New Vocational Ways and Qualifications for
Professionalisation in the Second-Hand Sector

Quali Pro
—— Second Hand

Concept for the development of qualification profiles
for vocational educational training and further training
in the Second-Hand sector

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1 Introduction

The Leonardo Project "QualiProSecondHand" is deeply linked to the European Union long term strategy in the field of environment and training. It is based mainly in the 2005 revised Lisbon Strategy for sustainable growth and jobs. To implement the requested requirements the main focus of the project was applied on the professionalisation of the sector with a focus on qualification and further qualification of the employees. By using vocational educational scientific research instruments like sector analyses, operational case studies and expert workshops and interviews that are conducted in seven European countries (Germany, Austria, Belgium, Finland, UK, Slovenia and Bulgaria) numerous results could be worked out. These results allow in a first instance to work out an approach to the development of a qualification profile. The appropriate concept is the basis for a sector specific further training as well as for the development of initial training and thus for a possible European occupational image in Second-Hand sector, taking into account the specific needs and conditions of the target group "low-skilled and disadvantaged people". The development and testing of appropriate qualifications or initial training would be a second step - possibly within the framework of a follow-up project - to recommend. The approach of a concept to develop qualification profiles in Second-Hand sector that is shown here, is primarily based on long experience of the project execution organisation (project coordinator) "Institute of Technology and Education (ITB) of the University of Bremen" in the field of vocational educational scientific research and on the experience that could be gained in the framework of completed projects in the past. The selected research design that has been used for the analysis of the world of work as well as for the development of qualifications profiles and initial training profiles was not only proved as extremely successful. It also effected the sustainable implementation of new training images at the European level. Concerning this matter we can mention two Leonardo projects: The Leonardo project "Vehicle mechatronics" that has been carried out in the year 1997 and in which the occupational image "vehicle mechatronics" for the automotive service sector has been prepared. And the Leonardo project "Recyoccupation" that has been carried out in the year 2000, in whose framework the occupational image "Eco-recycler" has been developed for the recycling sector. These two European occupational images that has been developed, as in the project "QualiProSecondHand", on the basis of a qualitative study of the tasks change and the structures and the analysis of working relationships and processes.

However, to develop a sector specific qualification or an initial training it was essential to identify exactly the necessary and the sector specific working processes and tasks. That has been done by occupational case studies in different business fields of the sector (textiles, CD (sound storage media)/books, furniture and electrical and electronic devices). The presented approach for the development of a qualification profile for the European Second-Hand sector that has been designed in the context of the project "QualiProSecondHand" in Chapter 2 gives an overview about the sector specific core working processes and tasks and about the core working processes and tasks that are relevant for all business areas. The objective of any training or initial training lies in the mediation of theoretical and practical know-how and thus in the mediation of the necessary competencies and skills that are needed for the implementation of the different working tasks. A detailed presentation in the form of a table can be found in Chapter 5. Based on the identified working processes and tasks and the competencies which are needed to carry out the work, Chapter 6 provides an outlook for possible

forms and structures of training or initial training. In addition to recommendations from sector experts especially the needs of the target group "employees in the Second-Hand sector", who are in large part low-skilled or disadvantaged, are taken into account.

2 Relevant working processes and –tasks in the Second-Hand sector

As the results of the analysis of the European Second-Hand sector have shown, the sector includes a variety of different working processes and tasks. The detailed examination of the working processes and tasks within the framework of the operational case studies have illustrated that a clear differentiation between sector specific working processes and tasks and the ones that are relevant in all areas of business can be made. Appropriate working processes and tasks are summarised described in Chapter 2.1 and 2.2. At this point it is pointed out that a detailed description of all identified working processes and tasks in the Second-Hand sector can be taken out of the European good-practice-report regarding to the examination of qualification needs, approaches and strategies in the sector.[1]

2.1 Summary of the operating processes and tasks relevant in all areas of business

The analysis of the characteristic operating processes in the Second-Hand sector points out that there are working processes and tasks that are relevant for all areas of business. All businesses of the Second-Hand sector deal with

- obtaining donations/goods and customers,
- incoming goods
- outgoing goods

This is illustrated in Figure 1 (blue areas). The three central operating processes mentioned here which were identified in all areas (textiles, CD(sound storage media/books, furniture and electrical and electronic devices) have similarities in addition to this.

A central operating process of the Second-Hand sector is accepting the goods, evaluating their quality, sorting and transferring them. These tasks have to be completed at the point where the goods come in all the businesses, no matter what area of business they belong to. The employees have to evaluate the goods' quality (this is done either before or after accepting them, depending on how it is organised), estimate the resale value (cost-benefit estimation) and determine their future purpose on the basis of this evaluation. In doing so, goods are put in different categories. These are: disposal/recycling, repair, storage, direct sale or re-usage of parts. The categories differ depending on the area of business and the way the businesses are organised. Depending on the business concept different strategies and ways of organisation are pursued. This may also affect the processing steps to follow. The field of repair is, for reasons of economy, often only rudimentarily there or not even existing at all in profit-oriented businesses[2]. Here, normally only high-quality goods are accepted for this reason. These businesses simply focus more on economic aspects. Another difference to be mentioned in the context of the income of goods is to be found when looking more closely at what is involved in the tasks and what the technical skills are that are

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[1] The good-practice-report can be found on the website www.qualiprosh.de
[2] Profit-oriented businesses or profit enterprises are enterprises that principally work as cash converters.

required for their completion. Different technical skills are relevant for the respective quality checks in the different areas. The skills required for evaluating CDs differ from those required for evaluating used electronic devices, textiles or furniture. The relevant differences will be explained in more detail in Chapter 2.2. At this point we would like to mention that the operating process "income of goods" described is crucial for all businesses. Evaluating and sorting the goods affects the range of products available for sale enormously on the one hand, and the efficiency of the business, on the other.
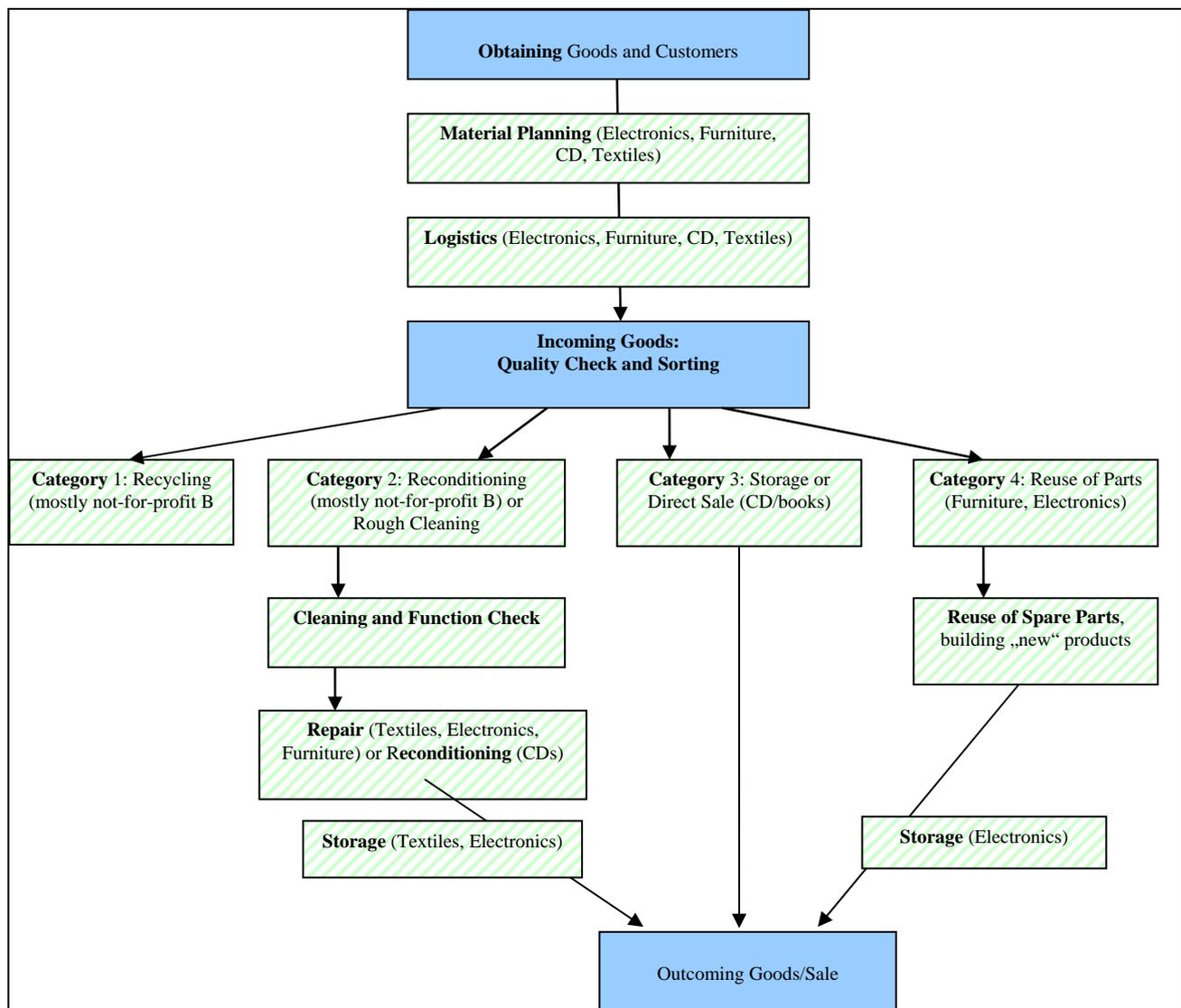

Figure 1 Overview of the operating processes and tasks in the Second-Hand sector identified on the basis of the case studies carried out

A second, fundamental process in the Second-Hand sector which is identified in all areas of business relates to the outgoing goods. It includes fixing the prices, registering the goods, their presentation and selling as such. For selling, different tasks have to be completed. The resale price of the goods has to be determined and entered into a system (partly this is done by means of an EDP-aided inventory control system). For selling the goods successfully they have to be presented to the potential customer in an attractive way. Furthermore customer service and the sales conversation play an important role. Part of the selling task is also dealing with the point of cash desk system. Technical knowledge or knowing about the market is undoubtedly helpful for

determining the price and for customer service, but it is not essential to know about these things for successful sales. All in all, the tasks that have to be completed by the members of staff in the selling context are very similar in the four different areas of business. In addition to this, it appears that less technical knowledge is required for sale in general than for other tasks like repair/restoration.

The third shared operating process includes obtaining donations (not-for-profit businesses[3]) or goods (profit-oriented businesses) and also customers to buy the goods. Depending on the concept of the business, the process also involves advertising activities in order to obtain donations or to acquire goods. Potential donors or sellers need to be informed about the possibility of handing in their possessions and have to be attracted to do so. It is a key challenge for second hand businesses to obtain goods which are of the highest quality possible. The goods that are obtained determine the range of products that will be sold. For this reason the target is to obtain goods that will be resold as quickly and efficiently as possible. Advertising activities for reselling the products were identified, too, for all the businesses and in different ways. This task only plays a minor role, however, in consideration of the main focus of the operating process.

2.2   Summary of the area-specific operation processes and tasks

Besides the processes that are relevant for all areas of business, area-specific characteristics were identified, too. These come to the fore especially regarding the technical contents of the tasks. However, there are also structural differences in the operating processes. For the majority of businesses analysed[4] in the area of "textiles", material planning and logistics do not play an essential role in the processes. In the other areas of business they are quite important. Another area-specific peculiarity is identified in the working processes and takes place after the incoming goods check. The similarities and peculiarities regarding the categories into which the goods are sorted and the tasks to result from them are presented in table 2. It becomes clear that "books/CD" is the only area of business in which products are not treated further at all or where treatment is outsourced. The same occurs in consideration of the area of electronic devices, only the acquisition of spare parts is identified here.

Area of business	CATEGORIES of Sorting				
Furniture	*No Treatment*	*Repair, Restoration*			*Recycling*
Books/CD	*No Treatment*	*(Treatment outsourced)*		*Storage*	
Electronic devices		*Maintenance, Repair*	*Acquisition of Spare Parts*		*Recycling*
Textiles	*No Treatment*	*Reconditioning, Mending, Cleaning*		*Storage*	

Table 1 Comparison of the categories into which the goods are sorted (after areas of business)

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[3] Not-for-profit businesses and enterprises are collecting material for free and invest the money generated by the sale of used goods to create further job opportunities.
[4] In Bulgaria is an exception in this context Logistics and material planning are part of the working process there.

When analysing the tasks and comparing what is involved in them from area to area it becomes clear that they differ quite a lot. This is reflected in the technical requirements which differ a lot, too. The task "incoming goods" for example involves quality verification. For this verification the functioning, the resale value and the repair expenses of furniture, textiles, electronic devices or books/CDs have to be estimated. Various technical skills are even necessary in this context. According to this, requirements for completing the tasks differ and depend on the subject or area of business, respectively. Also with regard to disassembly/recycling remarkable peculiarities are identified when comparing the areas of business. In the areas „books/CD" and „textiles" no goods are accepted for example – if possible – that actually should be disposed of.

In the businesses which provide maintenance/cleaning/repair, tasks also vary depending on the area they have to be completed for. For maintaining and repairing different electronic appliances very good technical skills are required. These differ fundamentally from the skills that are required for restoring or for building new furniture from old furniture parts. These two tasks also vary entirely from what is required of somebody who sees to mending and cleaning textiles. In turn „Books/CD" are not repaired or treated at all. Rubbing CDs/DVDs clean is the only exception. This task is outsourced and is therefore not really a task in the area "CD/DCD".

The storage of goods is important in the three areas of business "textiles", electronic devices" and "CD/books". The area „furniture" is an exception in this context. With regard to storing the goods, no tasks are identified which show area-specific (technical) peculiarities i.e. the storage of textiles, electronic devices or CDs follows similar criteria and requires the same skills for the employees. The transport of goods (pick-up or delivery) was identified in the areas of business "textiles", "electronic devices" and "furniture" whereas in the area "CD/books", transport was not essential. Tasks do not differ, transport is organised differently, however, depending on the goods and the means of transportation.

The requirements behind the tasks do not only differ with respect to the area of business, but also with respect to the kind of business (profit or not-for-profit business). Profit-oriented businesses of all areas calculate a price when purchasing the goods. This increases the importance of the quality check for the goods that are offered quite essentially and points out also the possible need for technical knowledge. However, in the profit-oriented companies it is often only the goods of high quality that are accepted which means that they do not have to be categorized that carefully. The same applies to the estimation of the expenses for repair. As a rule, repairing the goods is not an option.

The kind of business (orientated or not orientated to profit) is also important as the specific area in the context of the task "disassembly/disposal". In the areas of „electronic devices" and „furniture" it is generally only the not-for-profit businesses which organise disposal. The situation is similar with regard maintenance/cleaning/repair. Most of the profit-orientated businesses evaluate the further processing of second hand goods unprofitable. In general, the whole operating process does not take place in these businesses.

3 Definition of terms "competence" and "abilities and respectively skills"

In addition to the various working processes the competencies and abilities and skills which are necessary to do the work correct play a decisive role for the development of a sector specific qualification profile. Thus, in a possible qualification the necessary competencies and abilities and skills that are described in detail in Chapter 4 have to be conveyed. To differentiate the items better they are defined in Chapter 3.1 and 3.2.

3.1 Meaning of the term "competence"

The competence item in education goes back to Klafkis competency model of critical-constructive didactics. This means the ability and skill in those areas to solve problems and the willingness to do this. In the educational term of competence are substantive-categorical elements, methodical elements and volitional elements linked, including their transfer to different objects. There is an ambiguity of the term competence. Depending on the position, there exist different definitions what from competencies are put together.

In the vocational education (in the vocational studies and economic education) competencies are defined as a part of "self-organisation dispositions". A person who has sufficient competence to do certain things properly in this respect is competent. Competence can be acquired inter alia through education, training, experience, self-reflection and informal learning or self-education. Since the 1990s in the practice of vocational education four core competencies are established, from which all other skills can be educed: social skills, professional skills, methods skills and personal skills. Partially information literacy is taken as a combination of technical and methodological expertise. However, this classification is understood in the scientific discussion again and again as problematic. It is difficult to separate the content of technical and methodological competencies. It has become apparent that there exist very little Competencies to solve problems that can be transferred to any specialized content. In the educational science, the model (e.g. from Dieter Euler) preferred a matrix in which on one axis the content areas of professional competence, social competence and self-competence are and on the other axis: Knowledge, skills and attitudes.[5] All areas of competence together are the basis for competence to act. All in all the term "competence" can be account as a kind of generic term that covers different skills and capabilities.

The Council of Europe called competence as a proven ability, knowledge, skills and personal, social and methodological ability which is used in working and learning situations and for the professional and personal development. In connection with the European Qualification Framework, competence is described in term of the takeover of responsibility and autonomy. (Council of Europe, 2007)

3.2 Meaning of the terms "abilities and respectively skills"

Abilities are in general all things that a person is able to do. To be able to do something (the ability) is a part of the knowledge and means the practical skills and therefore it stands in contrast to the theoretical knowledge. It is also called the practice that a person has: e.g. professional practice or professional experience, language practice and the driving experience, etc. "Can" is therefore also characterised as the sum of all

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[5] Source: http://de.wikipedia.org/wiki/Kompetenz_%28P%C3%A4dagogik%29 (access on 23.06.2008)

experiences. The ability to manage something very easy is characterised as a skill. It means the potential or accomplishment to characterise the ability to perform activities.[6]

Skills are in contrast to abilities innate or defined by external circumstances and must therefore not be acquired. Abilities are the physical and mental prerequisites for the performance of certain work tasks. According to the individual job these are among others: physical ability and dexterity, reasoning power, power of concentration, articulateness, imagination, power of observation etc. But some abilities can be improved by training. On the other hand generally skills describe a learned and acquired part of the behaviour. Skills differ from abilities in the way that they can be learned only if a person has special abilities to realise the skills. Skills are, for example, reading, speaking, repairing etc.[7]

4   Core working processes, sub-working tasks and the necessary competencies for the creation of qualification profiles

To promote and professionalize a still relatively unexplored and in developing sector, such as the European Second-Hand sector, on one hand it is necessary to improve the quality in the sector and on the other hand uniform standards have to be developed against the background of the cross-border trade of used goods. Both can be achieved by a unified Europe and thus comparable qualification or initial training. As already mentioned, it was in a first step necessary to identify and analyse accurately the relevant and sector specific working processes and tasks if you want to develop a new training/qualification profile. The work processes and tasks are the basis for developing a possible qualification/training structure and the contents needed for this qualification/training. To improve the quality within the sector and thus to promote the professionalisation, it is necessary to analyse the relevant and sector specific working processes to implement the accumulate tasks both in theory and in practice professionally. For the qualification of the employees to become professionals or experts in Second-Hand sector, it is necessary to convey them the know-how that is relevant for all areas of business as well as the sector specific know-how. Therefore, the possibility should be established that the qualified professionals are able to implement their learned knowledge successfully in different fields and at different levels of the sector at a later time. For this reason, a possible qualification/training should include all core working processes that are relevant for all areas of business as well as the sector specific core working processes (see Chapter 5) and the relevant tasks.

In addition to the work processes and tasks that must be taken into account in the framework of a qualification/training the necessary and mediating competencies and skills poses the essential basis for a qualification/training. To accomplish a high-quality work in the Second-Hand sector, it is necessary that the employees have numerous task skills and competencies (see Chapter 5). These must be conveying in the framework of a qualification/training. The detailed and for a better overview listed core working processes and tasks as well as the necessary competencies and skills in Chapter 5 are the basis for possible qualification profiles and they should get in this consideration. The various working processes and tasks were clustered in the context of a later development of a working process oriented qualification. They put on the

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[6] Source: http://de.wikipedia.org/wiki/F%C3%A4higkeiten (access on 23.06.2008)
[7] Source: http://de.wikipedia.org/wiki/Fertigkeit (access on 23.06.2008)

similarities of the different business fields, with the respective specifics of individual business fields also taken into account.

5 Overview over the core working processes, sub-working tasks and the necessary competencies for the creation of qualification profiles

Core working process	Sub-working tasks	Competencies/skills
Management/ administration of all business processes	Personnel planning	- ability to communicate (verbal and nonverbal, different techniques) - ability to organise - knowledge of personnel structures and personnel resources development planning
	Carrying out general administrative tasks	- able to do the bookkeeping - able to do the salary administration and the preparation - able to use general computer programs (IT-skills) - ability to organise the office - able to document the work (to write work reports) - knowledge of methods of data recording
	Planning of work schedules, working tasks, working time	- ability to organise - ability to structure - ability to optimize effectiveness - administration knowledge/skills - IT-skills - logistic knowledge - ability to understand the employees needs - ability to adapt plans quickly in order to unforeseen circumstances (flexibility) - ability to check the working equipment - knowledge of the workshop and the requirements of the field of work - able to prepare instructions - able to insure conditions for safety work
	Organisation of job training	- ability to organise - administration knowledge/skills - IT-skills - ability to train - ability to identify the training need - able to match the capacity of trainers with the need of trainees/organisation

	Job controlling	- ability to organise - ability to communicate - administration knowledge/skills - IT-skills - able to perceive problems of employees regarding their work - ability to ensure quality assurance
	Presentation of the enterprise outwards (e.g. to authorities)	- ability to communicate - IT-skills - negotiating skills - able to act appropriate according to different target groups - ability to handle with public relations - ability to present the enterprise principles - marketing knowledge - knowledge of the market - able to design an image
Acquisition of goods / customers	Organisation and creation of advertising tactics	- marketing knowledge - IT-skills - creativity (knowledge about design techniques) - able to organise different advertising measures - able to implement consumer advertising methods - ability in wording - knowledge of the local market - knowledge about local media - customer-orientated
	Observation of the market	- knowledge of market analysis and investigation - ability to communicate - market knowledge (inc. competitors, trends) - able to identify target groups and their needs - sociological skills
	Search for sales offers in different media and comparison with the need of the enterprise	- knowledge of market analysis and investigation - ability to communicate - sector knowledge - IT-skills - knowledge of different media (Internet, newspaper, etc.) - knowledge of goods that should be sold later - knowledge of general market prices - product knowledge - able to identify sales offers

	Maintenance of networks and contacts	- ability to communicate - ability to organise - ability to make contacts - sector knowledge - motivation and engagement - the ability to work even more if needed
	Participation in sales campaigns (e.g. open day, fashion shows)	- research knowledge - ability to communicate - ability to organise - sector knowledge - IT-skills - creativity - able to recognise that the enterprise has special offers - ability to make casual suggestion for activities - ability to organise seasonal events - marketing knowledge
	Public relation tasks	- marketing knowledge - ability to communicate - ability to supply suppliers and customers with information - able to work with local stakeholders
	Development of advertising resources (e.g. flyer, poster, advertisements)	- marketing knowledge - creativity (knowledge about design techniques) - ability to communicate - IT-skills - ability in wording - knowledge about advertising methods and organisation - knowledge of specialised and well known publishers
Organisation of goods receipt	Adoption of suppliers/goods offers	- administration knowledge/skills - ability to communicate - knowledge of range - logistics skills - be able to purchase goods - be able to evaluate goods - knowledge about market needs
	Coordination with the transport, goods receipt and workshops (if existing)	- administration knowledge/skills - IT-skills - logistics skills - knowledge about storage capacity - ability to organise - ability to communicate - able to coordinate working processes
	Planning and organisation of goods clearance	- administration knowledge/skills - knowledge about purchasing

		- goods - IT-skills - logistics skills - ability to communicate - ability to organise
	Route planning	- logistics skills - ability to organise (distribution) - local knowledge - ability to use digital route planners
	Transfer of the bid by shop papers	- Knowledge of business administration - IT-skills - able to understand instructions - ability to manage documentation
	Identification of the kind of donations or bids (e.g. kind of goods, the actual state of the goods, the amount of goods etc.)	- sector knowledge - be able to create a price - accounting knowledge - product knowledge - able to evaluate goods (to recognise defects) - ability to organise - knowledge about market needs
Purchase and receipt of goods	Quality check (e.g. actual state, functionality)	- be able to do a quality check - administration knowledge/skills - knowledge of function, technology and materials of goods - knowledge of quality assurance systems - able to operate with quality assurance protocols
	Review of the resale value and the repair costs	- knowledge about prices - calculation knowledge - material knowledge - be able to evaluate the repair costs - knowledge about the goods value - ability to estimate repairing time need - market knowledge
	Pricing (calculation) for purchase	- pricing/calculation knowledge - knowledge of market analysis and investigation - marketing knowledge - market knowledge - ability to asses the goods quality and to match it with the state of the goods - ability to estimate costs of work - product knowledge
	Sorting by internal standards	- product knowledge - knowledge about internal standards - able to distinguish different goods

		-	logistic skills
	Documentation of the purchased goods (e.g. by inventory control system, route cards)	-	administration knowledge/skills
		-	knowledge in purchasing
		-	IT-skills
		-	able to distinguish different goods
		-	ability to work scrupulous
		-	knowledge of documentation needed
	Transfer of the goods to other areas of work	-	logistics skills
		-	material knowledge (in order to choose the means of transportation)
		-	knowledge about other areas of work
Storage of goods	Sorting of goods depending on a storage system	-	be able to control the stock
		-	knowledge about storage systems and conditions
		-	knowledge about internal categories of goods
		-	material knowledge
		-	able not to damage goods when sorting
	Transport of goods in the storage	-	logistics skills
		-	material knowledge
		-	physical strength
		-	(maybe) fork-lift driving licence
		-	able not to damage goods during the transport
		-	ability to work careful and have patient
		-	ability to organise
		-	knowledge of different kind of transports
	Placing goods in storage	-	stock knowledge
		-	knowledge about storage conditions
		-	ability to adjust
	Placing goods at the disposal	-	stock knowledge
		-	season knowledge
	Preparation of goods for dispatch	-	stock knowledge
		-	knowledge about packaging and dispatch conditions
		-	ability to handle the goods carefully
		-	ability to organise
Sale of goods	Pricing (calculation) for sale	-	pricing and calculation knowledge
		-	accounting knowledge
		-	market and goods knowledge
		-	able to estimate the value of used goods
	Labelling goods	-	sales knowledge
		-	able to fulfil simple instructions

		- ability to work patiently and carefully
	Sorting of goods by category	- marketing knowledge - sales knowledge - product knowledge - ability to distinguish goods - logistics skills - ability to recognise space for placing goods in the shop
	Decoration of the goods in the shop	- creativity - design skills - knowledge in arranging goods
	Sale	- sales knowledge /experience - ability to communicate - product knowledge - customer orientated - honesty - ability to give the customers support
	Use of a cash desk and a inventory control system (ics)	- administration knowledge/skills - stock knowledge - IT-skills - ability to handle with money - economy knowledge to calculate capacities quickly - able to operate with cash desks and inventory control systems
	Creating offers on the Internet	- marketing knowledge - IT-skills (e.g. design technology) - ability in internet wording - market oriented - knowledge of market analysis
	Customer service	- customer orientated - ability to communicate - product knowledge - ability in complaint management - knowledge of guarantee - ability to advice customers
	Dealing with difficult customers	- ability to communicate - ability to handle conflicts
Transport of goods	Driving a transport vehicle	- driving licence - knowledge about health & safety - local knowledge - reliability
	Loading and unloading goods	- knowledge about health & safety and cargo security - knowledge about the handling of the goods - physical strength - maybe a fork-lift licence - able to load/unload goods carefully
	Controlling of the loading	- knowledge about health & safety

	goods	- and cargo security - knowledge about the handling of the goods - ability to identify special criteria concerning loading (e.g. hazardous items) - ability to assess the transportable of the goods - ability to manage documentations
	Organisation of the route	- logistics skills - local knowledge - ability to organise (activities, time schedule) - ability to think economically and environmentally
	Handling of shop papers	- administration knowledge/skills - able to handle the shop papers correctly - IT-skills - Ability to operate with inventory control systems
	Dismantling of goods by the "supplier" (especially furniture, larger electrical appliance)	- knowledge about health & safety - knowledge about legislation - able to work accurately - able to use tools - knowledge about dismantling processes - handicraft abilities - knowledge of electrical factors
Dismantling and disposing of used electrical appliance /furniture	Manually deconstruction of the goods	- able to use tools - able to recognise the value of materials - able to dismantle spare parts that they are still in good conditions
	Nondestructive removing of contaminated materials	- able to use tools - ability to identify components and material - knowledge of contaminated materials - knowledge about health & safety
	Sorting of deconstructed single components	- ability to identify different components and their value - ability to assign components to categories - ability to work accuracy - ability to check single components
	Documentation of the deconstruction	- able to fill in forms - IT-skills - knowledge of different goods categories - knowledge of schedules by the dismantling of goods

Cleaning and repairing electrical appliance	Quality check (e.g. functionality, optically)	- be able to do a quality check - knowledge of the function of goods - ability to evaluate the condition of the goods - ability to evaluate the resale value - ability to decide if the goods can be repaired
	Maintenance and repair of the appliances	- product knowledge - cleaning skills (about cleaning material and methods) - mechanical skills (use of tools) - knowledge of the function of goods - ability to operate with technical instructions
	Calculation of the repair costs	- product knowledge - marketing knowledge - ability to calculate - IT-skills - able to pre-estimate prices of share-parts and time need for repair
	Exchange of wear parts	- handicraft skills (use of tools) - knowledge of the function of goods and wear parts - knowledge about the inventory
	Purchase of spare parts	- market knowledge - ability to organise - IT-skills - ability to calculate - knowledge about spare parts and their original use - knowledge of prices of spare parts
	Final controlling	- be able to do a quality check - knowledge of the function of goods - knowledge of quality assurance system - ability to operate with quality assurance protocols - knowledge of standards and regulations
Cleaning and repairing furniture	Quality check (e.g. functionality)	- be able to do a quality check - product knowledge (proper function to recognise defects) - material knowledge
	Cleaning	- product knowledge - cleaning skills (about cleaning material and methods) - able to prevent materials from damage - readiness to do unpopular working

		tasks
	Repairing missing components	- product knowledge - mechanical skills/ specialism of cabinet makers (use of tools) - knowledge of original use of items - knowledge of the inventory of spare parts
	Final controlling	- be able to do a quality check (recognizing mistakes to avoid future risks that arise by defective goods) - product knowledge - material knowledge - knowledge of quality assurance system - ability to operate with quality assurance protocols - knowledge of standards and regulations
	Dismantling of furniture	- product knowledge - able to use tools - recycling knowledge - able to work carefully - handicraft skills
	Construction of new furniture	- product knowledge - handicraft skills/ special of cabinet makers (use of tools) - ability to design - ability to join spare parts correctly together - creativity
Cleaning and repairing textiles	Valuation of the quality of the textiles	- product knowledge - marketing knowledge - fashion knowledge - able to recognise defects of textiles
	Using of different machines (e.g. washing machine, ironer)	- product knowledge - knowledge about health & safety - material knowledge - household skills - ability to use household machines - fulfil simple instructions
	Valuation of the repair costs	- product knowledge - calculation knowledge - able to pre-estimate prices of spare-parts and time need for correct repair
	Sewing and repair work	- product knowledge - knowledge about health & safety - sewing knowledge
	Ironing	- product knowledge - knowledge about health & safety - Ironing knowledge (manual or

		machine)
	Cleaning	- product knowledge - knowledge about health & safety - cleaning skills (about cleaning material and methods) - material knowledge
	Pre-sorting according to internal categories	- product knowledge - label knowledge - Knowledge about internal categories - be able to assign goods to seasons - knowledge of internal categories
	Final controlling	- be able to do a quality check (visual inspection) - able to identify textiles and fashion styles - able to identify suitable textiles for sale - knowledge of quality assurance system - ability to operate with quality assurance protocols - knowledge of standards and regulations

6   Outlook for possible qualification concepts

As the presentation of the sector specific working processes and the working processes that are relevant for all areas of business (Chapter 2) as well as the detailed description of the sector specific core working processes, tasks and accordingly the necessary competencies and skills/abilities (Chapter 5) illustrate, the Second-Hand sector in Europe covers a variety of working fields and therefore a huge potential for the development of sector specific and Europe-wide uniform qualifications to the point of a possible initial training especially for the target group low-skilled and disadvantaged people. While the structural heterogeneity of the Second-Hand sector until now has been inhibitory for the development of a uniform European qualification/training, we can determine after the circumstantial analysis that there are many similarities in the field of working processes and tasks. There could be identified cross-national and cross-business area similarities as well as similarities which are independent from the kind of enterprise (profit- or not-for-profit area). The diversity in terms of different business fields as well as the many working processes and tasks which are common to all countries enable different design options and approaches regarding the structural, organisational and content design and development of a possible qualification/training in the European Second-Hand sector.

The development of a sector specific qualification can range from the development of further training to initial training. However, the qualification should be created for overall areas of business against the background of the objective to develop a European-wide uniform qualification/training and to allow the trainees the access to a relatively large area. But specific business field differences should not be ignored. They should be implied as an important part of a high quality qualification. While the overall area of

business tasks are the basis of a possible qualification, the sector specific tasks are a useful professional completion that can be not ignored. At this point we want to point out that the overall business area tasks include specific business area peculiarities. These can be included in substance in the design of the qualification, without a strong lead to specialization. Accordingly, all in Chapter 5 listed core working processes should be taken into account in a possible qualification/training by giving attention to the business area specifics. Highly specialised tasks such as e.g. the dismantling and disposing of used electrical appliance/furniture or the cleaning and repairing of goods of different business areas (electrical appliances, furniture, textiles) should be taken into account for the sake of completeness in a qualification - at least in imparting basic knowledge. They can be also involved more deeply as an additional specialization in a qualification or complement them.

One possible approach for a future qualification/training could be the structuring of the core tasks in terms of logical competencies development according to the approach of Dreyfus and Dreyfus (1986). This approach describes the development from beginner to expert in five stages: novice, advanced beginners, competent actor, professionals, expert. However, for a possible initial training to an e.g. Second-Hand specialist would be suffice a three-vary graduation with degree of difficulty of tasks with the levels beginner, advanced and expert (see table 2).

Learning field	Competence development level	Occupational tasks
1	**Beginner**	1. Transport of goods 2. Storage of goods 3. Dismantling and disposing of used electrical appliance/furniture 4. Cleaning and repairing textiles/furniture/ electrical appliance
2	**Advanced**	5. Organisation of goods receipt 6. Purchase and receipt of goods 7. Administration of business processes 8. Sale 9. Aquisition of goods and customers
3	**Expert**	10. Maintenance of electrical devices 11. Restoration/Construction of new furniture

Table 2 Logical development structuring of the core tasks for a possible qualification to a Second-Hand specialist

Such a qualification/training could be carried out in three learning levels and could be used to adjust deficits of the target groups - both those who are already employed in the sector as well as those who apply as sector newcomers - or prepare operational areas in the future. Moreover, there is a possibility of a graduated training that is adapted to the different educational and vocational qualifications of the trainees. Even therefore individual certificates can be achieved. By achieving one certificate the trainees have the possibility to reach the next and higher learning level. This approach is against the background welcomed that in the Second-Hand sector many disadvantaged people with a low or no pre-qualification training are employed. This target group are often lacking the motivation or the necessary staying power to

complete a long training programme so that they can achieve maximal the lowest level of the above described system.

Another and very flexible approach offers a modular qualification/training (like presented in Figure 2) that is recommended by sector experts against the background that a large part of the sector employees are low-skilled or disadvantaged people. This form of qualification includes on one hand the listed competence development like in table 2 and on the other hand the opportunities for training in various fields for those trainees, which have only selective deficits, e.g. regarding to one of the focus1 to 11 that are presented in Figure 2. Such a qualification could be designed in a form that the individual modules will be certified after successful completion or the modules can be completed and certified in the block (e.g. 1 to 4 to reach the level beginner) to achieve a partial training or if all modules (1 to 11) are completed a full training can be achieved. Furthermore individual module training package enable to certain business fields the possibility of specialized training. For example, in the business fields "textile and CD/books" the focus of the competence development can be module 1 and 2 and 4 to 9, because this working processes are relevant for these two business fields. Accordingly, there are also priorities for the business fields "electrical appliance2 and ""furniture" as Figure 2 illustrates. Thus, a qualification can be offered relatively independent of the time and at various levels and according to the needs of the trainees. Furthermore, the modular form of qualification/training - certain quality standards are underlying – offers against the background to develop a European-wide unified qualification/training the possibility to continue with the training in another country and at a later time without any problems than in the country where it was started. And also the problem of acceptance of individual training modules in different countries, as they so far is available in other courses, would be resolved.

Finally it should be noted that the analysis of the European Second-Hand sector has not only generated a general need for training of their employees or company. Also because of the foreseeable future and development of Second-Hand sector the development of initial training, for example, to Second-Hand specialist, would be advisable. The many peculiarities in terms of the identified working processes and tasks show that it makes sense to implement an initial training in the Second-Hand sector. Therefore the numerous business areas and task fields offer plenty of potential amongst others the opportunities for specialization.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
Trans-port	Storage	Dis-mantling and dispos-ing (Electro/ furniture)	Cleaning, repairing of textiles	Organi-sation goods receipt	Adminis-tration business processes	Sale	Acquist-ion of goods / customers	Pur-chase and receipt of goods	Main-tanance Electri-cal appli-ance	Res-toration /Con-struc-tion furniture

Competencies development with the focus on the business field textile and CD/books

Competencies development with the focus on the business field electrical appliance

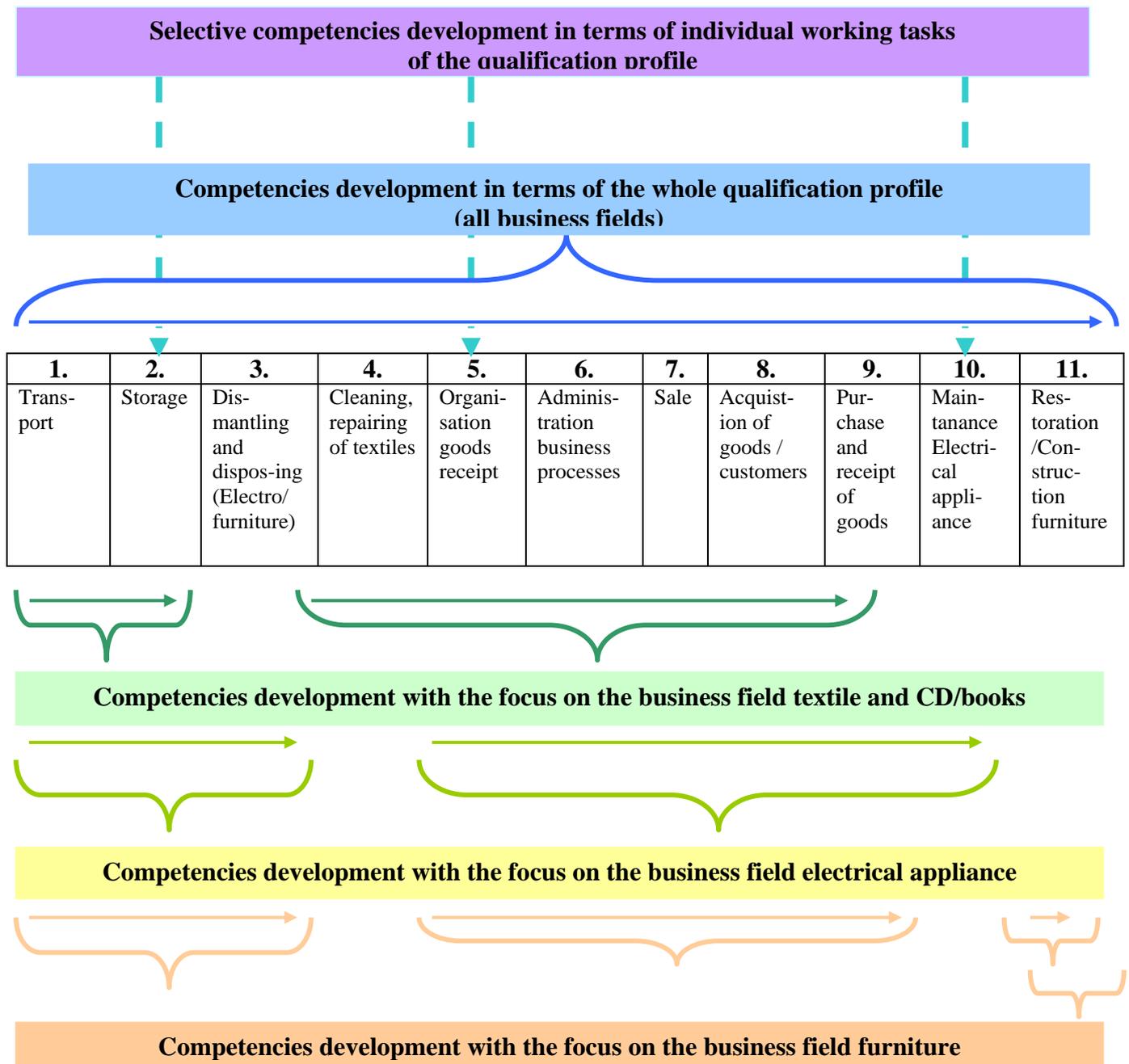**Competencies development with the focus on the business field furniture**

Figure 2: Overview over possible ways of qualification