



# FINAL EVALUATION REPORT OF THE EPANIL PROJECT

October 2006

**Author:** Barbara Zamorski  
Centre for Applied Research in Education (CARE)  
School of Education and Lifelong Learning  
University of East Anglia  
Norwich, NR4 7TJ; UK  
[b.zamorski@uea.ac.uk](mailto:b.zamorski@uea.ac.uk)

**Project: CZ/04/B/F/PP-168010 European Common Principles for the Accreditation of Non-formal and Informal Learning in Lifelong Learning (EPANIL)**

**LEONARDO DA VINCI  
Community Vocational Training Action Programme**

**Second phase: 2000-2006**

**Project Duration**

24 months 1. 10. 2005 – 30. 9. 2006

## TABLE OF CONTENT

1. INTRODUCTION .....	1
1.1 BACKGROUND TO THE PROJECT .....	1
1.2 REPORT FRAMEWORK.....	2
2. PROJECT AIMS (SECTION ONE) .....	2
2.1 PROJECT AIMS IN GENERAL .....	2
2.2 PROJECT AIMS IN PARTICULAR.....	3
2.3 TARGET GROUP.....	5
3. THE EVALUATION PROCESS (SECTION TWO).....	5
3.1 PROJECT MEETING ONE.....	6
3.2 PROJECT MEETING TWO.....	7
3.3 CONFERENCE ATTENDANCE .....	7
3.4 EVALUATION FIELDWORK VISITS .....	7
3.5 PROJECT MEETING THREE .....	7
3.6 MEETING AT THE UNIVERSITY OF EAST ANGLIA) UEA IN THE UK .....	8
3.7 PROJECT MEETING FOUR AND FINAL CONFERENCE.....	8
3.8 CONTINUOUS PROJECT TRACKING .....	8
4. FORMATIVE EVALUATION REPORTS AND PRESENTATIONS .....	9
4.1 EVALUATION REPORT (MARCH 2005) .....	9
4.1.2 Introduction.....	9
4.1.3 Project Progress; background of the project.....	9
4.1.4 Project Aims.....	10
4.1.5 Target group .....	11
4.1.6 The situation regarding APEL at the start of the project.....	11
4.1.7 The first EPANIL Project Meeting (Prague, October 2004).....	19
4.1.8 Progress on Valorisation.....	20
4.1.9 Appendix 1 .....	21
4.2 EVALUATION PPP .....	23
4.3. EVALUATION REPORT ON FIELDWORK VISITS TO TARGET COUNTRIES (JANUARY 2006) .....	29
4.4 EVALUATION VISIT (FRANCIS MUDGE) .....	31
4.4.1 Evaluation Visit to Czech Republic .....	31
4.4.2. Evaluation Visit to Slovakia (Nitra).....	35
4.4.3. Evaluation Visit to Poland .....	37
4.5 EVALUATION PPP AND NOTES: PROJECT MEETING AT GLIWICE IN APRIL 2006.....	41
5. PROJECT OUTCOMES (SECTION FOUR).....	44
6. OVERALL COMMENTS .....	47



# 1. INTRODUCTION

## 1.1 BACKGROUND TO THE PROJECT

The access of adults, especially those with lower or no qualifications, to formal education and training and/or certification is still very complicated in many European countries. Currently, adults have mostly to attend entire study programmes leading to formal certificates, even in cases where they have sufficient evidence or the outcomes of considerable recent and relevant non-formal and/or informal learning. It is therefore necessary to extend adults' educational attainment opportunities by developing new and more appropriate ways of access to formal education and/or certification, especially in various fields of secondary level and non-university higher vocational education.

One of the major problems facing Europe within the next decade is the issue of the ageing population. During the next years, there will be a massive wave of retirement and the labour market will experience a lack of appropriately qualified labour force. The level of competences in business and industry will suffer immensely unless steps are taken to deal with the problem now. European and global free movement of people and labour force is only one part of needed response. The other is to be seen in the lifelong and life-wide learning, with the recognition of all types of learning for qualifications and with a maximal opening up of access to education and training for all throughout the whole life. Many economically inactive or unemployed persons are lacking a sufficient level of formal education and/or formally recognised vocational qualification for being able of (re)integration into the labour market. New pathways to education and training are therefore to be developed to enable these target groups to embark upon further education leading to certificates at secondary or higher levels.

In the context of the agreed objectives for Education and Training "The concrete future objectives of education and training systems" (2001) and the recent communiqué of the "Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET)" (December 2004), the attractiveness of the vocational route to employers and individuals is a major priority in order to increase participation in Vocational Education and Training. In order to meet the Common Objectives for Education and Training for 2010, every country will have to open the access to education and training and to apply the Common European Principles for the validation of non-formal and informal learning. Implementing these principles has been an important new contribution of VET to the objectives of the Lisbon strategy 2000. (EPANIL web-site <http://www.epanil.net/aoprojektu.html>)

## **1.2 REPORT FRAMEWORK**

The report is written in four sections. Section One outlines the project aims. The second section describes in some detail the evaluation purposes, methods and activities. This is followed by the largest section, which contains the evaluation reports and presentations produced during the project journey. These two sections are included so that the reader can gain a clear understanding of the project processes and the areas and issues addressed. The final section maps the final project outcomes against the original stated aims and objectives.

## **2. PROJECT AIMS (SECTION ONE)**

### **2.1 PROJECT AIMS IN GENERAL**

Access to education for adults is very complicated. Currently potential participants are required to pass entire study programmes despite considerable authentic, recent and relevant non-formal and informal learning outcomes. It is therefore necessary to extend and develop ways of entry into formal education, especially secondary vocational education. Within the project PHARE – “Complex Development of Activities of Individuals in the Moravian-Silesian region” the Regional Centre for Lifelong Learning has been created, which offers educational programs for secondary education. This Centre is an organisational part of the Business School of Ostrava and leads the regional learning network, members of which are educational institutions, secondary schools, social partners and public bodies. We want to extend the functions of this Centre through strengthening resources across the adjacent areas of the Czech Republic, Poland and Slovakia and create the system of the validation of prior experience, and non-formal and informal learning. (Taken from the project proposal)

This proposal was concerned with developing processes and pathways which are to increase the access of adults without qualification or with the lowest level of qualification but with experience in the workplace (whether this be in paid employment or voluntary work) into further education through the recognition and validation of their non-formal and informal learning. The implementation of the Common Principles is an important new part of the contribution of VET to the Lisbon Objectives (2000). This proposal was designed to develop an innovation “Learning Region” approach to the regeneration of Moravia-Silesian region, Upper Silesian region and Nitra region as a pilot implementation of the pending Decision of the Education Council in May 2004.

The project was planned to take place in the adjacent areas of the Czech Republic, Poland and Slovakia where unemployment high due to the process of economic transition. Many of unemployed persons have not sufficient education (below ISCED 2) and so they are unemployable. New pathways to education are

therefore to be developed to enable this target group to embark upon further education at secondary level. Every country must open the access to education and training and the validation of experience throughout life, because one of the major problems facing Europe within the next decade is the ageing population issue. In 3 to 4 years, there will be massive retirement and the labour market will experience a lack of an appropriately qualified work force. The level of expertise in business and industry will suffer immensely unless we take steps to deal with the problem now. Mobility is only part of the answer. Lifelong learning, the recognition of all types of learning for qualifications, the opening up of access to training and education for all at all ages must be an obligation.

## **2.2 PROJECT AIMS IN PARTICULAR**

This project is concerned with developing methods and processes of identification and validation of non-formal and informal learning in the chosen branch of “cook” (ISCED 3C) with the aim to increase the access of adults to further education and their pilot testing in the Czech Republic, Poland and Slovakia. In particular, it is necessary to create a framework for access to further vocational education and training for adults based on the European Principles and Inventory for the Identification and Validation of Non-formal and Informal Learning. The project will use the experiences of other European countries (Great Britain, France and Germany), which are experienced in the theory and practice of identification and validation of non-formal and informal learning. (EPANIL web-site <http://www.epanil.net/aoprojektu.html>)

The EPANIL Project Proposal stated the following aims:

The project will develop and verify appropriate methodologies and tools by using the best European practice within the “Common European Principles for the Validation of Non-formal and Informal Learning” derived from the Bruges/Copenhagen process. In particular it is necessary to create a framework for access to further vocational education and training for adults based on the European Principles and Inventory for the Validation of Non-formal and Informal Learning as developed from the Copenhagen Declaration (2002).

The project partners planned to undertake this task through a four-stage process:

1. Examining current developments in Europe and lessons learnt from previous projects undertaken by project partner institutions (See Appendix 1 for list of previous related projects):

- Analysis of developments on APEL at European Level based on outcomes of the Copenhagen Process.
- General concepts and frameworks of APEL
- Lessons from other relevant projects.

2. Examining and learning from other European countries' experience and development:

- Specific country studies (DE,FR,UK), in-depth analysis, with the focus on practice APEL tools and methods used in LLL in the light of Common principles for validation, providing relevant specific case studies of innovations and their impact on LLL for the target group.

3. Analysis of the situation in the three target countries:

- Analysis of the current situations in CZ, PL and SK against a background of the other new Member States (a combination of local studies and ETF Reports – need a link to the other countries especially EE, HU, LT, LV, SI).
- Analysis of needs, possibilities and obstacles for the implementation of APEL in the target countries (Czech Republic, Poland and Slovakia).

4. Development, implementation and piloting frameworks, tools and methods in the target countries:

- Developing a reference standard for validation of non-formal competencies in selected branches relevant to the Labour Market).
- Setting methods and tools for APEL in the light of Common European principles for validation.
- Setting up of an advisory and guidance system for schools and training organisations involved in project.
- Selecting participants of the pilot access courses in ways that guarantee equality of opportunities regardless of ethnicity, disability and gender.
- Pilot testing the range of tools. methods, advisors and post assessment guidance system in all schools and training organisations involving in the project.

Additionally, the partners planned an action-research approach to evaluation of the project. This approach has two interdependent elements:

a) *On-going formative evaluation* works as a form of action research by feeding early or mid-term data into a new initiative, programme or policy in order to help it better identify and understand both the movement towards the intended consequences (and challenges in doing so) as well as the identification of unintended consequences of the innovation or initiative. As a series of snapshots in time of an ambitious and complex journey, formative evaluation offers feedback from key players and stakeholders and regular overviews to consider for future directions and actions during the project period, and

b) *A summative evaluation report* at the end of the project, which maps its outcomes against the stated project aims and objectives

## **2.3 TARGET GROUP**

The target group/s of the EPANIL project were adults without qualifications or with the lowest level of qualifications (at ISCED Level 2 or below) but with experience in the work place (whether this is in paid employment/position or voluntary work). The project planned offer unemployed and disadvantaged persons and persons at the risk of unemployment the opportunity of access to further education and training via validation of experience in the workplace and the validation of experience throughout life.

(see EPANIL web-site for further information on the aims  
<http://www.epanil.net/aoprojektu.html>)

## **3. THE EVALUATION PROCESS (SECTION TWO)**

EPANIL was an important but also an ambitious and complex project. Additionally, it was taking place in a time of significant transition and movement for the three 'target' countries involved. The purpose of the evaluation function for the EPANIL project was thus twofold. It was to go beyond merely a final report, that is, an audit of compliance to planned outcomes and a judgement of success. It was to also track and report back on the project's progress during its journey. The planned evaluation approach thus comprised two interdependent elements.

First of all, on-going formative evaluation activity was undertaken for the duration of the project term. Generally, this activity works as a form of action research by feeding early or mid-term data into a new initiative, programme or policy in order to help it better identify and understand both the movement towards the intended consequences (and challenges in doing so) within an uncertain and changing context as well as the identification of unintended consequences of the innovation or initiative. The formative evaluation purpose was – in the first instance - to offer a series of snapshots taken at key stages of the project journey in order to help the partners to check and re-check their work against the original project aims and tasks. The other primary purpose was to offer relevant mid-term feedback from key players and stakeholders to consider any re-orientations (as a result of contextual changes) required during the project period. Changes did occur both in the external and internal contexts during the project period. Externally, EU-related movement and progress was taking place, and some of the partners' knowledge and input on these movements were invaluable. Within the three 'target' countries, regional and/or national movement and progress toward the project aspirations were also taking place. In these cases, importantly, the EPANIL project was one of the players.

The second element of the evaluation is the summative report. This maps the project's achievements against the stated objectives and outcomes. This is a briefer section as project products and outcomes are very well documented as

part of the formal requirements of the project proposal. However, the formative evaluation activities do help validate the integrity of the final products and outcomes.

The evaluation process was carried out by the following methods and activities:

### **3.1 PROJECT MEETING ONE**

Attendance, observation and input at the start meeting in Prague in October 2004. All partners introduced themselves and their roles in the project. An evaluation presentation was given which outlined the particular role and functions of the evaluation process for both the evaluators overall and the other partners (the three target countries) in terms of local evaluation. Additionally, evaluation methodologies, principles and planning were outlined in some detail.

#### **Survey 1**

Following this meeting, in December 2004, a detailed survey of partners' activities and progress was undertaken. It addressed the following areas:

- Feedback on the Prague project meeting
- The situation regarding APEL at the start of the project in the member states from which the partners are drawn (Germany, France, United Kingdom, Czech Republic, Poland, Slovakia) including an analysis of 'local' (country) information that would help all the project partners better understand the 'problem' and the 'opportunity' structures for change (as explained earlier by the evaluators during the Prague meeting) relating to partners' individual contexts.
- In the light of the above, partners' thinking, progress and planning concerning the aims of their individual Work Packages.
- Then current dissemination and Valorisation planning.

A draft report was produced and sent to all partners for dissemination and feedback in the new year (January 2005). As well as an analysis of the problem and opportunity structures, a set of recommendations for future meeting was included. As no alterations were suggested, the Report stood as written (March 2005)

#### **Survey 2**

A second (smaller) survey of project activities was sent to all partners on March 20<sup>th</sup> but insufficient response did not allow for a systematic report to be made. This was not a major problem as the next project meeting was due in two months time and information exchange could take place then.

### **3.2 PROJECT MEETING TWO**

Attendance, observation and input at the second project meeting, which was held in Arras (France) in June 2005. Project progress had advanced well by this stage and the evaluation input offered a) an overview of each partners' progression with regard to project aims and outcomes, and b) then discussed the important relationship of the project work in each of the three 'target' countries to the either current or future national educational policies and infrastructures. Additionally, an evaluator fieldwork visit for the piloting processes was discussed and planned with the partners.

### **3.3 CONFERENCE ATTENDANCE**

Attendance and input at a key dissemination (and valorisation) event. In September 2005, the EPANIL partners presented a two session Roundtable at the European Conference on Educational Research (ECER) at University College Dublin, Ireland. Eight papers were presented. The presentation drew a large international audience and was very well received, with much subsequent discussion. Additional benefits were meetings between project partners and new European contacts made for further networking, and feedback about other countries' approaches to this subject.

### **3.4 EVALUATION FIELDWORK VISITS**

As just noted previously, during the second project meeting an evaluation fieldwork trip in November 2005 was planned. This was to visit the three countries trialling the actual piloting process for training courses for advisors, and methods and tools for the validation of non-formal and informal learning in one chosen branch (ISCED 3C) in the light of Common European Principles. (The chosen branch was 'cook'). The fieldwork was of two weeks duration and included visits to relevant partners and organisations in CZ, Poland and Slovakia. A list of twenty-one questions regarding project progress was designed as the evaluation framework of investigation. These questions were divided into five sets of strategic and/or operational interest – questions relevant to: national level, regional level, institutional level, operational levels and questions relevant to more than one level. In the event, the piloting plans were not all taking place as originally conceived in all of the countries, but information was collected about the contexts of action and with some of the project partners and 'actors'. A Project Report was produced and circulated to the partners in February 2006.

### **3.5 PROJECT MEETING THREE**

Attendance, observation and input at the third project meeting, which was held in Gliwice (Poland) in April 2006. The Evaluation input (presentation) addressed the following areas:

- Re-visiting the original project aims and objectives (for example, to what extent is the project addressing Equal Opportunities and Inclusion?)
- Other areas to spotlight (for example, what other kinds of valuable 'knowledge' is the project gaining beyond the stated aims and objectives?)
- Based on the fieldwork investigation, some feedback and questions regarding: the extent to which the 'process and pathways' have been designed and put in place at the different levels; progress of the piloting process and the responses so far; and what are the main outcome so far?
- The next stages: issues and questions

### **3.6 MEETING AT THE UNIVERSITY OF EAST ANGLIA) UEA IN THE UK**

In May 2006, a meeting between project partners from partners from the Ostrava Business School and the evaluator took place at the University of East Anglia (UEA) in Norwich (UK). This was in order to discuss project outcomes and progress so far and in relationship to future thinking and action; that is, how to best build upon the project work undertaken up to this date.

### **3.7 PROJECT MEETING FOUR AND FINAL CONFERENCE**

Attendance and observation at the final project meeting in Ostrava in September 2006. This was the date for the end of the project and was also the occasion of the final EPANIL Dissemination (and valorisation) Conference. 'Learning region: Final Conference of the EPANIL Project'.

### **3.8 CONTINUOUS PROJECT TRACKING**

In addition, the evaluators tracked project progress and advances outside of the project meetings through:

- Regular contact with the project co-coordinator
- Being in receipt of all documentation produced by partners (some of these were gained during the project meetings). A great number of extremely good and useful project documents were produced during the project lifetime.

Feedback was offered to the project co-ordinator when requested.

## **4. FORMATIVE EVALUATION REPORTS AND PRESENTATIONS**

This is the largest section of the report. It comprises the evaluation reports and presentations that were produced during the project lifetime. As noted earlier in this report, these are included in full detail so that the reader can see and understand the scope of the issues engaged with. There are four reports and presentations, which can be mapped to Section Two – Evaluation Activities:

1. Evaluation Report (March 2005)
2. Evaluation PPP (delivered at Arras Project Meeting June 2005) as a basis for partner feedback, discussion and planning.
3. Evaluation Report on Fieldwork Visits to target countries (January 2006)
4. Evaluation PPP and Notes (delivered at Gliwice Project Meeting April 2006) as a basis for partner feedback, discussion and planning.

As the Reports are reproduced almost exactly as they were written or presented, readers will note that there is some repetition in some of the report introductory statements.

### **4.1 EVALUATION REPORT (MARCH 2005)**

#### **4.1.2 Introduction**

This report is produced six months after the start of the project. It is based on the analysis of an evaluation survey sent to all project partners in December 2004, two months after the first project meeting. A draft report was sent to all participants in January 2006. It covers the following areas:

- The background, aims and target of the project
- The situation regarding APEL at the start of the project in the member states from which the partners are drawn (Germany, France, United Kingdom, Czech Republic, Poland, Slovakia)
- The activities carried out during the first six months of the project
- The first project meeting (Prague, October 2004)
- Progress to date on valorisation
- Progress to date on dissemination

#### **4.1.3 Project Progress; background of the project**

The access of adults, especially those with lower or no qualifications, to formal education and training and/or certification is still too complicated in many European countries. Currently, adults have mostly to attend entire study programmes leading to formal certificates, even in cases where they have sufficient evidence or the outcomes of considerable recent and relevant non-

formal and/or informal learning. It is therefore necessary to extend adults' educational attainment opportunities by developing new and more appropriate ways of access to formal education and/or certification, especially in various fields of secondary level and non-university higher vocational education.

One of the major problems facing Europe within the next decade is the issue of the ageing population. During the next years, there will be a massive wave of retirement and the labour market will experience a lack of appropriately qualified labour force. The level of competences in business and industry will suffer immensely unless steps are taken to deal with the problem now. European and global free movement of people and labour force is only one part of needed response. The other is to be seen in the lifelong and life-wide learning, with the recognition of all types of learning for qualifications and with a maximal opening up of access to education and training for all throughout the whole life. Many economically inactive or unemployed persons are lacking a sufficient level of formal education and/or formally recognised vocational qualification for being able of (re)integration into the labour market. New pathways to education and training are therefore to be developed to enable these target groups to embark upon further education leading to certificates at secondary or higher levels.

In the context of the agreed objectives for Education and Training "The concrete future objectives of education and training systems" (2001) and the recent communiqué of the "Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET)" (December 2004), the attractiveness of the vocational route to employers and individuals is a major priority in order to increase participation in Vocational Education and Training. In order to meet the Common Objectives for Education and Training for 2010, every country will have to open the access to education and training and to apply the Common European Principles for the validation of non-formal and informal learning. Implementing these principles has been an important new contribution of VET to the objectives of the Lisbon strategy 2000. (EPANIL web-site <http://www.epanil.net/aoprojektu.html>)

#### **4.1.4 Project Aims**

This project is concerned with developing methods and processes of identification and validation of non-formal and informal learning in the chosen branch of "cook" (ISCED 3C) with the aim to increase the access of adults to further education and their pilot testing in the Czech Republic, Poland and Slovakia. In particular, it is necessary to create a framework for access to further vocational education and training for adults based on the European Principles and Inventory for the Identification and Validation of Non-formal and Informal Learning. The project will use the experiences of other European countries (Great Britain, France and Germany), which are experienced in the theory and practice of identification and validation of non-formal and informal learning. (EPANIL web-site <http://www.epanil.net/aoprojektu.html>)

#### **4.1.5 Target group**

The target group/s of the EPANIL project are adults without qualification or with the lowest level of qualification (at ISCED Level 2 or below) but with experience in the work place (whether this is in paid employment/position or voluntary work). The project will offer these unemployed and disadvantaged persons and persons at the risk of unemployment the opportunity of access to further education and training via validation of experience in the workplace and the validation of experience throughout life. (EPANIL web-site <http://www.epanil.net/aoprojektu.html>)

#### **4.1.6 The situation regarding APEL at the start of the project**

This section is based on the documentary information provided by the partners who attended the first project meeting in Prague (October 2004).

Eight sets of documentary material were distributed.

1. Germany: Accreditation of non-formal and informal learning in Germany (University of Flensburg – Gerald Heidegger, Wiebke Petersen)
2. United Kingdom: Accreditation of Prior Learning – Draft materials and information to inform the development of guidelines on APL/APEL – PRIVET (UK – Bob Bissell, John Konrad)
3. Poland: Information on APL dissemination and experience in validating competence and education quality assessment in Poland (Górnoslaskie Centrum Edukacyjne – GCE Gliwice)
4. France: CIBC Regional Association Nord Pas de Calais October 2004
5. Note for the meeting of Objectives Group H, 16-17 February 2004 – Common European Principles for Validation of Non-formal and Informal Learning, Brussels DG Eac B/1 Jbj 06.02.04, European Commission, Directorate - General for Education and Culture
6. Prezentance Uvodprojektu – Czech Republic report notes
7. University of East Anglia, Learning, Teaching and Quality Committee, Appendix 21, APL/APEL policy
8. UK National Report – J Konrad, October 2004

The analysis of these eight documents is based on the criteria/stimulus items set out in section 2 of the first call for evaluation feedback (December 2004).

## 1. The role of the formal schooling system

Source Doc.	Comments
2	Learners wishing to use the Accreditation of Prior Learning to access Higher Education (HE) will need to . . . . : identify a potential programme/award match previous learning against the requirements stipulated by the institution provide evidence of that learning - either in writing or some other tangible form, and/or through an interview.
2	The credit that may be awarded within HE on the basis of prior learning may take the form of entry into a program of study, advanced standing within a program of study, or credit towards an award.
6	Awarding of certificates is closely connected with the necessity of going through some educational programmes. A formal (de jure) certification of the outcomes of non-formal education has no system basis on national level and there is neither a validation of informal competencies nor any other form of formal recognition of informal learning. Formally recognised certificates can be only obtained in the formal educational system or in other formally recognised courses.
7	Specific credit may be awarded for courses which form a substantial part of a degree/higher education qualifications, that carry a credit-rating and are clearly comparable in level, academic standard, content and learning outcomes to an equivalent award at UEA.
8	<i>Higher Education</i> Courses or other programmes of learning may lead to the award of a <i>Degree</i> that may be a Bachelor, Master or Doctor qualification. Credits are based on the norm that an average full-time student gains 120 UK Credits per year. Thus, two UK Credits are equivalent to one ECTS Credit.
8	Courses or other programmes of learning above the level of compulsory secondary education and below the level of Higher Education normally lead to an accredited qualification. Representatives of employers are involved at National and Sector levels in the national systems through the <i>curriculum</i> bodies [UK Sector Skills Councils]; and the <i>funding</i> systems [National – England the Learning and Skills Council operating Regionally and locally].

### Advantages or Strengths

Infrastructures exist within the English system (2,7,8) for the Accreditation of Prior Learning (APL) through the formal education/schooling system.

### Challenges or Obstacles

Infrastructures seem to not exist (6) within other national systems for the Accreditation of Prior Learning (APL) through the formal schooling system.

## 2. The process of informal systems for accreditation

Source Doc.	Comment
1	Options for accreditation of non-formal and informal learning - External exam related to the dual system in Germany - „Profiling“-measures on behalf of the labour office
3	There also exists a need for formal unification of nomenclature, symbolism of terminology and verbal descriptions of competences and qualifications required in respective professions, without the division into school professions (acc. to MENiS classification) and professions according to MGIP, which is effective at present.
3	We have no knowledge of national standards connected with introduction of APL or publications referring to implementation of APL system.
4	Partnerships - The cahier des charges (circulaire de 1995) stipulates that 3 institutions sit by right on the decision making bodies of each CIBC L'AFPA sits on all the Management Committees and Boards of Directors The National Education Service delegates staff to 4 CIBC and sits on all the Management Committees and Boards of Directors. The National Employment Agency delegates staff to 3 CIBC and sits on the Management Committees and Boards of Directors for all.
4	Partnerships with Chambers of Commerce, Agriculture and Trade La Chambre des Métiers met à disposition du personnel dans 2 CIBC (PdC) mais siègent au CA/CD dans 5 CIBC. La Chambre de Commerce siège au sein de 4 CA/CD La Chambre d'Agriculture siège au CA/CD dans 2 CIBC.
4	Action Research Tools and techniques for skills check up Group techniques for the skills check up Designing and organizing resources in CIBC From the Validation of acquired experiences (VAP) to the validation of acquired experience (VAE) information and the skills portfolio approach. Work placement situational assessment Behavioral situational assessment The skills check up as a means of mediating between the employee and employer
5	A set of European principles for validation will not be achieved through a narrowing down of methodological and institutional options at local, national or European level. Rather it will be achieved through the introduction of a limited set of guiding principles to be applied on a voluntary basis.
6	Partners from Poland (Upper Silesian Educational Centre) and Slovakia (Aspect Foundation) as well as the Business School Ostrava and its Association World of Education will be responsible for the implementation of the new approaches and especially for the design and delivery of the pilot project for recognition and validation of n-f and if learning as the core of a new regional partnership in targeted regions.

### Advantages or Strengths

Infrastructures exist within some systems (1, 4, 8) for the Accreditation of Prior Learning through informal systems.

Action Research is being used (4) to develop approaches to Accreditation of Prior Learning and to build Partnerships through informal systems.

Partnerships are involved in developing infrastructure for the Accreditation of Prior Learning (1, 4, 6) through informal systems

### Challenges or Obstacles

Infrastructures (National Standards) do not exist within some systems (3) for the Accreditation of Prior Learning through informal systems.

A common set of nomenclature, symbolism of terminology and verbal descriptions of competences and qualifications as well as a set of common principles for validation is required (3,5) for the Accreditation of Prior Learning through informal systems.

### **3. The status, scope and policy context of:**

- Further Education
- Vocational Education
- Lifelong Learning
- Basic Skills training

Source	Comment
2	Awarding bodies and the professional bodies issue their own guidelines on APL in relation to their awards and quality systems
3	Neither the National Educational Reform, nor the system of informal learning and competence or professional qualifications gaining aim for the application of APL as a process of accreditation ( <i>awarding credits</i> ) of learning regardless the settings. Despite the fact that there are context sensitive systems of knowledge and competence crediting ( <i>certification</i> ) and qualifications recognition ( <i>especially professional, e.g. craftsmanship, working profession and others requiring secondary education</i> ), none of these systems shows all the features characteristic for APL.
3	Since May 2004, certificates awarded to the graduates taking part in the certification proceedings on the basis of PJ. 7.5.5 procedure also carry TÜV CERT logo, as the Center (GCE) received ISO Nr 75 100 30072 certificate awarded by the TÜV CERT TÜV Rheinland Inter Cert Kft. Certifying Body, establishing, that GCE in Gliwice implemented and follows external system of quality management, which meets the requirements of EN ISO 9001:2000, within the scope of: educational and examination activity in formal and non-formal training.
6	APL system has not been implemented in the Czech Republic so far. However in the framework of different projects particular steps were done.

### Advantages or Strengths

Awarding bodies are able to issue their own guidelines on APL. (2,3)

External quality management is used to ensure that systems meet standardised requirements (3)

### Challenges or Obstacles

Some countries have not implemented an APL system yet (6)

#### 4. The position of dis-empowered people and their families/dependants.

For example:

- Gender issues
- Disability issues (equality, equity and inclusion).

Source	Comment
4	Partnerships - DDFEC (Departmental delegation for equal opportunities for women) - 2
4	The other partners are The Local Youth Missions delegate staff to 1 CIBC and sit on the decision-making bodies of 4 CIBC The employment for the disabled unit (Cap'Emploi) and the regional ressource centre (C2RP) sit on the boards of 1 CIBC each.

#### Advantages or Strengths

Partnerships between accreditation bodies and social agencies are addressing the position of dis-empowered people (4).

#### Challenges or Obstacles

Not Applicable (N/A)

#### 5. The language environment of each country. For example:

- Does the country recognise "minority languages"?
- What is the relationship between any "minority language" and the national language?
- What is the situation of persons who are not citizens of your country?

Source	Comment
1	"Profiling"-measures on behalf of the labour office – Assessment Sheet of the „Profiling Scheme“ – Mother Tongue – Foreign language(s), To be informally assessed by the trainers of the scheme.

#### Advantages or Strengths

The profiling scheme accounts for language as a concept within APL (4)

#### Challenges or Obstacles

The profiling scheme which accounts for language as a concept within APL (4) is assessed by trainers of the scheme (which is suggested as a problem).

## 6. The laws of the country relevant to education/training

Source	Comment
1	„Profiling“-measures on behalf of the labour office – The ownership of the profiling sheet is with the labour office The course is compulsory, not optional
3	To the best of our knowledge, there is no legal framework regulating administration of validation of non-formal education.
3	As a public educational institution, GCE in Gliwice has the authority and licence to recognize, examine, and also credit education and competence of students and graduates of formal and informal systems of education in the areas matching the educational offer of the institution.
3	Common implementation of APL system across the country would require a preparation of a legal framework in cooperation with the Ministry of National Education and Sport (MENiS) and the Ministry of Economy, Labor and Social Policy (MGiP).
6	Unfortunately the national policy and legal framework for recognition and validation of n-f and if learning in the Czech Republic does not exist yet.

### Advantages or Strengths

Legal frameworks do exist in APL awarding countries (1)

### Challenges or Obstacles

Legal frameworks do not exist in some APL awarding countries (3, 6)

## 7. The institutional or administrative regulations (both national and local) that make the APL process effective

Source	Comment
3	There is a regulation made by Minister of National Education and Sport regarding pedagogical supervision, which imposes an obligation of quality assessment of school and educational institutions, according to the following scheme: once every five years school superintendents prepare a report on the state of education in their provinces and submit it to Minister of Education, the data for the superintendents' report are obtained as a result of the so called external quality assessment of schools and educational institutions, performed ( <i>usually once in a five-years time</i> ) by inspectors of the local education authority (pl. <i>wizytatorzy kuratorium oświaty</i> ) ( <i>or qualified institutions</i> ), according to the schedule and to the extent worked out by the superintendent, school and educational institutions heads organize annually internal quality assessment tests within their institutions, especially in the areas and sub-areas that have to be improved.
3	Except for quality assessment in schools and educational institutions, there exists a possibility of performing an <b>evaluation</b> , i.e. a far-flung, planned and systematically run diagnostic-verification-assessment process concentrating on comprehensive examination of advantages and disadvantages of education at its input-point, as well as an assessment and decision together with recommendations and advice ( <i>of pro-developing and training/improving character</i> ) at the output.
3	Since 1999 GCE has voluntarily introduced an optional (at request) descriptive way of certifying education achievements and professional competence to its graduates of formal and informal education
4	Structure and Pluridisciplinarity

	<p>8 CIBC employ 64 Counsellors  These posts represent 51,5 full time positions, of which 66 % are permanent contracts.  78 % of these counsellors are qualified Psychologists  22 % have qualifications from a wide range of disciplines (e.g.: Communication, The Law, training, Urban environmental development, Social Work...) Administration  8 CIBC employ 22,5 full time equivalents of which 6,03% are delegated staff  80 % are on permanent contracts</p>
4	<p>Action Research  range of practice between counsellors: The beneficiary is the actor of his/her Skills - Check up  The synthetic document The Accreditation of Prior Learning</p>
5	<p>Institutions and stakeholders (public organisation, private enterprise and voluntary organisations) face certain responsibilities when they initiate validation, for example in terms of providing proper guidance and support.</p>
8	<p>Assessment of claims for Validation are made within the formal system of education and are made by the same people (lecturers, teachers, trainers) who are involved in the process of formal learning within the same regulations and procedures.</p>
8	<p>Criteria: the evidence produced should be:  Sufficient to cover the requirements of the Module/Unit;  Valid to meet the requirements;  Authentic providing evidence of the individual's competence with supporting statements where necessary;  Reliable to justify the granting of credit;  Current evidence – normally within five years of the assessment date.</p>
8	<p>Quality Assurance operates on a UK basis for Higher Education and on a National basis for Further Education. In all cases, there are general criteria and guidelines linked to external checking of the internal Quality Assurance system of a University, College or Private Training Centre. In APL/APEL, this means that there is a systematic monitoring of the results, possibly subject to external scrutiny. International systems of Quality Assurance Certification are widely used.</p>
8	<p>The validation of non-formal and informal learning in the United Kingdom is related to the national systems of England, Northern Ireland, Scotland, and Wales. These systems are decentralised (devolved to a national level) and are largely based on moderated assessment of students' learning by teachers.</p>

### Advantages or Strengths

The institutional or administrative regulations (both national and local) that make the APL process effective include:

- Quality Assurance processes (3,8)
- Evaluation (3)
- Optional descriptive certification (3)
- Pluridisciplinarity (3,4,5)
- Action Research (4)
- Decentralisation (8)

### Challenges or Obstacles

Institutions and stakeholders face certain responsibilities administrating the APL process effectively (5)

## 8. The nature of EU policy

Source	Comment
1	„Profiling“-measures on behalf of the labour office – The fact that the profiling sheet is owned by the labour office is contradictory to the European Common Principles
5	Validation methods and systems developed so far have to a large extent been designed and set up in isolation from each other and can not easily be linked and combined
5	A set of common European principles for validation will be organised according to the six main themes; purpose of <i>validation, individual entitlements, responsibilities of institutions and stakeholders, confidence and trust, impartiality and credibility and legitimacy.</i>
8	<sup>1</sup> Coles M and Oates T (2004), <i>European reference levels for education and training: An important parameter for promoting credit transfer and mutual trust</i> , CEDEFOP Zones of Mutual Trust Study commissioned to the Qualifications and Curriculum Authority of England, Final Report – Provisional version, July, Table 4 page 53

### Advantages or Strengths

A set of European principles for validation and reference levels for education and training have been established. (5,8)

### Challenges or Obstacles

There is variation and contradiction in the application of EU common principles (1, 5)

## 9. History both recent and earlier

Source	Comment
2	The concept of APL started as an access to HE route in the United States in the 1970s

### Advantages or Strengths

There is a recognised historical link to the development of APL (2)

### Challenges or Obstacles

N/A

## 10. The current economic situation

Source	Comment
4	Action Research The Socio-economic environment

### Advantages or Strengths

N/A

### Challenges or Obstacles

Action Research accounts for the socio-economic environment of APL (4)

The following items (from EPANIL Project: Evaluation Survey 1) were not discussed in the evidence:

## 11. The current political situation

### 12. The role of other educational institutions, such as

- Religious institutions
- The armed forces
- Prisoner Education Services

### 13. The position of (other) dis-empowered people and their families/dependants. For example:

- Ethnic minorities (such as the Roma, for example)
- Former political dissidents

## 11. The social and cultural environment

### 4.1.7 The first EPANIL Project Meeting (Prague, October 2004)

During the first project meeting, to complement the documents that they distributed (and which are analysed above), partners gave an oral presentation of APEL in their own country/institution.

In the feedback<sup>1</sup> from this meeting, partners stated that in general this was a well-organised and effective launch to the Project. The project co-ordinator and her educational organisation provided a welcoming and efficient culture, which generated an 'inclusive' ethos to the meeting. More specific comments indicated that:

- The materials distributed by other partners were sufficient, but the time for presentations was either only just enough, or was rather too short.
- They generally needed to compare the systems in other countries to that in their own country in order to try to understand the diversity of APEL approaches, but even with the presentations and supporting documents, most partners do not feel that they fully understand the systems in the other countries. This is particularly true of the three new EU-member states.
- Most felt that their level of English (the language of the meeting) was adequate for listening to the presentations, but some wished they had a better capacity for rapid reading of complex written text.
- The opportunities to meet and interact with other partners and ask them for further clarification were most welcome and useful.
- Most left the meeting with a good idea of what they should be doing over the following half-year.

In response to questions about improving future activities and meetings, there was a range of suggestions, including:

- A framework for future presentations.
- More communication and interaction between partners by e-mail beforehand.
- Use of the project web-site for exchanges of ideas.
- Earlier distribution of documentation before any future meeting.

#### **4.1.8 Progress on Valorisation**

1. Partners have agreed that the designated vocational sector for valorisation of the project outcomes should be that of Catering, and the job for a pilot application should be that of Cook.

2. At this stage of the project, partners should be submitting their plans to the Project Co-ordinator regarding their future activities over the next half-year. The extent of compliance with this is not yet known<sup>2</sup>.

---

<sup>1</sup> Not all partners submitted feedback.

<sup>2</sup> A second survey of project activities was sent to all partners on 9<sup>th</sup>/10<sup>th</sup> March 2005; not enough replies have been received yet (24<sup>th</sup> March 2005) for a systematic report to be made (the Easter holidays across Europe mean that this report is being written earlier than otherwise would be necessary).

## **Progress on Dissemination**

A number of dissemination activities to date have been put in place:

- A project logo has been designed for dissemination materials.
- A project web-site has been created (<http://www.epanil.net>). The site is available in both Czech and English languages. This web-site is now linked into those of CEDEFOP (the European Centre for the Development of Vocational Training) and virtual community of ETV (the European Training Village).
- Printed materials for the project (leaflet/brochure) are now available.
- EPANIL has a presence in the APEL/UK bulletin-board.
- A Round Table has been organised at the forthcoming ECER (European Conference on Educational Research) Conference to be held at University College Dublin on 7 - 10 September 2005, at which project partners will present the work of EPANIL. The proposal for this Round table (accepted and approved by the conference organisers on 22<sup>nd</sup> March 2005) is attached as **Appendix 1**. It is probable that the Round Table will also form the basis for published research paper(s) in journals such as the CEDEFOP European Journal for Vocational Training, International Journal of Lifelong Education, etc.

**Francis Mudge**  
**Barbara Zamorski**  
**University Of East Anglia**  
**30.3.2005**

### **4.1.9 Appendix 1**

**EPANIL Presentation at the Annual European Educational Research Association (EERA) Conference:** ECER 2005: Round Table on the Common European Principles for the Identification and Validation of Non-formal and Informal Learning: Implications for Higher Education

#### **Session 1:**

The first part of the Round Table will focus on the impact of developments in this aspect of Lifelong Learning policy at a European level (2001 - 2004) for Higher Education. The purpose is to illuminate the intentions of the stakeholders at European and National levels in order to provide an accurate account of the changes and processes involved.

1. **Introduction:** "The Origins of the Principles: from the Memorandum on Lifelong Learning (2000) to the Maastricht Communiqué (2004) – analysis of an aspect of the Open Method of Co-ordination and the use of Virtual Policy – making Communities. [John Konrad] [UK]"

2. **The European Inventory on the Validation of Non-formal and Informal Learning** – Origins and prospects for future methodology and policy, refinement of the Common European Principles and the implementation of the Common Objectives. [Odd Bjørn Ure] [NO]
3. **Using the Common European Principles in the development of neighbouring Learning Regions** – developing access to Higher Education in the Czech Republic, Poland and Slovakia: Preliminary findings of a Leonardo Pilot Project and some implications for the development of the European Inventory. [Hana Ciháková] [CZ]
4. **Discussion**

## Session 2:

The second part of the Round Table will be concerned with specific issues concerning the implementation of the Common European Principles at National level.

1. **Summary of the key questions** – what are the principal research questions that are relevant to this area of policy development and implementation, especially the development of European Reference Levels and a European Qualifications Framework? How might the findings be triangulated to provide a theoretical paradigm for evaluating the contribution to the Objectives for 2010? [John Konrad] [UK]
2. **Prerequisites to the institutional recognition of non-formal and informal learning** - An analysis of the prerequisites for institutional recognition of non-formal and informal learning based on a four-year international VET and academic training experience. Analysis of the formal recognition of the competences and skills developed by trainee- and placement-subjects. [Silvia Irimiea] [RO]
3. **Progress in the implementation of the Accreditation of Prior Learning [APL] in the Netherlands** – An analysis of the results of recent surveys (2002-2004) with a focus on sectoral perspectives and implications for the quantification of take-up. [Clemens Romijn] [NL]
4. **Critical perspectives on accreditation of informal learning in highly structured VET-systems** – In general, the accreditation of Informal Learning is opposed to the apprenticeship system. However, this is not the case for qualifications awarded by leading Sports Associations in leisure time activities like horse riding, tennis, golf or sailing. The implications of these findings are analysed. [Gerald Heidegger, Irina Michel, Wiebke Petersen] [DE]
5. **Impact of European recommendations in the area of education on changes in the system in Poland:** examples of good practice and possible uses of standards of competence in Europe and what institutional settings the system requires to be efficient. [Error! Contact not defined. and Jola Religa] [UK/PL]
6. **Discussion**

## **4.2 EVALUATION PPP**

**(delivered at Arras Project Meeting June 2005) as a basis for feedback and discussion** [Please note that the PPP has been converted into Word for the purposes of this document]

EPANIL Evaluation Report

April - June 2005

Arras

23-24 June 2005

### **General Project Aims**

- Develop processes and pathways which are to increase the access of adults into further education through the recognition and validation of their non-formal and informal learning
- i.e. Accreditation of N-FL/IL in Life-Long Learning

### **Specific Project Methodology 1**

- Analysis of developments in validation of N-FL/IL at the European Level based on outcomes of the Copenhagen Process
- Specific country studies (DE, FR and UK), in-depth analysis, with the focus on their practices of accreditation of N-FL/IL in life-long learning, the tools and methods used in LLL in the light of the Common Principles for Validation, providing relevant specific case studies of innovations and their impact on LLL for the target group

### **Specific Project Methodology 2**

- Lessons from other relevant projects
- Analysis of the current situations in CZ, PL and SK against a background of the other new Member States – a combination of local studies and ETF Reports (this needs a link to the other countries especially EE, HU, LT, LV, SI)

### **Specific Project Methodology 3**

- Analysis of needs, possibilities and obstacles for the implementation of accreditation of N-FL/IL in life-long learning in the Czech Republic, Poland and Slovakia
- Developing a reference standard for validation of non-formal competencies in selected branches relevant to the Labour Market
- General concept and framework of accreditation of N-FL/IL in life-long learning

#### **Specific Project Methodology 4**

- Setting methods and tools for accreditation of N-FL/IL in life-long learning in the light of Common European principles for validation
- Setting up of an advisory and guidance system for schools and training organisations involved in project
- Selecting participants for the pilot access courses in ways that guarantee equality of opportunities regardless of ethnicity, disability and gender

#### **Specific Project Methodology 5**

- Pilot testing the range of tools, methods, advisors and post-assessment guidance systems in all schools and training organisations involved in the project
- Through an action-research approach to evaluation of the project, ensure its impact on the three adjacent areas of CZ, PL and SK and its transferability to other parts of the three countries and also its impact on the involved countries (member states of EU)

#### **Information Received from each Partner (in Partner Order)**

By this stage each partner had achieved the following in each of the four categories:

- Country Information on FE & APEL etc.
- Cook Specification
- Project Documentation
- Valorisation & Dissemination

#### Hana Čiháková: Project Coordinator - NUOV – CZ

Project Documentation:

- The assessment standard for the profession Cook (vocational course 65-52-H/001 Cook- “Kuchař”)
- This was prepared for common application from documentation provided principally by other partners, especially the UK specifications: NVQ2 Q1051650 & NVQ3 Q1051708
- A General Model for Identification and Valorisation of N-FL/IL in EPANIL (revised 21/06/2005)
- A General Model for APEL in EPANIL

Valorisation and Dissemination:

- EPANIL Poster
- EPANIL Web-site (<http://www.epanil.net>)
- TT-net start-up conference
- Distribution of EPANIL materials at the international start-up conference of the Czech National Europass Center

Martin Poboril: Business School - Ostrava – CZ

Country Report including:

- Examples of Good Practices
- Analysis of Needs in Job Market
- Qualifying as a Cook:
- Formal Education: Cooking Course, Follow-up Programmes
- Non-formal education (including re-qualification courses)

Valorisation and Dissemination:

- Joint meeting with ASPEKT Foundation about the EPANIL project

Gerald Heidegger: U. of Flensburg - BIAT - DE

Country Report including:

- German National Report on N-FL/IFL
- PPP N-FL/IFL in Germany (Oct 2004)
- Implementation of Identification & Validation of N-F/IFL (June 2005)
- Qualifying as a Cook:
- Official Specification of Profession (in German) with Partial Translation into English
- Training Profile (in German, French and English)

Valorisation and Dissemination:

- Monitored existing initiatives promoting the topic of validation of non-formal and informal learning in Germany - e.g. "Lernkultur Kompetenzentwicklung" and "Weiterbildungspass"
- Contacted public authorities (federal and regional Ministries of Education)
- Looked at other sector initiatives - e.g. "IG Metall"
- Disseminated the idea of EPANIL within federal and regional Ministries of Education

Teresa Hemar: CIBC Artois - Ternois – FR

Country Report including:

- APL Outline
- Legal and Procedural Framework

Qualifying as a Cook:

- ANPE job specification for “Cook” (taken from Répertoire Opérationnel des Métiers et des Emplois - number 13212)

Valorisation and Dissemination:

- Presented the project at local and regional level, and informed regional organisations/associations in detail
- Host for EPANIL project meeting, 23 - 24 June 2005 in Arras

Grazyna Krol: Upper Silesian Educational Centre – PL

Country Report including:

- APL Dissemination, Experience on Validating Competence, and Education Quality Assessment (PL)

Additional information (general and APL) for:

- Estonia
- Latvia

Qualifying as a Cook:

- Professional Competence Standards for (small scale) Catering

Project Documentation:

- General Idea, Principles & Structure for Accreditation of N-FL/IL in LLL

Valorisation and Dissemination:

- Publicity and distribution of leaflets at the national regional network meeting
- Participation in conference at national regional network meeting

## Ludmila Nagyová: Aspekt Foundation – SK

### Country Report including:

- Information on the education system and accreditation procedure in SK.
- N-FL/IL in SK

### Additional information (general and APL) for:

- Lithuania
- Hungary

### Qualifying as a Cook:

- Specification and Course details for qualifications to become a Landlord (division ref. 6489 2 00)
- Specification and Course details for qualifications to become a Cook (division ref. 6445 2 00)

### Valorisation and Dissemination:

- Presentations of EPANIL project to organisations in the Nitra region:
  - SPV Nitra
  - VUC Nitra
  - SPSPo a Hotels Academy
  - UPSVaR
  - UPSVaR Nové Zámky
- Participation in seminars
- Joint meeting with Business School Ostrava about the EPANIL project

## John Konrad - Konrad Associates International – UK

### Country Report:

- UK National Report on APL/APEL

### Qualifying as a Cook:

- Qualification Details for City and Guilds NVQ2 “Food Preparation and Cooking” (C&G ref. Q1051650)
- Assessment procedures of above - Standard Candidate pack for the Assessor Units [A1 and A2] and Internal Verifier Unit [V1]

#### Valorisation and Dissemination:

- Round Table on the “Common European Principles for the Identification and Validation of Non-formal and Informal Learning: Implications for Higher Education” (Network 22) at the European Conference on Educational Research, Dublin, September 2005, and subsequent journal publication
- CEDEFOP Virtual Community on NFL - EPANIL Group
- JISCMAIL list

#### Natálie Šitavancová: Regional Economic Chamber Ostrava – CZ

#### Valorisation and Dissemination:

- Meeting (17/03/2005) of the participating Czech partners in Ostrava, and follow-up planned for June 2005, including PL and SK partners.
- “Entrepreneurial Lobby” magazine article (June 2005).
- Project leaflet and information provided at the consultation day for SME (10/05/2005) by Regional Economic Chamber Ostrava.
- Information about the project and project leaflets available in Regional Economic Chamber Ostrava office.

#### **Piloting of Process for Cook Profession in each Country**

- Administrative Preparation
- Legal Preparation
- Selection of Candidates
- Process itself
- Successes and Problems
- Review of Process
- Dissemination of Results

#### **Future Evaluation Activity to be planned and undertaken by the project evaluator/s and the partners**

- Progress at Project Level
- Progress at Country Level
- Progress at Partner Level
- Progress at Work Package Level
- Evaluator Visit to NUOV, Regional Economic Chamber Ostrava, and Partners in each Country (CZ, PL and SK) in Oct/Nov 2005

### **4.3. EVALUATION REPORT ON FIELDWORK VISITS TO TARGET COUNTRIES (JANUARY 2006)**

Evaluation Report  
EPANIL Evaluation visits to Czech Republic, Poland and Slovakia  
14th – 25th November 2005  
January 2006

#### **EPANIL Project Description**

**Project Aims:** The project will develop processes and pathways that will increase the access of adults into further education through the identification and validation of their non-formal and informal learning.

**Target Group:** Unemployed and disadvantaged persons and persons at the risk of unemployment and adults with no qualification or with lower level of qualification but with experience in the workplace.

**Main Outcomes:** Training courses for advisors, and methods and tools for the validation of non-formal and informal learning in one chosen branch (ISCED 3C) in the light of Common European Principles. (The branch chosen is 'cook').

#### **Introductory Comments**

The aim of the evaluation visits in November 2005 was to investigate and document the progress of the project aims (as noted above) in the three countries (Czech Republic, Poland and Slovakia) piloting the processes planned by the relevant partners. To this extent, the evaluation visits were planned around meeting, interviewing and observing as many of the relevant participants and sites as were accessible during the timeframe available. In the event, the project co-ordinator and all relevant partners were very helpful in making this a valuable visit.

A list of twenty one questions regarding the project progress was used as the framework of investigation into project progress. These were divided into five sets of questions: questions relevant to national levels, to regional levels, to institutional levels, to operational levels and questions relevant to more than one level.

The report is structured into four sections. The first, brief, section offers readers the scope of the evaluation visit, in order for readers to know on what basis and evidence the three following sections are offered. The subsequent three sections cover the information obtained in the three relevant countries.

## Scope of evaluation visit

The evaluator had meetings in all three piloting countries during his evaluation visit. Requests for appropriate meetings and observation visits were made for this month (November 2005) as the original planning - at the Project Meeting in Arras - indicated that the piloting of 'cook' would take place in the autumn of 2005. In the event, such plans did not progress as initially conceived. However, project advances have been made. The evaluator was able to meet with a number of the project partners and 'actors' and discuss individual country progress in each site and gain information about the context within which such progress was being made.

The programme outline:

- Meeting at NUOV, Prague with the EPANIL project Co-ordinator, in order to finalise details for the evaluation visit and discuss EPANIL Project co-ordination and management, and work on the Interim Report.
- Meeting at the Aspect Foundation, Nitra. The Aspect Foundation has a small suite of offices in the buildings of the AgrolInstitute, Nitra. They are responsible for the Slovak participation in the EPANIL Project. The meeting involved Mr Ladislav Tatar, Ms Ludmilla and the Director of the Nove Zamky Vocational and Technical High School. This school is the institution in which young and mature adults can train in the catering and hospitality sector, and where the actual certification of learning under the EPANIL project is to be carried out.
- Visit to the Nitra Diocesan Library, Agricultural and Constantine Philosophy Universities (National Holiday). In spite of this day being a National Holiday, it was possible to carry out a number of visits to educational establishments, but no students were present during these visits.
- Meeting at Upper Silesian Educational Centre (Gornoslaskie Centrum Edukacyjne), Gliwice, involving Ms Grazyna Krol, Ms Krystyna Wojarska, and one other member of staff.
- Meeting at Regional Chamber of Commerce and Industry: Discussion of the employment situation in Ostrava region.
- Meeting at the Business School Ostrava with Mr Vladimir Krajcik and Mr Martin Poboril.
- Visit/Meeting at DAKOL Catering School <http://www.dakol-karvina.cz/> with Mr\_Jaroslav Dadok (Director).

## **4.4 EVALUATION VISIT (FRANCIS MUDGE)**

### **4.4.1 Evaluation Visit to Czech Republic**

Meeting at NUOV, Prague with the EPANIL project Co-ordinator.

- Finalise details for the evaluation visit.
- Discussions about the EPANIL Project co-ordination and management, and about the Project Interim Report

Meeting at Regional Chamber of Commerce and Industry

Meeting at Business School Ostrava with Mr Vladimir Krajcik and Mr Martin Poboril.

Information Regarding the Project Context

- The Moravskoslezsky Region is determined by the following districts: the Bruntál, Frydek-Místek, Karviná, Nov Jicín, Opava and Ostrava-mesto Districts. From the 19th century the Region ranks among the most important industrial areas of Central Europe. However, the Region's structure of economy is currently causing many problems that relate to its restructuring as well as social issues arisen from the increase in unemployment triggered off by a slow-down in coal mining and heavy industry.
- Regarding population, the basic characteristic of the current situation not only in the Moravskoslezsky Region, but also in the whole Czech Republic is a very low birth rate. Thus, the population is gradually ageing and – which is alarming – also gradually dying off. During the last two years, there were signals indicating a change of the trend: the last strong population age-group from the second half of the 20th century are in their child-bearing age; birth rate has slightly increased, however, population in the Region is still decreasing in total.
- The industrial structure of the Moravskoslezsky Region is currently causing many problems that are related especially to the high unemployment rate. The best situation, relatively, is in the Opava and Novy Jicín Districts, while on the opposite side of the scale (in comparison both within the Region and the entire Czech Republic) are the Bruntál, Ostrava and Karviná Districts, which take one of the latest places among all the districts of the Czech Republic. What is a really difficult problem is the share of the long-term unemployed (for over 12 months) in the total number of the unemployed, which is in the Region, distinctively higher than the national average.

- The distribution of wages among industries is similar to that in the other Regions of the Czech Republic, the highest wages being paid in Financial intermediation, while the lowest in Hotels and restaurants and Agriculture, hunting and forestry  
(<http://www.czso.cz/xt/edicniplan.nsf/tab/C300421FD6>)

Discussion of the employment situation in Ostrava region raised the following contextual issues for the project to take into account:

- Trends in industrial activity
- Cross-border co-ordination
- Attitude of regional authorities
- Attitude of local employers
- Demographic trends
- Potential for inward investment from abroad
- State of infrastructure (especially airport and roads)
- Grants available (local, national and European)
- Attitude of local banking and insurance institutions
- Diversification of rural employment
- Tourism (especially industrial archaeology, “heritage tourism”, farm holidays, etc.)
- Workers returning to Ostrava after a period of employment abroad
- Potential for changes in the educational curriculum, particularly in out-of-school activities, to lead to additional employment

**Visit to DAKOL Catering School <http://www.dakol-karvina.cz/> and meeting with Mr. Jaroslav Dadok (Director).**

Students who wish to enter the catering and hospitality profession generally follow a three year programme of study. To train as a cook, the pattern is:

- Year 1: Basic techniques and processes. Practical work is mainly for the preparation and provision of meals in the school canteen.
- Year 2: More advanced techniques and processes. Practical work continuing in the school canteen.
- Year 3: This is spent at the DAKOL Hotel, learning specialised craft skills and the wider context of the business, for example, menus; business book-keeping and accounts; cooking for banquets and special occasions; small family restaurant operations, etc. Placements in hotels and restaurants also take place during this year, in the Czech Republic as well as in other European countries (France, Germany, Greece, etc.). Students are assessed and receive certificates (awarded under TÜV and ISO 9001 conditions) showing their performance during these placements.

Sample certificates can be seen at: <http://www.dakol-karvina.cz/Data/isoce2.htm>

For further information, visits (lunch and afternoon) to DAKOL Hotel can be arranged. Or visit websites - <http://www.hoteldakol.cz/> and [http://www.mojemenu.cz/client-tpl/index.php?cl=412902674&main=report&id\\_report=214](http://www.mojemenu.cz/client-tpl/index.php?cl=412902674&main=report&id_report=214)

<b>Czech Republic - the question framework</b>	
Questions	Responses
<b>National level</b>	
1. How does the process of certifying prior learning/experiences (whatever they are) fit into the national (and by extension regional) policies and structures for employment and/or education?	There are no policies at national or regional level. There is a law in preparation but not yet approved; it has a fairly high priority in government policy (Next year is an election year; this new law is likely to be priority number 3 of the 15 that the government is likely to propose in the period leading to the elections.). It will only cover the "assessment" part of the process, not the guidance and counselling part. It will include a National Qualification framework (like in the UK), and assessment standards for each qualification, and how the assessment/certification should be carried out. The lack of any policy about the guidance and counselling is because the government cannot fund the implementation.
2. Who can make changes to policies, structures or processes to achieve the best results? (i.e. at policy/strategy level)	At national level, the Ministry of Education - the "systematic project of the Ministry of Education" - Validation/recognition of informal/non-formal learning. This project only started in Nov 2005, with support from ESF. EU policy has a very significant influence on the development of national policy in this area. 3 years ago regional government started to become involved in the implementation of government policies, for example in this field, and this can now result in greater regional orientation and variation.
<b>Regional level</b>	
3. How is the process of certifying managed at a regional level?	There is no visible public body dealing with prior learning, and there is not yet a designated public body to take on this role (unlike for formal education where the responsibilities are clearly assigned). At national level the responsible department consists of just two persons in an obscure office in the Ministry of Education in Prague. There is no one at regional level. The Business School Ostrava (BSO) is a government accredited institution for full- and part-time studies. It has a coordinating role for the accreditation of those professional branches in which it delivers education in the region (but not yet for informal, non-formal or prior learning). The "systematic project" (see 2 above) aims to broaden the process to 6 regional centres/clusters from the existing number.
4. Who undertakes it? (i.e. regional/local managerial levels and functions)	Certification of prior learning has not yet been done - until the new law comes into force, it's not permitted.
<b>Institutional level</b>	
5. How is the process of certifying managed at the institutional level?	BSO works with partner institutions, such as the DAKOL Technical and Vocational High School, who will carry out

	the actual assessment and certification.
6. Who manages the process?	BSO and partner institutions, with the ultimate responsibility being with BSO.
7. What resources are provided (personnel, funds, etc.)	No extra resources are needed yet, but this may be required in the future, since BSO is a private institution, and relies on fee income.
Operational level	
8. How is the process of certifying carried out in practice?	DAKOL should deal with the certification in a similar way as for their "normal" students.
9. Who carries it out? (position in the hierarchy, training, etc?)	DAKOL staff for those parts that take place within the School/Hotel, employers and social partners for those parts that take place externally.
10. Where is it done? (i.e. at operational/front-line levels)	Mainly in the DAKOL School and Hotel
11. Who are the applicants who come forward seeking certification?	The target group of the policies in the new law is mainly unemployed people, but of course these are also people who cannot be expected to pay for their guidance and counselling through the system. Successful implementation of the new policy will need extra funding for the institutions involved. BSO hopes to have 3 to 5 candidates for the EPANIL pilot.
12. How are they selected (by themselves, by their employers, by counsellors, etc.)?	<i>No information given yet.</i>
13. Have the standards yet been used to certify the prior learning/experiences of applicants (with what results)?	Not yet (Nov 2005)
Questions relevant to more than one level	
14. Do standards now exist for the vocation of Cook in CZ?	Yes
15. What is the status of these standards?	The standards will be used to assess students' knowledge and competence according to TÜV and ISO 9001 procedures, following the same kind of process as that for the existing DAKOL students.
16. Are they recognised by others within the certifying institution?	Yes regarding the existing DAKOL-type certification, especially because of the TÜV and ISO 9001 "label" of quality. Not for the planned validation/certification resulting from the EPANIL pilot, and this will be the situation until the new law comes into force.
17. Are they recognised by other institutions?	Yes regarding the existing DAKOL-type certification, especially because of the TÜV and ISO 9001 "label" of quality. Not for the planned validation/certification resulting from the EPANIL pilot, and this will be the situation until the new law comes into force
18. Are they recognised by employers and social partners (actual and potential)?	Yes regarding the existing DAKOL-type certification, especially because of the TÜV and ISO 9001 "label" of quality. For the planned validation/certification resulting from the EPANIL pilot, the situation is not clear.
19. Has anything been done to support recognition in other regional EPANIL countries?	BSO is involved in the discussions about Key Competences at EU level, but it is not clear where this involvement lies on the spectrum between being a full participant or only an observer.
20. How is feedback from this pilot process managed at all four levels?	<i>No information available yet.</i>
21. What are your future plans?	<i>No information available yet.</i>

## **4.4 2. Evaluation Visit to Slovakia (Nitra)**

Meeting at Aspekt Foundation, Nitra.

- The Aspekt Foundation has a small suite of offices in the buildings of the AgrolInstitute, Nitra. They are responsible for the Slovak participation in the EPANIL Project.
- The meeting involved Mr Ladislav Tatar, Ms Ludmilla and the Director of the Nove Zamky Vocational and Technical High School. This school is the institution in which young and mature adults can train in the catering and hospitality sector, and where the actual certification of learning under the EPANIL project is to be carried out.
- Although the second day was a national holiday, it was possible to carry out a number of visits to educational establishments - Nitra Diocesan Library, Agricultural and Constantine Philosophy Universities - but no students were present during these visits.

Information Regarding Project Context

- Until the Velvet Revolution Nitra was one of the principal agricultural regions of Slovakia; many important industries were set up to exploit the agricultural production, such as a dairying and cheese-making, brewing, meat-processing, sugar refining, etc. Many local educational institutions provided the necessary trained personnel for these industries. Today it remains the least urbanised region of Slovakia, in spite of having the third largest overall population ([http://www.statistics.sk/webdata/ks/reg\\_udaje\\_eng/vseobchar99.htm](http://www.statistics.sk/webdata/ks/reg_udaje_eng/vseobchar99.htm)).
- With the wave of privatisation that followed the Velvet Revolution, when many factories were taken over by companies and investors from the European Union (of 15), most of the industries went into a phase of "rationalisation", shrinkage or closure. Nevertheless the Nitra region remains the most important agricultural region of Slovakia, with 30.3% of the total agricultural sales of the nation in 2004
- ([http://www.statistics.sk/webdata/ks/reg\\_udaje\\_eng/trzbyopolprod.htm](http://www.statistics.sk/webdata/ks/reg_udaje_eng/trzbyopolprod.htm)) while industry accounts for only 6.5% of national turnover in the same year ([http://www.statistics.sk/webdata/ks/reg\\_udaje\\_eng/trzbyzpriemcin.htm](http://www.statistics.sk/webdata/ks/reg_udaje_eng/trzbyzpriemcin.htm)).
- Today, most of the factories are either closed or are operating at well below capacity. The regional unemployment rate was 20.3% in 2004 ([http://www.statistics.sk/webdata/ks/reg\\_udaje\\_eng/nezamesst.htm](http://www.statistics.sk/webdata/ks/reg_udaje_eng/nezamesst.htm)), with above average rates nationally for graduates and persons formerly employed in industry. The local economy is now highly dependent on the education sector to provide employment. There are two universities in Nitra: the Slovak Agricultural University ([www.uniag.sk/english/english.htm](http://www.uniag.sk/english/english.htm)) and the Constantine Philosophical University ([www.ukf.sk/eng](http://www.ukf.sk/eng)).

<b>Slovakia - the question framework</b>	
Questions	Responses
<b>National level</b>	
1. How does the process of certifying prior learning/experiences (whatever they are) fit into the national (and by extension regional) policies and structures for employment and/or education?	Curriculum and the content of further education in SK (non-formal education within the whole life studies) is a part of the MILENIUM project (the national programme of education in SK). The main point is the education of adults by means of short-term and long-term courses and educational programmes focused on gaining, raising or changing of the work authority and qualification, mostly of the unemployed people.
2. Who can make changes to policies, structures or processes to achieve the best results? (i.e. at policy/strategy level)	National level authorities
<b>Regional level</b>	
3. How is the process of certifying managed at a regional level?	The State Institute for Special Education, Higher Territorial Units (self-governing regions), Employment agencies of relevant regions and chosen specialised high schools.
4. Who undertakes it? (i.e. regional/local managerial levels and functions)	The certification process is coordinated by the High School of Hotel Services and Business in Nove Zamky which is accredited by the Ministry as the regional level institution for adult lifelong learning in this branch.
<b>Institutional level</b>	
5. How is the process of certifying managed at the institutional level?	The certification process at the institutional level is provided by special lecturers, advisers and evaluators for the process of approval and recognition of the previous education results.
6. Who manages the process?	The Headteacher of the High School in Nove Zamky is responsible for the successful realisation of the project.
7. What resources are provided (personnel, funds, etc.)	The current provision of resources within the institutions (personal and material-technical assurance and providing the didactic technics and educational facilities for educational activity) are considered sufficient.
<b>Operational level</b>	
8. How is the process of certifying carried out in practice?	The applicants' selection is processed by the Employment Office of the relevant region in cooperation with ASPEKT foundation and the High school in Nove Zamky. A special adviser guides and motivates the applicant during the process to recognise and formulate the results of previous education. The goal of the certification process is to prepare the applicant for turning the theoretical education and model situations into practical experience. Lectures combined with practical exercises, examples and training are provided by special lecturers and course advisers.
9. Who carries it out? (position in the hierarchy, training, etc.)	Special lecturers, advisers and evaluators.
10. Where is it done? (i.e. at operational/front-line levels)	In the High School in Nove Zamky in cooperation with ASPEKT foundation.
11. Who are the applicants who come forward seeking certification?	The target groups of this project are adults without qualifications or with a low qualification level. These are mainly unemployed people and those at risk of unemployment.

12. How are they selected (by themselves, by their employers, by counsellors, etc.)?	The selection is done by the National Employment Office in cooperation with ASPEKT foundation.
13. Have the standards yet been used to certify the prior learning/experiences of applicants (with what results)?	The High School in Nove Zamky already has experience with the process of re-qualification courses in the specialised branch – Cook/waiter.
Questions relevant to more than one level	
14. Do standards now exist for the vocation of Cook in SK?	Special standards were processed by the State Vocational Education Institute (_IOV) for students on 3 year Cook training courses, preparing for employment.
15. What is the status of these standards?	Standards are approved by The Ministry Of Education in SK and are valid for all educational institutions in SK.
16. Are they recognised by others within the certifying institution?	They are accepted also by other certification institutions.
17. Are they recognised by other institutions?	They are accepted also by other certification institutions.
18. Are they recognised by employers and social partners (actual and potential)?	They are accepted by employers, social partners and the Slovak Chamber of Trade and Industry.
19. Has anything been done to support recognition in other regional EPANIL countries?	<i>To be clarified</i>
20. How is feedback from this pilot process managed at all four levels?	<i>To be clarified</i>
21. What are your future plans?	ASPEKT is co-ordinating the building of a regional institution for non-formal and informal education within adult lifelong education.

### **4.4 3. Evaluation Visit to Poland**

Meeting at Upper Silesian Educational Centre (Gornoslaskie Centrum Edukacyjne (GCE)), Gliwice, involving Ms Grazyna Krol, Ms Krystyna Wojarska, and one other member of staff.

#### Information Regarding the Project Context

The work of the GCE regarding accreditation of learning gained outside the institution is governed by two elements:

- Secondary education certificate
  - In order for an individual to study at post-secondary level, it is necessary for the individual to have a certificate showing that secondary education has been completed.
  - For most students, this is obtained by attendance at secondary school, participating in the required number of classes at the appropriate level, and carrying out successfully tasks and assessment activities throughout the period of study.
  - For a minority of students, those who fail to obtain the certificate by the “normal” method above, it is possible to sit an examination; an

individual who is successful in this examination is considered to be at the same level as those who obtain the “normal” certificate, and will obtain a certificate that is indistinguishable from the “normal” one.

- Most students who follow this second route do so as adults. GCE offers free advice and guidance to these adult candidates, including the possibility of attending free extra classes held in the afternoon and evening at GCE (from 1500hrs). These courses are not obligatory, and candidates can prepare for the examinations by self-study outside GCE.
  - Adequate resources are available to provide the free advice and guidance about the examination to candidates.
  - No extra resources are currently required by GCE to deal with the candidates who choose to attend the extra classes.
  - The certificate expresses the individual’s level in each of a range of pre-determined academic subjects, determined by the curriculum.
- Vocational education
    - GCE also provides vocational tuition, including tuition to complement an individual’s practical competence gained in the work-place.
    - The specialisations offered are currently:
      - Chemistry
      - Mechanics
      - Electrics
      - Environmental protection
      - Information technology
      - Business studies
    - The assessment of vocational knowledge also leads to a standard certificate, rather similar to the certificate described above.
    - The assessment is carried out by an assessment board (minimum three individuals, each with complementary expertise in the field, and all drawn from outside GCE).
    - Individuals can request additional certificate(s) giving more precise information about their actual competencies, such as, for example: “Is able to set up and maintain a simple pneumatically operated system, using not more than three actuators.”
    - Samples of these certificates in the Polish language can be seen at: <http://www.gce.gliwice.pl/strona/bok2.html> (a sub-frame of the webpage: <http://www.gce.gliwice.pl/index2.html>)
    - Since GCE has satisfied the requirements of ISO 75 100 30072 as an assessment centre, this certification carries the logos of the German TÜV Rheinland and ISO 9001:2000 standards.
    - These additional certificates have very good status in the eyes of local/regional employers, and even in other countries, when the individual is seeking work.

- This recognition has led to individuals in established employment also seeking this type of certification in respect of acquired competencies.
- GCE hopes that participation in the EPANIL project will allow the Centre to place an additional logo on the certificates, showing that the recognition of professional competences has been carried out within an EU-based context, and thereby achieve a broader acceptance.

However, it appears that GCE is not able to offer certification in the vocational field of Cook, and is not intending to carry out the pilot assessment exercise using the assessment standard for Cook, as agreed at the EPANIL meeting in Arras in June 2005.

<b>Poland - the question framework</b>	
Questions	Responses
<b>National level</b>	
1. How does the process of certifying prior learning/experiences (whatever they are) fit into the national (and by extension regional) policies and structures for employment and/or education?	For progressing to further studies, applicants who have not completed "normal" schooling must pass a secondary school leaving examination - case a) below For improved employment opportunities, applicants can have their competence assessed by an assessment board, and obtain certification – case b) below
2. Who can make changes to policies, structures or processes to achieve the best results? (i.e. at policy/strategy level)	Ministry of Education
<b>Regional level</b>	
3. How is the process of certifying managed at a regional level?	Certification of prior learning must be done one of: a) Passing secondary school leaving examination (for progress to further studies) b) Assessment of skills competence by an assessment board (for employment)
4. Who undertakes it? (i.e. regional/local managerial levels and functions)	a) By an accredited centre, such as the Gornoslaskie Centrum Edukacyjne (GCE) b) By an independent assessment board (min. 3 members) representing educationalists, employers and skilled workers
<b>Institutional level</b>	
5. How is the process of certifying managed at the institutional level?	a) Passing secondary school leaving examination – applicants join existing adult classes b) By the assessment board
6. Who manages the process?	a) Existing GCE management b) With GCE oversight for compliance with ISO 9001
7. What resources are provided (personnel, funds, etc.)	No extra resources needed (yet)
<b>Operational level</b>	
8. How is the process of certifying carried out in practice?	a) For those individuals who fail to obtain their secondary school leaving certificate by the completing their education in the "normal" manner, it is possible to sit an examination; an individual who

	<p>is successful in this examination is considered to be at the same level as those who obtain the “normal” certificate, and will obtain a certificate that is indistinguishable from the “normal” one. Most students who follow this route do so as adults. GCE offers free advice and guidance to these adult applicants, including the possibility of attending free extra classes held in the afternoon and evening at GCE (from 1500hrs). These courses are not obligatory, and candidates can prepare for the examinations by self-study outside GCE</p> <p>b) The assessment board examines the applicant's theoretical knowledge by questioning, and his/her practical skills by setting tasks and observing the applicant's performance.</p>
9. Who carries it out? (position in the hierarchy, training, etc.)	<p>a) The normal staff of GCE</p> <p>b) The assessment board consists of 3 to 6 assessors, including educationalists, employers and skilled workers, all independent from GCE, but recognised by the regional office of the Ministry of Education. They have some training for their work.</p>
10. Where is it done? (i.e. at operational/front-line levels)	<p>a) At GCE</p> <p>b) Partly at GCE, partly in a real or simulated work situation</p>
11. Who are the applicants who come forward seeking certification?	<p>a) Those wishing to progress to further post-secondary studies</p> <p>b) Those who wish to have their practical skills certified, e.g. for promotion, or for re-employment locally, nationally or abroad</p>
12. How are they selected (by themselves, by their employers, by counsellors, etc.)?	To be clarified
13. Have the standards yet been used to certify the prior learning/experiences of applicants (with what results)?	<p>a) System already in use</p> <p>b) System already in limited use</p>
Questions relevant to more than one level	
14. Do standards now exist for the vocation of Cook in PL?	GCE does not offer certification for Cooks. Standards under case b) exist for the other branches of activity offered at GCE: Business Studies, Chemistry and Environmental Studies, Metalwork and Fabrication, etc.
15. What is the status of these standards?	Approved by Ministry of Education
16. Are they recognised by others within the certifying institution?	Yes
17. Are they recognised by other institutions?	Recognised by Ministry of Education and FE providers
18. Are they recognised by employers and social partners (actual and potential)?	Yes – certification of skills - case b) above - has high level of acceptance by employers, both nationally and internationally
19. Has anything been done to support recognition in other regional EPANIL countries?	<i>To be clarified</i>
20. How is feedback from this pilot process managed at all four levels?	N/a
21. What are your future plans?	<i>To be clarified</i>

## **Concluding Comments**

Project progress is being made, although work on the project aims and outcomes in the individual countries is being influenced in progress and direction – to varying extents - by the educational, cultural and industrial contexts in which it is being developed. Fully understanding and working with the different contexts is a key part of successful change management. Past project meetings have looked to this area, and it is important that it continues to do so.

Piloting processes will have been completed by the next project meeting (April 2006) and it will be crucial to gain detailed feedback of the overall processes and procedures, and how they have worked in, influenced or developed the three sites of activity with regard to the five levels listed in the question framework.

Francis Mudge  
Barbara Zamorski  
UEA/Feb 2006

### **4.5 EVALUATION PPP AND NOTES: PROJECT MEETING AT GLIWICE IN APRIL 2006**

[Please note that the ppp has been converted into Word for the purposes of this document].

The report presented above (February 2006) had been produced and circulated to the project partners before this meeting. This was to offer to all members a 'picture' of where each relevant partner/country was at the time of fieldwork survey – to offer all a rounded picture of the different kinds of progress made and the gaps yet to be addressed or filled. It was circulated as a 'draft' in order for partners to either add information if they wished to, or to change or adapt information that they believed to be inaccurate. This report was used as a basis for feedback, discussion and planning during this presentation given at Gliwice in April.

#### **Evaluation Presentation: April 2006**

This evaluation presentation addresses the following areas:

- Reminder of project aims and objectives
- Feedback on the 'piloting progress (up to December 2005)
- Next stages

## **Reminder of project aims and objectives**

Project Aims: The project will develop processes and pathways that will increase the access of adults into further education through the identification and validation of their non-formal and informal learning. The project will

- Develop and verify appropriate methodologies and tools by using the best European practice.
- Design and develop an Innovation 'Learning Region' (as a 'pilot').

Create a framework of access to further vocational education and training for adults.

Target Group: Unemployed and disadvantaged persons and persons at the risk of unemployment and adults with no qualification or with lower level of qualification but with experience in the workplace.

Main Outcomes: Training courses for advisors, and methods and tools for the validation of non-formal and informal learning in the chosen branch of 'cook' in the light of Common European Principles.

### **Other areas to spotlight:**

- Have we evidence that the project is addressing the themes of 'Equal opportunities' and 'Inclusion'?
- What other kinds of knowledge and learning have we gained through the project process (beyond and above the stated aims)? For example: What have been the main challenges and benefit of attempting to design and implement the framework. About the country's relationship to the EU frameworks, agreements, aims, policies, etc.? About cross-sector collaborations? About pan-European collaborations?

To what extent is the project achieving this?

Autumn 2005 - Question Framework for 'piloting' progress.

At this stage of the evaluation process, we have attempted primarily to gain knowledge and understanding about the actual piloting process – the heart of the whole enterprise. Piloting on the branch 'cook' in all three countries was originally intended to take place in early Autumn 2005, and an evaluation fieldtrip to all three countries was planned in order to collect data and feedback on the processes.

A **Question Framework** was designed in order to elicit information for the progress of the project covering the following areas:

1. The extent to which the 'process and pathways' have been designed and put in place at different levels
  - The extent to which they are being used
  - The extent to which they are recognised by, for example:
    - a. Providers and deliverers
    - b. Accreditation systems and frameworks
    - c. Users, such as employers or other providers at higher accreditation levels

(This information is partially to help the project understand how systemic and/or embedded the work is becoming in the various infrastructures asked about.)

2. The actual piloting process and the responses so far.

3. What are the main outcomes so far:

- Training courses for advisers?
- Methods for the validation of non-formal and informal learning?
- Tools for the validation of non-formal and informal learning?

(Is there a project consensus/clarity on what 'methods' and 'tools' are in project terms?)

However, there were limitations on our fieldwork, and on our subsequent requests for information by e-mail. This was due to the fact that for various reasons:

- not all the piloting was being undertaken by or during this time
- one of the countries had decided not to pilot the branch of 'cook'
- not all information requested was known at the time of asking.

### **Question Framework used across the three countries/scenarios of action**

#### **At National level**

- How does the process of certifying prior learning/experiences (whatever they are) fit into the national (and by extension regional) policies and structures for employment and/or education?
- Who can make changes to policies, structures or processes to achieve the best results? (i.e. at policy/strategy level)

#### **At Regional level**

- How is the process of certifying managed at a regional level?
- Who does it? (i.e. regional/local managerial levels and functions)

### **At Institutional Level**

- How is the process of certifying managed at the institutional level?
- Who manages the process?
- What resources are provided? (personnel, funds, etc.)

### **At Operational level**

- How is the process of certifying carried out in practice?
- Who carries it out? (position in the hierarchy, training, etc.)
- Where is it done? (i.e. at operational/front-line levels)
- Who are the applicants who come forward seeking certification?
- How are they selected (by themselves, by their employers, by counsellors, etc.)?
- Have the standards yet been used to certify the prior learning/experiences of applicants (with what results)?

### **Questions relevant to more than one level**

- Do standards now exist for the vocation of Cook in your country?
- What is the status of these standards?
- Are they recognised by others within the certifying institution?
- Are they recognised by other institutions?
- Are they recognised by employers and social partners (actual and potential)?
- Has anything been done to support recognition in other regional EPANIL countries?
- How is feedback from this pilot process managed at all four levels?
- What are your future plans in this area?

## **5. PROJECT OUTCOMES (SECTION FOUR)**

This final section maps the final project outcomes against the original stated aims and objectives. At the risk of being over repetitive, at this point it is worth re-visiting the project proposal aims.

‘This proposal is concerned with **developing processes and pathways which are to increase the access of adults into further education through the recognition and validation of their non-formal and informal learning. (= ACCREDITATION OF N-FL/IL IN LLL)**. The target groups are adults without qualification or with the lowest level of qualification but with experience in the workplace (whether this be in paid employment or voluntary work). The implementation of the Common

Principles is an important new part of the contribution of VET to the Lisbon Objectives (2000).

The project will **develop and verify appropriate methodologies and tools by using the best European practice** within the “Common European Principles for the Validation of Non-formal and Informal Learning” derived from the Bruges/Copenhagen process. The project will take place in the adjacent areas of the Czech Republic, Poland and Slovakia where unemployment high due to the process of economic transition. Many of unemployed persons have not sufficient education (please see the annex for details) and so they are unemployable. New pathways to education are therefore to be developed to enable this target group to embark upon further education at secondary level.

This proposal is designed to develop **an innovation “Learning Region”** approach to the regeneration of Moravia-Silesian region, Upper Silesian region and Nitra region as a pilot implementation of the pending Decision of the Education Council in May 2004.

In particular it is necessary to create **a framework for access to further vocational education and training for adults** based on the European Principles and Inventory for the Validation of Non-formal and Informal Learning as developed from the Copenhagen Declaration (2002).’ (EU Project Proposal)

The project partners outlined the following methodologies in their formal proposal in order to achieve the above. They have been placed in a table in order to check project compliance and achievements.

Methodology	Form/s of Evidence
Analysis of developments on Validation of NFL/IFL at European Level based on outcomes of the Copenhagen Process.	Documents written and produced. Presentations given at project meetings and at other dissemination events.
Specific country studies (DE, FR, UK), in-depth analysis, with the focus on practice ACCREDITATION OF N-FL/IL IN LLL, tools and methods used in LLL in the light of Common principles for validation, providing relevant specific case studies of innovations and their impact on LLL for the target group	Extremely valuable in-depth analysis, models, frameworks, tools, methodologies, innovations, examples and case studies provided by the DE, FR and UK partners.
Lessons from other relevant projects.	Knowledge of and references to past EU

	projects undertaken by project partner institutions and personnel (13 such projects quoted in the proposal). Also, the project partners kept up to date with new and current trends, documentation and projects that might be of interest and value to the EPANIL project knowledge and progress.
Analysis of the current situations in CZ, PL and SK against a background of the other new Member States (a combination of local studies and ETF Reports)	Valuable and thorough analysis carried out and produced by CZ, PL and SK partners. Project documents and presentations.
Analysis of needs, possibilities and obstacles for the implementation of ACCREDITATION OF N-FL/IL IN LLL in the target countries of Czech Republic, Poland and Slovakia.	As above
Developing a reference standard for validation of non-formal competencies in selected branches relevant to the Labour Market.	Achieved. Project documents and presentations.
General concept and framework of ACCREDITATION OF N-FL/IL IN LLL.	Achieved. Project documents and presentations.
Setting methods and tools for ACCREDITATION OF N-FL/IL IN LLL in the light of Common European principles for validation.	Achieved. Project documents and presentations.
Setting up of an advisory and guidance system for schools and training organisations involved in project.	Achieved. Project documents and presentations.
Selecting participants of the pilot access courses in ways that guarantee equality of opportunities regardless of ethnicity, disability and gender.	Achieved. Project documents and presentations at project and other meetings.
Pilot testing the range of tools, methods, advisors and post assessment guidance system in all	Achieved. Project documents and

schools and training organisations involving in the project.	presentations at project and other meetings.
Through an action-research approach to evaluation of the project, ensure its impact on the three adjacent areas of CZ, PL and SK and its transferability to other parts of the three countries and also its impact on the involved countries.	Achieved. Project documents and presentations. Detailed evaluation of all piloting and impact was carried out at local, regional levels by the relevant partners and well documented as part of the project products and outcomes.

## 6. OVERALL COMMENTS

### Project products and outcomes

As can be seen from the above table, the project outcomes match the original project aims as outlined in the proposal. Overall, all the evidence points to a highly successful project, which has not only achieved what it set out to do, but has done so very well indeed. Evidence of project achievement is evidenced in a number of forms. An extensive range of highly detailed and very valuable documentation has been produced by all partner of the project on all aspects and at all stages of the project. Such documentation is in paper form, and was delivered in project meetings, and in local, regional, national and international conferences and fora. Much of it is also available on the project website. Additionally, many forms of dissemination and valorisation activities took place at local, regional, national and international levels. Lists of documentation, reports, products and meeting are not listed here, as they are available in highly detailed form in other project reports.

In terms of sustainability and impact, the project has been a key player in the wider evolution planning and activity of Non-Formal and Informal Learning in Lifelong Learning in the three target countries and in the 'Learning Region of Moravia'. It is clearly part of a significant and longer pathway of progress in this area. The 'Final Conference of the EPANIL Project: The Learning Region', held in, and organised in collaboration with, the Business School Ostrava in September 2006, also identified how the project has acted as a valuable springboard for future such ventures. An excellent booklet on the Conference Proceedings gives evidence to the scope, depth and significance of the project within this context.

## **The project partners**

The project team of partners and were very well chosen – offering crucial expertise and experience on the project aspirations - and worked efficiently and effectively together. There was a feeling of a short hiatus in communication on the part of two partners during the spring of 2005. But this was a minor hiccup and happened at the time when the three target countries were concentrating their energies on planning the design and piloting of the systems, and only lasted a little time.

The partners were all supported well by their organisations.

## **Project meetings**

The project meetings were all well-planned and played an important part in the successful progress and outcomes of the project. They were also all well-hosted, which indicated not only the professionalism of the individual partners but also the commitment of their organisations. Such commitment – on the part of both individual people concerned (and their colleagues) and their organisations – was a crucial factor in the project's success.

## **Project management**

A further major factor in the success of the EPANIL project lay in the management and co-ordination of the project. The manager – Hana Cihakova – displayed admirable leadership, generating a good working environment and ensuring effective and willing collaboration on the part of all the partners. In addition, her hard work, her obvious commitment and care to the project and her hands-on management style was well-supported by her organisation.