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**Creating more inclusive and supportive work-based learning
environments for low-skilled learners by training work-readiness
skills through Transformative Learning**

WP4.

**Reference Document for Supporting Certification and
Accreditation Policies on Work-Readiness Skills through
Transformative Learning**

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1. INTRODUCTION

This document represents a comprehensive reference aimed at advancing certification and accreditation policies for developing work-readiness skills through transformative learning (TL) in work-based learning (WBL) contexts. This document integrates feedback acquired during the piloting phases of the B.COMP project, ensuring its alignment with

the real-world needs of learners, educational institutions, policymakers, and intermediary bodies.

The primary audience for this document includes policymakers, educational providers, social organizations, and other stakeholders committed to fostering inclusive and supportive WBL environments for low-skilled learners.



Resource: Freepik- <https://l24.im/h3yV>

1.2 OBJECTIVES

This reference document aims to:

- Provide actionable recommendations for certification and accreditation frameworks in WBL programs.
- Highlight the relevance of transformative learning in equipping low-skilled learners with work-readiness skills.
- Promote the use of Europass CVs as a tool for recognizing and certifying the skills acquired through the B.COMP project.

- Explore the role of micro-credentials in aligning WBL with industry and learner needs.
- Encourage collaboration between stakeholders to enhance the scalability and impact of transformative learning initiatives.

2. REVIEW OF COMPARATIVE ANALYSIS REPORTS

B-COMP Consortium elaborated a comparative analysis report on standards and good practices for validation, certification and accreditation on developing work-readiness skills for WBL through Transformative Learning, at European level and in the participant countries.

The comparative analysis report on Work-Based Learning (WBL) for the BCOMP project provides an in-depth examination of how various European countries approach work-readiness skills, their validation, certification, and accreditation. The analysis explores the frameworks guiding these practices, identifies challenges, and highlights success stories while offering insights into the similarities and differences across partner countries. This essay recapitulates the report's findings, emphasizing the methodologies employed, legislative frameworks, quality assurance measures, and the impact of WBL on employment and career development. The main inputs of the report is as following:

2.1 Work-Readiness Skills: Definitions and Categories

Work-readiness skills encompass a diverse set of competencies, knowledge, and attributes necessary for effective participation in the workforce. Across the partner countries, these skills are categorized into distinct groups:



Resource: Freepik <https://l24.im/wZoDd>

Basic Skills: Foundational skills, such as literacy, numeracy, and IT proficiency, are universally emphasized as prerequisites for any form of employment. These skills are critical for handling everyday workplace tasks and preparing individuals for further skill development.

Professional Skills: These include job-specific technical expertise tailored to particular industries, such as engineering, healthcare, culinary arts, and digital technologies. They are often developed through structured vocational education programs and apprenticeships that combine theory and practice.

Soft Skills: Focuses on interpersonal abilities like communication, teamwork, problem-solving, adaptability, resilience, and leadership. Such skills are increasingly valued by employers for ensuring collaborative and productive work environments.

Entrepreneurial Skills: Encourages innovation, risk management, and business development, reflecting the growing importance of entrepreneurship in modern

economies. These skills prepare learners to seize opportunities, take calculated risks, and manage business ventures.

Cultural and Ethical Skills: Promotes cultural competence, ethical behavior, and respect for diversity in the workplace. These skills are especially critical in international or multicultural work settings, ensuring inclusivity and adherence to global standards.

Language Skills: Proficiency in foreign languages, particularly English, enhances global employability and supports international mobility. Multilingualism is becoming a necessary asset for working in multicultural environments and expanding career opportunities.

Each country's approach to defining and prioritizing these skills varies based on economic, cultural, and policy contexts. For example, France integrates these competencies into structured vocational training, while Spain focuses on a holistic blend of technical and transversal skills.

2.2 Country-Specific Focus:

France integrates these competencies into vocational training programs, emphasizing structured development and regular assessments. Work-readiness in France is closely tied to both technical skills and transversal capabilities, as identified through labor market research and stakeholder consultations.

Spain highlights a holistic approach that balances technical expertise and transversal skills. Its framework incorporates lifelong learning and prioritizes adaptability to evolving industry demands.

Greece classifies skills into cognitive, practical, and personal attributes. Programs include career counseling, work experience placements, and formal assessments to measure progress and readiness.

Türkiye prioritizes communication, time management, leadership, and interpersonal skills supported by national qualification systems. Specific programs such as vocational high schools and apprenticeship contracts help bridge the gap between theory and practice.

Poland defines employability through professional certifications tied to specific occupations but faces limitations in integrating broad frameworks for diverse work-readiness skills.

Ireland emphasizes transversal skills like adaptability, creativity, and problem-solving. The Skills for Work program and national strategies promote continuous professional development.

2.3 Legislative and Regulatory Frameworks

Legislative systems ensure structured validation and certification processes for work-readiness skills. The report identifies the following frameworks:

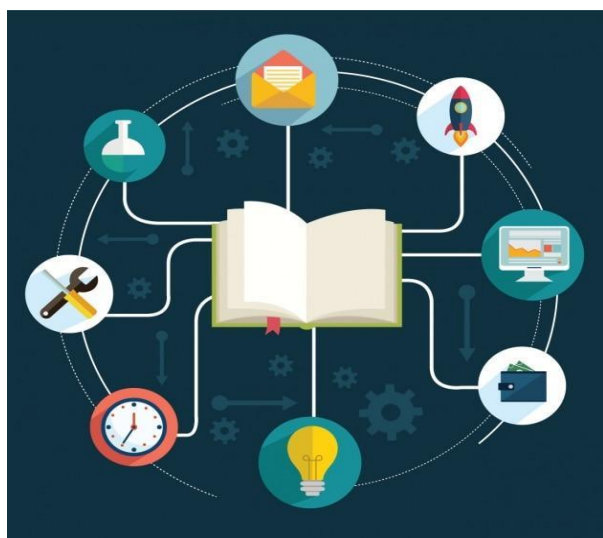
France: Utilizes the **National Framework for Professional Qualifications (RNCP)** aligned with **EQF** standards. The 2018 vocational training law reinforces this alignment through reforms aimed at broadening accessibility and simplifying certification processes. France also recognizes informal learning through the **Validation of Acquired Experience (VAE)** system, ensuring non-traditional learners have opportunities for validation.

Spain: Incorporates **MECES** and **Royal Decrees** for professional certification, emphasizing the recognition of informal and non-formal learning. The framework integrates national and European standards, facilitating mobility and adaptability.

Poland: Implements the **Integrated Qualifications System (IQS)** aligned with **EQF**, although the framework faces challenges in managing vocational diversity.

Key regulations include workplace apprenticeships and skills validation, but inconsistent implementation remains a barrier.

Greece, Cyprus, and Ireland and Türkiye: Align frameworks with European standards but often lack full integration of WBL practices into formal education. Ireland's **QQI** emphasizes flexibility, enabling learners to validate prior experiential learning and incorporate informal skills into recognized qualifications.



Resource: Freepik <https://124.im/FrZN>

2.4-Challenges and Limitations

Labor Market Misalignment: Rapid technological advancements create mismatches between training programs and industry needs. Programs often struggle to keep pace with emerging technologies.

2.5. Methodologies for Determining Key Competencies

Countries use different approaches to identify and develop essential competencies for WBL:

France: Employs national occupational standards and collaborates with industry stakeholders, advisory committees, and research bodies to define competencies. It also aligns programs with European standards to facilitate international recognition.

Spain: Conducts **skills gap analyses** and develops competency frameworks in consultation with employers. It frequently updates curricula based on labor market trends and feedback from stakeholders.

Greece: Uses **stakeholder consultations**, competency frameworks, and employability tests to design and assess programs. Additional efforts focus on integrating career counseling and experiential learning models.

Türkiye: Combines **occupational analyses**, employer feedback, and industry collaboration to refine training methodologies. Programs emphasize hands-on learning through internships and apprenticeships.

Poland: Relies on national standards and European guidelines to structure occupational qualifications and training.

Ireland: Focuses on **learning outcomes** approaches validated through **QQI** and advisory committees. Ireland incorporates workplace simulations and advisory panels to ensure curriculum relevance.

2.6. Quality Assurance Measures

Ensuring the quality and credibility of WBL programs involves several mechanisms designed to track progress, measure effectiveness, and maintain standards. Quality assurance measures focus on:

Standardized Assessments: Tools such as written exams, practical evaluations, and competency-based testing provide objective measures of learners' skills and knowledge. These assessments are often aligned with national and European frameworks.

Feedback Mechanisms: Regular input from learners, educators, employers, and industry stakeholders ensures continuous improvement. Feedback is collected through surveys, interviews, and performance reviews.

Accreditation Processes: Institutions and programs undergo rigorous evaluations to ensure they meet defined standards. Accreditation provides credibility to certifications and increases their recognition across borders.

Performance Tracking: Monitoring learner progress and career outcomes helps measure the long-term impact of WBL programs. This includes tracking job placements, salary improvements, and career advancements.

Regular Audits and Reviews: Countries like Spain and Ireland conduct periodic audits to maintain compliance with national and international standards.



Resource: Freepik: <https://124.im/pSHWKbg>

2.7. Certification and International Mobility

Certifications awarded through WBL programs enhance employability and career prospects. Examples include vocational diplomas in France and skill-specific credentials in Spain.

The alignment with European frameworks like EQF facilitates international recognition and mobility, enabling learners to access opportunities across borders. Initiatives such as Erasmus+ and Europass further support this goal.

The comparative analysis presents the diversity and commonalities in WBL practices among partner countries. The country reports present that significant strides have been made in aligning national frameworks with European standards.

3. Overall Review of the B-COMP Project Piloting Phases

France - IFRTS

The piloting in France involved five participants, including job advisors, in-company trainers, internship supervisors, and social work representatives. The course demonstrated strong practical relevance for low-skilled learners, with a well-structured curriculum and high-quality materials. Participants observed a significant improvement in work-readiness and digital skills, emphasizing the user-friendly and accessible nature of the platform. However, minor technical issues related to email confirmations were noted. Participants suggested expanding the pilot audience and implementing a certification mechanism to increase recognition of the learning outcomes. Feedback highlighted the clear structure and practical application of the training content, making it highly relevant for real-world job scenarios.

Türkiye - GOI

The Turkish piloting phase included five VET teachers, adult trainers, and in-company trainers. Participants found the course to be well-aligned with existing vocational education and training (VET) practices, with instructional materials that were effectively structured and engaging. The navigation pathways were clear, and no technical issues were reported. Some registration errors were encountered, but they did not hinder participation. A key recommendation was to broaden testing to include students. Participants particularly valued the practical application of the content for vocational high school students and intended to incorporate the material into their teaching methods.

Greece - Foundation

In Greece, six professionals, including HR specialists, adult trainers, and company directors, participated in the pilot phase. The course received high praise for its well-defined objectives and strong transformative learning approach. Participants noted considerable improvement in their digital competencies and appreciated the course's interactive elements. While there were no major technical concerns, suggestions were made for broader inclusivity measures to ensure accessibility for all learners. Feedback

emphasized the effectiveness of the interactive exercises in engaging learners and the course's applicability in HR training programs.

Poland - CK Progressio

The Polish piloting phase engaged six job advisers, company owners, HR workers, and internship supervisors. Participants found the course engaging, interactive, and user-friendly, with well-designed assessments and activities that reinforced learning. The transformative learning approach was particularly well-received. Some challenges were identified, including the need for accessibility improvements for people with disabilities and more detailed explanations in certain sections. Additionally, recommendations were made for optimizing the platform for mobile users. Participants emphasized the effectiveness of the assessments in reinforcing learning outcomes and suggested that additional accessibility features would enhance the learning experience.

Spain - DISRUPTIA

Spain's piloting phase included five educators, trainers, and consultants. Participants responded positively to the structured learning paths, clear objectives, and alignment with transformative learning principles. The instructional materials were rated highly for their quality and accessibility. Initial navigation difficulties were reported, leading to suggestions for improving the user interface. Participants emphasized the value of the course in vocational education and training settings, noting that smoother navigation would further enhance user experience and engagement.

Cyprus - CSI

The Cypriot piloting phase included five participants, consisting of a VET teacher, a university teacher, an in-company trainer, and two VET trainers. Participants found the course highly structured, user-friendly, and effective in improving work-readiness skills through transformative learning. Learning activities were engaging and relevant, reinforcing key competencies. Digital competencies improved for most participants, with many highlighting the adaptability of the course to different learning styles. The course's accessibility and ease of navigation received positive feedback, and participants

recognized its strong potential for transferability to other work-based learning environments.

4. Tools and Recommendations to Implement the B-COMP Project Results

4.1 Europass CV

The Europass CV is a standardized and widely recognized tool across Europe that documents and communicates a learner's skills, qualifications, and experiences. It serves as a framework for capturing and validating the achievements of learners engaged in work-based learning (WBL). Through its structured format, the Europass CV ensures portability and transparency, allowing employers and training providers to effectively assess the readiness of learners for professional roles.

Beyond its use as a CV, Europass encompasses a range of tools beneficial for both learners and employers. These include the Europass Cover Letter, Language Passport, Certificate and Diploma Supplements, and the Europass Mobility Document. These tools provide comprehensive insights into an individual's competencies, supporting a holistic evaluation of their qualifications.

For employers, Europass enhances recruitment efficiency by offering a standardized and comparable format for evaluating candidates. The ability to convert Europass CVs into structured datasets enables HR professionals to systematically assess applicants' qualifications and competencies. Additionally, Europass facilitates job matching by integrating European Qualification Framework (EQF) and Common European Framework of Reference for Languages (CEFR) levels into job descriptions, ensuring greater clarity and alignment between job requirements and candidate profiles.

Employers use Europass to document and recognize employee development, particularly for skills acquired through work-based training, international mobility, and professional learning experiences. The Europass Mobility Document provides a formal record of international assignments, ensuring that employees' competencies gained through cross-border experiences are validated and recognized.

Employers are encouraged to integrate Europass into HR strategies, leveraging its interoperability with digital systems to streamline recruitment, training, and career development processes. This improves workforce mobility, ensures better skills recognition, and enhances transparency in talent acquisition.

Europass also supports the recognition of non-formal and informal learning, making it a tool for validating diverse learning experiences. This aligns with Transformative Learning principles, which emphasize experiential and reflective learning as crucial elements of skill development and professional preparedness.

In alignment with these principles, the B.COMP e-learning campus and instructional web app facilitate the integration of certification, enabling learners to document their progress, acquired competencies, and transformative learning experiences. By incorporating Europass tools into the B.COMP framework, learners enhance their employability while employers gain reliable insights into the skills and capabilities of potential hires.

Through targeted training and familiarization with Europass tools, employers, educators, and learners optimize their use of these resources to support workforce development and career progression in an increasingly digital and mobile labor market.



Resource: Freepik <https://124.im/gsqRp>

4.2 Micro-Credentials

Micro-credentials are flexible, modular certifications that validate specific competencies or skills acquired through short-term learning experiences. They enhance the certification of work-readiness skills by:

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- **Recognizing Specific Skills:** Aligning competencies with industry standards to meet labor market demands.
- **Providing Learning Flexibility:** Enabling learners to personalize their learning journeys based on individual needs and career aspirations.

Micro-Credentials and Transformative Learning in WBL

Micro-credentials complement Transformative Learning and Work-Based Learning (WBL) in multiple ways:

- Supporting personalized learning paths that foster critical thinking and continuous skill development.
- Facilitating the validation of experiential learning outcomes, particularly in WBL settings where practical experience plays a central role.
- Bridging the gap between formal education and workplace requirements, thereby improving employability prospects for low-skilled learners.

These credentials contribute to greater recognition of their achievements, allowing employers and industry professionals to assess their suitability for various job roles.

4.3 Digital Credentials

The adoption of digital credentials within the WBL through Transformative Learning ensures that learners' achievements are secure, tamper-proof, and widely recognized. Digital credentials provide a transparent and verifiable record of acquired skills, supporting mobility and employability across different sectors and European countries.

The use of digital credentials within the WBL through Transformative Learning ;

- Enhance trust and credibility in skills verification for employers and educational institutions.
- Facilitate digital storage and sharing, allowing learners to showcase their credentials through professional networks and job applications.
- Support lifelong learning and continuous professional development, offering learners the ability to accumulate and update their qualifications over time.

As being in line with the Europass, micro-credentials, and digital certification technologies, the B.COMP project underlines the importance of a scalable and innovative certification framework for work-readiness skills. These tools ensure that learners, training institutions, and employers benefit from an integrated approach that aligns vocational training with the evolving demands of the modern workforce.

4.4. Implementation Strategies for Certification and Accreditation in Work-Based Learning

The following sections outline key strategies for integrating the B.COMP project into certification and accreditation processes within Work-Based Learning (WBL). These strategies focus on strengthening certification frameworks, enhancing educator capacities, improving accessibility, and fostering stakeholder collaboration to ensure the effective recognition of work-readiness skills.

a. Strengthening Certification and Accreditation Framework Guidelines and Best Practices

Structured competency assessment models aligned with the European Qualification Framework (EQF) and European Credit System for Vocational Education and Training (ECVET) facilitate the certification process. Competencies are mapped to these frameworks, ensuring clear, measurable learning outcomes. Micro-credentials and digital badges validate incremental learning achievements, enhancing transparency and portability of skills. Integrating these credentials with Europass ensures that certified skills are recognized across European countries. Multi-stakeholder engagement with policymakers, employers, and training providers enhances the effectiveness of the certification framework, aligning it with industry needs.

In this aspect, the BCOMP e-learning campus and instructional web app provide digital structure that support learning tracking, assessment, and certification.

b. Enhancing Educator and Trainer Capacities Guidelines and Best Practices

Comprehensive professional development in Transformative Learning methodologies strengthens the capacities of educators and trainers. The BCOMP training curriculum and

learning units plan serve as a structured framework for equipping educators with innovative teaching methodologies. Online training platforms, such as those developed in BCOMP, provide access to self-paced courses and interactive learning materials.

c. Improving Accessibility and Inclusivity in WBL Guidelines and Best Practices

through Assistive learning technologies, including screen readers and interactive accessibility features are very crucial for an accessible training process. Universal design principles guide course development, making materials adaptable to different learning needs. Blended learning models, as implemented in BCOMP courses the content supports online training, offering flexibility to diverse learners.

5. CONCLUSION

The B.COMP project's innovative approach to work-readiness skills through Transformative Learning has demonstrated significant potential in improving Work-Based Learning (WBL) outcomes. As per the feedback gathered through the piloting phases integration of digital learning tools, structured learning pathways, and interactive methodologies contribute the accessibility and effectiveness of vocational training for low-skilled learners. It is also stated that the leveraging Transformative Learning, B.COMP equips learners with not only technical competencies but also the critical soft skills required to thrive in modern workplaces.

The project's piloting phases have confirmed its adaptability across different professional environments, reinforcing its potential for broader implementation. Through the use of structured training curricula, digital platforms, and interactive methodologies, B.COMP provides a scalable and sustainable model for developing work-readiness skills. It is also suggested that the inclusion of digital credentials, such as Europass CVs and micro-credentials, enhances the recognition and validation of acquired competencies, ensuring that learners' skills are acknowledged across European labor markets.

This reference document serves as a guideline for presenting different tools of certification and accreditation policies, ensuring the sustainability of the project's impact.

The structured guidelines provided offer a roadmap for educational institutions, policymakers, and industry stakeholders to integrate the B.COMP framework into their respective training and certification processes.

The B.COMP e-learning campus and instructional web app serve as tangible tools for tracking learning outcomes and providing real-time assessments.

In this document it is also aimed to outline a more resilient and inclusive workforce ecosystem to create stronger collaborations between vocational educators, accreditation bodies, and industry leaders.

In this aspect B.COMP methodologies are designed to contribute to a more integrated and standardized approach to WBL certification, reinforcing pathways for low-skilled learners to gain recognized qualifications. The long-term vision of the B.COMP project includes expanding the numbers of the beneficiaries to reach, inspiring related project topics, and increasing opportunities for learners to access flexible vocational education.

By utilizing Transformative Learning as a guiding methodology, vocational education systems can transition towards a more learner-centered, adaptable, and competency-based structure that meets the demands of both learners and employers across Europe. The B.COMP project has demonstrated the idea of combining the effectiveness of Transformative Learning in equipping low-skilled learners with work-readiness skills. The piloting phase confirmed the project's relevance in professional settings, reinforcing its adaptability and scalability.

The recommendations in this document aims to create a clear pathway for institutions to design certification frameworks, enhance educator capacities, improve accessibility, and strengthen policy collaborations. The BCOMP's methodologies are created to present the crucial side of certification in work-readiness skills, fostering a more inclusive and effective vocational education landscape across Europe.

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