



RECOMMENDATIONS FOR DISSEMINATION AND SUSTAINABILITY OF THE EPANIL PROJECT

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1. 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 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 vocational education and training and non-university tertiary technical 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 supply of knowledge, skills and competencies in the labour market will limit economic growth unless we take steps 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 development of **lifelong and life-wide learning**, with the recognition of non-formal and informal 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 lack a sufficient level of formal education and/or formally recognised vocational qualification enabling (re)integration into the labour market. New pathways to education and training should 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 review of the Copenhagen Declaration (2002), i.e. the "Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training" (December 2004), improving 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 identification and validation of non-formal and informal learning. Implementing these principles has been an important new contribution of vocational education and training to the objectives of the Lisbon strategy (2000).

1.2 AIMS OF THE PROJECT

Aimed generally at increasing the access of adults to further education, this project was focused on **developing methods and processes** of identification and validation of non-formal and informal learning in the chosen branch "cook" (ISCED 3C) and their **pilot testing** in the Czech Republic, Poland and Slovakia. In particular, it was necessary to create **a framework for access to further vocational education and training for adults** based on the Common European Principles and

a European inventory on validation of non-formal and informal learning. The project used the experiences of “old” 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.

1.3 TARGET GROUP

The target group of the project was adults without qualification or with the lowest level of qualification, but with work experience (be it acquired in paid employment/position or in voluntary work). The project offered these unemployed and disadvantaged persons and persons at the risk of unemployment an opportunity of access to further education and training via validation of their experience acquired in the workplace and/or their every-day experience.

1.4 PROJECT ACTIVITIES

The main project activities were the exchange of information between countries experienced in the area of identification and validation of non-formal and informal learning and countries without these experiences; establishing and supporting regional associate partners networks in the Czech Republic, Poland and the Slovakia, developing of appropriate methods and tools of the identification and validation of non-formal and informal learning for the chosen branch “cook” (ISCED 3C) in the framework of Common European Principles; the information activities for members of national regional partners networks; developing of a training course for guides and assessors and pilot testing of training course and methods and tools of identification and validation of non-formal and informal learning.

1.5 PILOT TESTING

Pilot testing of project outcomes took place in adjacent regions of the Czech Republic (Moravian-Silesian Region), Poland (Upper Silesian Region) and Slovakia (Nitra Region) where unemployment is high due to the process of economic transformation. This project was intended to become a part of an innovation approach aiming at regeneration these areas.

2. INFORMATION ABOUT REGIONS WHERE PILOT TESTING TOOK PLACE



2. 1. THE MORAVIAN-SILESIA REGION

Moravian-Silesian Region, located in the north-eastern part of the historical country of Moravia and in most of the Czech part of the historical country of Silesia. The region borders the Olomouc Region (to the west) and Zlín Region (to the south). It also borders two other countries - Poland to the north and Slovakia to the east.

It is a very industrial region, which was called the "Steel Heart of the Country" in the communist era, for its prevalence of heavy industry, especially steel works. Since the fall of the communism these industries have been in decline and the region suffers from high unemployment. There are, however, several mountainous areas in which the landscape has preserved its natural character. The Moravian-Silesian Region is determined by the following districts: the Bruntál, Frýdek-Místek, Karviná, Nový Jičín, Opava and Ostrava-město Districts. From the 19th century, the Region ranked 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 Moravian-Silesian 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 Moravian-Silesian Region is currently causing many problems that are related especially to the high unemployment rate. The best situation, relatively, is in the Opava and Nový Jičín 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 last places among all the districts of the Czech Republic. What is a 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>)

2. 2 THE NITRA REGION

This region with a long history is situated in the southwest of Slovakia, mostly in the eastern part of the Danubian Lowland. Nitra Region spreads on both sides of the lower Nitra river. The city of Nitra is also the centre of whole region. The region – which is the warmest in Slovakia – reaches a high production of wheat, rye and vegetables.

Until the Velvet Revolution in 1989, the Nitra Region 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).

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/trzbypolprod.htm) while industry accounts for only 6.5% of national turnover in the same year (http://www.statistics.sk/webdata/ks/reg_udaje_eng/trzbypriemcin.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), 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) and the Constantine Philosophical University (www.ukf.sk/eng).

2. 3 UPPER SILESIAN REGION

Upper Silesian Region is the southeastern part of Silesia, a historical country and geographical region of Poland and of the Czech Republic (the Moravian-Silesian Region). The region is situated in the Silesian highlands, between the upper Odra and upper Vistula rivers. The largest city is Katowice, capital of the Silesian Voivodship.

Total population of the Upper Silesian Industry Area is 3,487,000, with 2.8 million comprising the Katowice urban agglomeration (*Górnośląski Okręg Przemysłowy, GOP*) and 0.7 million comprising the greater Rybnik area, the metropolitan area known as the Rybnik Coal Region (*Rybnicki Okręg Węglowy, ROW*).

Upper Silesia's wealth in deposits of coal has resulted in the area becoming highly industrialised. The Upper Silesian Industrial Region is the largest and most important concentration of industry in Poland. The basic wealth here is hard coal, which is extracted in 50 mines; also important here is the iron and steel industry (the "Katowice" steel works are the largest in Poland) and non-ferrous metallurgy, the power engineering, chemical, automobile, electromachine, metal industries as well as many others. About 1,000,000 persons work in the Upper Silesian Industrial Region, and the number of residents is 2,500,000.

With such a large concentration of population, the cities here run into each other, creating a huge complex called a conurbation. This entire region is surrounded by a wide forest belt that somewhat mitigates the harmful environmental effects of industry.

The largest city of the Upper Silesian Industrial Region is Katowice, an industrial, scientific, and cultural centre.

3. IMPLEMENTATION OF THE SYSTEM OF LIFELONG LEARNING IN THE CZECH REPUBLIC, POLAND AND THE SLOVAKIA

In order to apply the concept of lifelong learning it is necessary to have the system supporting and determining the objectives and results of the educational process and professional preparation by different kinds of educational programmes and modules. This should be done by developing different educational paths and ensuring equality of access to education for our citizens.

The following findings can be seen as an important outcome the EPANIL project: It is necessary to train and educate guides and assessors in order to insure the quality of the process of identification and validation of non-formal and informal

learning and observe the Common European Principles, insure the accessibility of this system and develop uniform assessment standards and involve social partners (employers) to the whole process.

The EPANIL project was submitted at time when legal prerequisites for setting up the system for recognition had not been prepared yet in the Czech Republic, Poland and the Slovakia; in the Czech Republic, the recent Act on verification and recognition of further learning results and subsequent changes in related Acts was not even prepared. Therefore the project had only the status of an experiment and for that reason the system of recognition could not have been adopted, because of this absence of a legal framework.

In the Czech Republic, the curricular reform is currently being under way, which encompasses lifelong learning as well, the National Qualification Framework is being developed and the Act on recognition of further learning outcomes will come into force in August 2007. Results of the EPANIL project have been used both for the development of standards and in the UNIV project. Within the UNIV (Recognition of the results of informal learning and non-formal education by networks of schools providing the education service for adults) project, a pilot testing of the system for recognition will be realised on a larger scale.

3.1 USING THE OUTCOMES OF THE EPANIL PROJECT IN THE CR

The target group of the EPANIL project were adults without the qualification or with the lowest level of qualification but with work experience, unemployed and persons at the risk of unemployment but with work experience in the branch cook.

Outcomes and experience from the EPANIL Project are already being widely used in the project UNIV (Recognition of the results of informal learning and non-formal education by networks of schools providing the education service for adults); <http://www.univ.nuov.cz/>; UNIV is a system project of the Czech Ministry of Education, Youth and Sports, which started in 2005. In the framework of this project clients will receive a formal certificate on partial or entire qualification, because in August 2007 the Act on verification and recognition of further education outcomes (Nr.179/2006Coll.) will come in force. Under the rule of this Act client will receive partial qualifications, which can be set together (compiled) into entire qualification (under the conditions provided by law). In the event of the system of recognition being widely used, we may assume that the number of individuals with secondary education of this level (level EQF 4, secondary vocational education, apprenticeship) will increase.

In the framework of the UNIV project - see <http://www.univ.nuov.cz/> - A coordination centre and school networks in 6 regions will be developed. Results of the project KRAJ (Comprehensive development of individual's activities, realized in the framework of the Phare 2000 in the Moravian-Silesian Region) and the CVLK project (Centre of Education of the Liberec Region, realized with the financial support of the Ministry of Education and the Liberec Region) will be used, because there already exist and operate school networks and coordination centres. There will be trained workers in 8 regions able to perform functions of guiders (guidance

counsellors) and assessors in the system of prior learning outcomes recognition and will perform in this field services for socially disadvantaged adults.

Another project using the outcomes of the EPANIL project is NSK - National Qualifications Framework, see <http://www.nsk.nuov.cz/>, a system project of the Czech Ministry of Education. In the framework of this project Czech National qualifications framework is being created – public register of all partial and entire qualifications certified, distinguished and recognized in the Czech Republic. NSK will take up to the National occupation framework administered by the Ministry of Labour and Social Affairs.

According to the Act No 179/2006 Coll which comes into force in August 1, 2007- as soon as the NSK becomes an accessible register, the public will have a possibility to receive information on all partial and entire qualifications (title and code of each qualification, specification if the qualification is entire or partial and evaluation standard of each partial qualification, its relation to entire qualifications and sequence to other partial qualifications and its relation to occupations from the National Occupation Framework). This will facilitate orientation in further education and in conditions of prior learning outcomes recognition.

It is assumed, that the transparency of the qualification system (project NSK) and facilitation of access to further education and to recognition of prior learning outcomes (project UNIV) can contribute to completion of qualification on the part of drop-outs and early school leavers and people with low qualification will increase their qualification. It is necessary to point out, that immediate situation on the labour market is in term of motivation of cardinal importance for the need to acquire, eventually complete, modify, increase or change one's qualification.

The outcomes of the EPANIL project will be also used in the Moravian - Silesian region at the preparation and realisation of the Regional Employment Programme under the name "Learning Region of Moravia Silesia". It is a pilot initiative under the LED – Local Employment Development – strategy of the European Union and some other countries of OECD as well. In many of these countries, there are dozens of relevant initiatives called e.g. Territorial Employment Pacts, Regional Employment Programmes etc. All of them are based on a simple principle of delegation the responsibilities related to employment issues to the lower and still strategic level of regions. The Czech Republic misses this kind of approach which can be piloted in the Moravian Silesian region and, then, disseminated to other regions of the country. The proposed programme aims to be a **key regional initiative towards the development of human potential and employment** and at the same time a pilot project for dissemination in other regions of the Czech Republic and border regions of Slovakia and Poland.

The proposed programme wants to establish **environment for active participation** of all key partners and an **intelligent interconnection** of related activities and projects, both present and future, into a common activity that will bring prosperity to the region and its inhabitants.

The proposed programme wants to **put into practice the strategic recommendations of the European Union** for national states for the period of 2007 – 2013 including primarily **emphasis on the use of the potential of local initiatives**

towards the development of employment (LED – Local Employment Development). In this way, the programme wants to contribute to high absorption and useful directions of financial aid from the sources of the European Social Fund as well as the European Fund for Regional Development.

The proposed programme **draws from priorities and measures concerning the development of economy, employment and human resources in the Regional Development Programme and in the Regional Operational Programme** and will also support the fulfilment of national sector operational programs, primarily in the sponsorship of Ministry of Labour and Social Affairs, Ministry of Education and Science and Ministry of Industry and Trade.

The proposed programme wants to **put into practice many recommendations to reform the educational system of the Czech Republic that would enable realization of the lifelong learning concept**, that is called for by the skilled public and that is recommended by employers and specialists of our prime universities and institutions (e.g. “Industry and Human Resources” document approved by the Industry and Transport Association of CR Board on 25 January 2005; PETR MATEJU, JANA STRAKOVA: *Unequal Chances in education*, Academia, 2006)¹.

USING THE OUTCOMES OF THE EPANIL PROJECT BY REGIONAL CHAMBER OF COMMERCE OF MORAVIAN-SILESIA REGION

The Regional Chamber of Commerce of Moravian-Silesian Region developed in the framework of the EPANIL Project a network of social partners who engaged in this project during the development of assessment standards for vocational branch Cook, especially in the form of remarks to its draft as well as in the phase of pilot verification of the project outcomes. The Regional Chamber established thanks to EPANIL a valuable co-operation with these partners, which has developing outside the project and applies to joint work on other projects, organizing of educational activities and continual exchange of information.

Thanks to participation in the EPANIL Project employees of the Regional Chamber could closer acquaint with the field of Lifelong Learning and the recognition of prior learning outcomes. During workshops with foreign partners and participation in pilot verification, employees acquired knowledge of practices in other EU countries as well as their and own experience. They can make use of their own experience in other projects and also in preparation of new project applications. An example is Leonardo da Vinci project ESO-CSA - Certification of competencies in selected specialist areas in SME's, which will use in the pilot phase (November, December 2006) the employees' training received in the framework of the EPANIL project in the course for counsellors and assessors.

In the framework of the project outcomes dissemination and ensuring of its sustainability information about the EPANIL project, its objectives and outcomes were sent through the database of companies and institutions, compiled by the Regional Chamber especially for this purpose. In this list you may find educational institutions providing training in the branch cook as well as hotels, restaurant chains

¹ Learning Region, Proceedings of the Final conference of the EPANIL project, BSO Ostrava, 2006 (43 – 48).

and eating-places. Together with information supplied, these organizations were offered the chance to use evaluation standard for the branch cook in the recruitment of job seekers without the formal qualification (certificate of apprenticeship), but with previous work experience. These organizations have chance to compare applicants' knowledge and undertake a tentative assessment within the company. This will help them to become familiar with the assessment of prior learning outcomes and better prepared to accept and recognise of certificates which applicants will receive in the future in the framework of the formal system.

3.2 USING THE OUTCOMES OF THE EPANIL PROJECT IN THE SR

In Slovakia, the identification and validation of informal and non-formal learning is a new issue in the policy agenda. At present there are no systemic or legal provisions for identification, assessment and recognition of knowledge, skills and competencies acquired through informal and non-formal learning or through the work experience in Slovakia. Although final certification of continuing training courses is regulated by legislation, the real standing of such certificates on the labour market is below those of the qualifications attained in the formal system of education. At the level of policy innovation, however, a number of important strategic and programme documents have been recently adopted. Implementation of these decisions may create real preconditions for setting up a system of validation of informal and non-formal learning.²

The realisation of the idea of a complex area for Lifelong Learning involves active participation of all important stakeholders: state, institutions, citizens. The central bodies of state administration, towns and villages, employers, employees, educational and research institutions, social partners will be responsible for the implementation of concrete activities.

It is necessary to create legislative, institutional and financial conditions for reinforcement of non-formal education and informal learning in the system of Lifelong Learning (the Ministry of Education of the Slovakia in cooperation with the Ministry of Labour, Social Affairs and Family, the Ministry of Interior, the Ministry of Economy, the Ministry of Culture, the Higher Territorial Unit, local state administration bodies and self-government bodies).

The State Vocational Education Institute which has taken part in the EPANIL project as the member of the Slovak national regional network is a professional – methodological, pedagogical-advisory, coordinative, and educational institution of the Ministry of Education of the Slovak Republic. It is the only professional and pedagogical guarantor for the issues of vocational education and training for the whole network of secondary vocational apprentice schools and secondary vocational schools in the Slovakia.

The workers from this institute took part in all important activities of the project and they will also support the using, dissemination and validation of the outcomes of the project. In such way will be assured that the outcomes of the EPANIL project will

² A European inventory on validation of non-formal and informal learning; **Slovak Republic** – By Olga Strietska-Illina

be disseminated and valorised in activities of this institute which are focused in the development of the system of identification and validation of non-formal and informal learning.

The process of certifying prior learning/experiences fits also into the MILENIUM project (the national programme of education in the Slovakia). 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 the qualification, mostly for the unemployed people. The certification process is coordinated by the High School of Hotel Services and Business in Nové Zámky which is accredited by the Ministry as the regional-level institution for adult lifelong learning in this branch. The applicants' selection is processed by the Employment Office of the relevant region in cooperation with ASPEKT foundation and the High school in Nové Zámky. A special adviser guides and motivates the applicant during the process to recognise and formulate the results of prior learning. 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. **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.**

3.3 USING THE OUTCOMES OF THE EPANIL PROJECT IN POLAND

Although one cannot speak of the existence of the system of validation of informal and non-formal learning in Poland yet, there are many elements of such system already in place and the preconditions are created. The legal environment is also gradually adjusting to the new requirements. The Polish system of initial and continuing education and training has gone through a substantial reform process which has not been finalised yet.³

The work of the Górnośląskie Centrum Edukacyjne (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

³ A European inventory on validation of non-formal and informal learning; Poland – By Olga Strietska-Illina

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
 - Electricity
 - Environmental protection
 - Information technology
 - Business studies
 - The assessment of vocational skills, competences and 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 competences, 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 competencies has been carried out within an EU-based context, and thereby achieve a broader acceptance.

GCE uses the process of certifying prior learning/experiences for progressing to further studies, applicants who have not completed "normal" schooling must pass a secondary school leaving examination. For improved employment

opportunities, applicants can have their competence assessed by an assessment board, and obtain certification.

It is undertaken by an accredited centre, such as the Górnośląskie Centrum Edukacyjne (GCE) or by an independent assessment board (min. 3 members) representing educationalists, employers and skilled workers. The process of certifying is managed at the institutional level by passing secondary school leaving examination – applicants join existing adult classes or by the assessment board. The process is managed by GCE management with oversight for compliance with ISO 9001.

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 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 compulsory, and candidates can prepare for the examinations by self-study outside GCE. 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.

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. The applicants who come forward seeking certification are those wishing to progress to further post-secondary studies.

The GCE will use their experiences and outcomes of the EPANIL project in further activities in the identification and validation of prior learning in their organisation.

3.4 USING THE OUTCOMES OF EPANIL PROJECT IN “OLD” MEMBER COUNTRIES

Using the outcomes of EPANIL project in “old” member countries is also possible, for two reasons:

1/ the results can give us a “fresh” angle on the APEL processes and procedures that can be implemented and how new partnerships can be created.

2/ it reviews the overall APEL process, highlighting a variety of issues, and most of all the need for a referent throughout the whole process from the information stage to implementing the outcomes, and the importance of special guidance and support for target groups most in need of qualification such as unemployed people or those in danger of losing their jobs. An added value for stakeholders in France is: that the EPANIL project has also highlighted the usefulness of the “bilan de competences” (skills check-up) in the preparatory stages.

4. CONCLUSION

During the implementation of the EPANIL project we found out on the basis of information from project partners and experiences from pilot verification, that for quality assurance of the process for identification and recognition of prior learning outcomes and complying with framework of Common European Principles it is necessary:

- not to simplify the process of recognition only to examination performance, however take into account that this is a long-term process (e.g. in France the recognition of prior learning outcomes may take even half a year), which involves also another steps described in this report;
- to establish the role of guider considered as a very important person for a successful verification process;
- to train guiders and assessors (according to the Act Nr.179/2006Coll. on verification and recognition of further education outcomes and about the change of some acts is assessor authorized person), so that these would be able to perform their roles in the process of recognition on a qualified level.
- to assure accessibility of the recognition system for everyone;
- to create common assessment standards containing only necessary competencies required by the labor market, which will be verifiable through performance of working activity;
- to involve social partners (especially employers) into the entire process of recognition, including development of assessment standards;
- to assure that authorized person dispose of adequate workplace equipment for recognition;
- Clients entering the process of recognition should be at least 18 years old.

5. LIST OF THE MEMBERS OF THE REGIONAL NETWORKS AND ORGANISATIONS WHICH WILL USE THE OUTCOMES OF THE EPANIL PROJECT

5.1 CZECH REPUBLIC – MEMBERS OF REGIONAL NETWORK (BSO plc. Ostrava)

NAME OF THE INSTITUTION	ADDRESS
Střední odborné učiliště DAKOL, s.r.o.(DAKOL Secondary Technical School)	Petrovice u Karviné č. 570 735 72 Petrovice u Karviné
Úřad práce Ostrava (Labour office Ostrava)	Úřad práce v Ostravě 30. dubna č.p. 3130/2c Moravská Ostrava 702 00 Ostrava 2
Krajský úřad Moravskoslezský kraj (Moravian-Silesian Region Regional Authority)	Krajský úřad - Moravskoslezský kraj 28. října 117 702 18 Ostrava
UNIHOST Ostrava - Sdružení podnikatelů v pohostinství, stravovacích a ubytovacích službách ČR	
Michal Kotásek - šéfkuchař, podnikatel v oblasti pohostinství	

5.2 CZECH REPUBLIC –LIST OF THE SCHOOLS WHICH WILL USE THE OUTCOMES OF THE EPANIL PROJECT IN THE FRAMEWORK OF UNIV PROJECT

NAME OF THE INSTITUTION	ADDRESS
SOUTH BOHEMIAN REGION	
Střední průmyslová škola a VOŠ	Karla Čapka 402, 397 11 Písek
VOŠ lesnická a SLŠ B. Schwarzenberga	Lesnická 55, 397 01 Písek
VOŠ a Střední zemědělská škola	Nám. T. G. Masaryka 788, 390 33 Tábor
Vyšší odborná škola	Okružní 10, 370 21 České Budějovice
ISS cestovního ruchu a VOŠ	Senovážné nám. 12, 370 01 České Budějovice
Střední odborné učiliště rybářské a Učiliště	Táboritská 941/II, 379 01 Třeboň
SOŠ a SOU - Centrum odborné přípravy	Budějovická 421, 391 02 Sezimovo Ústí
ISS elektrotechnická-Centrum odborné přípravy	Zvolenovská 537, 373 41 Hluboká nad Vltavou
ISS obchodní	Husova 9, 370 21 České Budějovice

ISŠ obchodu, služeb a podnikání	Kněžskodvorská 33/A, 370 04 České Budějovice
Integrovaná střední škola	Revoluční 220, 378 10 České Velenice
KARLOVY VARY REGION	
SOŠ logistických služeb Dalovice	Hlavní 114, Dalovice 362 63
ISŠ zemědělsko-manažerské, OU a U Cheb	Obrněné brigády 6, 350 02 Cheb
OA a VOŠ Karlovy Vary	Bezručova 17, 360 01 Karlovy Vary
SOU STAVEBNÍ, OU, U KARLOVY VARY	SABINOVO NÁM. 16, 360 09 Karlovy Vary
Střední pedagogická škola a gymnázium	Lidická 455/40, 360 01 Karlovy Vary
SZŠ a VZŠ Karlovy Vary	Poděbradská 1247/2 , 360 01 Karlovy Vary
SOŠ, SOU a U Kynšperk n.O	Školní 764, 357 51 Kynšperk nad Ohří
Střední průmyslová škola Ostrov	Jáchymovská 1, 363 01 Ostrov
Hotelová škola Mariánské Lázně	Komenského 449, 353 01 Mariánské Lázně
Gymnázium Sokolov	Husitská 2053, 356 11 Sokolov
ISŠ technická Sokolov	Jednoty 1620, 356 01 Sokolov
OLOMOUC REGION	
SOU zemědělské Horní Heřmanice	Horní Heřmanice 47, 790 57 Bernartice u Javorníka
SSOŠ Hranice	Jaselská 832, 753 01 Hranice
SOŠ a SOU strojírenské a stavební Jeseník	Dukelská 1240/27, 790 01 Jeseník
Střední průmyslová škola strojírenská Olomouc	Tř. 17. listopadu 49, 772 11 Olomouc
Střední škola polytechnická	Rooseveltova 472/79, 779 00 Olomouc
Gymnázium Jiřího Wolкера, Prostějov	Kolárova 2602/3, 796 01 Prostějov
SOŠ, SOU a U oděvní Prostějov	Palackého 150/8, 796 01 Prostějov
SOŠ a SOU technické Přerov	Kouřilkova 8, 750 02 Přerov
VOŠ a SPŠ Šumperk	Gen. Krátkého 950/1, 787 29 Šumperk
Střední průmyslová škola a Obchodní akademie Uničov	Školní 164, 783 91 Uničov
VOŠ, SPŠ a SOU Zábřeh	U Dráhy 827/6, 789 01 Zábřeh
PARDUBICE REGION	
VOŠ a SOŠ G. Habrmana	Habrmanova 1540, 560 02 Česká Třebová
SPŠ automobilní a SOU automobilní	Nádražní 301, 534 01 Holice
SOŠ a SOU obchodu a služeb Chrudim	Čáslavská 205, 537 01 Chrudim
Střední průmyslová škola strojnická a VOŠ	Čáslavská 973, 537 01 Chrudim
Střední průmyslová škola a SOU Lanškroun	Kollárova 445, 563 01 Lanškroun
Letohradské soukromé	Václavské náměstí 1, 561 51 Letohrad

gymnázium	
VOŠ pedagogická a Střední pedagogická škola	Komenského nám. 22,570 12 Litomyšl
OA Pardubice	Štefánikova 325, 530 02 Pardubice
SOŠ a SOU Polička	Čs. armády 485, 572 01 Polička
SOŠ stavební a SOU stavební a U	Sokolovská 148, 533 54 Rybitví
Gymnázium Svitavy	Sokolovská 1638, 568 02 Svitavy
ZLÍN REGION	
Střední průmyslová škola Uherský Brod	Nivnická 1781, 688 01 Uherský Brod
Střední průmyslová škola Otrokovice	tř. T. Bati 331, 765 02 Otrokovice
Obchodní akademie a Vyšší odborná škola a Jazyková škola s právem státní jazykové zkoušky Uherské Hradiště	Nádražní 22, 686 57, Uherské Hradiště
Integrovaná střední škola - Centrum odborné přípravy a Jazyková škola s právem státní jazykové zkoušky Valašské Meziříčí	Palackého 49, 757 01 Valašské Meziříčí
Střední odborná škola Luhačovice	Masarykova 101, 763 26 Luhačovice
Střední průmyslová škola Uherské Hradiště	Kollárova 617, 686 01 Uherské Hradiště
Střední průmyslová škola nábytkářská Bystřice pod Hostýnem	Holešovská 394, 768 61 Bystřice pod Hostýnem
Střední odborná škola Josefa Sousedíka Vsetín	Benátky 1779, 755 01 Vsetín
Střední odborná škola technická Uherské Hradiště	Mojmír 747, 686 06 Uherské Hradiště
Integrovaná střední škola technická - Centrum odborné přípravy Zlín	Nad Ovčírnou 2528, 760 01 Zlín
Vyšší odborná škola pedagogická a sociální a Střední pedagogická škola Kroměříž	1. máje 221, 767 59 Kroměříž
USTI REGION	
Integrovaná střední škola energetická, příspěvková organizace	Na Průhoně 4800, 430 11 Chomutov
Střední odborná škola služeb a Střední odborné učiliště Kadaň	5. května 680, 432 01 Kadaň
Gymnázium, Střední odborná škola a Střední odborné učiliště	Jarošova 23, 412 01 Litoměřice

Střední odborné učiliště služeb	Mládežnická 236, 435 42 Litvínov-Hamr
Obchodní akademie a Střední zemědělské školy	Osvoboditelů 497, 440 64 Louny
Vyšší odborná škola, Střední pedagogická škola a Obchodní akademie	Zd.Fibicha 2778, 434 01 Most
SOUz a OU Podbořany	Kpt. Jaroše 862, 441 28 Podbořany
SOŠ a VOŠ obalové techniky Štětí	Kostelní 134, 411 08 Štětí
Obchodní akademie	Pařížská 15, 400 01 Ústí nad Labem
SOŠ, SOU, OU a PrŠ Varnsdorf	Bratislavská 2166, 407 47 Varnsdorf
VOŠ a SPŠ Varnsdorf	Mariánská 1100, 407 47 Varnsdorf

5.3 THE LIST OF THE ORGANISATIONS WHICH WILL USE THE OUTCOMES OF THE EPANIL IN CZECH REPUBLIC (REGIONAL CHAMBER OF COMMERCE OF MORAVIAN-SILESIA REGION)

NAME OF THE INSTITUTION	ADDRESS
Ahol - SOŠ, s.r.o.	Ostrava - Vítkovice náměstí Jiřího z Poděbrad 301/26 70300
Hotelová škola a Obchodní akademie Havířov, s.r.o.	Havířov - Podlesí Tajovského 1157/2 73601
Integrovaná střední škola	Jablunkov Školní 416 73991
Integrovaná střední škola - centrum odborné přípravy - Hotel Praha (pobočka Nový Jičín)	Nový Jičín Lidická 128/6 741 01
Janáčkova konzervatoř v Ostravě, Ostrava 1	Ostrava - Moravská Ostrava a Přívoz Československá 40 72962
SOŠ a SOU	Krnov - Pod Cvilínem Opavská 499/49 79401
SOŠ a SOU Bohumín	Nový Bohumín Revoluční 529 73581
SOŠ a SOU, Nový Jičín, Divadelní 4	Nový Jičín Divadelní 138/4 74101
SOŠ dopravy a cestovního ruchu	Krnov - Pod Bezručovým vrchem Revoluční 1122/92 79401
SPŠ Frýdek-Místek	Místek 28. října 1598

	73801
Střední pedagogická škola a Střední zdravotnická škola, příspěv.org.	Krnov - Pod Bezručovým vrchem Jiráskova 1a 79401
Střední škola strojírenská a dopravní, Frýdek-Místek, Lískovecká, příspěv.org.	Frýdek Lískovecká 2089 73801
Střední zdravotnická škola a Vyšší zdravotnická škola	Ostrava - Vítkovice Jeremenkova 754/2 70300
VOŠ a hotelová škola	Opava - Předměstí Tyršova 867/34 74601
Integrovaná střední škola - centrum odborné přípravy	Frenštát pod Radhoštěm Mariánská 252 74401
Integrovaná střední škola - centrum odborné přípravy	Opava Kolofíkovo nábřeží 51 74705
Integrovaná střední škola oděvní, služeb a podnikání	Ostrava - Poruba Příčná 1108/1 70800
Integrovaná střední škola, Karviná - Nové Město	Karviná - Nové Město tř. Osvobození 1111/60 73506
Integrovaná střední škola, Ostrava, na Jízdárně 30	Moravská Ostrava Na Jízdárně 423/30 70200
ISŠ obchodního podnikání	Český Těšín Frýdecká 32 73701
Odborné učiliště	Hlučín ČSA 4a 74801
Odborné učiliště a Praktická škola, Nový Jičín, Sokolovská 45	Nový Jičín Sokolovská 487/45 74101
SOŠ a SOU	Ostrava - Slezská Ostrava Vratimovská 681 70700
SOŠ a SOU	Ostrava - Slezská Ostrava Vratimovská 681 70700
SOŠ a SOU Havířov - Šumbark, Lidická 600	Havířov - Šumbark Lidická 600/1a 73601
SOŠ a SOU obchodu a služeb, Havířov-Prostřední Suchá, Kapitána Jasioka 50	Havířov - Prostřední Suchá Kapitána Jasioka 635/50 73564
SOŠ a SOU pro	Ostrava - Poruba

	17. listopadu 1123/70 70800
SOŠ, SOU, Odborné učiliště a Praktická škola	Třinec - Kanada Lánská 132 73961
SOU a Odborné učiliště	Rýmařov Julia Sedláka 471/16 79501
SOU Baron School, s.r.o.	Haviřov - Šumbark Školní 601/2 73601
SOU Bruntál, Dukelská 5	Bruntál Dukelská 797/5 79201
SOU obchodní, Ostrava 1, na	Ostrava - Přívoz Na Mlýnici 611/36 70200
SOU služeb a obchodu, Opava, Husova 6	Opava - Předměstí Husova 507/6 74601
SOU společného stravování a	Ostrava-Jih - Hrabůvka Krakovská 1095/33 70030
SOU stavební a dřevozpracující	Ostrava-Jih - Zábřeh U Studia 2654/33 70030
SOU technické, Odborné učiliště a Učiliště	Místek Pionýrů 2069 73801
SOU, Odborné učiliště a Praktická škola, Klimkovic, Komenského 112	Klimkovic Komenského 112 74283
Střední škola hotelnictví, gastronomie a služeb Sčmsd, Šilheřovice, s.r.o.	Šilheřovice Zámecká 1 74715
Učiliště, Odborné učiliště a Praktická škola, Haviřov - Šumbark, Školní 2	Haviřov - Šumbark Školní 601/2 73601
VOŠ, SPŠ a Obchodní akademie, Kopřivnice, Husova 1302	Kopřivnice Husova 1302/11 74221
Slezské gymnázium, Opava, přísp.org.	Opava Krnovská 69 74601
Ahol - VOŠ, o.p.s.	Ostrava-Jih - Zábřeh Petruškova 2780/4 70030
Goodwill - VOŠ, s.r.o.	Frýdek Prokopa Holého 400 73801

VOŠ Havířov, s.r.o.	Havířov - Podlesí Tajovského 1157/2 73601
Vysoká škola báňská - Technická univerzita Ostrava	Ostrava - Poruba 17. listopadu 2172/15 70800
Ostravská univerzita v Ostravě	Moravská Ostrava Dvořákova 138/7 70200
Slezská univerzita v Opavě	Opava - Předměstí Na rybníčku 626/1 74601
Školní jídelna Komenského, přísp.org.	Příbor Komenského 458 74258
Zařízení školního stravování Matičnický dům	Opava - Předměstí Rybářská 95/78 74601
Ivana Sochorová	Odry 1. máje 240/23 74235
LB Gastro s. r. o.	Dolní Benešov Hájecká 238 74722
Plonk Gastro, s.r.o.	Jakartovice čp. 136 74753
Unibest CZ, s.r.o.	Moravská Ostrava Bozděchova 1792/10 70200
ing. Evžen Mikesz- Migo	Bohumín - Skřečoň Myslivecká 710 73531
Třinecké gastroslužby, s.r.o.	Třinec - Staré Město Průmyslová 1035 73961
Amos Gastro, s.r.o.	Fulnek Fučíkova 184 74245
Areál Ferdinand	Ostrava-Krásné Pole Vrbka 29/24 725 26
Avalanche hotel	Dolní Moravice 1 795 01
Bufykon, s.r.o.	Krnov - Pod Bezručovým vrchem Petrovická 363/61 79401
FC Kaučuk Opava - služby, s.r.o.	Opava - Předměstí Lípová 105/2 74601

Horský hotel Neptun	Malá Morávka 185 793 36
Hotel Atom Ostrava, s.r.o.	Ostrava-Jih - Zábřeh Zkrácená 2703/84 70030
Hotel Cvíllín	Krnov-Pod Cvilínem Výletní 7 794 01
Hotel Imperial Ostrava	Ostrava-Moravská Ostrava Tyršova 1250/6 702 00
Hotel Nikolas	Ostrava Nádražní 822/124 702 00
Hotel Praděd	Rýmařov náměstí Svobody 456/12 795 01
Hotel Praha - Slezsko, s.r.o.	Krnov - Pod Bezručovým vrchem Revoluční 916/10 79401
Hotel Prosper	Čeladná 246 739 12
Hotel Ráztoka	Trojanovice 364 744 01
Hotel Slezan, a.s.	Bruntál Revoluční 1712/20 79201
Karta Group, a.s.	Český Těšín Střelniční 252/6 73701
Pouba Koruna s. r. o.	Opava - Město náměstí Republiky 450/17 74601
Rusty	Nový Jičín Tolstého 13 741 01
Sepetná, v.o.s.	Místek Příborská 333 73801
Vaněk a spol.	Fulnek nám. Komenského 48 74245
Zámek Havířov, s.r.o.	Havířov - Město K Zámečku 243/2 73601
Antonín Tylšar - Restaurace	Opava - Předměstí Nerudova 2495/46 74601
Astoria Restaurant, s.r.o.	Moravská Ostrava Masarykovo náměstí 2572/8

	70200
Bohumír Gryga	Třinec - Tyra 110 73961
Boombay, s.r.o.	Ostrava - Poruba Hlavní třída 896/2 70800
Dana Valčíková	Nový Jičín Valašská 97/16 74101
Daniel Buzek	Štramberk Náměstí 37 74266
David Dutka - Da syn	Ostrava - Poruba Francouzská 1003/12 70800
Dušan Soviar	Nový Jičín 5. května 23/6 74101
František Kubalík Restaurace Beseda	Ostrava - Vítkovice Lidická 179/22 70300
FUD, s.r.o.	Nový Jičín Sportovní 1793/17 74101
Hana Pustková	Kobeřice areál ZD CETA 74727
Helena Prejdová	Krnov - Pod Cvilínem sídl. Pod Cvilínem 4A 79401
Iberia Trade, s.r.o.	Opava - Město Pekařská 99/11 74601
Ing. Eduard Skaba	Hlučín Markvartovická 1791/7 74801
Ing. Ivana Kunová Toni	Ostrava - Mariánské Hory 28.října 194 70900
Ing. Pavel Inspektor	Opava - Kylešovice Lukešova 1168/5 74706
Iva Gašpárová	Třinec - Staré Město nám. Míru 559 73961
Jaroslav Lakomý Penzion UNO	Metylovice čp. 236 73949
Karel Vala	Rýmařov Jesenická 1024/7

	79501
Kvadro, s.r.o.	Bohumín - Skřečoš Cihelní 290 73531
Marcel Hadamczik	Kravaře - Kouty Severní 2052/8 74721
Marie Vašínková	Kopřivnice I. Šustaly 1109/3 74221
Milan Ševčík - Milan Ševčík a syn	Šenov Na výsluní 1392 73934
Mirabel, s.r.o.	Místek Antonínovo náměstí 59 73801
Naděžda Linhartová Bistro FIT	Moravská Ostrava Sokolská třída 2689/48 70200
Pavel Bobek- Komerční Centrum	Ostrava - Poruba U Oblouku 501/3 70800
Pavel Kubeša - Kapas	Bruntál nám. Míru 65/6 79201
Pizzerie Fontána, s.r.o.	Ostrava-Jih - Hrabůvka Horní 1492/55 70030
Raketa Bowling, s.r.o.	Opava - Jakař Krnovská 553/184 74707
Remark reality & marketing, s.r.o.	Opava - Město Masařská 323/6 74601
Restaurace u Káňů, s.r.o.	Ostrava - Radvanice Čapkova 434/38 71600
Restaurant Eukalyptus	Ostrava - Hrabůvka U letiště 4 70030
Rotex, s.r.o.	Ostrava - Bartovice Těšínská 270/439 71700
Roubenka, s.r.o.	Štramberk Dolní 790 74266
Rudolf Juřena	Frenštát pod Radhoštěm Lomná 886 74401
Schaumannův Dvůr, s.r.o.	Karlovice

	čp. 231 79323
Snap s. r. o.	Ostrava-Jih - Zábřeh U Studia 66/31 70030
Stonavská restaurace	Stonava 55 73534
Tomáš Březina	Dobrá čp. 706 73951
Tomáš Říman	Bílovec Radotínská 337/42 74301
Tomáš Selník Unima Plus	Moravská Ostrava Zukalova 671/12 70300
Tomáš Suchánek- Verdi	Český Těšín Hrabinská 1423/47 73701
VAM LT, s.r.o.	Čeladná čp. 246 73912
Vangelis Simu	Kopřivnice Kpt. Jaroše 1324/4 74221
Veneto	Opava Horní náměstí 4 74601
Vladimír Holaj ing.- PaP	Vrbno pod Pradědem Jesenická 357/23 79326
Zdeněk Raška- Pensionu Rašků	Ostrava - Michálkovice Binarova 407/32 71500
Zdeněk Ševčík	Klimkovice Lidická 218 74283

5.4 SLOVAK REPUBLIC – MEMBERS OF REGIONAL NETWORK

NAME OF THE INSTITUTION	ADDRESS
Secondary School (ZŠ HŠaO)	Zdravotnícka 3, 940 51 Nove Zamky, SK
State Vocational Education Institute	Bellova 54/a, 837 63 Bratislava, SK
Labour Office	Štefanikova tr. 88, 949 01 Nitra, SK
Labour Office	ul. Kapisztóryho 1, Nove Zamky, SK
Nitra Self-Governing Region	Štefánikova tr. 69, 949 01 Nitra, SK
Slovak University of Agriculture	Tr. A. Hlinku 2, 949 74 Nitra, SK
SOU obchodne	ul. T. Vansovej 2, 955 01 Topolčany, SK
SOU spoločného stravovania	Pekná vyhládka 26, 062 01 Horný Smokovec, SK
Hotelová akadémia	Vinohradská 48, 931 01 Šamorín, SK
SOU obchodne	ul. T. Vansovej 2, 955 01 Topolčany, SK

5.5 THE LIST OF THE ORGANISATIONS WHICH WILL USE THE OUTCOMES OF THE EPANIL IN SLOVAKIA

NAME OF THE INSTITUTION	ADDRESS
Labour Office Nitra	Štefanikova tr. 88, 949 01 Nitra, SK
Labour Office Nove Zamky	ul. Kapisztóryho 1, Nove Zamky, SK
Ministry of Education Slovakia	Stromova 1, 813 30 Bratislava, SK
Nitra Self-Governing Region	Štefánikova tr. 69, 949 01 Nitra, SK
Secondary School	Zdravotnícka 3, 940 51 Nove Zamky, SK
School - SOU Obchodne	ul. T. Vansovej 2, 955 01 Topolčany, SK
School - SOU spoloč. stravovania	Pekná vyhládka 26, 062 01 Horný Smokovec, SK
School - Hotels academy	Vinohradská 48, 931 01 Šamorín, SK
Slovak University of Agriculture	Tr. A. Hlinku 2, 949 74 Nitra, SK
State Vocational Education Institute	Bellova 54/a, 837 63 Bratislava, SK

5.6 POLAND – MEMBERS OF REGIONAL NETWORK

NAME OF THE INSTITUTION	ADDRESS
Zespół Szkół Ekonomiczno-Usługowych	44-217 Rybnik ul. św. Józefa 30
Zespół Szkół Gastronomiczno-Hotelarskich im. Władysława Reymonta	43-460 Wisła ul. Reymonta 2
Zespół Szkół Nr 2 im. Wojciecha Korfanteo	44-335 Jastrzębie Zdrój ul. Poznańska 1a
Zespół Szkół Spożywczych im. dr Bronisława Hagera	41-819 Zabrze ul. Franciszkańska 13
Zespół Szkół Ekonomiczno-Usługowych	44-100 Gliwice ul. Kozielska 1
Zespół Szkół Gastronomicznych im. Gustawa Morcinka	40-382 Katowice ul. Roździeńska 25
Zespół Szkół Ekonomiczno-Gastronomicznych im. Macierzy Ziemi Cieszyńskiej	43-400 Cieszyn Plac Londzina 3

5.7 THE LIST OF THE ORGANISATIONS WHICH WILL USE THE OUTCOMES OF THE EPANIL IN POLAND

NAME OF THE INSTITUTE	ADDRESS
Zespół Szkół Ekonomiczno-Usługowych Complex of Economic Service Schools	44-217 Rybnik ul. św. Józefa 30
Zespół Szkół Nr 2 im. Wojciecha Korfanteo The W.Korfanty Complex of Schools No. 2	44-335 Jastrzębie Zdrój ul. Poznańska 1a
Zespół Szkół Spożywczych im. dr Bronisława Hagera The Dr B. Hager Complex of Food Technology Schools	41-819 Zabrze ul. Franciszkańska 13
Zespół Szkół Ekonomiczno-Usługowych Complex of Economic Service Schools	44-100 Gliwice ul. Kozielska 1
Zespół Szkół Gastronomicznych im. Gustawa Morcinka The Gustaw Morcinek Complex of Catering Schools	40-382 Katowice ul. Roździeńska 25