

# Enhancement of Migrants Abilities and Recognition of their Acquired Competences in Europe

OUTPUT 1



EMBRACE

# Catalogue of Professional Needs

Approach to Professional Profiles in Agri-Food Sector



Published in 2018.

The document has been produced as part of the project EMBRACE - financed by Erasmus + program and it has been created by Manuela Audenino, Fernando Benavente, Nelly Chaix-Zoulalian, Grégoire Chambet, Francesca Costero, Javier Diez Cardona, Ib Jaspersgaard, Norbert Kreuzkamp, Cyril Kretschmar, Annaelle Le roux, Ettore Libener, Carmela Nicola, Sanne Østergaard, Elena Paciello, Svetlana Rashkov, Antonella Rizzello, Sylvia Casorzo and Valeria Zaffalon.

This document has been produced respecting the gender equality. Where it is not possible to understand, the reference to male and female gender is always implicit.



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# INTRODUCTION

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## 1. Introduction and general aim of the research

The Catalogue of the Needs, Profiles and Professional skills in the agri-food sector is the result of the co-operation between different European partners, involved in the Embrace Project- Enhancement of Migrants Abilities and Recognition of Their Acquired Competences in Europe. The implementation of the catalogue is the result of two previous project activities: first, the comparison and mapping of the methodologies used in the different countries for the identification and validation of migrants' non-formal and informal competences and skills; second, the identification of case studies of main job-profiles needed and the demands of the international labour market, in the different contexts involved.

The aim of the Catalogue is to give back the analysis on agri-food sector professionalization, in an organic and structured way, going through:

- The analysis about existing job-profiles in the national and regional repertoires of the partner Countries;
- The identification of the main profiles required and not satisfied by the labour market in the food and agribusiness sector;
- The analysis of the data from local Employment Offices and Labour Services;
- The confrontation with social parties – trade unions about researches on irregular jobs.

The Catalogue consists of two main sections:

- The cataloguing of the needs, profiles and professional skills in the agri-food sector identified in the local contexts involved. The analysis of needs takes into consideration the standards and emerging skills profiles and competences.
- The appendix with results about regional systems comparison, taking for granted the fact that different European countries feature differences and similarities related to the diverse contexts.

The Catalogue will be an integration of other institutional catalogues already produced. The analysis about standards and new profiles and competences will be received by both organizations and institutions involved and it will be part of the know-how used by the operators in that sector.

Finally, the model used for the comparison between the regional systems and adopted in the catalogue will be available for the institutions and applied in the implementation phases of local systems.

## 2. Report organization

The following report includes a comparative research and a desk review about the identification and validation of migrants' non-formal and informal competences and skills, at a trans-national level, to achieve a comparison and mapping of methodologies used in the partner Country. The methodology applied to the implementation of the Catalogue has been developed in distinct phases: starting from the analysis of the different processes used in the partner countries for the identification of formal and non-formal competences and skills, to move on the comprehension of the different countries implementation processes and, finally, comparing the different tools and models.

The professional profiles analysed are related to the agri-food sector (cultivation, farming and processing of raw materials) and they have been chosen within existing professional profiles in the national and regional repertoires of partner countries, but also observing the production of the different local contexts.

The agri-food sector has been identified, first of all, for the wide diffusion of these professional profiles both in the origin and immigration countries and in noticing the strong relation between professional needs of local labour market and labour inclusion of migrants; even for people that have recently arrived in partner countries and in Europe in general. This data also relates to the strong reality of production in the agri-food sector by the partner countries.

Besides, the project foresees an analysis and an exchange of trans-national best practices,

where migrants play the role of main characters; part of the project has been the case studies identification in the different contexts, to identify the principal professional profiles needed in the labour market and to identify the explicit and implicit opportunities and demands.

The main aim of output 1 is not only qualitative and quantitative research, but also the implementation of a tool for knowing and comparing the different systems of partner countries, for the identification and validation of competences and skills, the different labour markets in the agri-food sector and the different professional profiles needed in the different countries.

In this research, a further analysis has been carried out on the relationship between the best possibilities for the employment of a specific target of migrants (extra UE) and the strengths and weaknesses of the agri-food sector: problems (existing in some of the partner countries), low level of recognition of competences, seasonality, low or high qualified practices and professional profiles needed.

Therefore, in the following phase, the different contexts have been described and explained, considering the different situations and laws emerged in the partner countries, to better describe and analyze the different methodologies for the identification of competences and skills.

Nevertheless, the document describes the situation over a defined period (above all for what concerns section B), and it may be reviewed and updated, especially for the surfacing of new professional profiles.

The 16 professional profiles, chosen and described in relation to competences, skills and working contexts, will be experimented through 33 case studies, that will be discussed in Output 2 (OP2); the third output of the Embrace project will produce the “Toolkit for the identification and validation of non-formal and informal competences and skills”, an instrument that will be used by operators that work with migrants; the toolkit will be useful not only in the agri-food sector, but also in the other labour sectors.

Output 1 consists of four sections (A-B-C-D) and provides different contents produced by all partners: more than 30 interviews with stakeholders working in the agri-food sector and with migrants, in distinct phases of migration. In the following section, we present the state of the art of the validation of formal and non-formal learning in the EMBRACE partner countries and the results on migration dynamics. Each specific paragraph on the countries results has been written by the research team of each partner. General remarks are written by the lead partner, who has the task to organize and synthesize the evidences shared during the first-year activities.

Section A is about the European framework on validation of non-formal and informal learning; in the first paragraph, before the analysis of the identification and validation of migrants' non-formal and informal competences and skills, there is reference in the European strategy to the acquisition of a European methodology for “the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion” . The validation and value of each type of learning, to support a knowledge-based economy, has been sustained by strategic documents reported in the paragraph.

Guidelines have been designed: the CEDEFOP (2015), European Guidelines for validating non-formal and informal learning available, the process of validation consists of four phases: identification, documentation, assessment and certification.

The second paragraph contains a synthetic report for each partner country (each country carried out their own report) illustrating, at national and regional level, existing models, procedures, practices, methodologies and tools, funds and duration of the projects.

The third paragraph further analyses the comparisons between the different processes of validation of non-formal and informal learning, focusing on them as an opportunity of labour inclusion for migrants: some common features, regarding migrants' inclusion, have been tracked and we can generally affirm that the different processes in each country aims at giving visibility to competences and skills of every citizen by public certifications, in line with standardized professional profiles.

Following these suggestions, validation processes can also be a possible strategy to face the need of refugees' integration; asylum seekers and refugees, who reach the host country labour market,

do not possess any documentation of their formal qualifications, but they may have considerable work experiences and informally acquired professional skills and competences.

In conclusion, starting from synthetic comparison findings, among validation structures and procedures in partner countries and following previous projects results and European literature, some important lessons may be learned to identify some characteristics which might make the process “migrant friendly”.

In section B, the aim is the discussion about the existing link between the agri-food working sector and migrant workers, through a quantitative and qualitative analysis of the current situation in each partner Country and Region. The information found and provided has been used during the interviews carried out with stakeholders (part C and D). The main elements are synthesis data about foreigners and the key features of the agri-food sector within European Countries or Regions involved in the projects. The third part consists of the summary of the first group of interviews conducted by all project partners, sharing and profiling professional profiles where migrants can be employed.

*Published in 2018.*

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<sup>1</sup> Lisbon European Council, Conclusion of the Presidency (March 2000), Teaching and Learning. Towards the learning society (available at: [http://europa.eu/documents/comm/white\\_papers/pdf/com95\\_590\\_en.pdf](http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf)); A Memorandum on Lifelong Learning (Commission Staff Working Paper, 2000).

## Part A

# VALIDATION OF NON-FORMAL AND INFORMAL LEARNING: A COMPARATIVE ANALYSIS<sup>2</sup>

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<sup>2</sup> This part of the volume presents the state of art of validation of formal and non-formal learning in the EMBRACE partners' countries. Each specific paragraph has written by the research team of the partner. Common and general considerations are written by the lead partner who has the task to organize and synthesize the elements and the evidences shared during the first-year activity.

# 1. TOWARD A KNOWLEDGE-BASED SOCIETY: THE EUROPEAN FRAMEWORK ON VALIDATION OF NON-FORMAL AND INFORMAL LEARNING.

Validation of non-formal and informal learning<sup>3</sup> concerns the possibility to give value and make visible the diverse learning met by all people during everyday life, to validate and certify them in terms of outcomes and then to use them to gain access to employment and/or education opportunities.

Following the Cedefop Glossary we define:

Formal learning as an intentional activity in an organized and structured environment, explicitly designated as learning, which can lead to certification.

Non-formal learning as an intentional activity (from the learner's point of view) embedded in other activities non explicitly designated as learning but with an important learning element, although it does not lead to certification.

Informal learning as an unintentional activity (also experiential or incidental/random learning) resulting from daily activities related to work, family or leisure<sup>4</sup>.

The validation and value of each kind of learning to support a knowledge-based economy has been on the European policy agenda for at least 25 years. As a matter of fact the acquisition of a European approach, and consequently a common methodology is deeply rooted in the European Strategy toward “the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”<sup>5</sup> and has been taken up through European communications and recommendations<sup>6</sup>.

Here we can mention some strategic documents which have guided the process:

**The Copenhagen Declaration (Nov. 2002)** gave evidence to the need of establishing common principles for the validation of non-formal and informal learning in Europe with the aim of ensuring greater compatibility between approaches in different countries and at different levels.

**Decision No 2241/2004/EC** of the European Parliament and of the Council on a single Community framework for the transparency of qualifications and competences (Europass): facilitate mobility throughout Europe for lifelong learning purposes creating a common framework to support the transparency and transferability of qualifications.

**Recommendation of the European Parliament and of the Council** of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

**Recommendation of the European Parliament and of the Council** of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01)

**Recommendations of the European Parliament Council** of 23 April 2008 on the establishment of the European Qualifications Framework <sup>7</sup> for lifelong learning (2008/C 111/01) aimed at improving the transparency, comparability and portability of citizens' qualifications issued in accordance with the practice in the different Member States.

**Recommendation of the European Parliament and of the Council** of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (2009/C 155/02)

**2009** - First publication of European guidelines for validating nonformal and informal learning (CEDEFOP)



**Council Recommendation** of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01) through which the Council asks the member state to put in place, no later than 2018, national arrangements for validation of learning outcomes (knowledge, skills and competences) acquired outside formal education and training which enable individuals to have knowledge, skills and competences and to obtain a full or part qualification on the basis of validated non-formal and informal learning experiences. Following the Council Recommendation, the validation can play an important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged or the low-qualified.

**2016** - Second edition of The European guidelines for validating non-formal and informal learning (CEDEFOP)

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<sup>3</sup> CEDEFOP (2014), Terminology of educational and training policy, available at: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4064> .

<sup>4</sup> CEDEFOP (2014), Terminology of European education and training policy: a selection of 130 terms. 2nd ed. Luxembourg: Publications Office.

<sup>5</sup> Lisbon European Council, Conclusion of the Presidency (March 2000), Teaching and Learning. Towards the learning society (available at: [http://europa.eu/documents/comm/white\\_papers/pdf/com95\\_590\\_en.pdf](http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf)); A Memorandum on Lifelong Learning (Commission Staff Working Paper, 200

<sup>6</sup> European Commission (2014), Europe 2020, European strategy for smart, sustainable and inclusive growth (<http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf> )

<sup>7</sup> European Qualifications Framework: a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems (CEDEFOP). EQF consists of eight reference levels defined in terms of learning outputs (knowledge, skills and autonomy-responsibility).



Through a cooperation strategy for more than 15 years, member states have reached some milestones: (i) a common shared glossary on the theme of learning in a political framework aimed at promoting a knowledge-based society; (ii) the transparency, comparability and portability of citizens' qualifications; (iii) the creation of a learning outcomes' validation and certification acquired in formal, non formal and informal environment.

Starting from the Recommendation of 20 December 2012, the member state have put in place national arrangements for validation of learning outcomes in accordance with their needs but following the guidelines published by the Cedefop.

The Guidelines<sup>8</sup> have designed a four phase process of validation: identification; documentation; assessment; and certification.

**Identification:** Validation necessarily starts with the identification of knowledge, skills and competence acquired and is where the individual becomes increasingly aware of prior achievements (Cedefop). In this phase the counsellor supports the candidate through the identification of knowledge, skills and competence acquired using interviews and dialogue-based approaches.

**Documentation:** Documentation will normally follow the identification stage and involves provision of evidence of the learning outcomes acquired (Cedefop). The counsellor supports the candidate to build a sort of "portfolio" (CV and the professional history of the candidate) based on provision of evidence of the learning outcomes acquired. In some countries identification and documentation are part of the same phase.

**Assessment:** Assessment is normally referred to as the stage in which an individual's learning outcomes are compared against specific reference points and/or standards. This can imply evaluation of written and documentary evidence but might also involve evaluation of other forms of evidence (Cedefop). In this phase individual's learning outcomes are compared against specific standards. Evidences may be written and documentary but also the result of practical demonstrations, simulations or gathering of evidence from past-practices.

**Certification:** The final phase of validation is linked to the certification – and final valuing – of the learning identified, documented and assessed. This can take different forms, but is commonly the award of a formal qualification or part-qualification (Cedefop). In the final phase after having identified learning, documented and assessed, a candidate must obtain a total or partial qualification. The partial qualification can be used to get exemptions for parts of a formal education and training programmes.

Moreover, the guidelines point out some milestones:

**The centrality of the individual and the co-responsibility of the process:**

Validation aims at empowering the individual and could represent a second chance opportunity for disadvantaged individuals. The candidate must receive adequate information and guidance and should be able to take control of the process and decide at what stage to end it.

**The involvement of stakeholders:** the CEDEFOP suggests involving many different actors with different responsibilities and functions in coherence with national, regional and local level of implementation (education, training and qualification authorities, VET organizations, social services, social partners, local public authorities in education, employment and social services, ...).

**The link to national qualifications systems:** the development and implementation of a NQFs (National Qualification Framework) can be used to promote the development of explicit, coherent, learning-outcomes-based standards for qualifications that could make available the outcomes of learning in non-formal and informal settings.

Standards and learning outcomes: the certificate based on non-formal and informal learning requires an official qualifications standard but this standard should be open to continuous review and renewal following also the experiences gained from validation.

Quality assurance and Professional competences of experts: the validation process needs to be supported by transparent quality assurance arrangements addressing all phases and features of the process and requires experts with validation competences but also soft skills such as intercultural and communication capacity.

Each European country started from different level of experimentations and therefore in some cases nations have updated and arranged existing practices. In other cases following the UE solicitations nations have put in place an innovative system.

During the past 13 years<sup>9</sup> the “European inventory on validation of non-formal and informal learning”<sup>10</sup> has monitored methodologies, systems and standards in validation practices and in the latest version (2016) gives an overview to the adaptation process required by the Guidelines.

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<sup>8</sup> CEDEFOP (2015), European Guidelines for validating of non-formal and informal learning available at: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4054>

<sup>9</sup> The first version of the European inventory on validation of non-formal and informal learning was published in 2004 and intended to open for a more systematic exchange of experiences in the field of validation of non-formal and informal learning in Europe.

<sup>10</sup> Available at: <http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory>



## 2. NATIONAL REPORTS: A SYNTHESIS

Following the evidence reported from each country and through the comparative analyses of the existing models, procedures and practices planned by the Embrace project (Enhancement of Migrants abilities and Recognition of their acquired Competences, in Europe), regarding the identification, validation and recognition procedures of non-formal and informal learning (especially targeted on migrants), we can present the state of the art regarding the six countries involved.

Generally speaking, validation of non-formal and informal learning continues to be focused in the political agenda of each country but each countries report show that its implementation is slow, due to the lack of resources and to the fact that different levels of implementation persist.

In all the project partner countries, a national and common framework on full or partial qualifications have been awarded. In all the partner countries, there is a link between the validation system and the National Qualification Frameworks.

All systems are addressed to occupational or learning goals through a total or partial validation of competences connected with a professional standardized profile.

In almost all countries involved, regulated professions or non-regulated professions are under accreditation. Only the Italian system differs and defines exclusively the latter to be under accreditation. Regarding methodology and counselling, a combined set of methods and tools, mainly standardized, are frequently used for validation (tests, interviews, competence assessments, dialogue-based counselling, etc.) and specific qualifications or competence development is required by counsellors and experts involved.

According to the findings of Cedefop, data of implementation outcomes are limited as well as data on validation funding. National public funding is the most common source found so far. Regarding stakeholder involvement, there is strong variation in the level and nature of stakeholder involvement in validation across the partner countries. No specific projects addressed to the agricultural sector have been found.

Existing national approaches on the validation of prior learning are mostly not targeted to migrants/refugees but specific initiatives have been recently addressed to migrants and especially to asylum seekers and refugees.

There are some common features at a national level in the implementation of the validation process.

**Italy** and **Spain** (the Mediterranean Context) have a regionalized system but refer to a National Qualification Framework. The two countries are characterized by a quite similar migratory dynamics and common labour market dynamics, and in recent years the economic crisis has marked local developments and enterprises strategies. Despite a formalized framework, the implementation of the validation process is at an early stage. Between the two countries, we can see some differences, especially in terms of professional profiles under accreditation and in terms of application procedures. Few remarks on application with migrant populations. Generally speaking, in both countries, labour active policies are characterized by the presence of measures, in some cases targeted to migrants in general (and not to refugees) or more frequently at the general population of job seekers.

In **Germany**, the validation system develops inside a "dual system" framework in education and training, with a predominance of recognition of formal qualifications. This implies that the recognition of formal qualification is a measure to protect and safeguard recognized occupational standards. Coherently and consequently, the validation of prior learning side is very difficult to recognise without having any certificates or proof of working experience. At the same time, in Germany we have found the development of some interesting experimentations in updating tools and methods addressed to migrant population.

The **French approach** to validation (VAE) reflects the history of the country and the importance to give visibility to competences that have characterized the labour market active policies implemented for at least 25 years. Despite this, some difficulties in addressing the VAE to specific target groups remains. A specific project in 2016/17 in the Rhône Alpes Region has been launched. The project was addressed to migrants and offered a specific VAE coaching.



The **Dutch system** is characterized by a “dual policy” on validation whose aim is to make the validation of prior learning a successful and broadened tool in both learning and employment processes (Duvekot, 2016). In the Netherlands (Lodigiani, Sarli 2016) a solid cultural framework based on equality value has facilitated an implementation process open to all specific needs (not only migrants but also low-skilled jobseekers or disabled people). In recent years, some projects addressed to migrants have been carried on and some tools and methodologies have been developed.

In **Denmark**, the validation of non-formal and informal learning has characterized the policy agenda for about 20 years and it is part of the Danish strategy for lifelong learning. As a result of adult education and training policy implementation, the Danish approach has the specificity of being supported by a strong and long-lasting cooperation between enterprises, institutions and social partners. In Denmark, particularly migrants and refugees are a specific target group for labour inclusion services provided by institutions and municipalities. Moreover, the Danish recognition system approach recognizes that learning outcomes can be achieved through different paths and, consequently, this means that implemented procedures make the assessment of qualification acquired abroad easier.

In the following pages, a synthetic report for each partner country.







## 2.1 The Italian system<sup>11</sup>

In Italy, at a national level, until 2012/13, despite the wide awareness on the topic of validation of non-formal and informal learning, a national system did not exist. Now, after a four-year activity, a validation process exclusively on VET professional profiles is going to be well structured, although different levels of implementation among regions remain. Some regions have already a definitive legislation, six are about to finalize it, one region has not yet complied with national directives. On the side of educational system, public schools and universities have not adopted a validation and certification process regarding their qualifications, yet.

Following the EU recommendations on comparability of learning results and on the creation of a validation and certification system, the 92/2012 law has brought important changes at a national level, with the aim of implementing the process but also balancing the regional practices (a bottom up process). Through this law, a first attempt has been started to foster the validation process in an overall and systematic way. The 13/2013 decree law establishes essential principles and draws institutional responsibilities: (i) the validation and certification process is a public act recognized at a national level, (ii) implemented by a public institution or a private organization authorized through an accreditation process, (iii) following specific quality assurance standards, (iv) through common methodologies and tools among regions and (v) aims at giving visibility to ability and knowledge acquired in a formal but also non-formal and informal context and (vi) obtaining a partial or total qualification on the basis of a standard professional profile.

Historically, the VET system is regionalized and some regional systems, prior to the national adaptation process, tested and implemented some practices. Consequently, each Region started from different levels of structured norms and systems which influence the drawing up of the national and regional guidelines.

In Piedmont, more specifically, the VET regional system was a consolidated, well-structured and coherent one with a professional profile description based on competences, abilities and knowledge. Some practices, carried out through specific projects, on the recognition credit system were implemented and represented the stepping stone on which the new guidelines have been created. After a period of solid production of manuals and institutional prescriptions ("Manual for identification, validation and certification of competences acquired in a non-formal and informal context" – first part in Dec. 2013; "Guidelines for identification, validation and certification of competences acquired in a non-formal and informal context" – second part in Jan. 2016), in September 2017, an essential law in Piedmont designs and defines the validation and certification process (Piedmont System Essential law on competence certification process, credit recognition and experts involved).

Compared to a wider and structured regional legislation and regulation on the validation of non-formal and informal learning, the implementation process is still at an early stage.

A first application of the model was carried out between January and September 2015: a partnership gathering vocational training agencies, labour services and the Piedmont Region (Settore Standard Formativi e Orientamento Professionale – Department for Training Standards and Professional Guidance) implemented a project whose aim was to train specific professional experts and consequently to experiment the validation process with selected adults. 322 VET experts/counsellors employed in 82 training and labour organizations were involved and 139 validation processes were offered. 9% of the candidates were foreign citizens (13).

A second experimentation, addressed to young civil servants, was carried out, thanks to a national fund (Programma di Garanzia Giovani - 2015/2016 Youth Guarantee Programme). In this experimentation 170 validation processes were offered. Less than 7% were foreign young civil servants (11).

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<sup>11</sup> The paragraph is written by EnAIP Piemonte.

Starting from the results of experimentations, throughout 2016 and until the beginning of 2017, the Piedmont Region reviewed the manuals and identified the most suitable “form and structure” to give to the future “calls for validation”. More specifically, the Piedmont Region decided to publish a call addressed to accredited organizations and with the aim to give authorization to provide the validation process. The call is addressed to all kind of professional profiles without any sector limitation. The submission of the project proposals is periodical: the first batch lasts from 2nd May to 15th July 2017, the second one (still in progress) lasts from 30th November until 30th March 20.

The key features of the Piedmont system are:

**The Regional Authority has the ownership of the policy** regarding the vocational training system and consequently is the institutional body which defined regional guidelines, monitor the implementation of the policy and publishes the calls for validation.

**Implementing organizations:** Public and private organizations holding accreditation for vocational training, guidance and labour services implement the policy and offer the service. The accreditation implies a logistic and organizational structure, the financial capacity and the professionalism of staff/experts. Each organization can submit a call for validation on their own or in partnership also with non-accredited organizations (of course with a different role in the project).

**Experts/staff involved are:** Certification Techniques Experts (ETC); adequately trained on certification processes operator (OAF) and experts from enterprises or VET systems.

**Beneficiaries:** adult citizens (over-18 individuals). No specific requirements regarding nationality, residence, study or occupational status. Adults can decide on their own or can be sent by public services, labour centres, enterprises.

*Professional profiles:* vocational training professional profiles and objectives (foreign languages, computer science, vocational training guidance) included into a Standard Regional Training Profiles Repertory (organized by professional sector) and with the exclusion of some profiles designed by a specific law (professional profiles which require an achievement of a professional license or profiles with specific laws i.e. socio-sanitary workers or intercultural mediators).

**Methodology and tools:** counselling and guidance using specific tools such as “The regional Repertory” and the Citizen’s Dossier: a document providing a detailed list of competences and skills of individual citizens. The dossier is divided in two separate sections: Experiences Dossier and Evidences Dossier. The second one shows all different evidences: certificates, declarations, pictures, videos and technical operator’s report. Set of forms and standard procedures are also available on the regional official online platform for the detection, validation and certification phases. No specific and targeted tools for migrants or other groups are arranged.

**Application procedures:** The Region publishes a “call for validation” and only public or private accredited organizations can candidate adults (both employed and unemployed individuals). No individual application form is accepted. In the application form, the organization must indicate the name of the candidate. If the organization takes part to a project in which a validation process is foreseen, only the name of the project must be indicated. Specific application terms are indicated and the Region guarantees two “open calls” each year.

**Funds:** Adults cannot pay on their own, the process is free of charge for beneficiaries. In the application form (above mentioned) the accredited organization must indicate how they intend to finance the validation process (enterprises can co-finance through professional funds or the organization can raise funds from other national or international projects or can ask for funds from a corporate and banking foundation). Although no specific funds cover the process, the Region indicates the adoption of standard costs (€35/hours) and an estimated cost between €500 and €1200 for each individual process is foreseen.

Although the early stage of the process, some remarks on migrants' access to validation services are possible, starting from the legislative framework and from results of implementation tests.

### Migrants' participation to validation processes.

First of all, the participation of foreign citizens to both experimentations is coherent with the demographic distribution of foreign origin citizens, in comparison with the whole Italian population. In detail, in the Piedmont region foreign citizens represent 9,5% of the total population (Source: "Centro Studi e Ricerche IDOS, Dossier Statistico Immigrazione, 2017"). This means that, according to a universalistic approach, the access to the procedure does not select population neither in a positive nor in a negative way.

### Professional profiles admitted into the validation processes

Bearing in mind that care services is a sector with a high presence of foreign workers and that intercultural mediator in Italian regional VET system is one of the few job opportunities that give value to "migrant condition", the delimitation on specific professional profiles, with the exclusion of the two mentioned profiles, de facto may discourage migrants to access to the validation system. More in general, the system of validation of competences is applied only to VET professional profiles (and not to educational and university degrees) and under the guide of Regional Institutions. This means that, in comparison with other European systems, it is only partially implemented and covers only specific profiles<sup>12</sup>. Moreover, especially regarding previous experiences of migrants in their origin countries, the coherence with standard professional profiles is not easy to determine and, despite the possibility to review and include new profiles into the Repertory, the process is subject to evaluation<sup>13</sup>.

### Procedures

Thanks to the fact that beneficiaries do not have to pay, access procedures may facilitate participation to citizens (and migrants) with low incomes or in vulnerable conditions. On the other hand, the presence of intermediary organizations may facilitate the participation of citizens with a higher social capital and a good inclusion into social networks which make the information about "calls for validation" more easily accessible. The periodicity of the calls and the absence of specific funds makes the previous experience into local employment and training services circuit strategic in terms of visibility and mutual knowledge. Citizens with difficulties in being intercepted may be excluded not for the effective practicability of the opportunity but for the lack of support networks.

### Methodologies and tools

The absence of specific tools addressed to migrants exclude them from the procedure, especially those with low Italian language skills or with different cultural backgrounds and consequently a low ability to understand the Italian labour market or the system of professional description in use. We must say that practical experience lessons show that the competence validation processes may be an opportunity for migrants to come out from the emergency first phase of the migratory project and with a minimum level of inclusion in the arrival country.

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<sup>12</sup> The lack in professional profiles of reference lies at the base of this project.

<sup>13</sup> The organization of standardized professional profiles, by sector and branch, interested by our project is based on the 10 following profiles:

**Environmental Services:** Energy and environment safety expert. Eco-management, environmental audit and job safety and security. Weather climatology expert.

**Cultivation and Gardening:** Gardening and horticulture operator. Green areas maintenance operator. Art gardener in historic parks and gardens.

**Zootechnics:** Equine podiatrist farrier. Farriery operator.

**Agri-Food:** Ice-cream parlour operator. Pâtisserie expert. Dairy production expert.



## 2.2 The Spanish system<sup>14</sup>

The Organic Law 5/2002 of 19 June on Qualifications and Vocational Training (hereinafter LO 5/2002) establishes in its article 8, paragraph 2, that "the evaluation and accreditation of competences Professionals acquired through work experience or non-formal training, will have as reference the National Catalogue of Professional Qualifications and will be developed following in any case criteria that guarantee the ability, objectivity and technical rigor of the evaluation. "

To design, experiment and contrast a methodology that would serve as a tool to evaluate, recognize and accredit professional skills and qualifications acquired through work experience and non-formal training, during the first quarter of 2003, the General Council of the Vocational Training agreed the general guidelines for the development of the Evaluation, Recognition and Accreditation (ERA Project). The mandate set forth in section 4 of the aforementioned article was made effective through the publication of Royal Decree 1224/2009, of July 17, recognizing the professional competences acquired through work experience (hereinafter RD 1224/2009), which determines the single procedure, both in the educational field and in the workplace, for the evaluation and accreditation of professional skills acquired through work experience or non-formal learning.

According to section 3 of article 8 of LO 5/2002, a partial accreditation system is established that can be used to make it easier for people to complete the training leading to the corresponding professional qualification or certificate of professionalism. This provision is developed in article 19 of Royal Decree 1224/2009, which establishes the effects of validation of professional modules and titles, and the exemption of the modules of certificates of professionalism, taking into account the regulations regulating the training offer linked to the National Catalogue of Professional Qualifications, included in Royal Decree 1147/2011, of July 29, which establishes the general order of professional training of the educational system, and Royal Decree 34/2008, of 18 January, which regulates professional certificates. In addition, the procedure regulated in Royal Decree 1224/2009 includes the possibility of accrediting by this procedure the units of competence not yet included in vocational training certificates and professional certificates, which will have effects of partial accreditation cumulative when established the corresponding training offer, thus responding to what is contained in article 13 of LO 5/2002. The second final provision of Royal Decree 1224/2009 empowers the heads of the Ministries of Education and Labour and Immigration to dictate, within the scope of their respective powers, how many provisions are necessary to develop what is provided for in this royal decree.

At present, sixteen of the seventeen autonomous communities and the General State Administration (hereinafter AGE), in relation to the autonomous cities of Ceuta and Melilla, have implemented the procedure following the mandate established in the third final provision of the Royal Decree. In the implementation of the procedure, the different autonomous communities have been based on Royal Decree 1224/2009 and established criteria for organization and management of the procedure, within its territorial scope.

The autonomous communities of Andalusia, Asturias, the Canary Islands, Catalonia, Castilla-La Mancha, Galicia, Murcia, Navarre, Basque Country and Valencia have established the procedure management within the rules that establish and regulate the different calls.

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<sup>14</sup> The paragraph is written by Tradigenia.

The autonomic regulations emphasize the development of the following aspects:

- Quality, monitoring and evaluation to check the impact and effectiveness of the procedure, including report of results
- Training, selection and qualification of advisory and evaluating personnel, as well as their registration
- Dissemination of the procedure
- Support information or guidance services or procedure
- Qualification of informers and advisers;
- Financing of the procedure via fees and budget allocations;
- Organizational structure for the planning, management and management of the procedure and its functions
- Requirements of the calls
- Requirements and procedure of request, admission of participants and criteria of tie-breaker
- Specifics on the phases of counselling, evaluation and training plan
- Autonomous registers of accredited competence units.

For its part, the General State Administration has established the organizational structure responsible for the procedure for the evaluation and accreditation of the professional skills acquired by the work experience in its management area through Order PRE / 3480/2011, of 12 December, establishing the Interministerial Commission for the evaluation and accreditation of professional skills acquired by work experience for the management of the General State Administration.

Through Order PRE / 910/2011, of 12 April, the Interministerial Commission was created for the evaluation and accreditation of professional competences acquired through work experience. Among its duties is to follow up and evaluate the procedure for the evaluation and accreditation of professional competences regulated by Royal Decree 1224/2009, of 17 July, on the recognition of professional competences acquired by experience labour. At the request of the Commission, at the session held on December 3, 2012, the National Institute of Qualifications was commissioned to carry out a monitoring and evaluation report. The report on the procedure for the recognition of competences acquired through work experience has gathered information on all the calls made since the start of the procedure to date. Subsequently, a series of proposals will be elaborated that will go from continuous improvement of the phases of the same until the redesign of the procedure, always looking for to increase the effectiveness, the science and the effectiveness of the same, in order to be able to attend to the greater number of people possible and in the highest number of qualifications possible, and to do so in a sustainable manner over time.

Looking for the bodies involved, the Instituto Nacional de cualificaciones (INCUAL) is a technical body belonging to the “Consejo General de Formación Profesional” that aims at updating the Catálogo Nacional de Cualificaciones Profesionales and giving support to the procedure of validation. In each Autonomous Community, there is a regional authority responsible for the process of assessment and certification of professional competences. All kind of competences are under accreditation and, in specific, Professional Competence Units are recognized and these units are related to professional activities that will be familiar to the candidate due to his/her work experience. At regional level (Valencia Region) the organization involved is Servicio Valenciano de Empleo y Formación.

The regional authority publishes specific “calls for validation”<sup>15</sup> addressed to a specific number of employees or unemployed people in specific professional sectors according to professional qualifications and to the requirements of labour market. The call refers to recognition and accreditation of specific competency units corresponding to a specific professional qualification and establishes a deadline to submit applications online and the corresponding documentation<sup>16</sup>.



In the counselling phase, organizations involved will help the candidate to organize all the experience and training. This phase aims to analyze the candidate's previous professional activities and the result of a self-assessment test, to identify the correspondence of their learning with the units of competence that would be most suitable for the purpose of requesting their accreditation, as well as to provide the candidate with the necessary support during the process. In the evaluation phase, it will be verified through the analysis of the file generated in the advisory phase, professional interviews, professional simulations or similar techniques, if what the candidate have learned from work experience really allows him to recognize that he/she has acquired certain units of professional competence<sup>17</sup>.

Methodologies and tools<sup>18</sup> are standardized and support the candidate to individuate and give value to professional, training and informal experiences. In specific the first phase (Advisory phase) tools used are: the Candidate guide; the guide for the evidence of the competence units; the adviser's guide; the self-assessment questionnaires. In the second phase (the Evaluation phase): a structured professional interview; standardized, theoretical tests on the resolution of practical cases; simulations; methods of observations.

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<sup>15</sup> Nowadays, in the Valencian Community the procedure is as follows: <http://www.ceice.gva.es/en/web/cualificaciones-profesionales/procedimiento-de-acreditacion-de-competencias>

<sup>16</sup> The last calls, including Valencian Community are available on: <http://incual.mecd.es/convocatorias>.  
An example of the regulation of the last Valencian Community call available on:  
[http://www.dogv.gva.es/datos/2017/11/20/pdf/2017\\_10492.pdf](http://www.dogv.gva.es/datos/2017/11/20/pdf/2017_10492.pdf)

<sup>17</sup> The manual for the procedure is available in: <http://incual.mecd.es/web/extranet/manual-procedimiento>

<sup>18</sup> The tools to support accreditation process are available in: <http://incual.mecd.es/instrumentos/nivel1/deportivas>



Regarding the validation experts, they must have at least 4 years of experience in the competence to be validated. Advisors and assessors or evaluators must have followed an intensive course. Vocational education, counselling services, job services, private companies, voluntary are involved following an accreditation process with public body national and regional and in coherence with professional experience and standard educational path. The professional practitioners involved are: counsellor and evaluator experts.

Regarding beneficiaries, all employed and unemployed adults (at least 18 years old)<sup>19</sup> with previous job experience (duration of experience is coherent with the level of qualification required) can go through the process of competences accreditation and all kind of competences are under accreditation.

Regarding to the experience requirements, this is the regulation included within the last call in Valencian Community: "Have work experience and/or training related to the professional skills that you want to accredit: (i) In the case of work experience. Justify in the last 10 years elapsed before the call was made, for level II and III qualifications, at least three years, with a minimum of 2,000 hours worked in total. And for level I qualifications, at least two years, with a minimum of 1,200 hours worked in total. (ii) In the case of training: justify in the last 10 years before the call was made, at least 300 hours for level II and III qualifications, and 200 hours for level I qualifications. Training modules associated with the competence unit that is intended to accredit contemplate a shorter duration, the hours established in said modules must be accredited".

Regarding funds, the national investment in validation is granted by the Government but due to the austerity this amount during the recent years is insufficient to meet the demand. The procedure is foreseen as a free of charge for the candidates. During the Experimental phase<sup>20</sup>, an average cost per candidate was estimated around 110 euros (advisory phase) and 209 euros (evaluation phase). The duration of the counselling phase in each autonomous community is distributed as follow: the advisory phase takes an average 2,6 months and the evaluation phase takes an average 4 months (We do not have the data for Valencian Community but only the mean value for all communities).

Until 2013, where Spanish Education Ministry issues report related to the accreditation experimental process results in Spain, these are the general participation data by Region:

Regarding migrants and refugees the validation process is still not well-known. The main sector in which migrants are involved is the care sector but usually the lack of official job contracts or official papers of their academic level make this process not suitable.

The last Spanish report shows that looking at the migrants who asked for validation of their experience only around 40% were involved in the evaluation phase.

Comunidad Autónoma	Presupuesto Comunitario	nº candidatos asesorados	Candidatos con informe de asesoramiento positivo	nº asesores	nº evaluadores	Candidatos evaluados	Candidatos con competencia demostrada cualificación completa	Candidatos con competencia demostrada en alguna/s tit/s	Candidatos solicitantes de Certificados de Profesionalidad	Candidatos solicitantes de consolidación de Módulos Profesionales
Andalucía	12.000	12.000	11.311	333	599	11.562	9.711	1.361	9.771	968
Aragón	1.990	3.566	3.498	217	139	3.454	2.772	653	2.772	-
Asturias	352	342	-	18	22	332	302	-	-	-
Baleares	1.075	934	808	129	150	894	507	212	-	-
Canarias	1.700	1.797	1.677	26	86	1.671	1.602	558	976	-
Castilla y León	2.655	2.667	2.623	105	155	2.667	2.582	85	-	-
Castilla La Mancha	3.626	3.626	2.846	95	40	3.148	2.960	398	2.240	-
Cataluña	8.118	11.939	7.179	459	459	7.179	6.301	878	584	115
Extremadura	1.105	1.087	963	31	41	948	810	125	-	-
Galicia Empl	3.300	3.054	3.054	112	139	3.052	2.571	433	2.571	-
Galicia Educ	4.685	-	-	-	-	-	-	-	-	-
La Rioja	445	414	410	28	40	408	356	52	335	-
Murcia	450	450	1.353	30	16	376	271	91	246	49
Navarra	995	995	995	66	155	995	791	204	-	217
P. Vasco	2.920	4.054	4.054	121	81	3.739	2.346	37	2.346	37
C. Valenciana	1.119	730	709	59	59	726	684	234	-	-

<sup>19</sup> Citizens of Spanish nationality, having obtained the certificate of registration of community citizenship or family card of citizen of the Union or being the holder of a residence or residence and work authorization in Spain in force, in the terms established in the Spanish regulations of immigration and immigration.

<sup>20</sup> In the past, Valencian community took part on a pilot project (ERA 2003) aimed at developing the institutional framework.



## 2.3 The Dutch system<sup>21</sup>

In the Netherlands<sup>22</sup>, the law for the recognition of and promoting of competences acquired in a non-formal and informal way was adopted in 2010. It is executed by the National Knowledge Centre (EVC). The National Knowledge Center (EVC) works under guidance of the Dutch Ministry of Education. Its main task is knowledge management and dissemination on Recognition of Prior Learning (RPL) in the Netherlands as well as further development of RPL and in all the matters concerning the quality standards for RPL in the Netherlands. The essence of RPL is: 'The belief and trust that people can also gain knowledge, skills and competences by other means than through school and that this is as worthy as learning through formal education.'

Recognition of prior learning (RPL) is the common name given to the process of the recognition of competences that an individual has gained through formal, informal or non-formal learning in various settings. Accreditation of Prior Learning (APL) refers to the process of accreditation once the gained competences have been recognized. This implies that competences acquired by learning on the job, in society or in voluntary work are in principle comparable to the competences acquired in formal education. RPL and APL are instruments to make the potential of the individual development visible and to improve the human capital management in companies.

In the Netherlands, recognition of prior learning is seen in various contexts: to increase the employability of individuals and employees by recognizing their prior learning related to a qualification and describe these outcomes in a certificate of experience; to get more insight in employees' capacities to create an optimal match with occupational profiles or learning programs on the job; to increase the employability of individuals by recognizing and possibly accredit their prior learning to shorten the duration of continuing training/education programs in order to attain nationally recognized qualifications.

In general, a candidate wants to prove that he or she is competent for a certain job. Therefore, an APL (Accreditation of Prior Learning) procedure is focused on a sector standard or formal qualification. The acquired competences, gained through informal and non-formal learning, are compared with the learning outcomes of a formal qualification or sector standard.

In 2016 changes have taken place in the law. There are two pathways to go through the process:

### The 'labour market pathway'

Validation of acquired and proven competences in an informal and non-formal way leading to an 'experience certificate' if the principles of validation are used. More validation instruments are possible. The already existing quality code is maintained. Providers for validation must adapt this code and the quality of their work is controlled by the National Knowledge Centre EVC. The providers are private companies and need to be registered by the National Knowledge Centre EVC.

The demand for achieving such a certificate can be done by private persons, companies, social services etc. It is often used in situations of labour mobility (horizontal and vertical) and achieving insight concerning the competences of an individual.

The labour market pathway has an independent status. Besides educational standards, sector and professional standards as well as competence standards can be used.

### The 'educational pathway'

Should lead to a shorter learning pathways in the formal education and the validation of non-formal and informal learning to achieve exemption of education and examination is done by the institutes for formal education.

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<sup>21</sup> The paragraph is written by Pressure Line.

<sup>22</sup> Source: Nationaal Kenniscentrum EVC, [www.nationaal-kenniscentrum-evc.nl](http://www.nationaal-kenniscentrum-evc.nl); Nationaal Coördinatiepunt NLQF, [www.nlqf.nl](http://www.nlqf.nl)

Both pathways are agreed by the Ministries of Education, Social Affairs and Economics and the Employers' Association and the Association for Employees (Stichting van de Arbeid) by signing a covenant. In case of agreement between the providers of validation and the institutes of formal education on behalf of the proven quality, the experience certificate can be enclosed in the process of the educational pathway. In that case the proven competences of a candidate can be used to achieve exemptions of education and examination. One of the objectives is to achieve the utmost transparency between the two pathways.

The procedure of Recognition of Prior Learning (RPL) for achieving of a 'certificate of experience' is as follows:

1. *Information and advice*
2. *Intake:* Career counselling, personal aim, choice of standard
3. *Recognize:* Collect work experience and other informal learning in a portfolio, prove it!
4. *Validate:* Portfolio, assessment, compared the learning outcomes in a standard/qualification
5. *Accreditation:* Result of the RPL procedure is written in a rapport called 'certificate of experience'.

This procedure is carried out by the National Knowledge Center (EVC).

The four dimensions and possible instruments to validate informal- and non-formal learning are pictured in the graph below.



Regarding funds, the costs for the EVC-procedure for achieving a certificate of experience are between € 1.000 and € 1.500. The financing is very much dependant on who is asking for validation which means it can be paid by the individual, the company, social service, sector organisations. Sometimes vouchers are used. Up to this there was a small subsidy for each validation procedure.

Regarding Qualifications Levels, the National Coordination Point NLQF (NCP) is an independent body which is responsible for the development and implementation of the Dutch Qualifications Framework NLQF. The Ministry of Education, Culture and Science of the Netherlands commissioned the development of the Dutch Qualifications Framework (NLQF) which was constructed in close cooperation with experts and stakeholders in the field of education and training.

The Dutch Qualifications Framework (NLQF) is a new way of describing Dutch qualification levels. It is a systematic organization of all existing qualification levels in The Netherlands, from Level 1 basic education to the Master's degree at level 7 and a Doctorate's degree at level 8. Qualifications are classified in NLQF levels and are given a level indication. The framework consists of an Entry Level followed by 8 levels, Level 1 being the least complex and Level 8 the most complex.

The NLQF aims to facilitate students and labour market mobility by providing an insight into the levels of qualifications recorded by the National Coordination Point NLQF in the NCP register. The NLQF provides transparency in that it facilitates a comparison of qualification levels nationally and internationally, thus, labour market mobility.

The National Coordination Point (NCP) NLQF has various tasks which are intended to support the target groups: employers, employees, students and training providers.

Non-formal qualifications that are not regulated by the government are offered by private training providers, companies, sectors or examination bodies and often focus on additional education for adults. Compared to other countries, there is a large range of this type of qualification in the Netherlands. 84% of adult learning takes place in this sector (ECBO, 2011). The turnover in this context amounts to 3.2 billion (SEO, 2012).

The owners of non-governmental regulated qualifications can submit an application to the NCP NLQF to have their qualification classified in the NLQF. The owner of a qualification maintains the qualification and/or issues the certificates. At the end of 2014, a total of 11 qualifications from the private sector were classified, including qualifications for the Military Police, Psychosocial Counsellor, Swim teacher, Operation assistant, International Flight Attendant and Interior Designer<sup>23</sup>.

Concerning migrants and refugees: there are more than 1000 flowers blooming and many tools are developed for the validation of competences of refugees. Many organisations are working on it. First the local government is responsible for and taking care of the refugees. They are asking private providers for the validation but the question remains if it is accepted in another region as refugees are moving sometimes from one place to another. The other question is if it is accepted by the formal educational institutes. Here you see again the two pathway's for validation.

Currently research has started concerning the steps to be undertaken by a refugee in order to get his/her competences validated and being accepted by the formal education institutes if they need admission to it for achieving a diploma.

If an employer is asking for refugees to start working in the company an experience certificate can be sufficient.

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<sup>23</sup> Classifying the qualifications within a framework means that levels become comparable. This concerns government regulated qualifications (formal qualifications that lead to legally recognized certificates) and non-formal qualifications that are not regulated by the government, e.g. from private training providers, companies, sectors and examination. Primarily, the NCP has the task of classifying non-formal qualifications in an NLQF level so that they become comparable with the levels of formal qualifications.







## 2.4 The French system<sup>24</sup>

The social modernization law of 17th January of 2002 establishes a new individual right: the validation of expertise acquired through experience (VAE).

The procedure known as Validation of experience (VAE) can lead to the award of whole or parts of a qualification with a vocational and professional orientation and purpose (professional aim) based on the knowledge and skills acquired through prior experience and learning in a variety of context<sup>25</sup>. The VAE is a right which allows to any person (regardless of age, sex, nationality, status educational level or employment conditions) to have their learning acquired in different learning environment (in specific non-formal and informal) by a degree, academic award or certificate of vocational qualification recorded to the National professional certificates repertory (RNCP) and without the need to go through formal training.

VAE was developed in parallel with the restructuring of the certification system in France that introduced a unique national directory of vocational qualification (the above mentioned RNCP). Following a top-down process, VAE innovation took place inside a process of strong review in lifelong learning, training and employment policies framework (Mathou, 2016). According to this, in 2009 the Law on Guidance and Lifelong Learning included VAE into the negotiations between the social partners in each sector (ibid.).

Through the years VAE grew and a total number of 307400 full validation were awarded between 2003 and 2014 (ibid). Although VAE is well developed and has been in place for 15 years, the use of VAE is marginally compared to the award of diplomas through formal trainings (only 2% of Certifications on total trough VAE in 2014). It is widely believed that this system could be developed to guarantee a broaden access especially for low qualified and low skills candidates. Starting from that awareness in 2014 a Law introduced important changes: It gave access to VAE also to candidates without a qualification level corresponding to EQF level 3; it simplifies procedures for temporary workers; it introduced a personal training account to finance training for individuals and clarified the role of stakeholders.

VAE is a national dispositive but regional policies concerning VAE differ from a region to another. Yet, regional policies directly influence the organization of the VAE actors and their services in each region. The state (Directe) and the region (regional counselling) encourage, manage and finance actions for specific groups.

In Rhone-Alpes: between 2010 and 2012, more than 17 000 candidates have obtained a admissibility decision, more than ¾ of the candidates were employers, and the VAE attracts essentially women (especially in the sanitary and social sector), and the average age is 40 years old. But on these more than 17000 candidates, only 7958 have been presented in front of a jury to have a partial or total validation. There is a big informative plan with the help of organizations in charge of the reception and guidance (PRIC, AIO).

Regarding implementing bodies, there are different bodies which can activate the evaluation, and these actors are not the same from a region to another. The certifying body is the organization responsible for certification, whose aim is to verify the admissibility of the VAE demand and is also qualified to deliver it. The validator can be a regional governmental unit of a minister (DRAAF for agriculture), a public institution (AFPA for the Ministry of Employment, Labour and Social cohesion), or a private institution.

In specific Education and training providers plays a major role in VAE process. Each institution is involved in VAE regarding the specific sectors in which it offers training courses. Private sector actors (chambers of commerce, private training providers, social partners) are responsible for implementing VAE procedures.

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<sup>24</sup> The paragraph is writteb by MFR.

<sup>25</sup> Mathou (2016), Update to the European inventory on validation of non-formal and informal learning. Country Report France – CEDEFOP.

Information, promotion and support to the awareness on VAE is a responsibility of stakeholders at different level (national and regional institutions, providers, social partners, companies).

The Counsellor is the expert who offers help to the candidate for the preparation of dossier of the validation. The counsellor works for a regional governmental unit of ministers (ex: DAVA for the National Education), or a public educational and training body (GRETA for example), or a private educational and training body, or private providers.

Regarding beneficiaries, VAE is an individual right. Every citizen who can prove 1 year of experience<sup>26</sup> directly related to the targeted certification may have access to VAE. This experience can be acquired totally or partially abroad and/or gained from a voluntary experience or a learning-by-doing process in the context of a paid employment or not.

VAE procedure includes a first step ("Livret 1") of initial review of the eligibility (legal requirements). After this, a second step ("Livret 2") starts and the candidate must elaborate a portfolio including the most complete list and explanations of his professional experiences. The candidate can be helped by professional or free counsellors in collective workshops, individual interviews and personal work. Each candidate has to present himself those two "Livrets" to a jury of professional workers and teachers. The jury has to give its decision about the validation within a month and a counsellor makes debriefing with the candidate about the following steps of the VAE process: new preparation of a jury, continuing educational process, new job.

Regarding methodologies and tools: in VAE procedure, skills audits take place through a bilans de competences process which supports workers (and jobseekers) to identify and analyse their professional and personal competences, attitudes and motivations and to define a project. The evaluation is based on a document that constitutes a sort of a CV for evaluators.

Regarding funds: the cost of the VAE varies depending on the statute of the person (employee, job seeker, volunteer,...), the level of the targeted formation, certification bodies, and the region. The candidate can benefit from the help from job services (Pôle Emploi), regional and local authorities, and other organizations (Fongecif, Opca, Agefiph...) whatever his statute. Some certifying bodies plan lower rates or total gratuity for job seekers. Associations can also provide help to guide individuals in every step of the VAE, in particular for targeted groups. Measures towards specific groups are financed by the state (Directe), the region (sometimes co-financement with the FSE), and others organizations (for example Carif/oref).

The fundings of collective VAE projects depend on the regional services of the Ministry of Employment. Concerning targeted groups, the state (via Directe) can organize partnership with specialized organisms (in the accompaniment of illiterate public for example) to facilitate VAE and mobilize actors and their resources to optimize access and success of the procedure. In some regions, private companies conceive "VAE project" adapted to their needs and submit it to targeted groups in order to match employment and skills.

Specific actions are set by the state (i.e. Directe) and the region (regional councils) towards specific groups such as disabled workers, long-term unemployed people or engaged in "integration process". These people can have difficulties in oral and writing comprehension and expression. It consists in putting in place a specialized support for this population to promote and democratize the access to VAE.

Refugees can be considered as specific group regarding their situation. But for people who don't have any document retracing their career path, the VAE is a heavy procedure and it may not be the best option to recommend.

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<sup>26</sup> Certifications under the Ministries of Social Cohesion and Sports still require 3 years of experience (health and sports degrees: risky professions).

Moreover, the documentation provided by the candidate is standardized and considerable. The candidate must explain and verbalize his skills in a document regarding the standards, so it requires a reflexive analysis on his experience, and to have oral and writing expression skills. For all these reasons, VAE may not be the best option for targeted groups who encounter difficulties to express themselves in French.

The DAVA in region Rhône Alpes has launched a specific VAE coaching for migrant people in 2016-2017 with the support of an independent consultant, Muriel Kayser. Migrant VAE process is an experimental disposal which enforce validation of foreign experiences, based on previews coaching actions on immigrants in east part of the city of Lyon. Muriel Kayser and her partners noticed that migrant people are more and more qualified, but without recognized diploma in western countries. The jobs they obtain have often no relation with their real skills and they are suffering from deskilling.

The Migrant VAE process has three main objectives :

- Enforce access to employment through professional certification by the VAE

- Highlight professional experiences developed in a foreign country, within helping migrant people to contextualize them in the French workplace context

- Coaching and challenging their VAE process, within mobilize all available human resources listed by the law.

The Migrant VAE process is based on a platform of certification bodies, supporting a pre-phase about the choice of certification. The DAVA certification unit is the single point of contact, which choose the most relevant certification bodies. This unit has also to heighten awareness of certification bodies on specific foreign contexts on certification: lack of proof, employment and diploma's procedures... All partners have to make the access to VAE easier for migrant people. The targeted persons for this experimentation: foreigners in regular situation, with foreign experience from more than a year, which can be proved, living in urban zone ("politique de la ville" areas), and speaking French as strong beginner (B1 level).

The first step is a 3-month exploration with providers, from October to December: social centres, employment centres, NGOs, social enterprises and social services of local authorities are supposed to identify potential candidates for this VAE process: in autumn 2017, 90 people have been targeted. The second step (January /March) is focused on informative meetings for the targeted people: 58 people came to those meetings, 55 stayed for interviews and 25 were selected at last. The third step (April/June) is the choice of a specific certification: the process has to help the selected people to become VAE candidates with the most relevant job sector. The fourth step (July/December) is the preparation of the VAE itself: writing of Livret 1 with coaching of the candidates, writing of Livret 2, with the help of certification counsellor (20 hours available).

During all those steps, collective workshops and individual interviews are provided by Muriel Kayser. At the beginning of the fourth step in summer 2017, this experimentation seems to be relevant for migrant people, who cannot easily go on VAE without specific coaching, because of complexity of the procedure and linguistic difficulties. This project has presently stopped for financial reasons: the DAVA unit did not succeed in raising public funds for the next experience, neither a generalization.





## 2.5 The Danish system<sup>27</sup>

The validation of non-formal and informal learning has characterized the policy agenda for about 20 years and it is part of the Danish strategy for lifelong learning. In specific, in the strategy for improving adult learning, a long tradition of individual competence evaluation has been placed so that a first milestone paper, published in 2004 by the Ministry of Culture, and the Ministry of Economic and Business Affairs “Recognition of Prior Learning Within the Education System”, is still the basis for Denmark route to the validation process. The paper stressed the idea that in order to support the achievement of personal and professional growth, it is necessary to valorise the hidden competences also acquired in the educational system, on the job, or in voluntary activities (Noack, 2015). Regarding all formal adult education and training, a legal and common-based framework for validation of prior learning has been in place since 2007 (Aagaard, 2016). The concept of “prior learning” is used to indicate an individual’s knowledge, skills and competences, independently the learning environment in which it was acquired (formal, non-formal and informal). Therefore, prior learning includes competences that have been acquired in formal education or in the individual’s work life, in the third sector or from participation in different activities (voluntary, various networks, ...)<sup>28</sup>.

Within this framework, the law ratifies and stresses that each adult has the right to ask for a validation of their prior learning independently from the learning environment (formal, non-formal or informal) in which they have been acquired.

The validation process offers the following opportunities: to facilitate access to formal education and training programmes also through the exemptions of a part of it; to acquire a “certificate of competence” in adult education and training programmes and/or to obtain “education certificates” in educational programmes.

As Aagaard (2016) stresses<sup>29</sup>, validation in Denmark’s has been developed both from a top down and a bottom up approach. This means that a national legal framework coexists with a decentralized implementation system. During the years, the Ministries for Children, Education and Gender and of Higher Education and Science have developed policy guidelines and funded projects to develop tools, methods and procedures.

Focusing on validation in education and training, each educational institution is responsible to implement the validation process. In addition to the responsibility for counselling and guidance, educational institutions have the responsibility to approve validation in the reference sectors and branches (corresponding to their specific training programmes) and to guarantee quality and evaluation processes.

Other bodies (i.e. trade unions, employer’s associations, job centres, third sector stakeholders...) can offer information, identification, guidance and counselling. These bodies can take responsibility for this “pre-phase” coordinating their action with the educational institution. This pre-phase has the aim of supporting the candidate to increase awareness in objectives, needs, expectations and wishes. The importance of this phase is stressed by some study cited in the mentioned Country Report: “a better identification and clarification of competences of participants is a key success factor of validation”<sup>30</sup>.

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<sup>27</sup> The paragraph is the results of the information provided by VIFIN .

<sup>28</sup> M. Noack (2015), How informal and non-formal learning is recognized in Denmark, Available at: [https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/LL\\_Denmark\\_FINAL\\_32Seiter.pdf](https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/LL_Denmark_FINAL_32Seiter.pdf)

<sup>29</sup> Aagaard K. (2016), 2016 update to the European inventory on validation of non-formal and informal learning – Country Report Denmark.

<sup>30</sup> <http://www.daea.dk/themes/adult-learning-in-denmark/articles-on-danish-adult-learning/breaking-social-patterns> cited in Aagaard (2016).

The validation process follows the four stages in coherence with European guidelines (identification, documentation, assessment and certification).

The procedures for the validation is a sort of skills audit (ibid.) thorough which a counsellor supports the candidate to write, systematically map and organize competences. The first part of the process is more similar to a process of job counselling and it is characterized by a learning approach based on dialogical interaction. The second part aims to identify learnings to be validated in relation to a specific standard profile. Regarding methodologies and tools in use, there is a huge variety and practice is usually characterised by a combination of methods (i.e. "dialogue-based method", declarative methods, interviews, self-assessments, observation and simulation).

Regarding beneficiaries: all adults (employees and jobseekers) can ask for validation. Generally speaking, regarding implementation, despite various changings in recent years, the information on validation of learning based on experiences is still insufficient and too many potential users are not aware of available opportunities (Aagaard, 2016). For this reason, some new initiatives have been put in place to support candidates either to get information on validation and recognition or to support the collection of evidences ([www.ug.dk](http://www.ug.dk))

Validation practitioners include counsellors/advisors, assessors, teachers, administrative staff. No specific qualification is required; requirements are the same as those to teach in a formal education system. Despite this, many training initiatives have been undertaken to support practitioners' professional development.

Regarding professional profiles and national qualification system, in Denmark there is a comprehensive national qualifications framework (NQF) which covers all types and levels of qualifications. There is a credit transfer system based on an assessment of prior learning which supports transferability of students among programmes and schools. Each professional profile is described thanks to a modularized structure which supports the validation processes.

Focussing on funding, validation of prior learnings is funded by the Ministry. Funding covers assessment at educational institutions but not information or clarification phase.

A fee can be requested for the assessment in higher education.

Private and large enterprises use resources to fund competence development. Validation of prior learning is use according to the enterprise changings (downsizing and closing processes)

There is a strong and long-lasting cooperation in adult education and training between enterprises and institutions. The social partners strengthen this cooperation.

Focusing on migrants' access to validation of prior learning, no specific target or needs, such as refugees, are identified by the legislation. Existing projects are usually addressed to unemployed people or to those at risk of unemployment.

In the latest years (in 2016) new initiatives addressed to refugees have been put in place (seminars, short courses and module) and a growing awareness is spreading out on the opportunity of validation process as a mean to integrate refugees.

In order to include more migrants in the labour market the Ministry, the Employers 'Union and the unions made an agreement and established 'Integration Basic Education' (IGU)<sup>31</sup>. The IGU is a 3-year trial scheme for refugees between 18 and 40 that will enable work for refugees whose qualifications and productivity are not yet in line with the requirements of the Danish labour market. The employment is temporary and constitutes a stepping-stone to the ordinary labour market. IGU lasts two years and includes employment in a paid internship at a company and school education with education allowance. The scheme is based on existing agreements and rates for 2-year vocational education. IGU is a supplement to business practice, wage subsidies and upgrading. After the IGU training, the refugee can take out unemployment insurance as a graduate, but this part of the agreement is under political pressure as the Danish People's Party, which advocates repatriation of refugees, wishes this provision to be removed in the current negotiations with the government.

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<sup>31</sup> Normally employers unions and trade unions solely make agreements on task considering wages and work conditions on the labour market



Another and complementary effort is to get newly arrived refugees into jobs, and as quickly as possible after their arrival to Denmark. This is done by combining the language training with work placement from the day that the refugees start the integration process and by giving subsidies to companies that are willing to take in trainees. There is some resistance from the unions, as the many interns can act as cheap labour.

In Vejle the job centre has developed a model where integration efforts are organized with a clear employment-oriented focus. Refugees must be in jobs after a maximum of three years and offered a business package process that quickly contributes to their competencies and strengthens their opportunities for regular employment.

The concept is based on the fact that many refugees have only limited knowledge about the Danish labour market. Therefore the job centre must open employment perspective and motivation for jobs for the refugees. It is through concrete advice about:

Which industries with a lot of job openings are relevant to them and which lies within their realistic possibilities?

What skills should they have in order to be considered for these jobs?

What trajectory brings them these skills and places them strategically in the labour market, so their job opportunities are strengthened?

Jobcenter Vejle has developed six industry packages. The branch packages consist of a common structure and can last from six months to three years. The six industries are selected based on analysis of the number of job openings and business structure in Vejle Municipality.

The industries are:

- Retail industry
- Cleaning
- Kitchen and service
- Food industry
- Construction
- Stock

The branch package process will typically take place as follows:

8 weeks of joint introductory course, where the individual is introduced to the industry packages, and where the citizen's resources are uncovered. Based on the course, the citizen takes the choice of industry package.

Snus practice: Short-term internship at companies where the citizen's choice of industry is established. First business course where the basic competencies are trained - both linguistic, professional and personal

Other business visits where the technical qualifications are trained - including participation in vocational education and training

Third Business Visits: Here, the acquired competencies are maintained, and the citizen is now a competent candidate for the available jobs



## 2.6 The German system<sup>32</sup>

Recognition of knowledge and qualifications is a major issue in a country looking for a qualified international work force and being a target country of a quite lively mobility and migration with a rather positive migration balance during the last years. Consequently there are quite interesting and well-made information and consultation tools on that issue sponsored by the Federal Republic and the different States<sup>33</sup>.

Alliances for specialised workers (“Allianz für Fachkräfte”), pacts for vocational education and training (“Ausbildungsbündnisse”) are established on federal and States’ (regional) level involving a quite representative number of stakeholders:

Chambers of Crafts, Chambers of Industry and Commerce, Crafts Organisations, Employers’ Organisations, Enterprises, Federal Agency of Labour, regional and local agencies, Federal Institute for Vocational Education and Training, German District Council, District administrations German Association of Cities and Municipalities, NGOs, Churches and Foundations, Other Chambers, State’s Ministry of Education, Youth and Sports, State’s Ministry of Finance and Economy, State’s Ministry of Labour, Trade Unions, Vocational Education and Training Organisations.

The Fact Sheet 2017 of the Recognition Monitoring Project, monitoring the impact of the Federal Recognition Act edited by the Federal Institute for Vocational Education and Training (BIBB) together with the Federal Ministry of Education and Research intends to promote success figures:

- 270,000 guidance cases (2012 – 6/2017); of whom 30,000 refugees and asylum-seekers, 64% from Syria;
- 86,500 applicants for recognition with a quite positive trend (2012 – 2016);
- 70% of education degrees and 30% of training qualifications;
- more than 10,600 un training measures “within the context of Recognition Act”;
- 74% of unemployed people seeking for guidance;
- 77% of the clients were under Social Security Code II or III (Federal Agency of Labour or “Jobcenters”);
- 53,900 qualifications certified and only 2,600 applications rejected (2012 – 2016);
- 72% of respondents thought that their personal work situation had become better;
- an increase of income could be realised by around Euro 1,000.00 (which represents a rise of around 40%).

These remarkable results, however, have to be considered also according to a general need of recognition 50,913 European applicants, against 8,010 from Asia and 2,835 from Africa. This shows that refugees and asylum-seekers have been served only in smallest dosages ([www.anerkennung-in-deutschland.de/evaluation](http://www.anerkennung-in-deutschland.de/evaluation)).

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<sup>33</sup> cf. here as one for all the State of Baden-Württemberg:

[www.anerkennung-in-deutschland.de](http://www.anerkennung-in-deutschland.de)

[www.arbeitsagentur.de/fuer-menschen-aus-dem-ausland](http://www.arbeitsagentur.de/fuer-menschen-aus-dem-ausland)

[www.baden-wuerttemberg.de/de/bw-gestalten/erfolgreiches-baden-wuerttemberg/arbeit/](http://www.baden-wuerttemberg.de/de/bw-gestalten/erfolgreiches-baden-wuerttemberg/arbeit/)

[www.bamf.de/DE/Willkommen/willkommen-node.html](http://www.bamf.de/DE/Willkommen/willkommen-node.html)

[www.bibb.de](http://www.bibb.de)

[www.hochschulkompass.de](http://www.hochschulkompass.de)

[www.kursnet-finden.arbeitsagentur.de/kurs/](http://www.kursnet-finden.arbeitsagentur.de/kurs/)

[www.make-it-in-germany.com](http://www.make-it-in-germany.com)

[www.netzwerk-iq.de/berufliche-anerkennung.html](http://www.netzwerk-iq.de/berufliche-anerkennung.html)

In Germany there is currently no binding legal framework for the formal recognition of non-formal and informal learning. Only in the vocational training system there are possibilities to let other learning results be recognised. However, these regulations generally concern cases in which learning results have been achieved in other formal contexts and have already been legitimated through examination and certification (e.g. Berufsschulgesetz [BBiG] § 7 Acceptance of professional qualifications or BBiG § 50 Equalization of test certificates). The same applies to continuing vocational training according to BBiG for the sections BBiG § 50 a, § 55, § 56 or § 57. There are similar regulations in the Handwerksordnung (HWO).

Recognition of non-formal or informally acquired competencies is provided (or at least) as a prerequisite for the mere access to the final examination of vocational training in the existing vocational training laws with the so-called 'external examination'. Both national legislations allow the participation to final examinations to achieve recognised vocational qualification after

Nevertheless, since 1st April 2012, with the entry in force of the Recognition Act (Berufsqualifikationsfeststellungsgesetz (BQFG) of 6th December 2011) it is possible to have a professional qualification, acquired abroad, compared with the German requirements for the particular profession. (Source: [www.gesetze-im-internet.de/bqfg/index.html](http://www.gesetze-im-internet.de/bqfg/index.html))

This is particularly important for those want to pursue a regulated profession in Germany. "Regulated" means that you may not work in the profession without a state-administered licence and without your qualification being recognised. In Germany, professions in the health and education sectors (e. g. doctor, nurse or teacher) are regulated. In addition, special rules apply to some professions for self-employment (e. g. baker or hairdresser).

In non-regulated professions an official recognition of the qualification is not needed in order to work (for example as an employee in retail or as an IT specialist); someone may apply on the job market without an assessment of a vocational or professional qualification. Having abroad acquired qualifications checked can still be useful, as it will allow the employer to appreciate better the applicant's qualifications.

The applicant's nationality is not important for this process. Also, the applicant does not need a residence permit. An application is possible also for who do not live in Germany. Only a formal professional or vocational qualification, obtained abroad, is needed and the intention to work in Germany. In order to apply, an applicant needs to contact the competent authority responsible for the specific professional group. Information about the competent authority responsible for the individual groups is available on the Internet ([www.anererkennung-in-deutschland.de](http://www.anererkennung-in-deutschland.de)) or call (+49 30 1815-1111). As a first step, applicants have to decide which specific German professional qualification and the qualification acquired abroad should be compared with. The competent authority will assist.

The following documents are needed for the application:

- Tabular overview of training and previous work (in German language)
- Proof of identity (identity card or passport)
- Proof of qualification obtained abroad
- Proof of relevant work experience and advanced training
- Declaration that no previous application for equivalence assessment has been made
- Proof that you intend to work in Germany (not applicable to citizens of the European Union, the European Economic Area and Switzerland as well as residents of these countries)

Source: [www.anererkennung-in-deutschland.de/media/2017-factsheet-anererkennungsgesetz.pdf](http://www.anererkennung-in-deutschland.de/media/2017-factsheet-anererkennungsgesetz.pdf)

Source: [www.gesetze-im-internet.de/bqfg/index.html](http://www.gesetze-im-internet.de/bqfg/index.html)

For some regulated professions, additional documents will be required. Responsible authorities inform in advance, which documents these are. Important rule: All documents must be submitted in German translation and as certified copies. Applicants have to find out in advance, if they need to order a translation from an officially appointed interpreter or translator. The submitted documentation is checked whether any significant differences exist between the professional qualification obtained abroad and the German professional qualification. Should this be the case, it is checked whether the differences can be compensated by additional certificates or work experience. Should the documentation not be comprehensive enough to evaluate the professional qualification, a qualification analysis, e. g. by the means of work samples or interviews can be performed.

If no significant differences between the abroad obtained qualification and the German qualification are determined, a certificate of full equivalence will be issued or – if the applicant meets all the other requirements – the authorization will be given to pursue the profession. This allows the applicant to practice the profession as if it were a German professional qualification. Should significant differences be discovered in the process, for non-regulated professions, the applicant will receive notification which explains the differences in detail. This allows the applicant to apply directly to employer or to obtain further individually appropriate training.

In the regulated professions, differences can be compensated. According to the specific profession, the applicant will have to participate in an adaptation period or undergo a professional examination. If all documents are complete the process should not take longer than 3 months. The relevant competent authority determines the fees. Under certain circumstances, registered unemployed and beneficiaries of social benefits can apply at public authorities to assume some costs of the recognition procedure.

Part of the legislation process of the Recognition Act the implementation of a Reporting Process and a five years' evaluation. The different reports have been published and approved by the Federal Government on an annual basis. The Evaluation report was published in May 2017 (Source: [www.anerkennung-in-deutschland.de/media/Evaluationsbericht\\_2017\\_InterVal\\_IWAK.pdf](http://www.anerkennung-in-deutschland.de/media/Evaluationsbericht_2017_InterVal_IWAK.pdf)).

The Evaluation Report states: "With the Recognition Act, the legislator has combined a dual objective. On the one hand, it should contribute to increasing the attractiveness of Germany for qualified immigration. On the other hand, it should promote the economic integration of skilled workers already living in Germany with foreign qualifications. The results of the evaluation show that both goals have been achieved." (ibidem, p. 124).

There is a series of initiatives to validate non-formal and informal learning and the competences acquired in non-formal or informal learning contexts.

The Cedefop Country Report Germany (Source: [www.cedefop.europa.eu/files/2016\\_validate\\_de.pdf](http://www.cedefop.europa.eu/files/2016_validate_de.pdf)) refers with quite some quantitative relevance to the ProfilPASS project in Baden-Württemberg. Strength in process of similar initiatives is a relevant number of projects and products. The weak points are the low binding character (freedom of legal obligation), the proliferation and the lack of coordination.

The State of Baden-Württemberg in cooperation with the MTO Institute of Tübingen promotes a skill assessment tool for young "new immigrants". The method "2P | Potential & Perspective" is a computer-aided process for the acquisition of technical and interdisciplinary competences (skills) as well as educational biographical information. 2P is being developed for new immigrant youths aged 10 to 20 years in general education and in vocational education classes. The potential analysis consists of 7 components which can be used independently of each other. 2P is the first diagnostic tool in the school sector nationwide, which works culturally sensitive and with low-linguistic tasks and makes the development process of the adolescent permanently visible - even when moving or changing to another type of school. The project aims to reach some 40,000 students. An online evaluation has been kept open until 1 October 2017. The publication of the results is to be expected.

In 2015 the Bertelsmann Foundation, a quite relevant stakeholder putting at disposal research and policy advice, focused on five areas where Germany could learn from its European neighbours to make a recognition system work:

### **(1) Legal basis**

This ensures that the results of a recognition procedure are made both binding and usable. Investigations were carried out to see how the recognition of informal learning is legally anchored and what area it applies to. A first step for Germany could be to create a legal basis for the possibility of examining the quality of informally acquired competences – just like the possibilities that exist for the recognition of foreign qualifications. I.e., a person with years of experience as a care worker without receiving a vocational qualification has learnt many of the basic elements and working procedures used in elderly care. She would then be entitled to the examination and recognition of these competences.

### **(2) Procedures and instruments**

A recognition system needs efficient procedures which provide meaningful results. This ensures acceptance and increases demand. In Denmark there is a two-step certification procedure in place. This two-step model has the potential to be transferred to Germany by combining already existing competencies passed and employment-related partial qualifications. For the care worker, this would mean that her competences would be documented; she could then complete an adequate professional competence profile by undertaking later qualification in various modules, and could take further steps towards acquiring a vocational qualification.

### **(3) Financing**

Existing financing structures and the question of who will cover which costs to what extent are essential for the establishment of a recognition system. In Europe there are currently state, company and private forms of financing for these procedures, as well as some which combine all three differently. The tradition of free education in other European countries has had a positive impact on the recognition systems for informal competences there, with people entitled to predominantly public financing. As an alternative to full public financing, suitable combinations involving income-dependent support from the BAföG (Federal Training Assistance Act) or educational funds could constitute a potential approach for Germany. Just like in the Netherlands and France, it is conceivable for an approach to be adopted in Germany whereby companies take on a share of the validation costs by granting their employees a leave of absence.

### **(4) Institutionalisation**

The creation of an institutional framework is a fundamental requirement for the general acceptance of the certification of non-formally and in- formally acquired competences. In this process it must be clear which stakeholders are participating in which role or with which responsibilities and in which form they are connected. Those involved in the field of formal vocational education in Germany, such as the Chambers or the Federal Employment Agency, could also share the tasks for the recognition procedures of non-formal and informal competences.

### **(5) Support structures**

The users of complex recognition procedures need low-thresh-old access to information and consultation. Germany could also entrust the task of providing consultation to its Employment Agencies or the Chambers. They are already trained to provide consultation and already serve as a consultation point for other matters. Furthermore, they are well-established on a nationwide level with good connections to the labour market<sup>34</sup>.

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<sup>34</sup> Short Bibliography:

[www.anerkennung-in-deutschland.de/evaluation](http://www.anerkennung-in-deutschland.de/evaluation)

[www.anerkennung-in-deutschland.de/media/2017-factsheet-anerkennungsgesetz.pdf](http://www.anerkennung-in-deutschland.de/media/2017-factsheet-anerkennungsgesetz.pdf)

[www.anerkennung-in-deutschland.de/media/Evaluationsbericht\\_2017\\_InterVal\\_IWAK.pdf](http://www.anerkennung-in-deutschland.de/media/Evaluationsbericht_2017_InterVal_IWAK.pdf)

[www.bertelsmann-stiftung.de/fileadmin/files/user\\_upload/LL\\_Wenn\\_aus\\_Kompetenzen\\_berufl.\\_Chancen\\_werden\\_19.05.15.pdf](http://www.bertelsmann-stiftung.de/fileadmin/files/user_upload/LL_Wenn_aus_Kompetenzen_berufl._Chancen_werden_19.05.15.pdf)

[www.cedefop.europa.eu/files/2016\\_validate\\_de.pdf](http://www.cedefop.europa.eu/files/2016_validate_de.pdf)

[www.gesetze-im-internet.de/bqfg/index.html](http://www.gesetze-im-internet.de/bqfg/index.html)



### 3. THE VALIDATION OF NON-FORMAL AND INFORMAL LEARNING AS AN OPPORTUNITY OF LABOUR INCLUSION FOR MIGRANTS.

The European approach to migration has traditionally been focused on the labour dimension and on the idea of complementarity of migrant labour force in comparison to autochthonous (Zanfrini, 2015). This means that across member states some common features regarding migrants' inclusion can be tracked down:

The tendency to adapt migrants' skills to labour market shortages (i.e. the increased demand of workers in the healthcare sector). The demand of migrant labour tends to reflect the characteristics of the local productive structure.

The segregation of migrants, both horizontal and vertical, in specific sectors (manufacturing and construction, hotels and restaurants, healthcare and social services, domestic services, children or elderly care, agriculture and food processing).

The concentration of migrants in low-skilled and low-status jobs and consequently the over qualification phenomenon of foreign workers.

The consequent under-utilization of migrant skills and competences (also due to the difficulty in recognizing foreign qualifications)

The over-exposition (due to the above-mentioned features) of migrant workers to negative occurrences caused by the crisis such as unemployment (both temporary and long term), worsening of job conditions, risk of social exclusion and risk of exploitation (illegal recruitments or criminality)

The economic crisis of European productive systems and, in parallel, the greater relevance of international migrations toward EU countries has put the focus on the need to re-think the European Strategy and the type of growth to encourage and consequently the role of immigration for a Smart and Inclusive Growth (ibid.).

As we have stressed in the first paragraph, the validation of learning acquired in non-formal and informal context aims at giving visibility through a public certification and in coherence with standardized professional profiles to competences and skills of every citizen.

Generally speaking, this process can produce some benefits for workers (employed or jobseekers) in terms of improving employability; give "transparency" and value to acquired skills; support lifelong learning; increase mobility (among professional profiles and among firms/local labour markets); acquire a qualification (total or partial); facilitate a more flexible inclusion into training courses.

More specifically, the validation process can be benefitted by jobseekers or people at risk of unemployment, in conditions of fragility or career transition as it supports individual awareness processes, favours the exploitation of previous experiences and makes skills more visible. From a systemic point of view, the validation process can improve the matching between demand/offer and promote a long-term work inclusion through the extension of the lifelong learning right and the participation in training, counselling and validation processes. This means to support individuals, independently from gender, social conditions and status to develop their real capacities and capabilities (Bonvin, Farvaque 2005). This means creating a more inclusive society trying to keep together economic development and social cohesion which is still a milestone of UE strategy.

Nevertheless, following these suggestions, validation processes can be also a possible strategy to face the need of refugees' integration.

The validation of prior learning, but also the recognition of qualification acquired in the origin country<sup>35</sup>, is one of the main challenges in which at different levels (institutions, employers, private and non-profit organizations) EU countries have to respond.

First, since the recognition and visibility of migrant skills wherever acquired it is imperative for the cultural change in Europe's approach to migration (Lodigiani and Sarly, 2017): from an idea of migrant workers as complementary force to a valorisation of all the resources (skills, competences, diversities) which can be brought by migrants.

Second, the social well-being and the prevention of social dumping go through migrant work inclusion policies which valorise their human capital (Zanfrini, 2015). Evidence shows the valorisation of skills acquired not only in formal context but also in the everyday life or in work-place experiences or through their migration biographic story (intercultural and linguistic competences, transversal competences). This allows better work conditions and reduce the exposition to negative economic conjuncture. It is important to remember that the condition of structural disadvantage affecting migrants and their exposure to different types of discrimination is a problem for all, not just for migrants, and for a real change in the quality of democracy (ibid.).

And finally, especially regarding the labour market integration of asylum seekers and refugees, the current debate among social partners and governments about how to integrate them into the EU's workforce goes into the direction of introducing active labour market policies that previously identify skills in order to support migrants to find a good solution (fast-track access for those with required skills; a training period in parallel with access to labour market for those who have to improve some specific competences; structured training courses for those who are low-skilled).

Moreover, asylum seekers and refugees entering the host country labour market do not possess any documentation of their formal qualifications but may have considerable work experience and informally acquired professional skills and competences.

Although some researchers have stressed controversial aspects regarding unexpected effects of validation procedures (Zanfrini, 2015; Lodigiani e Sarli, 2017), the validation of prior learning at certain conditions remains an opportunity for migrant inclusion into the labour market<sup>36</sup>.

Despite this, starting from the comparative analyses of the Embrace project and focusing on specific implementation strategies, the percentage of migrants involved in validation procedures is still lower than of autochthonous citizens.

According to Cedefop findings (2016), looking for validation process implementation, in view of high and wide arrangements in place in all the UE countries, low level of implementation still persists in broaden benefit from validation to disadvantaged groups.

Referring more specifically to asylum seekers or refugees, their obstacle is mainly due to linguistic barriers and cultural diversities in understanding labour market functioning but also to a lack of information about the procedures, high costs and standardized bureaucratic procedures (Lodigiani, Salvi 2017).

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<sup>35</sup> To give a comparative view of European state of art see.

<sup>36</sup> As the Cedefop points out, 'with the current migrant crisis in Europe, policy measures to understand the skills, qualifications and professional experiences of third country nationals can support their integration into society and the labour market. The role of skills audits and early skills profiling for third country nationals, as emphasized in the skills agenda is particularly importance'.

The conference of Cedefop held in Nov. 2016, gives evidence to that difficulties in reaching out disadvantaged groups and suggests the importance of guidance and counselling, 'Information, advice and counselling need to be delivered locally, close to where people work and live. They need to be tailored to the specific groups and at the same time, work in connection to other national and international structures<sup>371</sup>.

Starting from synthetic comparison findings among validation structure and procedures in partner countries, and also following previous project results<sup>38</sup> and European literature<sup>39</sup>, some important lessons may be learnt, in order to identify some characteristics which might make the process "migrant friendly".

### **Validation process**

In all countries an advising and informative phase on validation process is needed. Generally speaking, in order to broaden accessibility to migrant and refugees population a more structured information phase is needed also in connection with labour inclusion policies and with specific hosting services provided by institutions.

### **Procedures**

In almost all cases they are very time consuming, complex and standardized. On one side this means that a quality assurance standard is guaranteed but on the other side a more flexible use is required to face migrant needs.

In the EU debate the awareness has been increased: the need to initiate recognition and validation processes at the earliest stage also during the asylum seeking process, or better during the pre-departure period (Lodigiani, Sarli 2017). Even though all initial barriers such as linguistic and cultural backgrounds and lack of formal documentation. This is based on experiences evidence that shows how the longer refugees are inactive; the more increase the risk of unemployment later.

A mix of standardization and flexibility (ibid.) embedded in relational oriented approaches might facilitate migrants' access to validation processes (like in Netherlands and Germany). Following the literature on career guidance but also best practices in reception of migrants (Ambrosini, 2014), a tailor-made solution and intercultural competences acquired by experts involved can support and facilitate the participation of migrant workers.

### **Methods and tools**

Existing tools cover a variety of structured interviews, tests, workplace observations and often rely on self assessment, or based on written tests. This means that their use in condition of language barriers might be limited.

The Bertelsmann Stiftung (2016) evaluate that, considering migrants needs, tools are usually too theoretical, reliant on written language, time consuming, complex and in some cases incompatible with labour agencies.

Some experiences suggest taking into account a more pragmatic and easy to implement tools (multilingual, culturally sensitive, visual, modularized, easy to use, quick and applicable to large numbers)<sup>40</sup> such as: one-to-one biographical interviews in the native speaking language; IT-based testing of skills<sup>41</sup>; video and images.

Unfortunately till now, less monitoring data are available about the success of tools used. We are still in a pilot phase and many projects have been funded to work more on that direction (like Embrace). In next phase of Embrace, more specific attention will be paid to existing tools in use and with this evidence, new tools will be created or shared and implemented.

### **Accessibility: applicant procedures, requirements and funds**

In some countries (Spain and Italy) accessibility to validation procedures are put into effect through "call for validations" but if in Spain this implies a sector-based call, in Italy there is an open and generic call. In other countries (France, Germany, Netherlands and Denmark) procedures are open and don't follow a fixed term.

In Spain a sector-based call is the result of a consultation between institutions and social partners and even if this means that validation processes is strictly closed to job demand, on the opposite this may cause an excessive demand-driven procedure which might not have the expected influence in the migrant labour market inclusion approach mentioned above. In this case the validation procedures follows labour market shortages with a consequently less repercussion on supporting lifelong learning and individual strategies.

All countries, with the exception of Spain, develop validation procedures addressed to every citizen without specific requirements. Spain asks for previous work or training experiences carried out in national territory. This means that asylum seekers or refugees who have just arrived are excluded by the validation procedure.

Regarding funds, in some cases no costs are required by the candidates but this means that institutions and organization providers must search funds to support specific projects. In other cases, some taxes and contributions are required according to the economical and social conditions of the candidate. No evidence has been found to support a solution or another one in order to guarantee migrants' accessibility.

### **The cooperation between public and private organization**

The cooperation between public and private organization which provide services, as well as the involvement of social partners and moreover employers is a key success factor. Especially regarding employers, they can either valorise and validate results of validation processes and also integrate job-skill assessments and map into restructuring processes, work position changes, benefit structures and also to invest in competitiveness.

But also the cooperation with stakeholders such as civil society or migrant association or advocacy organizations involved in hosting migrants can help to promote the validation process and to facilitate access reducing linguistic and cultural barriers.

Returning to Lodigiani and Sarli (2017), this means that it's necessary to develop active participation of "capacitating institutions" addressed to support individual empowerment and capabilities and in parallel social capital of local networks following an inclusive approach framework.

Some experiences in partners' countries could tend into that direction and become best practices valorised by Embrace project.

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<sup>37</sup> <http://www.cedefop.europa.eu/en/events-and-projects/events/how-make-learning-visible>

<sup>38</sup> We refer to: The Grundtvig project MATCH – Informal and non formal competences matching devise for migrants' employability and active citizenship (2011); the European Integration Fund project DIVERSE - Improvement as a Viable Enrichment Resource for Society and Economy managed by Catholic University of Milan (2015).

<sup>39</sup> Public Employment services (PES) initiatives around skills, competences and qualifications of refugees and asylum seekers - Thematic paper ICF, Sept 2017; European Inventory on validation of non-formal and informal learning - CEDEFOP 2016.

<sup>40</sup> Public Employment services (PES), 2017, cited.

<sup>41</sup> In Germany a tool called "My skills" has been developed: an interactive computer-based testing tool of vocational skills supported by images and videos, available in six languages and especially addressed to persons without formal qualifications.



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## Part B

# **MIGRATORY DYNAMICS IN AGRI-FOODSECTOR: MIGRANTS WORKERS AND AGRI-FOODSECTOR. GENERAL OVERVIEW AND PROFESSIONAL PROFILES**

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# 1. Introductory notes on part B

Within the Output “Catalogue of professional needs”, one section is dedicated to the comparison of each partner’s country specific situation concerning the impact migrants workers (Third Countries citizens) have on the productive sector taken under analysis. Section B intends to give a detailed picture of the current situation in each partners Country or Region: a sort of both quantitative and qualitative analysis of the existing link among agri-food working sector and migrant workers related to it. It is anyhow important to specify that the document does not represent nor has the aim to become a scientific academic research: the idea was to better know a specific context in order to be able to use these pieces of information during the interviews carried out with stakeholders (part C and D). Further to the context analysis, all partners organized interviews to key actors (professional witnesses) operating at different stages and levels:

- Social Parties
- Category associations
- Migrant Associations or Third Sector Associations dealing with migrants working integration
- Chambers of commerce

## **This section is therefore useful to:**

Partners sharing about general characteristics of agri-food labour market and migrants employment

Definition of a list of the most requested professional profiles within the labour market of reference, starting from the first cycle of interviews carried out (section B: 15).

## **Structure:**

*FIRST PART:* data synthesis about foreigners within European Countries or Regions involved in the project (France, Italy, Holland, Spain, Germany and Denmark).

*SECOND PART:* main features of agro-food sector within European Countries or Regions involved in the project (France, Italy, Holland, Spain, Germany and Denmark).

*THIRD PART:* Migrant workers incidence (extra EU citizens) on the agro-food sector of countries taken under analysis.

*FOURTH PART:* Summary of the first group of interviews conducted by all project partners (see attached document). Sharing and profiling of professional profiles where migrants can be employed. The choice of professional profiles is object of further study within section C and D of Output1.

Paragraphs 2, 3 and 4 will include additional details and all information taken by each project partner: sections represent a synthesis of all documents produced and are the result of surveys conducted with the support of specific sources such as National or Regional Observatories, National or Regional Statistic Institutes, Eurostat data and reports, reports produced by Chamber of Commerce and Foundations, UNCHR Reporting.

## **The structure given to the partners is the following:**

Short presentation of migrant dynamics at regional level (a general and short introduction) : migrant population; gender/age/nationality; employment, qualification; refugees and asylum seekers, estimated non-regular migrants).

Agro-food sector at regional level (short description of agro-food sector: firms, employment, products, economical value, local products).

Migrants in Agro-food sector.

List of professional profiles required by agro-food sector in each region/country and offered by migrant workers (regarding agro-food sector).

**Sources used to produce the following section were:**

Secondary quantitative data (desk analyse)/literature- from public services/employment centres/temporary agency, agro-food enterprise associations, Trade unions

from the sector being studied, National/regional body in charge of unemployment and employment, Professional chambers (Chamber of Agriculture, Chamber of Trade, etc.),

Enterprises from the sector being studied, Employment and training watchdog (e/g.: CARIF OREF).

Qualitative data from stakeholders interviews (trade unions, agro-food enterprise associations, migrants associations, NGOs, third sector/no profit sector)

Part C and D of Output 1 will also include data collected during the second phase of interviews carried out to additional stakeholders representing professional profiles object of analysis.

## 2. General overview on migrant population in the EU Countries/Regions involved in the Embrace Project

Migration is influenced by a combination of economic, environmental, political and social factors: either in a migrant's country of origin (push factors) or in the country of destination (pull factors). Historically, the relative economic prosperity and political stability of the EU are thought to have exerted a considerable pull effect on immigrants. In destination countries, international migration may be used as a tool to solve specific labour market shortages. A total of 4.7 million people immigrated to one of the EU-28 Member States during 2015, while at least 2.8 million emigrants were reported to have left an EU Member State. These total figures do not represent the migration flows to/from the EU as a whole, since they also include flows between different EU Member States. Among these 4.7 million immigrants during 2015, there were an estimated 2.4 million citizens of non-member countries, 1.4 million people with citizenship of a different EU Member State from the one to which they immigrated, around 860 thousand people who migrated to an EU Member State of which they had the citizenship (for example, returning nationals or nationals born abroad), and some 19 thousand stateless people. Germany reported the largest total number of immigrants (1 543.8 thousand) in 2015, followed by the United Kingdom (631.5 thousand), France (363.9 thousand), Spain (342.1 thousand) and Italy (280.1 thousand). Germany reported the highest number of emigrants in 2015 (347.2 thousand), followed by Spain (343.9 thousand), the United Kingdom (299.2 thousand), France (298 thousand) and Poland (258.8 thousand). On 1 January 2016, the number of people living in the EU-28 who were citizens of non-member countries was 20.7 million, while the number of people living in the EU-28 who had been born outside of the EU was 35.1 million. The number of people residing in an EU Member State with citizenship of a non-member country on 1 January 2016 was 20.7 million, representing 4.1 % of the EU-28 population. In absolute terms, the largest numbers of non-nationals living in the EU Member States on 1 January 2016 were found in Germany (8.7 million persons), the United Kingdom (5.6 million), Italy (5.0 million), Spain (4.4 million) and France (4.4 million). Non-nationals in these five Member States collectively represented 76 % of the total number of non-nationals living in all of the EU Member States, while the same five Member States had a 63 % share of the EU-28's population (Eurostat, Migration and migrant population statistics, 2017).

Further on a synthesis of data about migrants within the Nations of the Embrace partnership:

1. France
2. Italy
3. The Netherlands
4. Spain
5. Germany
6. Denmark

All summary tables will keep this format in order to facilitate reading and comprehension of data provided by each partner.

## MIGRANT POPULATION – GENERAL DATA

<b>France</b> <b>MFR,</b> <b>Oxalis</b>	<p>On 1st January of 2014, 5.9 millions of immigrants live in France, 8.9% of the global population according with Insee. In 2013, 628.840 immigrants live in the region of Rhône-Alpes ( 9.6% of the global population in this region). The migrant population, who has been feminised (51% in 2008) and whose education level has increased, has entered on the French territory these last years primarily by way of family reunification, to a lesser extent for studies, employment or the exercise of the right of asylum.</p>
<b>Italy</b> <b>Enaip Piemonte,</b> <b>CFIQ</b>	<p>At the end of 2015 foreign citizens who live in Piedmont are 422.027 (Dossier Statistico Immigrazione, IDOS, 2016) and represent the 9.6% of the total population in the region. 40,2% comes from EU and 150.00 of these from Romania. Turin and metropolitan area collects the huge number of foreign citizens (52,6%) while the province of Cuneo collects the 14,2, Alessandria the 10.6% and Novara the 8.9%. While maintaining a high presence in the metropolitan area, the Chinese have a significant presence in the province of Cuneo and Senegalese in the province of Novara. The metropolitan area is the main important first arrival area while in the other province the immigrant population is more stable and the result of older immigration processes.</p>
<b>The Netherlands</b> <b>Pressure Line</b>	<p>In contrast to most countries, statistics on the immigrant population in the Netherlands are not based on nationality or country of birth, but on ethnicity. The Dutch government distinguishes between “allochtonen” and “autochtonen”. Allochtonen are officially defined as persons who have at least one parent who was born outside of the Netherlands. A further distinction is made between Western and non-Western allochtonen. The immigrant population tends to live in urban areas. A total of 29% of allochtonen (or 39% of all non-Western allochtonen) live in the four largest cities (Amsterdam, Rotterdam, The Hague and Utrecht), as compared to 13% of the Dutch population. Population of the Netherlands allochtonen / autochtonen in 2017 - Total population: 17.081.507 - Autochtonen: 13.218.754 - Total Non-Western allochtonen: 2.173.723 Total Western allochtonen: 1.689.030</p>
<b>Spain</b> <b>Tradigenia</b>	<p>As of January 1, 2016, Spain had a population of 46.524.943, of which 4.601.272 were foreigners (9.89% of the total population). There is a loss of foreign population in 2015, since at the beginning of the year there were 4.729.644 foreigners registered (year-on-year reduction of -2.81 percent). This trend began in 2012, reaching its reduction between 2013 and 2014, with a year-on-year fall of -9.42 percent. Of these 4.601.272 foreigners registered in Spain, 1.835.584 were citizens of the European Union (39.89 per cent of the foreign population) and 2.765.688 were third country nationals (60.11 per cent of the foreign population) . On a year-on-year basis, the largest loss of foreign population occurred among European Union citizens, which was -5.73% compared to the data of 1 January 2015. Among third-country nationals, this reduction It has only been -0.61%.</p>
<b>Germany</b> <b>ACLI</b>	<p>More than one in five of the 81 million of people living in Germany has a migration background or migration biography: 6.4 million live in the State of Baden-Württemberg. it is possible observe 2,9 million of citizens with migration background (migration biography): this is more than 25%. The percentage is certainly not the same for all age levels in the demographic pyramid. People without a German passport (foreign nationals, migrants) are quite well distributed in all the Western States of Germany. We note some concentrations and we observe that Baden-Württemberg as South West State has a quite high population of so-called foreign citizens (ausländische Mitbürger). Citizens without a German passport leave in quite constant measure the country, nearly the double of that figure however is compensated by immigrants. As in Bavaria, in North-Rhine Westphalia and in Berlin, there is a rather vital migration movement. In 2016, the number of persons with a migration background in the narrow sense was 18.6 million in Germany – almost 1.5 million more than in 2015. During the same period, the total population rose by about 1.0 million (from 81.404 to 82.425 million). As a result, the proportion of the population with a migrant background in the strict sense has risen from 21.0% to 22.5%.</p>
<b>Denmark</b> <b>Vifin</b>	<p>Denmark's population consists of 5.748.769 persons on January 1, 2017. Of these 8% Danish origin, while 10% and 3% are immigrants and descendants respectively. Among the immigrants in Denmark comes 5% are from a non-western country. For descendants, the proportion of non-western origin is 84%.</p>



# MIGRANT POPULATION – COUNTRY OF ORIGIN

<p><b>France</b> <b>MFR,</b> <b>Oxalis</b></p>	<p>Algeria, Italia, Portugal and Marocco are the main countries of origin. In 2012, immigrants represented 8.6% of employment, 9% of working population, employed or unemployed (2.2 billion of immigrants). Historically Algeria (710 000 Algerian in 2008), Marocco (12% of immigrants in 2008) and recently other African countries like Cameroun, Côte-d'Ivoire, the Democratic Republic of the Congo. The number of immigrants from Asian countries – other than Vietnam, Laos and Cambodia - increased from 1999 to 2008; it was mainly Turkish and Chinese people.</p>
<p><b>Italy</b> <b>Enaip Piemonte,</b> <b>CFIQ</b></p>	<p>Extra UE foreign citizens are 252.735 (2015) and the more representatives community are: Moroccan (58.830), Albanian (43.849), Chinese (19.028), Peruvians (13032), Moldovan (10.572) and Ukrainians (10.244). The citizens from Africans countries are 98.545 while from Asian are 41.247.</p> <p>In general, in the territory with a food and wine production and tourist vocation (Cuneo, Alessandria and Asti) Ue collectivity predominates. African citizens (Moroccan and Egyptian) are more concentrated in the metropolitan area as well as Peruvians (78%) and Nigerian (65,8%). While maintaining a high presence in the metropolitan area, the Chinese have a significant presence in the province of Cuneo and Senegalese in the province of Novara.</p>
<p><b>The Netherlands</b> <b>Pressure Line</b></p>	<p>Western allochtonen are people from Europe (excluding Turkey), North America, Oceania, Indonesia and Japan; non-Western allochtonen are defined as people from Turkey, Africa, Latin American and the rest of Asia. Of the four largest non-Western immigrant groups, the Turks and Moroccans are the most disadvantaged: they exhibit low labour market participation, high unemployment and welfare dependency rates and relatively poor school results, even among the second generation.</p> <p>In 2016 the top 10 growth of migrant background population groups are: Syrian, Maroccans and Turks. Just over a quarter of the population growth in 2016 is due primarily to Syria's first generation (29 thousand): persons born in Syria and migrated to the Netherlands. The growth of the Syrian second generation (born in the Netherlands with at least one parent with a Syrian background) was still modest by 2 thousand. In Amsterdam and Rotterdam, allochtonen make up almost half of the population. Some smaller municipalities have a high concentration of certain groups as well, mostly as a consequence of the industries that employed guest workers. There is not only a high degree of concentration but also of segregation: many immigrants live in neighbourhoods with a low percentage of autochtonen, and this segregation has increased over the last years. Segregation is lower among migrant groups who have received asylum in the Netherlands, because they were deliberately housed across the country.</p> <p>Non-Western allochtoon groups are generally in a disadvantaged socio-economic position.</p>
<p><b>Spain</b> <b>Tradigenia</b></p>	<p>As regards the distribution by geographical area of the foreign population with residence authorization or registration certificate in force, it is observed that 49.40 percent of foreigners come from Member States of the European Union, followed by citizens of countries Africans (20.64%) and Ibero-American countries (17.37%). The distribution by nationalities shows a very prominent presence of people of Romanian nationality, with a total of 979,245 registration certificates (19.5 percent of the foreign population registered in Spain); and Moroccan nationality, with 766,622 residence permits in force (15.39 per cent of the foreign population registered in Spain).</p>
<p><b>Germany</b> <b>ACLI</b></p>	<p>About half of migrants come traditionally from South Eastern Europe and Turkey. In this overall observation the refugees of the last two years are not really contemplated. But in 2015 we already note a consistent group coming from Syria. Among asylum seekers the five most frequent countries of origin: Syria, Albania, Kosovo, Afghanistan and Iraq. A 30% of the refugees involved in the survey mentioned to have participated to formal vocational training or university education. Quite significant is the attendance of a fifth (19%) to university or technical college courses. An eighth (12%) seem to have concluded with a university degree.</p>
<p><b>Denmark</b> <b>Vifin</b></p>	<p>There are big differences between immigrants from different countries of origin. Among 30-64 year olds, employment is very low among immigrants from Iraq, Lebanon, Somalia, and Syria. Immigrants from the Netherlands, Germany and Lithuania, on the other hand, have the highest employment rates among the 35 largest immigrant groups.</p> <p>Among 30-year-old non-Western descendants, 49% of men and 70 per cent. Of the women completed a vocational qualification education. The corresponding 30-year-olds with Danish origin are 73 and 81 per cent. %. Underemployment among immigrants in 2015 was 35.395 (men). Similarly, female non-western immigrants had underemployment of 43.542 people. Both men and women are immigrants from Syria, Somalia, Lebanon and Iraq, which has the highest shares with public support. Study shows employment rates for both men and women for the 35 countries of origin,as most immigrants originate at the end of November 2015.</p>

# MIGRANT POPULATION & LABOUR MARKET GENERAL DATA

## France MFR, Oxalis

In France, immigrants are traditionally in a fragile situation in terms of employment. They have a lower participation rate on labour market and suffer from higher unemployment than the rest of population (even at the same diploma level). Immigrants of non-member countries of the UE are more vulnerable, particularly for women. 10% of immigrants were unemployed in 2010 (20% of third-country nationals whereas 8% of UE member nationals).  
In 2012, immigrants represented 8.6% of employment, 9% of working population, employed or unemployed (2.2 billion of immigrants)

## Italy Enaip Piemonte, CFIQ

In Piedmont 213.403 foreign workers (born abroad) are estimated (2015), mainly employed in the service sector (52,4%). In agriculture sector the 9% of labour force is employed in coherence with the national data but higher than those of the other North West Italian regions. Unemployment statistics show a specific vulnerability of migrant population: the unemployment rate is 20,8% against a regional date of 9,5% (2015). The negative unemployment dynamics involve especially employee with low qualification in specific productive sectors (industry, buildings and trade) and in these sectors the migrants are mainly employed. The labour and economic crisis has implications on male low qualified workers but at the same time the care and housework job demand has kept stable the migrant Female Labor Force Employment Rate (Saraceno et. Al., Stranieri e disuguali, Il Mulino, Bologna, 2013).

## The Netherlands Pressure Line

The percentage of refugees with a job increases as they live longer in the Netherlands. During the asylum procedure, the possibilities for work for refugees are very limited and time is lost. After 3 years, more than 25 percent succeed to find a paid job. After 10 years this is around 50 percent. About 66 percent of the refugees who work have a part-time job. In about a third of the cases, this is a small part-time job (less than 12 hours a week). Full-time jobs are less likely to be occupied by refugees. Between 2011 and 2013, the proportion of refugees with a full-time job even decreased from 42 to 34 percent. The most recent group of refugees are still in an asylum procedure. There are no figures available for this group about their participation in the labor market.  
In 2017, the guidance and support by municipalities for refugees to find work is better than in 2016. This is reflected in the Monitor for Refugees, implemented by Knowledge Platform Integration and Society (KIS) and Divosa (Divosa is the association of executives in the social domain). The monitor maps the developments in the municipal policy for the guidance to the labour market of refugees.

## Spain Tradigenia

According to the Survey of Active Population (EPA), the level of unemployment of the entire population in Spain is still very high, although throughout the year a positive trend has been observed in all nationality groups. The highest levels of unemployment have been observed in the group of third-country nationals; although at the same time, they are the ones that have proportionally reduced their unemployment rate, from 37.26% in the first four months of 2015 to up 30.94% in the fourth quarter of 2015. There is a quite different reality in terms of occupational weight within each nationality group in the fourth quarter of 2015. The population from non-EU countries focuses mainly on lower-skilled jobs than Spanish citizens and of the European Union. Third-country nationals devote one-third of their workforce to elementary occupations (30.91 percent), 23.4 percent of the citizens of the European Union and 10.90 percent of the Spanish employed.

## Germany ACLI

The jobless rate (regarding the working population of 15 to under 65 years) of 2016 shows significant differences: 7.1% for people with against 3.4% for people without migrant background. Significantly high values are reported for Syria (42.1%), Iraq (26.5%), Pakistan (15.3%), Afghanistan (13.8%), Africa (13.5%), Iran (12.3%). The unemployment rate in Germany in 2017 is with 5.7% at the lowest level since more than 20 years. After quite high values of 11.4% (in 1997) and 11.7 (in 2005) the value is constantly decreasing since 2006. The (socially insured) employment rate of foreigners was at 44.0% in June 2015, considerably lower than that of Germans with 58.5%. Compared to the previous year, it increased by 1.7 percentage points among foreigners and by 1.0 percentage points among Germans. Here, too, there are clear West-East differences. In East Germany, for example, the employment rate of foreigners was much lower at 34.8% than in Western Germany at 45.2%. It increased by 2.8 percentage points in Eastern Germany and by 1.6 percentage points in Western Germany. In total foreign people represent 9.2% of employees.

**Denmark**  
**Vifin**

From 1995 to 2008, the employment rate for 16-64 year-old non-western immigrants rose powerful. For men it was an increase of 40% to 61%. The relative increase was even greater for women, who in 2008 had an employment rate of 52% against 26% in 1995. Since 2008 employment has gone back, which is attributable to the economic crisis. The decline is greatest among men, which is because men work more cyclically than women in industries. The majority of the decline since 2008 has taken place from 2008 to 2010. In the In recent five years, employment has remained at about the same level. Although the difference between non-western immigrants and people of Danish origin has narrowed over the past 20 years, employment is still clear lower among non-western immigrants. The difference in employment rate between non-western immigrants and persons with Danish origin is 24 percentage points among men in 2015 and 28 percentage points among women.

# MIGRANT POPULATION - MIGRANT EMPLOYMENT MAIN SECTORS

<b>France</b> <b>MFR,</b> <b>Oxalis</b>	<p>Immigrants from non-member countries are widely recruited as unskilled employees or workmen (62% of them). They are also more often self-employed workers (8% of immigrants against 6% of non-immigrants), and less present in technicians and associate professionals and higher education/superior professionals. Qualified work has nevertheless increased among immigrants and in particular for new comers (less than 10 years of presence in France). In the industry, their part has declined even if they are still important in sectors such as textile or clothing industry. They are still too highly concentrated in certain tertiary activities: business (21,6%), hotels restaurants (21,2%), cleaning activities (22,1%) and security (21,9%), domestic services (25,6%) and artisan professions (15,7% in construction sector)</p>
<b>Italy</b> <b>Enaip Piemonte,</b> <b>CFIQ</b>	<p>Mainly migrants are employed within the service sector (52.4%) – Trade, Hotels and restaurants, transport and communication, Education and health, Housework job, 9% in agriculture sector. Unemployment statistics show a specific vulnerability of migrant population: the unemployment rate is 20.8% against a regional date of 9,5% (2015). The negative unemployment dynamics involve especially employee with low qualification in specific productive sectors (industry, buildings and trade) and in these sectors the migrants are mainly employed. The labour and economic crisis has implications on male low qualified workers but at the same time the care and housework job demand has kept stable the migrant Female Labour Force Employment Rate (Saraceno et. Al., Stranieri e disuguali, Il Mulino, Bologna, 2013). Regarding Ethnic entrepreneurship, the migrant participation is constant: ethnic enterprises are 9.2% (over 40.000) on total enterprises, especially individual firms (over 80% in 2014) in building, trade, tourism and manufacturing sector.</p>
<b>The Netherlands</b> <b>Pressure Line</b>	<p>About 66% of the refugees who work have a part-time job. In about a third of the cases, this is a small part-time job (less than 12 hours a week). Full-time jobs are less likely to be occupied by refugees. Between 2011 and 2013, the proportion of refugees with a full-time job even decreased from 42 to 34 percent. The most recent group of refugees are still in an asylum procedure. There are no figures available for this group about their participation in the labour market. A study by the CBS (Statistics Netherlands) shows that the proportion of employees among recent asylum migrants is slowly increasing. After one and a half year after obtaining the residence permit Afghans have a job more quickly than other nationalities. In 2017, the guidance and support by municipalities for refugees to find work is better than in 2016.</p>
<b>Spain</b> <b>Tradigenia</b>	<p>Third-country nationals devote more than a quarter of their employed persons to catering, personal services, protection and vendors (26.51 per cent); type of activity that occupies 18.72% of the citizens of the European Union and 19.62 percent of the Spaniards occupied. By contrast, technicians and scientific and intellectual professionals account for 15.9 percent of the Spanish employed; 11.39 per cent of employed persons of the citizens of the European Union and only 3.82 per cent of those employed among citizens of third States outside the European Union. However, there is some equality between different types of nationality in the field of skilled industrial employment; which occupies 9.99 percent of the Spaniards; to 11.41 per cent of the citizens of the European Union; and to 9.04 per cent of those employed in third States. This equality is also observed among the skilled workers in the primary sector. Unfortunately, long-term unemployment has a significant presence in all three groups, with 13.33% of those employed as third-country nationals. Among the citizens of third States, elementary occupations remain the majority. The second sector which absorbs more employment among third-country nationals is that of catering, personal services, protection and vendors; that is, the occupations of the services sector. The third sector in importance in terms of occupation is the industrial and construction sector, related to craftsmen and skilled workers in the manufacturing and construction industries.</p>
<b>Germany</b> <b>ACLI</b>	<p>In total foreign people represent 9.2% of employees. They are quite differently represented in the different branches and industries: hospitality (28.7%), temporary employment (24.4%), agriculture, forestry and fishery (20,2%), other services, households (19.0%), transportation and storage (12.6%), construction industry (11.5%), production of mainly domestic consumer goods (10.1%), other services &amp; private households (9.7%).</p>

## Denmark Vifin

Employed migrants work more like self-employed than people with Danish origin. Construction is one of the industry groups where men of Danish origin clearly overrepresented. Whereas 11% of men of Danish origin work within this industry group, the proportion of Western immigrants is 9 % and among non-western immigrants 3%. Trade is another industry group, such as have a higher concentration of men of Danish origin than immigrants. On the other hand, male non-western immigrants are more than people with Danish origin employed within the three industry groups Hotels and restaurants, Transport, Travel, Cleaning and other operational services. For example, 16% of the male non-western immigrants work in the industry group, 15% of women immigrants from non-western countries who are in employment, works in the travel agent group, cleaning and other operational areas service. The corresponding shares are also 15% for female western immigrants and only 4% for women of Danish origin. The main reason for the great overrepresentation of immigrants in this industry group are that cleaners placed here. The female immigrants also work more and more within hotels and restaurants than women of Danish origin, while they are underrepresented in among Other Trade and Teaching. Social institutions are filling more among women than the men of all three groups. However, it is worth noting the relatively low proportion at 11% for female western immigrants. For female non-western immigrants and women of Danish origin are the corresponding proportions 23 and 21%.



# MIGRANT POPULATION – STATUS

<b>France</b> <b>MFR,</b> <b>Oxalis</b>	<p>26 499 people agreed decisions to protection status (refugee and subsidiary protection) taken by the Ofpra and the CNDA in 2016 (an increase of 35.9% against 2015). More than 85.000 applications of asylum were filled. The migrant population, who has been feminised (51% in 2008) and whose education level has increased, has entered on the French territory these last years primarily by way of family reunification, to a lesser extent for studies, employment or the exercise of the right of asylum.</p>
<b>Italy</b> <b>Enaip Piemonte,</b> <b>CFIQ</b>	<p>Among Extra UE citizens, the 60.8% have a permanent permission to stay. The metropolitan area is the main important first arrival area while in the other province the immigrant population is more stable and the result of older immigration processes. Regarding recent migration flows, in coherence with national data, the economic migration has been partially replaced by high flows of migrants fleeing from conflict zone or with unacceptable living conditions in their countries. In 2016, the number of asylum seekers and migrants who landed on Italy's coasts (181,436 persons) increased by 18% compared to 2015. The number of unaccompanied minors doubled (25,846). In recent age the most vulnerable part of migrant's population is increased with huge implications on migration reception system which operates in Italy. In Piedmont, a part of asylum seekers and migrants (7%) are hosted (Cruscotto statistico giornaliero - Dipartimento per le libertà civili e l'immigrazione) in "hubs", the temporary structures involved in the second phase hospitality, and in the SPRAR centres, the network of municipalities involved in the third phase integration programme (Strati F., Asylum seekers and migrants in Italy: are the new migration rules consistent with integration programmes, ESPN Flash Report 2017/16, March 2017).</p> <p>Despite there is no clear or universally accepted definition and data of irregular migration, in the latest years there has been a decrease and the most recent estimate of irregular foreign citizens in Italy without a regular permission to stay stands around 6% and counts 294.000 migrants (ISMU, 1 jan. 2013).</p>
<b>The Netherlands</b> <b>Pressure Line</b>	<p>In this research, we deal with migrants who have recently received a residence permit on the grounds of political or humanitarian reasons. This is the major group of newcomers in the Netherlands who have arrived during recent years, have a resident permit to stay in the country and are obliged to integrate and participate in the labour market. Municipalities are responsible for these inhabitants. Municipalities are expected to support this growing target group so that they start participating in the labour market.</p> <p>The Refugee Integration Barometer 2014 of the Dutch Refugee council shows that 46 percent of the refugees aged between 15 and 64 years had a job in 2013. This is about the same as the proportion of non-Western allochtonen (eg Moroccans and Turks) with a job. Particularly in comparison with autochtonen (Dutch) people, this share is still well behind (74 percent). This shows that refugees still experience problems when finding a job compared to Dutch people.</p>
<b>Spain</b> <b>Tradigenia</b>	<p>As of December 31, 2015, Spain had 4.982.183 foreigners with a certificate of registration or valid residence card. These data represent a year-on-year increase in the stock of authorizations of 1.15 percent, from 4.927.103 in 2014 to 4.984.198 in 2015. Of the total figure for 2015, a total of 2.873.544 were for persons to whom the free movement regime of the European Union applies (57.65 percent), while 2,108,629 correspond to people at which applies the general regime of foreigners (42.31 percent). The year 2015 has seen a significant increase in asylum applications in Spain. On the other hand, especially since September of that year, the crisis of the refugees has intensified, which has necessitated a readjustment of the existing administrative structures to be able to comply with the two Decisions of the Council (EU) 2015/1523 and 2015 / 1601 of 14 and 22 September, laying down provisional measures in matters of international protection for the benefit of Italy and Greece. In this sense, Spain has assumed the commitment to relocate 9.323 people, with the possibility that this amount increases by another 6,565 (up to a total of 15,888). With regard to resettlement, the Spanish resettlement system is permanent and articulated through annual programs</p>
<b>Germany</b> <b>ACLI</b>	<p>The IAB-BAMF-SOEP Refugee Survey involving more than 4.500 refugees (over 18 years, no minors) selected in a representative manner provides comprehensive information on the respondents' reasons, escape routes and experiences, employment-related biographies and quite some other relevant data. There is no regional break-down for such type of information. A 30% of the refugees involved in the survey mentioned to have participated to formal vocational training or university education. Quite significant is the attendance of a fifth (19%) to university or technical college courses. An eighth (12%) seem to have concluded with a university degree. There are no trustable figures on irregularly staying third-country nationals in Germany but there are some interesting estimations about.</p>

**Denmark**  
**Vifin**

More generally, immigrants and descendants account for 18% of the population of the Capital Region of Denmark. Among the immigrants in 2016 who are born abroad and have non-Nordic citizenship, has 22% family reunification and asylum as a residence basis.



### 3. Agri-food sector: main characteristics of the countries/regions involved in the Embrace Project

#### SHORT DESCRIPTION OF AGRI-FOOD SECTOR

<p><b>France</b> <b>MFR,</b> <b>Oxalis</b></p>	<p>In France, the sector is fragmented between small farms and big ones: 58.767 farms in 2012, 13% of the total number of holdings. The sector is characterised by different activities such as dairy farming (cow's milk: 11% of the French production, goat's milk: 12%, sheep milk: 1%), viticulture (5% of the French production), enclosed breeding (bovines : 10%, pigs : 4%, sheep : 13%, poultry : 6%), fruit production (10%) and vegetable production (5%). At regional level, employers are looking for wine producer and fruit growers (17 926 recruitments projects according the BMO survey of Pôle emploi in 2016). It mainly concerned seasonal jobs (98,1%) and required few skills. At national level: offers mainly concern temporary and non-permanents jobs, precarious jobs (76,6% of recruitments projects concern short terms contracts, 6 months or less).</p>
<p><b>Italy</b> <b>Enaip Piemonte,</b> <b>CFIQ</b></p>	<p>With a surface of just under 25.400 sq. Km, Piedmont is the second largest Italian region. In Piedmont, people employed in the agriculture sector represent 3.3% of the total (in Italy, 3.7%) The average duration of employment contracts is over 4 months. The higher demand is placed in the territories with agro-food vocation: Asti and Cuneo province (in the area of Saluzzo foreign workers are 50% of total workers), Acqui Terme, Vercelli and Pinerolo area. Piedmont is the fifth Italian region for number of farmhouses: figures registered in 2015, 1.305 companies (5.9% of the total). Piedmont offers a wide range of products with a designation of origin whose characteristics depend on the production area.</p> <p>In 2015, food industry companies in Piedmont are 3,892, plus 355 beverage companies to be added (9.8% of the national total). Food businesses are generally (80% of the total) small businesses.</p>
<p><b>The Netherlands</b> <b>Pressure Line</b></p>	<p>The Netherlands is second exporter of agricultural products in the world. Export is 85 billion euro agro-food and 9 billion euro Tech. Market share of 6,3% (WTO) with More than 120.000 companies Total turnover AgriFood approximately 140 billion euro 744 000 jobs, 8% of the Dutch labor force is employed in the agri-food sector. 135 000 jobs, 1,5% of the Dutch labor force is employed in the Technology for agri-food.</p> <p>The number of agricultural and horticultural companies is in 2015 with around 1.600 decreased to 63,900. This decrease of 2,14% is equal to the average annual decline in the past five years and somewhat lower than the one in 2000. Over half of the soil in the Netherlands is used by agriculture and horticulture In absolute terms, most jobs in the food industry are found in North Brabant, South Holland and Gelderland. In northern Brabant there are approx. 24,000 (direct) jobs in the food industry, in South Holland 21,000 and in Gelderland more than 19,000</p>
<p><b>Spain</b> <b>Tradigenia</b></p>	<p>The Agricultural Sector is ranked according to the National Classification of Economic Activities of 2013 (CNAE-2009), within Group A, Agriculture, Livestock, Forestry and Fisheries. This activity group is divided into:</p> <ol style="list-style-type: none"> <li>01. Agriculture, livestock, hunting and related services.</li> <li>02. Forestry and forestry.</li> <li>03. Fisheries and aquaculture.</li> </ol> <p>The Spanish Agrarian Sector is characterized by a marked duality: on the one hand, it is composed of a large number of small farms of very small size (78.5% of farms have less than 10 hectares and only 11, 2% of the UAA); while at the other extreme, a minority group of large farms absorbs most of the useful area (holdings of more than 50 hectares, accounting for 6.0% and concentrating more than 67,8% of the UAA). Employment in agriculture is mostly family work (65.5%), and is carried out by the owner of the farm, the spouse or other members of the family unit (INE, 2007)</p>

**Germany  
ACLI**

In the agro-food industry, there were 580.030 people employed in 5.940 businesses in 2016. The majority of small and medium-sized enterprises is the third largest employer in German industry and offers a wide range of employment opportunities. The main branches of the agro-food industry include meat and meat processing industry, the dairy industry, the sweet and savory industries, the bakery industry, as well as the production of alcoholic beverages. Baden-Württemberg is traditionally not the green garden of Germany, although it has a quite moderate and warm climate given its geographical position. There is the Rhine Valley with the "Markgräfler Land" that is linked to by the Burgundy Port to the Rhone Valley offering excellent conditions for fruit cultures, wine, and asparagus culture. This is also a hot spot for mineral water industries. But the Black Forest and the Swabia Jurassic Mountains are geographic challenges to agro and food industries: relatively poor farmers had to complete with extra activities: water energy, wood industry, and textile and leather industries, fine mechanic industries (watches) as well as tourism (agro tourism in the Black Forest) etc. Baden-Württemberg gained a tradition of innovation and high technology. Next to Bavaria the South West State is to be considered as a region of high level of consume and with a very strong sector of biologic, sustainable, slow food, organic food market. There is certainly a very consistent industry, organised in medium sized enterprises, of agro and food sector supporting industries.

**Denmark  
Vifin**

Agriculture is a big part of Denmark, which traditionally has been an agricultural country. Although today's industry and service industries are of greater economic importance, agriculture is still an important sector in Danish society. Danish economical value is 55 billion of a total. It is about 8,2% of the gross national product. In the agribusiness industry, about 3,7 non western is employed and about 1.8% of western immigrants is employed. Including the food processing is another 2,2 % - for non western countries.

## 4. General data and consideration about migrants employed in the agri-food

### SHORT CONSIDERATION ON MIGRANT EMPLOYED IN AGRI-FOOD SECTOR

<p><b>France</b> MFR, Oxalis</p>	<p>Only 1 immigrant on 100 is a farmer but 4,7% of active population in agricultural sector (except agribusiness) is immigrant. The number of foreign workers is important because agriculture is the key sector of the working seasonal immigration. The number of illegal immigrants was estimated between 200 000 and 400 000 workers in 2006 according the French Senat. In 2014, it was estimated that between 7500 and 15 000 foreign workers are recruited each year in Bulgaria, Romania, Poland, Spain to work in France. These posted workers progressively those who were under OFII contracts.</p>
<p><b>Italy</b> Enaip Piemonte, CFIQ</p>	<p>It is estimated that in 2014, 12.700 non-EU citizens worked in Piedmont farms and about 7.630 citizens from countries of the European Union. Seasonal job demand is usually covered by foreign young workers. Main problems are: exploitation and workers' right violation/illegal work/"caporalato" (illegal intermediaries). The general dynamics of the migratory phenomenon and its linkage to the local food processing system started in 2008. The most important feature is connected to the presence of a non-resident workforce, of non-Communitarian origin, who during the course of the years has gone increasing. Local workforce has been progressively replaced by migrants, having effectively taken over local workforce. Migration dynamics follow local peculiarities: Macedonian community is rooted in the territory of Asti and employed in viticultural chain and in hazelnuts chain. The average duration of employment contracts is over 4 months and the main professional profiles are agricultural workers and related profiles (Regional data).</p>
<p><b>The Netherlands</b> Pressure Line</p>	<p>No official data are available.</p>
<p><b>Spain</b> Tradigenia</p>	<p>In 2007 the number of total affiliates (national and foreign) to the Special Agrarian Regime was 968,921, a figure drops to 810,119 in 2012. As for the total number of foreigners affiliated to this regime, in 2007 there were 159.372, increasing their amount to 234.955 registered in 2012. Therefore, the foreign population has gone from representing in 2007 17% of the affiliations to the Special Agricultural System to 29% in 2012. These figures indicate us again as from the beginning of the crisis the agricultural sector has welcomed a large part of the foreign population that was already in Spain and has been expelled from other economic sectors. As for the proportion of foreign men and women affiliated to the Special Agricultural Regime, it remains more or less the same: in 2007 it was 71% for men and in 2012, 73%, slightly higher, but maintaining the high male rate. If we consider the affiliations by Autonomous Communities, Murcia, Andalusia, Extremadura and Castilla la Mancha present percentages of foreigners affiliated to the Special Agricultural System superior to the rest of Communities. We are, therefore, before a series of Autonomous Communities that welcome in their societies those immigrants that labor are specialized in agricultural works. Although in less percentage than the previous ones, they also stand out by the percentage of foreigners affiliated to the Special Agricultural System La Rioja, Valencian Community, Castile and Leon and Navarre. For the communities of Andalusia, Castilla la Mancha, Extremadura and Murcia, foreign affiliations to the Special Agricultural System account for between 31.3% (Andalusia) and 50.8% (Murcia) of total affiliations to the set of regimes for the foreign population. That is, in these communities the foreign population has a high representation in the agrarian regime in relation to the other sectors. The evolution of the hiring of foreigners for the different economic sectors shows that since the beginning of the crisis, only hiring in the agricultural sector has increased. Between 2007 and 2012, the increase in contracts in the agricultural sector has been 14%. For the rest of the sectors, the reduction in contracting oscillates between 61.5% for industry, 77.5% for construction and 18% for the services sector.</p>

**Germany  
ACLI**

A quite important role in the agro and food-industries do have medium sized industries and the crafts sector. More and more meet producing industries, baking and cooking industries and small crafts enterprises in this field have difficulty to find work force. Beneath the seasonal jobs in the wine, asparagus, fruit producing farms, migrants often are invited to fill the gaps in the less attractive vocational areas: bakers, pastries, butchers, wine makers and certainly in the gastronomic and lodging sectors etc. The following vocations in the agro and food industries seem to be quite significant for migrants and refugees:

- Baker
- Brewer
- Butcher
- Cook
- Dairy labourer
- Dietician
- Expert for food ice cream
- Farmer
- Food chemist
- Food retailer      Kitchen master
- Milk technologist
- Miller
- Nature and landscape keeper
- Pastry chef/pastry cook/confectioner
- Plant technologist
- Professional agro service
- Professional food technician
- Professional fruit juice technology

**Denmark  
Vifin**

At the moment, lots of eastern Europe people is working in the prim agriproduct, working on animal production because the Danish employment marked is short of employment for this kind of jobs. In the agribusiness industry, about 3,7% non-western is employed and about 1.8% of western immigrants is employed. Including the food processing is another 2,2 % - for non western countries.



## 5. Qualitative interviews to stakeholders

After the analysis of data about migrants within the Nations of the Embrace partnership, an interview format has been created. As specified in the introduction, this first set of interviews has been proposed to subjects able to interpret at best, especially at local level, the data related to the agro-food market in general and to the role of migrant workers, in particular, in this sector.

The interview track consists of the following sections/questions:

**Interviewee** (name, professional role, organization), **short presentation of interviewee and their association and name of the interviewer.**

**Describe/explain agri-food sector dynamics in your region/nation**  
(with a final focus on migrant workers)

**A.** Description of agro-food sector (Cultivation, Cattle-breeding, food processing) at regional/national level and local characteristics (suggestion: look at previous results of desk research).

**B.** Agri-food sector dynamics (In the agro-food sector, what are the most dynamic branches in terms of employment? Critical aspects and prospects?)

**C.** Broadly speaking, are there any branches expressing a high demand of workers? In which profiles? In general, what are the most required skills and know-how in the sector or in the branch concerned?

**D.** Does this sector require training and/or previous experiences? If yes, please specify which ones and in which fields?

**E.** What are the professional profiles mostly required in agro-food? What are the most difficult to find? Why?

**F.** Description of migrant role in agro-food sector in your region/country and description of migrant employment characteristics.

**Provide a list of professional profiles offered/covered by migrant workers**  
(in connection with migrant experiences and competences)

# All partnership provides for 15 interviews:

France  
MFR,  
Oxalis

## NUMBER OF INTERVIEWS: 2

### STAKEHOLDERS INTERVIEWED AND SHORT DESCRIPTION:

1. SINGA creates opportunities for refugees and their host communities to meet and cooperate. Its aim is to build bridges between people, encouraging dialogue, fostering cultural enrichment and creating job opportunities. They seek to improve awareness and change perceptions about refugees and asylum seekers.

2. ELYCOOP, Social engineering to promote local social development (the fight against discrimination, exclusion). Small scale projects to promote employability (validation of prior experience for priority target groups as migrants for example).

### LIST OF PROFESSIONAL PROFILES MENTIONED

- Wine yard operator
- Food picker
- Agricultural worker / vegetables producer
- Livestock
- Driver of agricultural machines
- Forestry worker
- Aquaculture
- Harvest
- Pruner

## NUMBER OF INTERVIEWS: 6

### STAKEHOLDERS INTERVIEWED AND SHORT DESCRIPTION:

FLAI CGIL - Denis Vair trade union agro-industry sector – Syndicalist: trade union involved in protection of agro-industry workers from cultivation to food processing.

ACMOS Association, Diego Montemagno – President, works a lot with LIBERA in particular in promoting the law against the "caporalate"/ workforce exploitation and organizes training activities for migrant workers.

PRESIDIO CARITAS- Saluzzo (TO, ITALY) - Alessandro Armando - Social designer, fund raiser and project manager the Caritas Presidium Project was born with the general objective of taking action to intervene on the phenomenon of workforce exploitation in agriculture through the action and cooperation of diocesan Caritas.

ILARIA BORRI - Technologist CREA, - Responsible of an annual research (from 2005 until now) on migrant in agriculture.

ANTONIO OLIVIERI - PRESIDIO PERMANENTE, (a sort of network of permanent presence) in Castelnuovo Scrivia – Spokesman born in June 2012 following an self-organized fight for the rights of regular and irregular workers of a farm in Castelnuovo Scrivia – Piedmont.

SLOW FOOD - ABDERRAHMANE AMAJOU, Project manager for migrant's activities, municipal councillor in Bra – Piedmont non profit and international organization whose aim is to promote the value of food in respect of labour, environment and to support local traditions and knowhow.

### LIST OF PROFESSIONAL PROFILES MENTIONED

Farmhand/Farm worker: Employed in seasonal agricultural jobs that do not require special technical knowledge (fruit harvesting, picking vegetables, plant care)

Shepherd: Shepherd of cattle, sheep or goats, specifically in alpine pasture

Milker/milking cows (or sheeps and goats): Employee performs manual and specialized work in the milking and Care of a dairy and livestock herd

Dairy operator: Operator of milk processing for production of cheeses and other derivatives

Deboner/Deboning: In the process of slaughtering, a deboning career involves slaughtering beef, sheep, goat, fish, pork and/or poultry by boning or deboning meat to meet compliance standards and targets.

Warehousing and storage operator: Employee of storage operations of agricultural products (raw material, semi-finished, processed products)

Mechanical maintenance technician: The major duties of the mechanical maintenance technician post are to guarantee the maintenance of mechanical processes in a manner that will ensure the highest reliability

Pruner: Worker of pruning and care of plants (especially fruit plants)

**The  
Netherlands  
Pressure Line**

**NUMBER OF INTERVIEWS: 2**

**STAKEHOLDERS INTERVIEWED AND SHORT DESCRIPTION:**

KARIN DE BRUIN, project coordinator VIP project  
(Vluchtelingen Investeren in Participeren = Refugees Invest in Participation),  
Dutch Refugee Council

GABRY KARSDORP, Manager at Kasgroeit Leren en Ontwikkelen,  
a training center for employers and employees in greenhouse horticulture.

**LIST OF PROFESSIONAL PROFILES MENTIONED**

Dairy operator – dairy producer/working with milk  
Agricultural worker / vegetables producer  
Deboner  
Mechanical maintenance technician

**Spain  
Tradigenia**

**NUMBER OF INTERVIEWS: 2**

**STAKEHOLDERS INTERVIEWED AND SHORT DESCRIPTION:**

REGINA MONSALVE, Technical Agricultural Engineer in the branch Agriculture, specialty of  
agricultural holdings (Polytechnic University of Valencia) Postgraduate course In Agricultural  
Economics and Community Policy, Master of Social Economy, President of the College of  
Agricultural Technical Engineers Secretary of AFAMMER  
(Association of Families and Rural Women).

EMILIO SANZ, Member of the Valencian council of the professional education, Member of  
the training board of the trade union UGT-PV, Social and professional counsellor, Expert in  
sectorial continuous training, Plans, Responsible for the quality management system

**LIST OF PROFESSIONAL PROFILES MENTIONED**

Pruner  
Shepherd  
Tractor driver  
Warehouse manager  
Treatment applicator  
Food handler  
Forklift driver  
Porters and farm workers

Germany  
ACLI

**NUMBER OF INTERVIEWS: 2**

**STAKEHOLDERS INTERVIEWED AND SHORT DESCRIPTION:**

MS ANNETTE EHRBECK, Social worker, expert in vocational counselling and guidance and VET measures and labour market integration measures for young people with and without migration experience. Project manager, BBQ Berufliche Bildung gGmbH Reutlingen. The objective of BBQ is to support young people to find or a vocational education and training or a job.

Mr CHRISTIAN MENTER, Social worker, project manager, BBQ Berufliche Bildung gGmbH Reutlingen. The objective of BBQ is to support young people to find or a vocational education and training or a job. Responsible of partial qualification and vocational education and training measures for migrants.

**LIST OF PROFESSIONAL PROFILES MENTIONED**

Baker  
Confectioner/pastry cook  
Cook

Denmark  
Vifin

**NUMBER OF INTERVIEWS: 1**

**STAKEHOLDERS INTERVIEWED AND SHORT DESCRIPTION:**

IRENE SIMONSEN, owner of "Innovation" working with education of immigrants, 20 weeks education, where the 12 weeks in practice on a farm and 8 weeks at school.

**LIST OF PROFESSIONAL PROFILES MENTIONED**

Unskilled workers  
Carrying animals, willing to work in an pig stable.  
Work on dairy farm  
Work on mink furs farm  
Unskilled factory work

## 6. List of professional profiles more required by agri-food sector

During the second project meeting, organized in Denmark, Vejle (October 2017), all partners have had the opportunity to present all data collected with regards to the first paragraphs and in a second phase all presented profiles have been put together. Here is the result:

**France**  
**MFR,**  
**Oxalis**

- ✓ WINEYARD OPERATOR
- ✓ FOOD PICKER
- ✓ AGRICULTURAL WORKER / VEGETABLES PRODUCER
- ✓ LIVESTOCK
- ✓ DRIVER OF AGRICULTURAL MACHINES
- ✓ FORESTRY WORKER
- ✓ ACQUACOLTURE
- ✓ HARVEST
- ✓ PRUNER

**Italy**  
**Enaip Piemonte,**  
**CFIQ**

- ✓ FARM WORKER - FARMHAND
- ✓ SHEPERD
- ✓ MILKER MILING COW
- ✓ DAIRY OPERATOR- CHEESE
- ✓ DEBONER
- ✓ WHAREHOUSING AND STORAGE OPERATOR
- ✓ MECHANICAL MAINTENENCE TECHNICIAN
- ✓ PRUNER

**The**  
**Netherlands**  
**Pressure Line**

- ✓ DAIRY OPERATOR – DAIRY PRODUCER/WORKING WITH MILK
- ✓ AGRICULTURAL WORKER / VEGETABLES PRODUCER
- ✓ DEBONER
- ✓ MECHANICAL MAINTENENCE TECHNICIAN

**Spain**  
**Tradigenia**

- ✓ PRUNER
- ✓ SHEPERD
- ✓ TRACTOR DRIVER
- ✓ WAREHOUSE MANAGER
- ✓ TREATMENT APPLICATOR
- ✓ FOOD HANDLER
- ✓ FORKLIFT DRIVER
- ✓ PORTERS AND FARM WORKERS



**Germany**  
**ACLI**

- ✓ BAKER/PASTRY CHIEF
- ✓ BREWER AND MALTER
- ✓ BUTCHER
- ✓ COOK
- ✓ DAIRY LABOURER
- ✓ EXPERT FOR FOOD ICE CREAM
- ✓ FARMER
- ✓ FOOD CHEMIST
- ✓ KITCHEN MASTER
- ✓ MILK TECHNOLOGIST
- ✓ MILLER
- ✓ NATURE AND LANDSCAPE KEEPER
- ✓ PLAN TECHNOLOGIES
- ✓ PROFESSIONAL FOOD TECHNICIAN
- ✓ PROFESSIONAL FRUIT TECHNOLOGY

**Denmark**  
**Vifin**

- ✓ LIVESTOCK – CARING ANIMALS
- ✓ WORKING WITH MILK
- ✓ WORKING WITH PIGS
- ✓ WORKING WITH MINK – DAIRY PRODUCTION
- ✓ IN A GREEN HOUSE
- ✓ VEGETABLES PRODUCTION
- ✓ EXPERIENCE WITH MACHINERY – TRACTOR AND OTHER MACHINES
- ✓ EGGS AND POULTRY PRODUCTION
- ✓ NEED OF EDUCATED ENGINEERING

Further to the needs emerged and according to the labour market characteristics related to the agri-food sector, in particular at local level, partners proposed to detect a group of professional profiles that could also be implemented and/or described in a second phase in terms of competencies and abilities (part C and part D of the current Out-put). The result of this mediation activity lead to a list of 16 different professional profiles, each profile being deeply analysed (through the interviews), also in cooperation with other partners of the project. In the summary table, with the acronym “XC” are indicated partners jointly responsible of the description of the profile (part D).

	FRANCE OXALIS + MFR	ITALY ENAIP + CFIQ	NETHER LANDS PRESSURE LINE	SPAIN TRADIGENIA	GERMANY ACLI	DENMARK VIFIN
1. Baker					XC	
2. Pastry Cook					XC	
3. Cook					XC	
4. Dairy operator / dairy producer		XC	X			X
5. Pruner		XC		X	X	
6. Food handler				XC		
7. Forklift driver				XC		
8. Milker milking cow						
9. Warehouse manager		XC		XC	X	
10. Agricultural worker/ vegetables producer	X		XC			
11. Driver of agricultural machines	XC					X
12. Forestry worker	XC					
13. Working with pigs						XC
14. Egg and poultry production						XC
15. Deboner		XC	X			
16. Mechanical maintenance technician			XC			

## 7. List of people and organizations interviewed by the partnership to describe the professional profiles

<b>Country / partner organisation</b>	<b>Italy</b> <b>CFIQ</b>
<b>Name of the interviewee, professional role, organization</b>	Mr Davide Scagliotti Founder of the Agricultural Cooperative "IL TRIFOGLIO"
<b>Short description of the organization</b>	The Trifoglio cooperative association was established in 2006 to manage marketing and products of associated companies. Its dairy production laboratories are located in Carignano. "Trifoglio" manages several mountain pastures and retail outlets.
<b>Professional profiles defined</b>	Milk and dairy products processing operator

<b>Country / partner organisation</b>	<b>Italy</b> <b>CFIQ</b>
<b>Name of the interviewee, professional role, organization</b>	Mr Davide Vigliengo Head of Deboning department – ROSSO SPA
<b>Short description of the organization</b>	ROSSO spa deals with meat processing and distribution. Its services are aimed at both large distribution operators and retail and catering companies. The main business related activities proposed by ROSSO spa are: <ul style="list-style-type: none"> <li>Slaughtering</li> <li>Cutting up</li> <li>Deboning and vacuum-packaging</li> <li>Cutting and packing under controlled atmosphere</li> <li>Marketing of products</li> </ul> Among the major customers: GS group, SMA, Coop Italia, Codè-Crai, Esselunga, Bennet.
<b>Professional profiles defined</b>	Deboning operator

<b>Country / partner organisation</b>	<b>Spain</b> <b>Tradigenia</b>
<b>Name of the interviewee, professional role, organization</b>	Emilio Sanz, Manager of FPT (FUNDACION PASCUAL TOMAS)
<b>Short description of the organization</b>	FPT is a non-profit educational foundation which focuses its activities on cultural and educational development of workers (employed and unemployed) in order to enable them to adapt to an evolving work environment within an increasingly competitive society. FPT in its different training centres, distributed at various locations in the geography of Valencia Region, delivers vocational training courses for employed and unemployed workers from most industrial sectors, being one of the main training providers at regional level. To be remarked the commitment with research, publishing reports, teaching materials and support for the education, related to the socio-learning environment of workers.
<b>Professional profiles defined</b>	Forklift driver PRUNER

<b>Country / partner organisation</b>	<b>Spain</b> <b>Tradigenia</b>
<b>Name of the interviewee, professional role, organization</b>	Javier Gonzalez Freelance consultant. Degree in Psychology. Specialty Psychology of Work.
<b>Short description of the organization</b>	Expert in sectoral continuous training plans. Detection of training needs, design, coordination and development of training plans in the agri-food sector.  Social and professional counsellor. Technical coordination of research projects at regional, national and European level, also in the field of the agri-food sector.
<b>Professional profiles defined</b>	Food handler Warehouse manager

<b>Country / partner organisation</b>	<b>Germany ACLI</b>
<b>Name of the interviewee, professional role, organization</b>	Annette Ehrbeck Project Manager Study of social pedagogics and social work t the University of Applied Science, 2nd level university degree (diploma) as social worker, state-recognized diploma as social worker
<b>Short description of the organization</b>	Annette Ehrbeck is a specialist in vocational guidance and counseling as well as of labour market integration of weak groups of younger people. Since more than 30 years she is involved in VET and in the cooperation with hundreds of companies involved in the agri-food business and in other businesses in the region. For quite some years Annette Ehrbeck has been involved in building up business in the agri-food sector of agriculture and sheep farming, of making sheep's cheese and of apiculture. Annette Ehrbeck is a vegetable and a fruit gardener as well as a beekeeper on family level. German experts refer to the official documents of the vocations, recognized on federal level.
<b>Professional profiles defined</b>	Baker Cook Pastry Cook (Pruner) (Warehouse manager)

<b>Country / partner organisation</b>	<b>Germany ACLI</b>
<b>Name of the interviewee, professional role, organization</b>	Christian Menter Project Manager Studies of pedagogics with specialization in education of adult people, 2nd level University degree (correspondent to MA) in pedagogics
<b>Short description of the organization</b>	Christian Menter is the leading Project Manager for labour market integration measures of refugees and migrants by specific training, and vocational qualification in supported training modules. His knowledge covers vocational profiles in the agri-food sector. German experts refer to the official documents of the vocations, recognized on federal level.
<b>Professional profiles defined</b>	Baker Cook Pastry Cook (Pruner) (Warehouse manager)

<b>Country / partner organisation</b>	<b>Italy</b> <b>Enaip Piemonte</b>
<b>Name of the interviewee, professional role, organization</b>	Marco Maffeo Farmer and pruner
<b>Short description of the organization</b>	<p>He is involved in the cultivation and sale of fruits.</p> <p>He is specialised in recovering and saving old, regional and local, varieties of fruits. He has saved more than 150 apple varieties and 50 pear varieties in Biellese (in the North West of Piedmont).</p> <p>He collaborates with the university and other research institutes and at present has access to about 650 varieties of apples and 350 varieties of pears.</p>
<b>Professional profiles defined</b>	Pruner

<b>Country / partner organisation</b>	<b>Italy</b> <b>Enaip Piemonte</b>
<b>Name of the interviewee, professional role, organization</b>	Livio Bima Milker milking cow, Self-employer, farmer Cascina Bianca - TESORI DELLA TERRA
<b>Short description of the organization</b>	<p>I Tesori Della Terra is a small agricultural cooperative of Cuneo established in the early 2000s from the union of two realities: the organic farm Cascina Bianca and the organic farm Panero Rosanna, both designed and carried out by the commitment of people who they are part of the Pope John XXIII Community Association.</p> <p>The Cascina Bianca farm breeds dairy cows according to biological methods since the late '80s, when in Italy the adjective "organic" was only an abstract scientific term and the idea of also producing cereals and organic fodder for food of animals was considered slightly less than eccentric.</p>
<b>Professional profiles defined</b>	Milker milking cows



<b>Country / partner organisation</b>	<b>France MFR</b>
<b>Name of the interviewee, professional role, organization</b>	Euloge Gérard Self employer, Paraflor
<b>Short description of the organization</b>	Paraflor is a horticultural enterprise and a nursery. It also produces vegetables that are sold on the market or for direct sale. There are more than 10 employees.
<b>Professional profiles defined</b>	Agricultural Worker/vegetables producer

<b>Country / partner organisation</b>	<b>France MFR</b>
<b>Name of the interviewee, professional role, organization</b>	Franck Estornel Forestry operaton Société Forestière de la Durance
<b>Short description of the organization</b>	All forestry work: brush clearing, pruning and pruning of trees, forestry work and pastoral milling, creation and maintenance of photovoltaic parks, watercourse maintenance and delivery of firewood. Travel throughout the South East.
<b>Professional profiles defined</b>	Forestry worker

<b>Country / partner organisation</b>	<b>The Netherlands Pressure Line</b>
<b>Name of the interviewee, professional role, organization</b>	Harmen Postumus Owner of a dairy farm
<b>Short description of the organization</b>	A dairy farm with 70 dairy cows and 40 young cattle. Harmen Postumus runs the company on his own, occasionally assisted by trainees or contract workers. Harmen's farm covers 42 hectares and is a peat meadow farm.
<b>Professional profiles defined</b>	Dairy operator Mechanical maintenance technician

<b>Country / partner organisation</b>	<b>The Netherlands Pressure Line</b>
<b>Name of the interviewee, professional role, organization</b>	Gerda Stad-Brantsma Employment Officer at Agriwerker
<b>Short description of the organization</b>	Agriwerker is an organization specialized in recruitment and selection of personnel in the agricultural sector.
<b>Professional profiles defined</b>	Agricultural worker Cultivator

<b>Country / partner organisation</b>	<b>Denmark ViFIN</b>
<b>Name of the interviewee, professional role, organization</b>	Erik Christensen Owner of the pigproduction
<b>Short description of the organization</b>	EC Produktion is a pig farm with 1400 sows and breeding about 50.000 piglets up to 30.kg. the pigs is exported to Poland for further feeding and slaughtering. And 130 ha of land, growing grain for the production. The production has 9 eastern European labor force.
<b>Professional profiles defined</b>	Agricultural educated for feeding and breeding pigs.

<b>Country / partner organisation</b>	<b>Denmark ViFIN</b>
<b>Name of the interviewee, professional role, organization</b>	Bent Rørbye
<b>Short description of the organization</b>	Bent Rørbye produce milk and meat. The production is ecological and there is 120 cows and 500 calf for meat production (feedlot). Growing feed and grassland for the cattle in the summertime.
<b>Professional profiles defined</b>	Milk and dairy products processing operator and feeding calfs.

## 8. Annex 1 – Layout to collect secondary statistical data – Desk research

**Sources:** Secondary quantitative data (desk analyse)/literature - from public services/employment centres/temporary agency, agro-food enterprise associations, Trade unions from the sector being studied, National/regional body in charge of unemployment and employment, Professional chambers (Chamber of Agriculture, Chamber of Trade, etc.), Enterprises from the sector being studied, Employment and training watchdog (e/g.: CARIF OREF)

<b>1. Short presentation of migrant dynamics at regional level*</b> (a general and short introduction) migrant population, gender/age/nationality; employment, qualification; refugees and asylum seekers, estimated non-regular migrants.	
<b>2. Agro-food sector at regional level*</b> (short description of agro-food sector: firms, employment, products, economical value, local products).	
<b>3. Migrants in agri-food sector</b>	

### Please note:

The desk research has the aim to describe regional context and to prepare qualitative research. It's not important to compare equal data. We can use Eurostat statistics for this aim. Using national data, it is only important to present local dynamics paying attention to give a definition of concepts used in statistics (for example a definition of regular/irregular migrant on the specific national context following national rules).

The desk research is strictly connected with qualitative research. They are integrated. If statistics are not available, you could ask to interviewee. If there are not official data (for example about irregular migration) you could use the estimated data produced by NGO's or institutions.

The general aim of this first activity (OUTPUT 1) is to arrive to define professional profiles. Please keep in mind the final result.

## 9. Annex 2 - Layout to collect and report interviews to agri-food sector stakeholder

During the interview each partner has to shoot a simple video (smartphone) and take some photos.

Each partner will prepare a model to collect privacy consensus for public use of video and photos based on each country legal norms.

Aim:

**Understand migrant dynamics connected with agri-food sector (part b)**

**Collect a list of professional profiles more required and difficult to find**

<b>Interviewee</b> (name, professional role, organization)	
<b>Date of interview</b>	
<b>Interviewer</b>	
<b>Short presentation of interviewee and their association</b>	

**Describe/ explain migrant dynamics connected with agro-food sector in your region/nation**

<p><b>Short description of migrant labour market in your region/country</b></p> <p>Main jobs and employment sectors, ethnic group and gender specialization, unemployment rate, foresee the spread of “black” work).</p>	
<p><b>Description of migrant employment in agri-food sector (cultivation, cattle-breeding, food processing)</b></p> <p>Main activities/jobs/profiles in agro-food covered by migrants. Describe migrant role; branches in which the presence of migrant workers is higher; specify ethnic groups and/or gender ethnic specialization (if relevant) and recruitment strategies (ethnic? Formal? Informal?)</p>	
<p><b>Dynamics of migrants in agri-food sector with a focus on personal choices and own migrant career.</b></p> <p>Occasional or stable jobs; connection between agri-food jobs choices and life choices or migrant strategies (geographical mobility, desired countries, family reunions; connection between agro-food jobs and legal paths (repatriation or relocation) or type of stay permits, connection between job strategies and the economical crisis.</p> <p>Further explain also migration strategies of refugees and asylum seekers especially regarding idea of staying permanently in your region or, alternatively, the idea of mobility towards other European regions?</p>	
<p><b>Turnover</b></p> <p>Internal mobility within the same job or between different jobs in the agri-food sector; seasonal constraints.</p>	
<p><b>Mistreatment/exploitation focus</b></p> <p>Regular/irregular engagement, undeclared work or low wages, income (daily/piecework), service offered (transport, board and lodging, job brokerage).</p> <p>Please further explain known exploitation situation!</p>	
<p><b>What are the competences and activities of incoming migrants in agro-food</b></p> <p>(focus on previous competences and experiences in the origin country)? Is agri-food job coherent with migrant competences and previous experiences?</p>	



<p><b>What are the profiles in agri-food virtually covered by migrants in your region/country?</b></p> <p>What are the standard profiles of migrants in terms of training and professional competences?</p>	
<p><b>What are the profiles in agri-food virtually covered by migrants in your region/country?</b></p> <p>What are the standard profiles of migrants in terms of training and professional competences?</p>	
<p><b>Explain if there is an underuse of migrant competences in agro-food sector.</b></p> <p>Migrant individuals with high education covering job/profile with low qualification in your region/ country.</p>	
<p><b>Explain if there is an underuse of migrant competences in agro-food sector.</b></p> <p>Migrant individuals with high education covering job/profile with low qualification in your region/ country.</p>	
<p><b>What are training needs for migrants regarding agro-food required competences?</b></p>	
<p><b>Collect best practices for migrants in agro-food sector (if available).</b></p>	

**Provide a list of professional profiles offered/covered by migrant workers** (in connection with migrant experiences and competences)

Profile nr.1  
Profile nr.2  
Profile nr.3

# Description of Professional Profiles

## BAKER

Bakers make bread and rolls, bakery products from leaves, meringue or yeast dough, pies and desserts, party cookies and small dishes.

Weigh and measure the ingredients, e.g. Remove flour, milk, eggs, yeast, spices and sugar and mix according to recipe. They monitor the dough forming and fermentation processes and feed the ovens. Finally, they glaze or garnish the goods to refine them and make them even more appetizing.

When others are still sleeping, the working day for bakers has long since begun: Only then can their customers enjoy fresh bread for breakfast. Even on Saturdays they are early in the bakery. In smaller

bakeries, bakers are universally applicable and carry out many tasks independently, in large-scale bakeries they work a lot with semifinished goods and operate large plants. In industry and trade, they have to be able to grab, move flour sacks or put well-filled baking trays in the oven. Since sheets and stoves are hot, especially the safety regulations are to be observed here. For reasons of hygiene, bakers usually wear work clothes.

## Professional profile description

Profile denomination	Baker
Professional profile repertory (if available)	
Professional area	AGRI-FOOD SECTOR
Sector (specify professional area)	<input checked="" type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify :
Description of professional profile  The profile is able to ... (to learn, to do, to be)	<p><b>Produce various types of bread, organic baked goods, biscuits such as bread rolls, croissants, pastry, long-life baked goods and gingerbread</b></p> <ul style="list-style-type: none"> <li>Select raw materials, dose and merge according to recipe</li> <li>Start the dough, add the sourdough and continue, prepare the yeast dough</li> <li>Knead, work up and form (roll, cut, wrap) yeast, leaves, meringue, gingerbread dough</li> <li>Monitor fermentation processes</li> <li>Deep-frozen or defrost ready-made doughs</li> <li>Heat, operate and maintain ovens and ovens, monitor baking process</li> </ul> <p><b>Make special masses such as macaroons, "Bienenstich" and meringue</b></p> <ul style="list-style-type: none"> <li>Select raw materials, dose and merge according to recipe</li> <li>Make masses, beat and stir, roast</li> <li>Fill masses in bake ware or apply on baking trays</li> <li>Monitor baking process</li> </ul>

	<p><b>Make and process coatings, fillings and creams</b></p> <ul style="list-style-type: none"> <li>Prepare fruits and make fillings from them</li> <li>Prepare whipped cream, make cream and cream fillings</li> <li>Stir filling compounds (for example from nuts or marzipan)</li> <li>Prepare and temper apricot and glazes (e. g. white icings)</li> <li>Temper and apply covertures</li> <li>Prepare spray chocolate</li> <li>Assemble and process savoury fillings</li> </ul> <p><b>Making pies and desserts</b></p> <ul style="list-style-type: none"> <li>Pies design</li> <li>Fill desserts, coat floors with cream and cream</li> <li>Decorating, e.g. create ornaments and characters by sprinkling, covering or spraying</li> </ul> <p><b>Making ice cream and other sweets (such as sweet egg dishes)</b></p> <p><b>Make party pastries, baked goods snacks and small dishes</b></p> <ul style="list-style-type: none"> <li>Make salt and cheese pastries</li> <li>Make pies with different fillings</li> <li>Prove bread and biscuits</li> <li>Prepare and serve Strudel, egg dishes, toast variations, savoury cakes, quiches and salads</li> <li>Develop new food</li> </ul>
<p><b>Description of working conditions</b></p> <p>(seasonability, open air job, tools,...)</p>	<p><b>Workplaces</b></p> <p>Bakers work in the first place in <b>bakeries</b> and in <b>factory halls</b>. In addition, they may also work in <b>sales rooms</b> (when working in artisan bakeries)</p> <p><b>Work situation</b></p> <p>Bakers work a lot by hand, despite the use of machinery. In the manufacture of baked goods, they wear workwear, e.g. apron and headgear. First and foremost, they work in the bakery, where they come into contact with flour and oils. There it is often hot, it smells like pastries and flour dust is in the air. Physical use is required, e.g. when lifting large baking trays. The work starts early in the morning. In industrial companies, work is often done in shifts.</p> <p>To comply with recipes and hygiene regulations responsibly, bakers must work carefully and accurately. When garnishing and refining products, skill, creativity and a sense of aesthetics are important.</p>
<p><b>Requirements</b></p> <p>(Previous experience? Training? Physical characteristics? Attitudes?)</p>	<p><b>Working and social behaviour</b></p> <p>Some characteristics of work and social behaviour are equally relevant to all occupations and are therefore not mentioned separately. These include: reliability, punctuality, honesty, critical ability and appropriate manners.</p> <ul style="list-style-type: none"> <li>Performance and operational readiness (for example, willingly and energetically do even physically strenuous work in the bakery such as lifting flour sacks)</li> <li>Care (for example, exact adherence to the recipes, fermentation and baking times, hygienic working)</li> <li>A sense of responsibility and willingness to comply (for example, compliance with food regulations, so as not to endanger consumers)</li> <li>Independent working method (for example, independent planning, execution and control of the work in preparing bakery snacks and small dishes)</li> </ul>

### Health aspects / Characteristic physical requirements

The practice of the profession may involve the following physical requirements. The information does not necessarily have to apply to every job or occupation.

- Carrying capacity of the spine, legs, arms and hands (for example, carrying flour sacks and other ingredients from the storerooms for further processing)
- Physical endurance (for example strenuous work while standing)
- Robust health (e. g. working in the heat of the ovens)
- Functioning of the arms and hands (for example, forming dough into bread)
- Fine motor skills of the hands and fingers (for example, fine decorations on pies and desserts)
- Undisturbed speech (for example, serving and advising customers)
- Near-sightedness - also corrected (for example, recognizing quality defects in raw materials or finished products)
- Hearing and speech understanding (for example, respond to customer requests)
- Intact smell and taste (for example, to taste dough and fillings)
- Healthy, resistant skin on hands and arms (for example, with flour, oils and detergents)

### Abilities

The following skills, knowledge and skills are needed to learn and practice the profession. For some abilities, a degree of expression is mentioned. This applies to the middle or typical representative of this profession:

- Average general intellectual performance
- Observational accuracy (e.g. detecting quality defects in raw materials or finished products)
- Finger skill (e.g. spraying fine decorations on pies and desserts)
- Hand skill (e.g. portioning and forming dough)
- Crafting skills (such as cleaning, cleaning and maintaining equipment and machines)
- Technical understanding (e. g. carrying out the maintenance service on ovens and baking appliances including troubleshooting)
- Sense of aesthetics (e.g. designing baked goods decorations, developing new recipes)

### Knowledge and skills required

- Computational skills (e.g., calculating recipes; calculating manufacturing and selling prices)
- Oral expressiveness (e. g. instructing employees in sometimes hectic and noisy work environments)

### Level of education required/EQF level

Compulsory schooling (formally not required); EQF 2.

### Countries involved in the description activities.

Germany

# PASTRY COOK

Pastry cook and confectionary select the ingredients for the production of confectionery products such as pies, cakes, chocolates, desserts, party or cheese pastries, calculate the required quantities

and weigh or measure them. Then they process the raw materials by hand or with the help of machines and devices. They mix, portion and form the masses, such as dough, add other ingredients such as prepared fruit to recipe and put everything in baking pans or baking trays. After baking garnish, glaze or sugar confectionery and confectionery products, e.g. pies and pastries. In addition, they participate in the presentation of goods in the shop, in the sale of

confectionery and customer service.

Pastry cooks and confectioneries work a lot by hand, despite the use of machinery. In the manufacture of confectionery products, they wear work clothes, e. g. apron and headgear.

First and foremost, they work in the bakery, where they come into contact with flour and oils. There it is often hot, it smells like pastries and flour dust is in the air. Physical use is required, e. g. when lifting large baking trays.

The work starts early in the morning. To comply with recipes and hygiene regulations, pastry cooks must work responsibly, carefully and accurately. When garnishing the products skill, creativity and sense of aesthetics are required.

## Professional profile description

<b>Profile denomination</b>	<b>Pastry Cook, Pastry Chief, Confectioner</b>
<b>Professional profile repertory</b> (if available)	
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input checked="" type="checkbox"/> Food processing Specify : Pastry cook and confectionery make pies and cakes, chocolates, sweets, marzipan and sugar products, salt, cheese and pastry and ice cream.
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p><b>Produce Pastries, e. g. made from biscuit, meringue, brandy or yeast dough; produce party, salt, cheese, pastry and dietetic confectionery products</b></p> <ul style="list-style-type: none"> <li>Prepare ingredients accordingly, e.g. defrost, wash, sieve, peel, core, roast and weigh to exact recipes</li> <li>Combine weighed raw materials, mainly stir with machines, knead, beat or roast and process to dough and masses</li> <li>Rolling out dough, wrapping, portioning, whisking, filling, slicing, looping, yawing (by hand and / or using machines and equipment)</li> <li>Fill masses in baking moulds or spray (plate) on sheets</li> <li>Bake dough and masses, taking into account different baking temperatures and baking times</li> </ul> <p><b>Designing pies, display pieces, presentation objects for confectionery products, decorations for special occasions</b></p> <ul style="list-style-type: none"> <li>Finishing and decorating cake and dessert pieces</li> <li>Cook and temper glazes, add couverture and temperate, cover, glaze and garnish cakes, desserts and pastries</li> </ul>

### **Making sugar products, cooking sugar, melting brittle and forming products**

#### **Making ice cream and ice cream products**

Preparing, freezing, portioning and storing ice-cream  
Use ice-cream bombs, ice-cream cakes and ice-cream

#### **Topple and garnish chocolates, marzipan, chocolate and nougat products**

Boil and pour sauté for crust pralines, boil and mix praline fillings, shape products  
Cover couvertures, cover products and decorate with different coloured couvertures, brittle, nuts, etc.

#### **Process fruits**

Blanch fruits, thicken and freeze, candied and glaze jellies, jams  
Cooking jams  
Decorate desserts and mixed drinks

**Prepare small dishes from fresh raw materials, e.g. salads, soups, crêpes, au-pairs, canapés or meat pies**

**Advise and serve customers (at the counter and at the table), present and sell products**

**Designing showpieces and presentation forms of different confectionery products, developing event-related product proposals**

**Ensure compliance with hygiene, safety and health regulations as well as quality assurance measures**

#### **Carry out preparation and follow-up work**

Calculate demand for raw materials, plan product sequences, use of machines and individual, coordinated work steps  
Check and properly store raw materials and semi-finished products  
Prepare, clean and service tools such as ovens, mixers, kneading

### **Description of working conditions**

(seasonability, open air job, tools,...)

#### **Workplaces**

Pastry cooks and confectioneries work primarily in bakeries  
In addition, they may also work in sales rooms and confectionery-owned cafés in factories (for employment in industry)

#### **Work situation**

Pastry cooks and confectioneries work a lot by hand, despite the use of machinery. In the manufacture of confectionery products, they wear work clothes, e. g. apron and headgear. First and foremost, they work in the bakery, where they come into contact with flour and oils. There it is often hot, it smells like pastries and flour dust is in the air. Physical use is required, e. g. when lifting large baking trays.

The work starts early in the morning. To comply with recipes and hygiene regulations, pastry cooks must work responsibly, carefully and accurately. When garnishing the products skill, creativity and sense of aesthetics are required. Customers' wishes are service-oriented.



## Requirements

(Previous experience?  
Training? Physical  
characteristics?  
Attitudes?)

### Working and social behaviour

Some characteristics of work and social behaviour are equally relevant to all occupations and are therefore not mentioned separately. These include: reliability, punctuality, honesty, critical ability and appropriate manners.

- Performance and operational readiness (for example, willingly and energetically do even physically strenuous work in the bakery such as lifting flour sacks)
- Care (for example, exact adherence to the recipes, fermentation and baking times, hygienic working)
- A sense of responsibility and willingness to comply (for example, compliance with food regulations, so as not to endanger consumers)
- Independent working method (for example, independent planning, execution and control of the work in preparing bakery snacks and small dishes)
- Customer and service orientation (for example, taking into account the client's individual wishes when designing the décor for special events)

### Health aspects / Characteristic physical requirements

The practice of the profession may involve the following physical requirements.  
The information does not necessarily have to apply to every job or occupation.

- Carrying capacity of the spine, legs, arms and hands (for example, carrying flour sacks and other ingredients from the storerooms for further processing)
- Physical endurance (for example strenuous work while standing)
- Robust health (e. g. working in the heat of the ovens)
- Functioning of the arms and hands (for example, forming dough into bread)
- Fine motor skills of the hands and fingers (for example, fine decorations on pies and desserts)
- Undisturbed speech (for example, serving and advising customers)
- Near-sightedness - also corrected (for example, recognizing quality defects in raw materials or finished products)
- Colour vision (e.g., decorating pies)
- Hearing and speech understanding (for example, respond to customer requests)
- Intact smell and taste (for example, to taste dough and fillings)

### Abilities

The following skills, knowledge and skills are needed to learn and practice the profession. For some abilities, a degree of expression is mentioned. This applies to the middle or typical representative of this profession:

- Average general intellectual performance
- Observational accuracy (e.g. detecting quality defects in raw materials or finished products)
- Finger skill (e.g. spraying fine decorations on pies and desserts)
- Hand skill (e.g. portioning and forming dough)
- Crafting skills (such as cleaning, cleaning and maintaining equipment and machines)
- Technical understanding (e. g. carrying out the maintenance service on ovens and baking appliances including troubleshooting)
- Sense of aesthetics (e.g. designing baked goods decorations, developing new recipes)

### Knowledge and skills required

- Computational skills (e.g., calculating recipes; calculating manufacturing and selling prices)
- Oral expressiveness (e. g. instructing employees in sometimes hectic and noisy work environments)

<b>Level of education required/EQF level</b>	Compulsory schooling (formally not required); EQF 2.
<b>Countries involved in the description activities.</b>	<b>Germany</b>

# COOK

Chefs and cooks do all the work that goes into producing food. Once you have set up a meal plan, you can buy food and ingredients, prepare it or store it if necessary. They organize the work processes in the kitchen and ensure that the food is completed on time and in the right order.

In smaller kitchens, chefs cook, bake and garnish all dishes themselves. In commercial kitchens, they are mostly specialized in the preparation of certain dishes, such as side dishes, salads or fish and meat dishes. Their tasks include calculating the prices and advising guests. Cooks work a lot by hand and use kitchen appliances and machines. They wear work clothes, e.g. white coats and hoods. Mostly they work in the kitchens of restaurants, canteens or hospitals. In smaller kitchens they sometimes work alone, in larger ones, they work on individual cooking posts.

## Professional profile description

<b>Profile denomination</b>	<b>Cook</b>
<b>Professional profile repertory</b> (if available)	
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input checked="" type="checkbox"/> Food processing Specify: Cooks do all the work that goes into producing food. Once they have set up a meal plan, they can buy food and ingredients, prepare it or store it if necessary. They organise the work processes in the kitchen and ensure that the food is completed on time and in the right order
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p><b>Purchase and accept the goods needed for the kitchen, considering price, quality and freshness</b>            Define need for required goods, taking into account customer requirements and seasonal conditions</p> <p><b>Store goods properly and check stock levels</b></p> <ul style="list-style-type: none"> <li>Check stock inventories</li> <li>Monitor expiration dates</li> <li>Sort out any spoiled goods and eliminate them</li> </ul> <p><b>Create menus and menu plans, calculate prices</b></p> <ul style="list-style-type: none"> <li>Planning balanced and varied offers</li> <li>Planning meal sequences taking into account technical rules</li> <li>Planning meal sequences for special occasions</li> <li>Pick up trends, create new dishes and add to the menu</li> <li>Calculate purchase prices</li> </ul> <p><b>Prepare food</b>            Prepare ingredients, e.g. wash or cut, depending on the allocated item in the kitchen brigade, prepare all hot and cold dishes, e.g. meat dishes, fish dishes and sauces, hot side dishes, soups, salads and other cold side dishes, desserts and pastries</p>

### Arrange food and give it to the operating staff

Arrange food and garnish visually appealing

Completeness of the dishes and compliance with the order

Issue orders in a logical order to the operating personnel

Set up work schedules and plan the deployment of the staff or subordinate employees (especially the kitchen staff)

- divide, guide and supervise

- ensure economic use of goods, equipment and energy

- nutritional knowledge and legal regulations,

- taking into account business considerations

Maintain work equipment and machines

Clean appliances and kitchenware, especially with regard to hygienic requirements

Clean up and clean the workplace

Cooking leftovers, cleared out but not required food

Clean and maintain kitchen and special rooms, cause and monitor appropriate activities

Dispose of kitchen waste professionally, especially biological waste and separate packaging waste

### Description of working conditions

(seasonability, open air job, tools, ...)

Cooks and cooks work first and foremost in kitchens and in storage and refrigerated areas

In addition, they may also work in guest rooms and in offices.

#### Work situation

Cooks work a lot by hand and use kitchen appliances and machines. They wear work clothes, e.g. white coats and hoods. Mostly they work in the kitchens of restaurants, canteens or hospitals.

In smaller kitchens they sometimes work alone, in larger ones, they work on individual cooking posts.

In kitchens it is hot, odours and fumes are in the air. Most people work in a confined space.

Night, weekend and holiday work is common in the catering industry.

When processing food and cleaning equipment, cooks carefully and responsibly observe the hygiene regulations, in some cases instruct the kitchen staff and organize the work. Skilfully dissect fish and meat and cut vegetables. They handle heavy pots and usually work standing up. This is physically exhausting. When compiling menu sequences, combining ingredients as well as serving food, creativity is important, and tasting good is a good sense of smell and taste.

### Requirements

(Previous experience? Training? Physical characteristics? Attitudes?)

#### Working and social behaviour

Some characteristics of work and social behaviour are equally relevant to all occupations and are therefore not mentioned separately. These include: reliability, punctuality, honesty, critical ability and appropriate manners.

- Performance and operational readiness (for example, willingly and energetically do even physically strenuous work in the bakery such as lifting flour sacks)

- Care (for example, exact adherence to the recipes, fermentation and baking times, hygienic working)

- A sense of responsibility and willingness to comply (for example, compliance with food regulations, so as not to endanger consumers)

- Independent working method (for example, independent planning, execution and control of the work in preparing bakery snacks and small dishes)

- Mental resilience (e.g., reliable and careful work despite time pressure at peak times, night work, and heat and noise)

- Ability to work in a team (for example, subdivision and guidance of the kitchen assistant; issuing orders to the operator in the right order)

### Health aspects / Characteristic physical requirements

The practice of the profession may involve the following physical requirements. The information does not necessarily have to apply to every job or occupation.

- Strength of the spine, legs, arms and hands (for example, working long standing)
- Physical strength (e. g. lifting and moving heavy containers in large kitchens)
- Robust health (e. g. working in cold, hot or humid conditions, in cold rooms or on the stove)
- Functioning of the arms and hands (e. g., breaking meat or fish or glaciation)
- Undisturbed speech skills (for example communicating with kitchen and service personnel;
- Near-sightedness - also corrected (for example, recognizing quality defects in raw materials)
- Colour vision (for example, make and garnish food visually appealing)
- Hearing and speech comprehension (e.g., kitchen and service staff in noisy kitchens)
- Intact sense of smell and taste (for example, to taste food; develop flavour compositions)
- Intact sense of touch, intact temperature (for example, judging the temperature of food, risk of burns on the stove)
- Healthy, resistant skin on hands and arms (e.g., washing or cutting ingredients, handling cleansers)
- Healthy airways and lungs (for example, working on steams from roast or stew)
- (Intact) Resilient nervous system (for example, sometimes very long working hours, even on weekends, stress at mealtimes)

### Abilities

The following skills, knowledge and skills are needed to learn and practice the profession. For some abilities, a degree of expression is mentioned. This applies to the middle or typical representative of this profession:

- Average general intellectual performance
- Observation accuracy (e.g., detecting quality defects in raw materials)
- Perceptual and processing speed (e.g., dosing, preparing and checking multiple ingredients simultaneously under time pressure)
- Retention (e.g., memorizing order receipt and recipes)
- Ability to change (e.g., fast switching between different types of preparation) hand skill (e.g., cutting and filleting of meat or fish)
- Eye-hand coordination (e.g., rapid disassembly and portioning of vegetables, meat and other ingredients)

### Level of education required/EQF level

Compulsory schooling (formally not required); EQF 2.

### Countries involved in the description activities.

Germany

# DAIRY OPERATOR/PRODUCTOR

The milk and dairy products processing operator, handles the production of cheeses and other derivatives (fresh, soft, hard, seasoned cheeses, yoghurt). Fully or partially participates to the processing cycle: from raw material reception to curd processing, cleaning of the working area and tools to maturing process, from the dairy product packaging to the disposal of residues and serum.

The activities carried out differ according to the type of product to be produced.

The milk and dairy products processing operator, mainly works under direct contract of employment in small and medium sized cooperatives as well in bigger companies at industrial level.

## Professional profile description

<b>Profile denomination</b>	<b>Milk and Dairy products processing Operator</b>
<b>Professional profile repertory</b> (if available)	Netherlands: Not available Piedmont Region - Italy: Not available Denmark: Not available
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input checked="" type="checkbox"/> Food processing Specify :
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The milk and dairy products processing operator, <b>handles the production of cheeses and other derivatives</b> (fresh, soft, hard, seasoned cheeses, yoghurt). Fully or partially participates to the processing cycle: from raw material reception to curd processing, cleaning of the working area and tools to maturing process, from the dairy product packaging to the disposal of residues and serum. The activities carried out differ according to the type of product to be produced. Here are the main competencies that characterize the profile:</p> <p><b>HACCP standard and safety measures</b></p> <ul style="list-style-type: none"> <li>Knowledge and application of the main hygiene measures/rules ( HACCP).</li> <li>Knowledge and application of general and specific principles/regulations related to safety at work.</li> </ul> <p><b>Cleaning of working area and machineries</b></p> <ul style="list-style-type: none"> <li>Adopting adequate personal cleanness as well as appropriate behaviours necessary to maintain the right hygiene and safety conditions.</li> <li>Keeping both equipment and machinery spaces clean and tidy.</li> </ul> <p><b>Curd processing</b></p> <ul style="list-style-type: none"> <li>Taking part to the mixing phase of auxiliary elements related to casein coagulation.</li> <li>Recognizing curd transformation during the different production phases.</li> <li>Curd cutting.</li> </ul> <p><b>Curd acidification procedures related to kneading and forming processes.</b></p> <ul style="list-style-type: none"> <li>Pressing procedure to eliminate the exceeding water.</li> <li>Curd salting.</li> <li>Product handling in order to obtain a particular shape.</li> </ul>



<b>Description of working conditions</b>  (seasonability, open air job, tools, ...)	<p>The dairy operator operates in small, medium and large companies. He works on a part of the production process and / or packaging process of foodstuffs in which he monitors both the product and the process and food safety. Depending on the company where he works, he carries out activities in the preparation, production or packaging and storage.</p> <p>The dairy operator operates with various control equipment and performs maintenance.</p>
<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	<p>The milk and dairy products processing operator, must grant the production of both fresh and mature dairy products by operating on milk processing: pasteurization, curding, kneading, moulding and maturing.</p> <p>A “low experienced” operator is mainly required to respect hygiene and cleaning rules. His/her coordinator will then involve him/her at first in milk processing preparatory activities only and then will train him/her to independently work on simple activities related to the production.</p> <p>Usually a formal training is not required but, as highlighted in the interview, some specific features and personal characteristics could be asked to the operator:</p> <ul style="list-style-type: none"> <li>Personal hygiene and working spaces cure</li> <li>Attention to a proper use of the machinery and therefore craftsmanship attitude.</li> <li>Possibly (in small companies) care of animals in parallel with the production of dairyproducts.</li> <li>Punctuality and care to the macro steps of the production.</li> <li>Availability to move to alpine pastures during the summer if required.</li> <li>Good communication skills</li> <li>Insight into and knowledge of machines, equipment and production processes.</li> <li>Good analytical ability, decisive and initiative-rich</li> <li>Concerned and responsible</li> <li>Experience in a production environment</li> <li>Able to work independently</li> <li>Cable to make conclusions and offer solutions</li> <li>Can lead</li> <li>Can plan and arrange well</li> </ul> <p>The working cycle is not affected by seasonality, as milk production is continuous throughout the year.</p>
<b>Level of education required/EQF level</b>	<p>Netherlands: MBO-level 2 - Secondary Vocational Education.</p> <p>Denmark: not available.</p> <p>ITALY: Piedmont Region : not available - Level proposed EQF 2.</p>
<b>Countries involved in the description activities.</b>	<p><b>Netherlands, Pressure Line</b>  <b>Denmark, VIFIN</b>  <b>Italy – CFIQ, Enaip Piemonte</b></p>

# PRUNER

The pruner is a specialised agricultural worker who is involved in the process of planting and maintaining an orchard or a vineyard.

The profile is able to diagnose, evaluate and organize the type of actions to be carried out.

He also has to perform planting, pruning and recovery of orchards and vineyard.

The worker must be able to evaluate and plan the type of actions in coherence with soil and plant features. He also has to take care of fruit and vegetable crops (pruning, thinning and grafting).

## Professional profile description

<b>Profile denomination</b>	<b>Pruner</b>
<b>Professional profile repertory</b> (if available)	
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input checked="" type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify :
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The pruner is a specialised agricultural worker who is involved in the process of planting and maintaining an orchard or a vineyard.</p> <p>He/she is able to apply the fundamentals of pruning techniques, according to the typology of plant or tree to be pruned, the time of the year and the type of soil, based on current regulations and taking into account the work risks prevention measures.</p> <p><b>The profile is able to (competences):</b></p> <ol style="list-style-type: none"> <li>1 Diagnose, evaluate and organize the type of actions to be carried out</li> <li>2 Perform planting, pruning and recovery of orchards and vineyard</li> </ol> <p><b>The worker performs the following activities (work process)</b></p> <p>Evaluate and plan the type of actions in coherence with soil and plant features.</p> <p>Take care of fruit and vegetable crops (pruning, thinning and grafting)</p> <p><b>The worker has the following knowledge:</b></p> <ul style="list-style-type: none"> <li>Elements of arboriculture and agronomy (Type, composition and structure of soils; interaction soil-plant; life cycle, Climate changing)</li> <li>Elements of botany (morphology of fruit and similar trees)</li> <li>Main cultivars (morphological, physiological, agronomic and commodity aspects)</li> <li>Fertilization techniques</li> <li>Phytohormonal products (Characteristics, products, form of application, time to perform).</li> <li>Pruning techniques.</li> <li>Grafting techniques</li> <li>Waste management</li> <li>Elements of phytopathology and pest control</li> <li>Phyto-sanitary norms</li> <li>Work process (method and tasks)</li> <li>Tools and machinery use (hand tools, chainsaw, hydraulic or pneumatic tools)</li> </ul>

	<ul style="list-style-type: none"> <li>Job security (Rules, protections, first aid).</li> <li>Elements of communication and negotiation</li> <li>Elements of enterprise management (estimates, billing, recessed)</li> <li>Team building e team working</li> <li>Technical terminology</li> </ul>
<b>Description of working conditions</b>  (seasonability, open air job, tools,...)	<p>The pruning activity is a seasonal job according to the specific type of plant or tree. The first pruning begins from December to March and the second one or specific activities are carried out June/July.</p> <p>It is usually and open-air job, except those working in greenhouses.</p> <p>The tools to be used are those specific for pruning work: pruning saws, pole saws, blades, loppers, shears, etc. Protection equipment is required such as gloves, grasses, etc.</p> <p>Usually the pruner is a self-employed worker and joins other activities like cultivation and sale or public green/garden recovery.</p>
<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	<p>No previous experience is required but an initial training with practice is desirable.</p> <p>Attitudes to hand work and patience.</p>
<b>Level of education required/EQF level</b>	2 or 3 (better).
<b>Countries involved in the description activities.</b>	Italy Spain Germany

# FOOD HANDLER

The profile is able to use the necessary knowledge, skills and attitudes to apply correct behavior and proper hygiene and food hygiene techniques in food handling, to prevent contamination and prevent possible food alterations in those specialties of food industries, hospitality and those for whose professional practice is needed. To be conscious about the potential dangers of food contamination. To know the causes of food poisoning. To be able to apply the necessary preventive measures to avoid contamination of food. To be able to perform a proper cleaning and disinfection of tools and facilities. To be able to carry out an adequate personal hygiene. To have the basic knowledge of the Hazard Analysis and Critical Control Points (HACCP) and the Specific Practice Hygiene Guidelines (SPHG). To follow the current sanitary legislation for food handlers.

## Professional profile description

<b>Profile denomination</b>	<b>Food Handler</b>
<b>Professional profile repertory</b> (if available)	Agrarian
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input checked="" type="checkbox"/> Food processing Specify :
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The profile is able to use the necessary knowledge, skills and attitudes to apply correct behavior and proper hygiene and food hygiene techniques in food handling, to prevent contamination and prevent possible food alterations in those specialties of Food Industries, Hospitality and those for whose professional practice is needed. To be conscious about the potential dangers of food contamination. To know the causes of food poisoning. To be able to apply the necessary preventive measures to avoid contamination of food. To be able to perform a proper cleaning and disinfection of tools and facilities. To be able to carry out an adequate personal hygiene. To have the basic knowledge of the Hazard Analysis and Critical Control Points and the Specific Practice Hygiene Guidelines. To follow the current sanitary legislation for food handlers.</p> <p><b>CONTENTS:</b></p> <ol style="list-style-type: none"> <li>1. Food quality.               <ol style="list-style-type: none"> <li>1.1. Definition of food.</li> <li>1.2. Food classification.</li> <li>1.3. Food quality criteria.</li> </ol> </li> <li>2. Alterations of food.               <ol style="list-style-type: none"> <li>2.1. Deterioration of food of animal origin and of vegetable origin.</li> </ol> </li> <li>3. Hygienic handling of food.               <ol style="list-style-type: none"> <li>3.1. Food chain: origin, transformation, treatments, food traceability.</li> <li>3.2. The role of the food handler.</li> <li>3.3. Handling of the specific foods of the course.</li> </ol> </li> </ol>

<b>Description of working conditions</b>  (seasonability, open air job, tools, ...)	The working conditions are very varied, since the professional activity can be developed in very different types of premises and facilities in which a food handling activity is carried out according to the specific sector (food industry, catering, etc). Also the machinery and tools used can be very different according to the exact work that is developed
<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	Compulsory training is required to obtain the food handler card. This necessary training course must have a minimum duration of 10 hours. It is not necessary to have previous professional experience, but to be in possession of the food handler card to carry out this professional activity.
<b>Level of education required/EQF level</b>	It is not required any specific academic level for the realization of this activity.
<b>Countries involved in the description activities.</b>	<b>Spain</b>

# FORKLIFT DRIVER

He must be perfectly aware of safety risks: overturning, fall in height, collisions and entrapments, fall of transported / elevated loads, fire and / or explosion, fall of people when going up or down or being transported or hoisted by forklifts.

## Professional profile description

<b>Profile denomination</b>	<b>Forklift Driver</b>
<b>Professional profile repertory</b> (if available)	Agrarian
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify : Food Industry
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The profile is able to use the necessary competences, skills and abilities for the correct forklift driving and handling with total load control and job security.</p> <p><b>CONTENTS:</b></p> <ol style="list-style-type: none"> <li>1. THE FORKLIFT DRIVER PROFESSION. <ol style="list-style-type: none"> <li>1.1. Description of the profession.</li> <li>1.2. The responsibilities of the operator.</li> </ol> </li> <li>2. THE FORKLIFT. <ol style="list-style-type: none"> <li>2.1. Description of the forklift.</li> <li>2.2. Types of forklift trucks. <ol style="list-style-type: none"> <li>2.2.1. Classification by the mode of action.</li> <li>2.2.2. Classification by the driving mode.</li> <li>2.2.3. Classification by the height of elevation.</li> <li>2.2.4. Classification by the way of displacement.</li> <li>2.2.5. Classification by the energy source.</li> <li>2.2.6. Classification by the nature of the wheels.</li> </ol> </li> <li>2.3. Parts of a forklift. <ol style="list-style-type: none"> <li>2.3.1. Security porch.</li> <li>2.3.2. Lift mast.</li> <li>2.3.3. Jack.</li> <li>2.3.4. Driving wheel.</li> <li>2.3.5. Guideline wheel.</li> <li>2.3.6. Chassis.</li> <li>2.3.7. Counterweight.</li> </ol> </li> </ol> </li> <li>3. MECHANICAL AND MAINTENANCE OF THE FORKLIFT. <ol style="list-style-type: none"> <li>3.1. The thermal engine.</li> <li>3.2. The maintenance of the forklift: batteries, implements, the mast, transmissions, shrink machines, wheels</li> <li>3.3. Refueling and conservation.</li> <li>3.4. Repair of faults.</li> <li>3.5. Maintenance and safety instructions.</li> </ol> </li> <li>4. HANDLING OF FORKLIFT TRUC</li> </ol>

<b>Description of working conditions</b>  (seasonability, open air job, tools, ...)	<p>The working conditions are diverse, since the professional activity can be developed in warehouses and also in open air conditions.</p> <p>Obviously, the main machine to be used is the forklift.</p>
<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	<p>These are the requirements to work as a forklift driver:</p> <ul style="list-style-type: none"> <li>■ To be older than 18 years of age.</li> <li>■ To pass the pertinent medical examination that will assess the Physical (vision, hearing, heart, etc.) and Psycho-Physiological (visual field, colours, reflexes, psycho-technical) conditions.</li> <li>■ To attend a forklift driver training course. It is not enough to know the truck, have been driving for many years or read the manual, there is a training course that necessarily has a theoretical part and a practical part.</li> </ul> <p>And, although it is not obligatory, unless he/she is going to circulate by public road, it is advisable to have the cars driving license type B.</p>
<b>Level of education required/EQF level</b>	<p>It is not required any specific academic level for the realization of this activity.</p>
<b>Countries involved in the description activities.</b>	<p><b>Spain</b></p>



# MILKER MILING

The milker milking cow is a specialised agricultural worker in milking. He/she is involved in: care and cleaning spaces and machinery. He/she manages: the collection and transfer of the herd, the transfer to the milking room, the cleaning of cows with particular attention to the wellness of the udder.

He/she is responsible for cleanliness of milking room and of the machinery functioning. He/she takes care of the quality of the milk and makes sure of wellness of the cows. He/she reports to the cattle shed manager.

In small and medium farms with low work specialization, he/she can be involved also in other activities like breastfeeding or cleaning of the cattle shed.

## Professional profile description

<b>Profile denomination</b>	<b>Milker Miling Cow</b>
<b>Professional profile repertory</b> (if available)	
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input checked="" type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify :
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The Milker miling cow is a specialised agricultural worker in milking. He/she is involved in: care and cleaning spaces and machinery. He/she manages: the collection and transfer of the herd, the transfer to the milking room, the cleaning of cows with attention to the wellness of the udder.</p> <p>He/she is responsible for cleanliness of milking room and of the machinery functioning. He/she takes care of the quality of the milk and makes sure of wellness of the cows. He/she reports to the cattle shed manager.</p> <p>In small and medium farms with low work specialization, he/she can be involved also in other activities like breastfeeding or cleaning of the cattle shed.</p> <p>The profile is able to (competences):</p> <ol style="list-style-type: none"> <li>1 Caring, cleaning and maintenance of machines, tools, plants and premises, in accordance with hygiene, quality and safety standards.</li> <li>2 Performing the milking operations</li> </ol> <p>The worker performs the following activities (work process)</p> <p><b>Activity 1, Use and maintenance of machines, tools, plants and premises:</b></p> <ul style="list-style-type: none"> <li>Preparation and use of the milking plant</li> <li>Routine maintenance.</li> <li>Cleaning and care of waiting, transit and shelter area of cows</li> </ul>

### Activity 2: Making milk operations

- Collect the livestock in a waiting area
- Manage transit to milking area
- Observe and evaluate of the wellness of the animal
- Milking
- Sanitation and disinfection
- Registration of milk production
- Report anomalies and problems
- Calf management and breastfeeding

### The worker has the following knowledges:

- Process and work flows
- Safety norms and industry environmental protection
- Procedures, standards, hygiene techniques, cleaning and rearrangement
- Machines, tools and their operation in use in production processes
- Social Behavior of cows
- Characteristics of fodder and feed
- Cattle-handling techniques
- Animal Hygiene
- Elements of physiology and pathology of animals with reference to the udder and the milk production apparatus
- Technical knowledge of the milking machinery
- Manual and mechanical milking techniques: the various stages (pre-dipping, milking, post-dipping)
- Elements of food processing and preservation
- Organizational communication

### Description of working conditions

(seasonability, open air job, tools,...)

The milker milking cow is an employed worker in a farm under the responsibility of the cattle shed manager.  
Even if it is not an open-air job, he requires a good attitude to work in cool and unhelpful rooms.  
Following milking timetable, the first milking starts very early in the morning (6 a.m.) and the second one in the afternoon at 6 p.m

### Requirements

(Previous experience? Training? Physical characteristics? Attitudes?)

No previous experience is required but an initial and practical training is necessary especially regarding safety at work norms, procedures and techniques.  
Attitudes to hand work, calmness and patience; good relationship with animals.

### Level of education required/EQF level

2 or 3 (or better)

### Countries involved in the description activities.

Italy

# WAREHOUSE MANAGER

The profile is able to organize and control the operations and flows of goods of the warehouse, in accordance with established procedures and current regulations, and ensuring the quality and optimization of the network of warehouses and/or logistics chain.

This profile develops his/her functions organizing and managing the warehouse or storage service in companies of any subsector included in agri-food sector that has a warehouse and/or logistics department, ensuring the level and quality of warehouse management within the logistics chain.

This includes very different productive subsectors, private and public sectors, and specifically auxiliary activities to the transport of storage-distribution and logistics operators. Likewise in big or average warehouses, deposits and intermediate warehouses.

## Professional profile description

<b>Profile denomination</b>	<b>Warehouse Manager / Warehouse Operator / Warehouse Specialist</b>
<b>Professional profile repertory</b> (if available)	Agrarian/Trading
<b>Professional area</b>	AGRICULTURE / FARMING / COMMERCIAL LOGISTICS
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify : Agri-Food Sector
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The profile is able to organize and control the operations and flows of goods of the warehouse, in accordance with established procedures and current regulations, and ensuring the quality and optimization of the network of warehouses and/or logistics chain.</p> <p><b>CONTENTS:</b></p> <p><b>Unit of Competence 1.</b> Organize the warehouse according to the criteria and activity levels provided, for which he/she will have to carry out:</p> <ol style="list-style-type: none"> <li>1. Determination of human and technical resources needs.</li> <li>2. Selection of equipment, means and tools of the warehouse.</li> <li>3. Storage methods and techniques.</li> <li>4. Plans of internal distribution of merchandise.</li> <li>5. Calculation of utilization coefficients and capacity indexes.</li> <li>6. Reports and protocols relating to storage operations.</li> <li>7. Budget of the warehouse.</li> <li>8. Economic and warehouse timing standards.</li> <li>9. Tracking of cost deviations.</li> <li>10. Programming of maintenance activities.</li> <li>11. Detection of training needs.</li> <li>12. Resolution of conflicts in the warehouse environment and equipment.</li> <li>13. Team evaluation plan.</li> <li>14. Report on the results of the evaluation of the team.</li> </ol>

	<p><b>Unit of Competence 2.</b> Manage and coordinate the operations of the warehouse, for which he/she will have to carry out:</p> <ol style="list-style-type: none"> <li>1. Planning and control of warehouse operations and activities.</li> <li>2. Receipt and verification of goods in and out.</li> <li>3. Organization of merchandise flows.</li> <li>4. Stock and results control reports: security stock, average stock, movement ratios, deviations, stock breakages among others.</li> </ol>
<p><b>Description of working conditions</b></p> <p>(seasonability, open air job, tools, ...)</p>	<p>This profile develops his/her functions organizing and managing the warehouse or storage service in companies of any subsector included in agri-food sector that has a warehouse and/or logistics department, ensuring the level and quality of warehouse management within the logistics chain. This includes very different productive subsectors, private and public sectors, and specifically auxiliary activities to the transport of storage-distribution and logistics operators. Likewise in big or average warehouses, deposits and intermediate warehouses.</p> <p><b>Workplaces</b> Warehouse operators work first and foremost in stock, in cold stores and in factory buildings.</p> <p><b>Work situation</b> Warehouse operators work with warehouses of all kinds with scanners, scales, counting or measuring equipment. Despite the use of hand trucks or forklifts, much manual labour is required, e.g. when packing the goods. Delivery notes, invoices and export declarations are also part of their tools. They partly wear work and protective clothing such as safety shoes or gloves. Warehouse operators switch between activities in warehouses and outdoors, being exposed to the elements in the open air, drafts or cold in warehouses. Depending on employment, they often work in shifts, including nightshifts.</p> <p>The work of warehouse operators requires a high level of organisational skills and care when loading and unloading times and storage locations are allocated or goods delivered must be checked for completeness and integrity. When loading or unloading e.g. trucks demand heavy lifting and carrying. Spatial imagination is important to the goods in the warehouse, taking into account the type of goods, stow texture, volume and weight. To use conveyor systems or hoists safely and to capture and consider the environment requires eye-hand coordination, prudence and a sense of responsibility.</p> <p><b>Work conditions in detail</b></p> <ul style="list-style-type: none"> <li>Manual work (for example, cutting out hedges and treetops, creating tree disks).</li> <li>Work with technical equipment, machinery and equipment (for example, chainsaw, rhizome, chipper).</li> </ul>
<p><b>Requirements</b></p> <p>(Previous experience? Training? Physical characteristics? Attitudes?)</p>	<p><b>Access to the activity</b> As a rule, you need a completed vocational training as a warehouse specialist.</p> <ul style="list-style-type: none"> <li>In part, a forklift authorization is required.</li> <li>When handling dangerous goods, a corresponding dangerous goods certificate must also be available.</li> </ul> <p><b>Possible access professions</b> Legally, no specific education is required. The companies mainly employ apprentices with a secondary school leaving certificate.</p>

### **Working and social behaviour**

Some characteristics of work and social behaviour are equally relevant to all occupations and are therefore not mentioned separately.

These include: reliability, punctuality, honesty, critical ability and appropriate manners.

In addition, the following job-specific characteristics are required to be able to practice this profession:

- Performance and operational readiness (for example, willing and active doing well particularly strenuous work when packing and loading goods).

- Care (for example, to properly arrange deliveries for shipment; proper storage and packaging of the goods).

- Responsibility and readiness (for example, proper storage of Hazardous substances in order not to harm people and the environment).

- Independent working method (for example, independent recognition and completion of tasks in the allocation of storage locations and times for storage and retrieval of goods).

- Prudence (e.g. detecting and taking into account the environment when driving forklifts, cranes or lifting platforms, operation of conveying and sorting plants).

### **Health aspects / Characteristic physical requirements**

The practice of the profession may involve the following physical requirements. The information does not necessarily have to apply to every job or occupation.

- Physical strength (e.g. loading goods onto trucks or unloading supplies).

- Physical stamina (for example, pick

### **Level of education required/EQF level**

It is not required any specific academic level for the realization of this activity / EQF 2.

### **Countries involved in the description activities.**

**Germany**  
**Spain**

# AGRICULTURAL WORKER/ CULTIVATOR FIELD PRODUCTION

The cultivator works on one of the following types of companies:

full green vegetable growing, tree and plant cultivation, fruit cultivation, flower cultivation, flower bulbs cultivation, agriculture, a combination of the above cultivations.

The cultivator works in the open air and is dependent on weather conditions.

He harvests with harvesting machines and / or tools the harvest mature products. He guides the growth and maintains the crop by, for example, applying support materials, thinning, removing unwanted leaves and pruning. He removes weed, he provides the food and water supply. He places the harvested products in containers, cases or boxes and supplies them at a central collection or processing site. He sorts the products (size and quality), wraps, binds, etc. and places the products in various forms of packaging.

## Professional profile description

<b>Profile denomination</b>	<b>Cultivator field production</b>
<b>Professional profile repertory</b> (if available)	Cultivator I All-round cultivation worker Employee I nursery Employee I fruit cultivation Employee I agriculture Employee I open ground Employee I flower bulking
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input checked="" type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing <input type="checkbox"/> Specify: The cultivator works on one of the following types of companies, <div>             Full-green vegetable growing              Tree and plant cultivation              Fruit cultivation              Lower cultivation              Flower bulbs cultivation              Agriculture              A combination of the above cultivations           </div>
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<b>Role and responsibilities</b> <div>           He works independently            He reports to the supervisor            He has a signalling and reporting role: he is expected to signal visible diseases and abnormalities in growth and / or abnormalities in the supply and discharge of products and reports this to his supervisor.            He is responsible for his own work            He has an accompanying role in harvesting activities by some (temporary) employees and supervises the proper execution of their work.            He has shared responsibility for the outcomes of others' routine work         </div>

	<p><b>Complexity of activities</b></p> <ul style="list-style-type: none"> <li>Activities in the field of plant protection and the prevention of diseases and pests</li> <li>Supervising some (temporary) employees</li> </ul> <p><b>Necessary knowledge of the field of work / willing to learn</b></p> <ul style="list-style-type: none"> <li>Plant physiology</li> <li>Cultivation process</li> <li>Diseases and pests</li> <li>Crop protection</li> <li>Work safely</li> </ul>
<p><b>Description of working conditions</b></p> <p>(seasonability, open air job, tools,...)</p>	<ul style="list-style-type: none"> <li>The cultivator works in the open air and is dependent on weather conditions.</li> <li>The cultivator receives instruction to put everything ready for the upcoming cultivation.</li> <li>He harvests with harvesting machines and / or tools the harvest mature products.</li> <li>Based on the instruction, he chooses the equipment and methods.</li> <li>He guides the growth and maintains the crop by, for example, applying support materials, thinning, removing unwanted leaves and pruning.</li> <li>He removes weed (by hand or machine).</li> <li>He provides the food and water supply.</li> <li>He evaluates the growth process and signals during his work (visible) disorders / growth disorders, diseases and pests and reports them. If applicable, he removes deviations from the crop.</li> <li>He reports on his work to his supervisor and / or in the system.</li> <li>He cleans up the place and the resources used.</li> <li>He places the harvested products in containers, cases or boxes and supplies them at a central collection or processing site.</li> <li>The cultivator receives instructions to process the harvest for sale, shipping or storage.</li> <li>He sorts the products (size and quality), wraps, binds, etc. and places the products in various forms of packaging.</li> <li>If necessary, he labels the products and / or packaging.</li> <li>When this process proceeds automatically, he facilitates optimal operation of the equipment</li> </ul>
<p><b>Requirements</b></p> <p>(Previous experience? Training? Physical characteristics? Attitudes?)</p>	<ul style="list-style-type: none"> <li>2 to 4 years of experience in similar cultivation</li> <li>A stable personality</li> <li>An accurate and independent working attitude</li> <li>Above average sense of responsibility, the ability to work together</li> <li>Good command of the Dutch language</li> <li>Affinity to work in the fields</li> <li>Flexible in working hours</li> <li>Positive attitude</li> <li>Knowledge of Microsoft Office Applications, climate computers and waterproof equipment</li> </ul>
<p><b>Level of education required/EQF level</b></p>	<p>Minimal Secondary Vocational Education (MBO)</p>
<p><b>Countries involved in the description activities.</b></p>	<p><b>The Netherlands</b></p>



# DRIVER AGRICULTURAL MACHINES

Realise mechanised agricultural and forestry jobs: ground preparation, sowing, harvesting, tree lathering... corresponding to production goals (quantity, quality...) ; client order, hygiene rules, security and environmental segmentation.

This job takes part in agricultural structures (farm, agricultural enterprises, material cooperatives), in forest structures (nursery, forest enterprises), in relation with several actors (technicians, customers).

The specific tasks depend on the sector (agriculture or forestry).

This job can involve heavy manipulations. Personal protection equipment's can be compulsory: noise helmet, spectacles, security trousers.

This job may be planned with split up hours, in the evening, week end, public holidays; it can be under the pressure of peak of activity.

## Professional profile description

<b>Profile denomination</b>	<b>Driver Agricultural Machines</b>
<b>Professional profile repertory</b> (if available)	Driver of Agricultural or Forestry Engines
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input checked="" type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify :
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<b>Realise mechanised agricultural and forestry jobs</b> <ul style="list-style-type: none"> <li>Ground preparation</li> <li>Sowing</li> <li>Harvesting</li> <li>Tree slathering</li> <li>Corresponding to production goals (quantity, quality...) ; client order, hygiene rules, security and environmental segmentation.</li> </ul>
<b>Description of working conditions</b>  (seasonability, open air job, tools,...)	<p>This job takes part in agricultural structures (farm, agricultural enterprises, material cooperatives), in forest structures (nursery, forest enterprises), in relation with several actors (technicians, clients.) The specific tasks depend on the sector (agriculture or forestry).</p> <p>This job can involve heavy manipulations. Personal protection equipment's can be compulsory: noise helmet, spectacles, security trousers.</p> <p>This job may be planned with split up hours, in the evening, weekend, public holidays; it can be under the pressure of hive of activity.</p>
<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	This job is affordable with technical training degree as CAP/BEP on agriculture or forestry. It's possible to go on it with professional experience in the same sector without any degree

<b>Level of education required/EQF level</b>	An agricultural specialization certificate on driving and fixing tractor and agri-engines is an asset to get the job. College degree or technician degree may be compulsory depending of engine's technicity. Licence truck driver or tractor driver can be demanded.
<b>Countries involved in the description activities.</b>	<b>France</b>

# FORESTRY WORK

The profile is able to fell and to prune different types of trees in forestry sites. The profile is able to do it in accordance with all the security rules and the environmental norms. The profile is able to lead a team of workers and to organize the work. The profile is able to identify and to map out the trees to cut or to prune. The profile is able to determine the angle of fell when a tree comes to be cut, according to climatic and security conditions. The profile will be able to saw the timber directly on site.

The profile will know how to take care of the tools. The profile will be able to realize an activity monitoring. The profile must be able to quote for the work. The profile is able to stack logs and to classify it according to the wood utilization. The possibility of knowing the volume of each log is a crucial management element. The profile is able to lead costing studies before works. This is an open-air job. It might consist in works-at-height activities. This job requires the use of specific pruning and cutting tools.

## Professional profile description

<b>Profile denomination</b>	<b>Forestry Work</b>
<b>Professional profile repertory</b> (if available)	
<b>Professional area</b>	AGRICULTURAL SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify : Forestry Profession
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The profile is able to fell and to prune different types of trees in forestry sites.</p> <p>The profile is able to do it in accordance with all the security rules and the environmental norms.</p> <p>The profile is able to lead a team of workers and to organize the work.</p> <p>The profile is able to identify and to map out the trees to cut or to prune.</p> <p>The profile is able to determine the angle of fell when a tree comes to be cut, according to climatic and security conditions.</p> <p>The profile will be able to saw the timber directly on site.</p> <p>The profile will know how to take care of the tools.</p> <p>The profile will be able to realize an activity monitoring</p> <p>The profile must be able to quote for the work.</p> <p>The profile is able to stack logs and to classify it according to the wood utilization.</p> <p>The possibility of knowing the volume of each log is a crucial management element.</p> <p>The profile is able to lead costing studies before works.</p>
<b>Description of working conditions</b>  (seasonability, open air job, tools, ...)	<p>This is an open-air job. It might consist in works-at-height activities.</p> <p>This job requires the use of specific pruning and cutting tools.</p>

<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	<p>Systematic use of personal protective equipment.</p> <p>This job requires a good physical condition, and might consist in lengthy physical efforts.          A previous experience is an advantage.</p>
<b>Level of education          required/EQF level</b>	<p>Agricol CAP / BEP in forestry working          Might be accessible without diploma but with a good previous experience          There are some diplomas adapted to leading and managing careers projects (Bac pro).</p>
<b>Countries involved          in the description          activities.</b>	<p><b>France</b></p>

# WORKING WITH PIGS / BREEDING PIGS FOR MEAT PRODUCTION

Performs breeding operations (feeding, reproduction, care, ...) of pigs in piggyback, maternity, or fattening, according to the rules of hygiene, safety, environmental standards and production imperatives. Can cultivate plants for animal feed (fodder, cereals, ...).

Can transform livestock products (cooked meats, ...). Can coordinate a team or lead a breeding.

This activity is carried out within pig farming structures in relation with the farm manager and various stakeholders (breeding technicians, veterinarians, suppliers, etc.).

It varies according to the type of breeding (above ground, outdoor, ...) and its characteristics (intensive, labeled, ...). It can be exercised on weekends, holidays, at night and be subject to the constraints and pace of life of animals.

## Professional profile description

<b>Profile denomination</b>	<b>Working with pigs / Breeding pigs for meat production</b>
<b>Professional profile repertory</b> (if available)	Working in farm area
<b>Professional area</b>	AGRI-FOOD SECTOR Meat production
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify : Pigs production
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	Speak English Working in teams Learn animals' behaviour Working systematic and routine High level of performance Able to observe animals Able to use computers at person level – all registering is on computer systems
<b>Description of working conditions</b>  (seasonability, open air job, tools, ...)	Able to talk and read English at daily level. No season Able to work all 7 days a week Able to handle animals – pigs (be aware that Muslims believe in pigs being unclean animals) Working in stables where their roles for how to behave – washing before entering the area and not wearing own clothes (special roles for not spreading diseases from outdoor) might have to entering a hygiene courses. If the medical treatment of the animals is a part of the job – which must of the jobs is – there will be offered a medical course. (can be in English). Caring for animals and an understanding for animal well-being – able to understand the behaviour.

<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	Since 2007 Medical handling course for all who is treading animals with medicine. Motivation for animals well caring – understanding for animals’ normal behaviour.
<b>Level of education          required/EQF level</b>	
<b>Countries involved          in the description          activities.</b>	<b>Denmark</b>

# WORKING WITH EGG AND POULTRY PRODUCTION

Performs above-ground or ground breeding operations for poultry according to the rules of hygiene, safety, environmental standards and production requirements.

Can process and market products from livestock (meat, eggs, ...).

Can coordinate a team or lead a breeding.

This profession activity is exercised within poultry breeding structures, in relation with the farm manager and various stakeholders (breeding technicians, veterinarians, suppliers, ...).

It varies according to the type of farming (above ground, soil, ...), its characteristics (area of the farm, number of animals, ...), the type of production (eggs, meat...) and the seasons.

It can be exercised on weekends, holidays, at night and be subject to the constraints and pace of life of animals.

## Professional profile description

<b>Profile denomination</b>	<b>Working with Egg and Poultry Production</b>
<b>Professional profile repertory</b> (if available)	Working in farm area
<b>Professional area</b>	AGRI-FOOD SECTOR Egg and poultry production
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify : Egg and poultry production
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	Speak English Working in teams Learn animals behaviour Working systematic and routine Work in a high level of performance and hygiene  Able to observe animals and to spot sickness or weakness among the animals Able to use computers at basic level – all registering is on computer systems.
<b>Description of working conditions</b>  (seasonability, open air job, tools, ...)	Able to talk and read English at daily level. Non-season, but poultry production runs in short term schedules. Able to work all 7 days a week Able to handle animals – poultry Working in stables where there are roles of how to behave among the staff. Washing before entering the area and not wearing own clothes (special roles for not spreading diseases from outdoor) might have to entering a hygiene courses. If the medical treatment of the animals is a part of the job – which must of the jobs is – there will be offered a medical course (can be in English). Caring for animals and an understanding for animal well-being – able to understand their behaviour.



<b>Requirements</b>  (Previous experience? Training? Physical characteristics? Attitudes?)	Since 2007 Medical handling course for all who is treading animals with medicine. Motivation for animals well being – understanding for animal normal behaviour.
<b>Level of education          required/EQF level</b>	
<b>Countries involved          in the description          activities.</b>	<b>Denmark</b>

# DEBONING OPERATOR

The DEBONING OPERATOR takes care of spinning, cleaning, cutting, sizing and, if required, packing and fresh meat preserving. The dairy operator must be able to work independently in the process of production. The deboning operator operates in small, medium and large companies. He works on a part of the production process and / or packaging process of foodstuffs in which he monitors both the product and the process and food safety.

## Professional profile description

<b>Profile denomination</b>	<b>Deboning Operator</b>
<b>Professional profile repertory</b> (if available)	Piedmont Region - Italy: Not available Netherlands: Not available
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input checked="" type="checkbox"/> Food processing Specify :
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<p>The DEBONING OPERATOR takes care of spinning, cleaning, cutting, sizing and, if required, packing and fresh meat preserving. The dairy operator must be able to work independently in the process of production.</p> <p><b>General attitudes</b></p> <ul style="list-style-type: none"> <li>He works according to schedule.</li> <li>He works efficiently, cost-consciously and keeps an eye on the logistics of the production line.</li> <li>He is willing to participate in informational meetings and instructions in connection with his work experience.</li> <li>He is learning and willing to learn new experiences.</li> </ul> <p>The operator works with durable raw materials and processes them into foodstuffs. He is constantly aware that these are destined for human consumption. Incorrect working, in any way, can lead to products that endanger health. He must be able to estimate when he needs to adjust the production process based on these signals or to report to the manager.</p> <p><b>Here are the main competencies required by this professional profile:</b></p> <p><b>HACCP standard and safety measures</b></p> <ul style="list-style-type: none"> <li>Knowledge and application of the main hygiene measures/rules (HACCP).</li> <li>Knowledge and application of general and specific principles/regulations related to safety at work.</li> <li>The food operator is quality conscious.</li> <li>He is responsible for hygiene / hygienic work.</li> <li>The operator is expected to be continuously focused on food safety.</li> <li>Cleaning and sterilization of working areas and equipments</li> </ul> <p>The operator is constantly aware of conditions, processes, influences and signals from the production process that can both affect the quality of the product and the process. He must have a quality conscious, alert and proactive attitude.</p>

<p><b>Description of working conditions</b></p> <p>(seasonability, open air job, tools, ...)</p>	<p>The deboning operator operates in small, medium and large companies. He works on a part of the production process and / or packaging process of foodstuffs in which he monitors both the product and the process and food safety. Depending on the company where he works, he carries out activities in the preparation, production or packaging and storage.</p> <p>The deboning operator operates with various control equipment and performs maintenance. This profession requires to operate in a closed and temperature controlled place (for instance with air conditioning and therefore at extremely low temperatures).</p> <p>Due to the nature of this profession and the use of sharp instruments, such as knives and deboning machineries, the operator is required a high level of attention and care in the movements in order to avoid accidents.</p>
<p><b>Requirements</b></p> <p>(Previous experience? Training? Physical characteristics? Attitudes?)</p>	<p>Good communication skills  Proficiency in Dutch language both in word and writing.  Insight into and knowledge of machines, equipment and production processes.  Good analytical ability, decisive  Team player  Concerned and responsible  Experience in a production environment  Able to work independently  Cable to make conclusions and offer solutions  Can lead  Can plan and arrange well  A specific training is not required.</p>
<p><b>Level of education required/EQF level</b></p>	<p>Netherlands: 2 (Secondary Vocational Education)  Italy: 2 (Secondary Vocational Education)</p>
<p><b>Countries involved in the description activities.</b></p>	<p><b>The Netherlands, Pressure Line</b>  <b>Italy – CFIQ, Enaip Piemonte</b></p>

# MECHANICAL MAINTENANCE TECHNICIAN

The technician is involved in the maintenance of various machines. With his technical knowledge, he can also discover and solve defects. He performs checks, maintenance and repairs. In addition, he may have to visit farms in connection with artificial insemination, controlling profitability and taking samples.

In addition to the technical support the technician offers to farmers, he also advises and assists in various areas with the animals and the products.

Most of the work of the technician will be carried out on site in cooperation with the producer who has called for assistance. The technician works independently and often with animals, but what his precise activities depend on the season and also if it is time for reproduction or not. Depending on these factors different machines and tools are used.

## Professional profile description

<b>Profile denomination</b>	<b>Mechanical Maintenance Technician</b>
<b>Professional profile repertory</b> (if available)	Agricultural Machinery Technician Mechanic Agricultural vehicles Mechanic Agricultural Mechanical Engineering Agricultural engineer Technical assistant (for repair of agricultural machinery) Technical service (in- and outdoor)
<b>Professional area</b>	AGRI-FOOD SECTOR
<b>Sector</b> (specify professional area)	<input checked="" type="checkbox"/> Cultivation <input type="checkbox"/> Cattle-Breeding <input type="checkbox"/> Food processing Specify : Egg and poultry production
<b>Description of professional profile</b>  The profile is able to ... (to learn, to do, to be)	<b>The Mechanical Maintenance Technician can independently perform the following tasks</b> <ul style="list-style-type: none"> <li>Prepare the workplace and the vehicle</li> <li>Perform periodic checks and replacements for all types of maintenance operations</li> <li>Repair, adjust and replace simple electronic components and simple and complex mechanical, electrical, hydraulic and pneumatic components</li> <li>Diagnosticate disorders by measuring and using diagnostic and control devices (multimeter, amp meter, pressure gauge etc.)</li> <li>Prepare and clean new and used vehicles for delivery to the customer and customize the machine to the wishes of the customer by assembling and installing accessories</li> <li>Develop clear communication with customers to better understand and identify their problems</li> <li>Advise customers regarding safety, relevance of repairs, use of the vehicle</li> </ul>

	<p><b>The technician should have knowledge of</b></p> <ul style="list-style-type: none"> <li>The components of the vehicle and their operation and maintenance</li> <li>Diesel motors: operation and maintenance</li> <li>Electricity: current, voltage, resistance and associated units, Ohm's law</li> <li>Controlling multiplex networks, repairing techniques, comprehending schedules</li> <li>Applied base electronics: can work with an IT tool and all functions of diagnostic devices</li> <li>Hydraulics: operation and maintenance, measurements</li> <li>Pneumatics: operation and maintenance, measurements</li> <li>Detection methods for simple and complex electrical failures</li> <li>Legislation and guidelines related to the vehicles</li> </ul>
<p><b>Description of working conditions</b></p> <p>(seasonability, open air job, tools,...)</p>	<p>The technician is involved in the maintenance of various machines. With his technical knowledge, he can also discover and solve defects. He performs checks, maintenance and repairs. In addition, he may have to visit farms in connection with artificial insemination, controlling profitability and taking samples.</p> <p>In addition to the technical support the technician offers to farmers, he also advises and assists in various areas with the animals and the products.</p> <p>Most of the work of the technician will be carried out on site in cooperation with the producer who has called for assistance. The technician works independently and often with animals, but what his precise activities depend on the season and also if it is time for reproduction or not. Depending on these factors different machines and tools are used.</p>
<p><b>Requirements</b></p> <p>(Previous experience? Training? Physical characteristics? Attitudes?)</p>	<ul style="list-style-type: none"> <li>Customer-oriented</li> <li>Result oriented</li> <li>Critical</li> <li>Financial awareness</li> <li>Independent</li> <li>Able to cope with details</li> <li>Energetic</li> </ul>
<p><b>Level of education required/EQF level</b></p>	<p>MBO-level Secondary vocational education</p>
<p><b>Countries involved in the description activities.</b></p>	<p><b>The Netherlands</b></p>

