carried out in a period of intense evolution of the Italian education and training system, especially for the Upper secondary education, the Higher technical education and the Vocational Education and Training system. The simultaneous work contributed to re-orienting the national reform processes in accordance with the principles defined at European level.</p>	
Objectives	Analysing existing qualifications, including all education, training and vocational systems and sub-systems Mapping the qualifications issued in each of the above mentioned subsystems

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	Selecting and referencing relevant qualifications to EQF levels, after analysing the European Criteria and defining related methodological and procedural choices
Learning outcomes	to design curricula that are tailored to the needs of the local economic and social context, complying with national criteria (in terms of objectives and other general training-related aspects) and degree types. to improve the level of integration of the European labour market,
Strengths	Awarded at the end of specific education and training pathways; • characterized by mutual links and progressions, as specified in the legislation that establishes and regulates them, which also defines a clear and recognizable position in the system; • described in such a way that they can be compared to the language of LOs, although with different levels of adherence to this approach, according to the different types of qualifications; characterised by increasing complexity (in terms of LOs) which is directly linked to their position (progression) in the system.
Weaknesses	N/A
Can the initiative be considered a "good practice"? If yes, please specify why	
This initiative can be considered a good practice because in accordance with EQF both in terms of structure and in terms of the goals it aims at.	
Year and length of the national initiative (duration)	
N/A.	
Comments (additional info, remarks)	
Italy has equipped itself with a shared definition framework on the subject; minimum reference standards for validating and certifying skills; a national repertory of education and training titles and professional qualifications; standards for certificates and attestations expendable at the European level; and a monitoring and evaluation system (Legislative Decree No. 13 of January 16, 2013). This makes it possible to make skills acquired in all contexts (work, daily life and leisure) more transparent and expendable, facilitating geographic and professional mobility and increasing the integration and personalization of education, training and labor services	
References (Bibliography, URLs, suggested readings)	
<a href="https://europa.eu/europass/system/files/2022-05/Italian_Referencing_Report%5B1%5D.pdf">https://europa.eu/europass/system/files/2022-05/Italian_Referencing_Report%5B1%5D.pdf</a>	



### The National Qualifications Framework of Cyprus (CyQF)

National initiative	National Qualifications Framework of Cyprus (CyQF)
Pillars	QUALIFICATIONS
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
<p>The Council of Ministers approved in 2012 the establishment of the CyQF and the adoption of the 8 levels of the European Qualifications Framework.</p> <p>The National Committee for the Development and Establishment of a National Qualifications Framework in Cyprus consists of the Permanent Secretary of the Ministry of Education, Sport and Youth (President of the Committee), the Permanent Secretary of the Ministry of Labour and Social Insurance and the General Director of the Human Resource Development Authority or their representatives.</p> <p>The CyQF comprises the establishment and implementation of processes for quality assurance and qualification awarding. It serves as a reference framework, allowing qualification validity and comparability, and hence worker and learner mobility.</p> <p>The CyQF includes:</p>	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



	<ul style="list-style-type: none"> <li>• All levels of formal public and private education</li> <li>• The System of Vocational Qualifications of HRDA</li> <li>• Informal Learning</li> <li>• Non-formal learning</li> <li>• Lifelong Learning</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• The recognition and validation of Qualifications</li> <li>• greater mobility of workers and learners</li> <li>• Quality assurance of education and training programmes</li> <li>• Promotion of lifelong learning</li> <li>• Take into account the traditionally and socially acceptable norms and frameworks of Cyprus, as well as the reservations regarding the validation of informal and non-formal learning.</li> </ul>
Learning outcomes	<p>It is important to emphasise that a National Qualifications Framework is only a tool for the classification of qualifications according to a specific set of criteria for achieving predefined levels of learning outcomes.</p> <ul style="list-style-type: none"> <li>• Completion of repetitive simple tasks and under a quality-controlled system.</li> <li>• Communication of basic information in familiar contexts.</li> <li>• Taking minimum responsibility for completing simple tasks/exercising limited autonomy.</li> </ul>
Strengths	<ul style="list-style-type: none"> <li>• Access to and participation in lifelong learning for all, including disadvantaged people.</li> <li>• Use of qualifications is promoted and improved at national and Community level.</li> <li>• Awarded after the completion of particular educational pathways.</li> <li>• Offering flexible, diverse programs that combine general education, reinforced to some extent with components of technological education, to meet the demands of modern people and provide chances for lifelong learning.</li> </ul>
Can the initiative be considered a "good practice"? If yes, please specify why	
Yes, because it follows the latest European standards for skills, competencies and qualifications and under this framework processes is implemented in partnership with learners, employers and training	



and education providers to achieve and maintain excellence as a contribution towards the national effort for competitiveness.
Year and length of the national initiative (duration)
<a href="#">National Report February 2017</a>
Comments (additional info, remarks)
References (Bibliography, URLs, suggested readings)
<a href="#">National Qualifications Framework of Cyprus</a> <a href="#">The Referencing of the Cyprus Qualifications Framework to the European Qualifications Framework for Life Long Learning</a>

### Cyprus Lifelong Learning Strategy 2021-2027 (CyLLLS)

National initiative	Cyprus Lifelong Learning Strategy 2021-2027 (CyLLLS)
Pillars	SKILLS QUALIFICATIONS
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS MULTILINGUALISM
Target groups (learners and learning scenarios)	Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
The Cyprus Lifelong Learning Strategy (CyLLLS) 2021-2027 addresses the national political priority of developing a framework for lifelong learning, setting the strategic objectives and targets for the abovementioned period. Towards the accomplishment of the CyLLLS vision, four strategic priorities were set as key objectives to achieve until 2027:	



**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



<p>Establish the governance, monitoring, and evaluation framework that entails policy arrangements, action plans with clear stakeholder roles, and sound financial management.                  Decrease youth unemployment and upskill/reskill youth and the workforce through the provision of learning opportunities reflecting labour market needs.                  Increase the participation of adults in lifelong learning by improving the quality of the adult education sector.                  Enhance the professional practice of adult educators and trainers.</p>	
Objectives	<p>Assist national agencies and other bodies in Cyprus reaching the EU targets in relevant fields.                  Face challenges such as the low participation of adults in lifelong learning.                  Improve efforts to upskill and reskill low-qualified and low-skilled adults.                  Address the high percentage of unemployment among young people.</p>
Learning outcomes	
Strengths	<p>CyLLLS offers a long-term strategic framework for the creation of a knowledge-based society in which all people have access to learning opportunities for the acquisition of knowledge, skills, and attitudes that will support their resilience, well-being, and personal and social development as well as professional advancement.</p>
Weaknesses	<p>It does not provide quantifiable metrics to measure system performance or a systematic way to track and evaluate the numerous national lifelong learning initiatives to guarantee quality.</p>
<p>Can the initiative be considered a "good practice"? If yes, please specify why</p>	
<p>Yes, because it offers recognition, validation and accreditation of non-formal and informal learning.</p>	
<p>Year and length of the national initiative (duration)</p>	
<p>2021-2027</p>	
<p>Comments (additional info, remarks)</p>	
<p>References (Bibliography, URLs, suggested readings)</p>	
<p><a href="#">Cyprus Lifelong Learning Strategy 2021-2027</a></p>	



## IDcert Digital Competence Italy

National initiative	IDcert Digital Competence Italy
Pillars	SKILLS QUALIFICATIONS
Core competences	DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness)
Target groups (learners and learning scenarios)	Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
IDcert Digital Competence is the official certification of digital skills in Italy, as part of the so-called Italian National Coalition for Digital Skills and Work. Digital Competence (IDCert) fully integrates the DigComp 2.1 & 2.2 (the EU-wide framework, indicating the skills that every citizen must have to fully participate in the digital economy).	
Objectives	Assess individual's digital skills based on a set of predefined indicators Define the necessary digital skills, both basic and advanced ones, to be used both in the work context and in everyday life, for both personal and professional fulfilment
Strengths	It allows to guide learners towards learning all digital skills both basic and more advanced. To obtain IDcert certification, the citizen must manage five main modules (Basic Computer Literacy Module, Communication and Collaboration Module, Digital Content Creation Module, Safety Module, Conflict Management Module).
Weaknesses	It is a very widespread certification among students, school teachers and public administration staff. It should be better widespread and known by the workforce in general, of the different sectors of activity
Can the initiative be considered a "good practice"? If yes, please specify why	

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



Yes, because it offers the recognition of digital skills both at national and European level (in compliance with DigComp 2.1 and 2.2) and is also recognised by the Ministry of Education in Italy. This recognition can be integrated into the European curriculum (Europass) to officially certify skills
Year and length of the national initiative (duration)
N/A
References (Bibliography, URLs, suggested readings)
<a href="https://blog.idcert.io/">https://blog.idcert.io/</a>

**The Lifelong Learning Perspective'/ Lifelong learning strategy**

National initiative	<b>The Lifelong Learning Perspective'/ Lifelong learning strategy</b>
Pillars	Select one of the two pillars (erase the not relevant ones) SKILLS QUALIFICATIONS
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS
Target groups (learners and learning scenarios)	Learners wishing to upgrade or extend their qualifications through part time study Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training
Summary (description of the initiative)	
Key operational objectives set in the document for formal education follow the directions of reforms implemented since 2009 (the work on the document and the reforms was carried out in parallel). This concerns the curricular reforms of preschool, general primary and lower secondary education (implemented since 2009), higher education (since 2011), general upper secondary education, and vocational and continuing education (since September 2012). 'The Lifelong Learning Perspective' also	



highlights the need for greater openness of formal education towards other forms of learning, and the integration of the national qualifications system and a new approach towards adult education. The main aims of the document remain valid, also after the 2016 decision to launch the reform of the school system, which involves the abolishment of lower secondary schools and the resulting extension of the education cycles in primary and post-primary schools.

<p>Objectives</p>	<p><b>Stimulating creativity and innovation</b>                  Policy objectives: Institutions at all education levels should focus on creativity, entrepreneurship and innovation. To be able to do this, they should have autonomy to develop their own curricula adapted to the local needs and to validate learning outcomes. In doing so, educational institutions should ensure the individualisation of the work with learners, diversification of teaching methods and organisational forms. They should also promote active and practical learning in problem-solving teams.                  Implementation: The objectives set have been implemented as part of the curricular reforms of preschool and general education and of higher education. Both reforms are based on the concept of learning outcomes and, thus, are coherent with the European Qualifications Framework.</p> <p><b>Integrating the national qualifications system</b>                  Policy objectives: In view of the expanding area of learning in various forms (lifewide learning), including the involvement of business and social partners in the development of high-quality competences, it is necessary to pursue a new policy for awarding qualifications. The policy is based on learning outcomes. This should help to ensure compliance with the EU principle for awarding qualifications that each level of qualifications should be achievable for people taking different paths in education, training and career. Effective implementation of the principle requires the engagement of many entities that provide various opportunities for learning – in school and higher education and beyond them.                  Implementation: In the first half of 2013, a report referencing the Polish Qualifications Framework to the European Qualifications Framework was prepared. In May 2013, the report was submitted to the European Commission. In March 2015, the Government adopted the provisions for a bill on the Integrated Qualification System, and the Act was passed in December 2015.</p> <p><b>Increasing participation rates in early childhood education and care</b>                  Policy objectives: To facilitate the development of children, and their skills, it is necessary to develop further high-quality early childhood education and care (ECEC), combined with parents' support. This requires a multifaceted (inter-sectoral)</p>
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	approach. Such measures will make it possible to improve conditions for the development of youngest children and, thus, prepare them better for the next education stages.
Strengths	The document is an initiative showing the way in the field of lifelong learning education, in the context of the EU frameworks and local, Polish conditions and implementation. It's worth noting: openness of formal education towards other forms of learning the individualisation of the work with learners, diversification of teaching methods and organisational forms promote active and practical learning in problem-solving teams
Weaknesses	This type of document is very general.
Can the initiative be considered a "good practice"? If yes, please specify why	
yes, because it highlights different forms of learning and education and practical approach	
Year and length of the national initiative (duration)	
Adopted by the Polish Government in September 2013.	
References (Bibliography, URLs, suggested readings)	
<a href="https://eurydice.eacea.ec.europa.eu/national-education-systems/poland/lifelong-learning-strategy">https://eurydice.eacea.ec.europa.eu/national-education-systems/poland/lifelong-learning-strategy</a>	
<a href="https://www.gov.pl/web/edukacja-i-nauka/perspektywa-uczenia-sie-przez-cale-zycie">https://www.gov.pl/web/edukacja-i-nauka/perspektywa-uczenia-sie-przez-cale-zycie</a>	

### The Integrated Qualifications System (IQS)

National initiative	The Integrated Qualifications System (IQS)
Pillars	QUALIFICATIONS
Core competences	MANAGEMENT SKILLS DIGITAL HARD SKILLS (e.g programming, digital design, digital marketing and social media) DIGITAL SOFT SKILLS (e.g virtual communication, digital awareness) INTERPERSONAL SKILLS MULTILINGUALISM OTHER (specify)
Target groups (learners and	Learners wishing to upgrade or extend their qualifications through part time study

**VET Empowerment through innovative and inclusive Learning Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-VET-000032964



learning scenarios)	Learners wishing to study for additional qualifications that complement or build on those already held. Learners seeking qualifications for career progression Learners returning to education or training.
Summary (description of the initiative)	
<p>The IQS, or the Integrated Qualifications System, describes, systematises and gathers various qualifications in a single, universally accessible register – the Integrated Qualifications Register. The IQS also defines the principles and standards of awarding the qualifications included in it, which guarantees the high quality of the professional certificates issued within the system.</p> <p>The Integrated Qualifications System is an important tool of lifelong learning policy, implemented in accordance with the strategy of the Polish government and the European Union. The idea of lifelong learning is based on the belief that even after the completion of formal education, it is necessary to continue learning and to improve one's qualifications.</p>	
Objectives	Thanks to the introduction of the system: everyone can seek to have their competences confirmed, regardless of how they were obtained; the way qualifications are awarded is scrupulously monitored by government ministers; employers can more easily determine the value of a potential employee, and employees can present their competences in a reliable way.
Learning outcomes	The registry provides information on, among other things, specific requirements which need to be met in order to obtain a given qualification and what institutions are authorised to award it. This information is particularly important for qualifications obtained outside school and university, i.e. those obtained in the course of work or through various courses and training.
Strengths	complexity different kinds of qualifications and forms of education universal
Weaknesses	national in Polish
Can the initiative be considered a "good practice"? If yes, please specify why	
yes, it provides clear information for learners and employers.	
Year and length of the EU initiative (duration)	
<p>The Act on the Integrated Qualifications System came into force on January 15, 2016. The legal act sets the basic framework for the new functioning of qualifications in Poland.</p> <p>Since 1 January 2018, the Integrated Register of Qualifications has been maintained by the Educational Research Institute. Work on the development of the IQR is carried out within the framework of EU project "Maintenance and development of the Integrated Qualifications</p>	



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**VET Empowerment through  
innovative and inclusive Learning  
Approaches - VELA**

project Ref. № 2021-1-IT01-KA220-  
VET-000032964



Register". The main objective is to ensure efficient functioning of the Register and its continuous development as a key tool of the Integrated Qualifications System.

References (Bibliography, URLs, suggested readings)

<https://kwalifikacje.edu.pl/wp-content/uploads/Zintegrowany-Rejestr-Kwalifikacji-ENG.pdf>

<https://kwalifikacje.edu.pl/?lang=en>



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