



Project EPANIL

Common European principles for identification, evaluation and accreditation of results of non-formal education and informal learning in lifelong learning

Report on procedure and results of pilot testing of prior learning results Czech Republic

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INTRODUCTION

EPANIL project (Common European principles for identification, assessment and accreditation of results of non-formal education and informal learning in lifelong learning) aims to facilitate further education for adults. For this purpose methods and instruments for identification, assessment and accreditation of the results of non-formal and informal learning in the selected branch of “Cook” have been developed.

The target group for the project consists of adults with lower or no qualification, but with experience gained either through prior employment of voluntary work. The target group composes mainly of people who are unemployed, disadvantaged or at risk of becoming unemployed.

The outcomes of the project include:

- Methodical material – training course for advisors;
- Methodical material – set of methods and instruments for identification, assessments and accreditation of the results of non-formal and informal learning in the selected branch of “Cook” (ISCED 3C) in the framework of Common European Principles.

Pilot testing of the project outcomes took place in the Moravian-Silesian Region of the Czech Republic where unemployment is high due to the process of economic transformation. Pilot testing took place also in Poland and in Slovakia in regions neighbouring with Moravian-Silesian Region and where there is a similar economic situation – in Upper Silesia in Poland, and in Nitra Region in Slovakia.

1. PILOT TESTING OF THE TRAINING COURSE

1.1 Preparatory part

1.1.1. Social partners’ network

In the beginning of 2005 a network of social partners was formed by the Business College Ostrava and the Regional Economic Chamber of the Moravian-Silesian Region which is now represented by educational institutions and businessmen. Organizations, where professionals in the branch of “Cook” work, were addressed so that they could provide their professional opinion during the development of the Evaluation Standard for the branch of “Cook”, and so that they could take part in the pilot testing of the outcomes of the project.

- DAKOL College and DAKOL Secondary School, o.p.s. Petrovice u Karviné
- UNIHOST Ostrava – Association of businessmen in catering and catering and accommodation facilities
- Michal Kotásek – chef, businessman in catering

Two working meetings took place with these partners in the course of the project. The first meeting took place on 17th March 2005 in Ostrava with participation of the National Institute of Technical and Vocational Education of Prague (MSc. Čiháková, PhD Marinková, MhD., MA Stretti and MA Veleta), Regional Economic Chamber of

the Moravian-Silesian Region (PhD. Šitavancova) and The Business College Ostrava (MA Pobořil). The social partners of the project were represented by its Director, MA Dadok and by Ms. D. Lajczyková from DAKOL College and DAKOL Secondary School, Ms. Bubová from UNIHOST Ostrava (Association of businessmen in catering and catering and accommodation facilities of the Czech Republic) and MA Chrenková from AHOL – Secondary Technical School, Ltd. The meeting aimed to familiarize the social partners with the EPANIL project, with the issue of prior learning accreditation as well as, especially, with the proposal of the Evaluation Standard for the branch of “Cook”. There was a discussion on this proposal during the meeting and a time table for the accomplishment and comments on the proposal was agreed on by the experienced professionals.

The second working meeting took place on 8th June 2005 in DAKOL College and DAKOL Secondary School with participation of the National Institute of Technical and Vocational Education of Prague (MSc. Čiháková, PhD. Marinková, PhD., MA. Stretti), Regional Economic Chamber of the Moravian-Silesian Region (PhD. Nováková) and the Business College of Ostrava (MA Pobořil). Social partners of the project were represented by its Director, MA Dadok and by Ms. D. Lajczyková from DAKOL College and DAKOL Secondary School, Mr. Lukáš Ježek – cook at the DAKOL Hotel, and of Mr. Michal Kotásek – businessman in catering and accommodation facilities. The Evaluation Standard proposal for the branch of “Cook” was discussed during the meeting. There was a discussion on this proposal and experienced professionals contributed with their individual comments and suggestions for changes in this Standard.

These working sessions and further communication outside the sessions helped to the development of the partnership and provided a solid background for a successful cooperation during the pilot testing.

1.1.2. Evaluating commission and its members, guides

For pilot testing of the process for accreditation of the prior learning using the Evaluation Standard for the branch of “Cook” it was necessary to set up an evaluating commission whose members were selected by the social partners among the professionals in the branch of “Cook”.

Evaluating commission members:

- MA, Miloslav Lovecký, guide
Employee of DAKOL College and DAKOL Secondary School, Deputy Headmaster for practical education,
- MA Olga Gajdošíková, guide
Employee of DAKOL College and DAKOL Secondary School, the Head of the “Gastro” subject commission and a teacher of technical subjects
- Ms. Martina Bečáková
Employee of DAKOL College and DAKOL Secondary School, teacher of the professional training

- Mr. Lukáš Ježek
Cook at the DAKOL Hotel
- Mr. Michal Kotásek
Chef, businessman in catering and accommodation facilities
- MSc. Zuzana Nováková, guide
Employee of the Regional Economic Chamber of the Moravian-Silesian Region, inspector for the process quality

1.2 Course for guides and assessors

Course for the preparation of guides and assessors for the process of identification and accreditation of the results of the prior learning was created by the partners based on the EPANIL project (NÚOV Praha, VŠP Ostrava, GCE Gliwice and ASPEKT foundation) on the basis of the other project partners' information and experience.

Module names:

Module A – Lifelong learning and the process of identification and accreditation of prior learning

Module B – Consultancy and client's guidance in the process of the accreditation of the results of their prior learning

Module C – Identification and assessment of the results of the client's prior learning

1.2.1. Course proceedings

The course for the members of the evaluating commission was arranged by MSc. Čiháková from NÚOV. The course took place between 13th till 15th February 2006 in Petrovice u Karviné in the DAKOL Hotel. All members of the evaluating commission participated in the course: Mr. Miloslav Lovecký, Ms. Olga Gajdošíková, Ms. Martina Bečáková, Mr. Lukáš Ježek, Mr. Michal Kotásek and Ms. Zuzana Nováková.

On 13th February 2006 training for the Module A took place - Lifelong learning and the process of identification and accreditation of prior learning. This module was presented by MSc. Hana Čiháková and PhD. Helena Marinková from NUOV.

MSc. Hana Čiháková started her lecture with a brief presentation of the Lifelong learning issue. She explained the meaning of basic terms definitions such as the definitions for the formal, non-formal and informal learning, initial professional learning, and further professional learning. Also the source European and National documentation for the support of the lifelong learning was listed. MSc. Čiháková thoroughly explained the differences among the individual forms of education, among their results and the methods for assessing these results. She also focused on the types of standards used for identification and assessment of other kinds of learning results.

PhD. Marinková gave a lecture on the accreditation system and its possibilities – who it is intended for, its purpose and its advantages for the client, for the teacher as well as for the employer.

During her lecture on the European politics concerning the issue of the identification and accreditation of prior learning she explained the cornerstones of four common European principles such as *“the aspirations of the individuals”*, *“participants’ commitments”*, *“trust and responsibility”*, *“credibility and legitimacy”*. Further, she presented various forms of prior learning accreditation used in various European countries such as: APL – Accreditation of Prior Learning; APEL – Accreditation of Prior Experiential Learning; Bilan de compétences; Validation des Acquis Professionnels (VAP); Validation des Acquis de l’Expérience (VAE).

PhD. Marinková gave a more detailed presentation of the APEL process:

1. Consultancy before the beginning of the procedure and the client’s guidance during the procedure
2. Identification of the client’s knowledge and skills, their documentation, assessment of the evidence of the client’s knowledge and identification whether the client has / does not have competence required for accreditation
3. Accreditation through various forms
4. Consultancy after the accomplishment of the procedure during which the consultant/guide recommends possibilities for further education to the client, e.g. possible acquisition of some degree of formal education, or the possibility for making use of the accredited competency in further professional life.

Next presentation was again given by MSc. Čiháková. She returned to the guide/assessor’s functions. She specified these functions as well as the competencies of the guide/assessor.

MSc. Čiháková went through the Accreditation of the results of prior learning law proposal in order to clarify the possibilities for making use of the accreditation process in the Czech Republic. This topic aroused a discussion about the situation which might happen in the Czech Republic after this law has come into force.

The participants also learned some interesting information about other European projects concerning identification and accreditation of prior learning. The following projects were mentioned: European Inventory, The unfinished story of VPL in Europe’s learning cultures – Leonardo da Vinci project, Refine, Transfine.

To conclude lectures on Module A the lecturers and the participants discussed some examples of good practice concerning identification and accreditation of prior learning in the selected European countries.

On 14th February 2006 lectures on Module B took place - Consultancy and client’s guidance in the process of their prior learning results accreditation. This module was presented by MA Martin Pobořil from Business College of Ostrava. MA Pobořil first explained what the consulting process includes as well as he described what it can bring to the individual clients, educational institutions as well as to the employers. Then he analysed the basic principles of the consulting and evaluating process which involve: accessibility, transparency, effectiveness, high quality, relevance, flexibility and the right for the results inspection.

After that he examined the individual stages of the consulting process. He and the participants analysed the process of the candidate’s knowledge identification and the development of their personal portfolio. The lecture was completed with some practical exercises devoted to respective documentation preparation, to the analysis

of the candidate's own activities and professional knowledge and to the formulation of the prior learning results.

The next part dealt with the support of the client in order to clarify their goals and expectations. SAFeWay method was presented as a method enabling the clients to express their thoughts and ideas in a clear, comprehensible and structured way as a description of important events.

Through a model situation participants could role-play how to help the client define his or her goals and specify the way to their achievements.

Mr. Pobořil devoted the end of his lecture to the consultancy in planning of further education, creation of an action plan – identification of suitable courses, programmes, educational institutions.

Training for Module C took place on 15th February 2006 - Identification and evaluation of the results of the client's prior learning. These lectures were again presented by MSc. Hana Čiháková and PhD. Helena Marinková.

Participants of the training got familiarized with the course of the process of identification and assessment, with the role of an assessor and with the procedures ensuring the process objectivity. There was a discussion on the ways of assessing data containing the results of prior learning, assessing the results of practical activities and model situations and assessing prior learning results as a follow-up to the Evaluation Standard. The content of the Standard was thoroughly analyzed and there was also room for the participants to make comments on it. There was a discussion on the instruments for assessment of the individual criteria and on the way how to assess whether the given criteria were fulfilled and whether a qualification should be accredited fully or only partially.

In the end of the training MSc. Čiháková mentioned the rules for appeal proceedings and their ensurance.

Based on their attendance and successful completion of the course, all the participants taking part in the course were awarded a Certificate of the Course Completion.

2. PILOT TESTING OF THE SET OF METHODS AND INSTRUMENTS FOR IDENTIFICATION, ASSESSMENT AND ACCREDITATION OF PRIOR LEARNING RESULTS

Pilot testing of the set of methods and instruments for identification, assessment and accreditation of prior learning results which was created in the EPANIL project took place in two rounds in the Czech Republic. Both the rounds can be divided into two parts: the preparatory part and the realization of pilot testing of prior learning results

2.1 Preparatory part

The preparation part of the testing was organized by MA Olga Gajdošíková and MA Miloslav Lovecký from DAKOL College and DAKOL Secondary School.

First of all, the content of the pilot testing was prepared based on the requirements stated in the Evaluation Standard for the branch of "Cook". A list of 20 menus was

prepared. Each of the menus contained a starter, salad, fish dish, soup, main course (main meal from meat) and a side dish. The list of all menus is given in the *Appendix no. 1*.

The time limit for the preparation of the menu was appointed to be 5 hours without breaks including the preparation of the service. The aim of this part was to prepare and serve one sample dish and two tasting dishes.

An Assessment List was created to serve as the client's final competence survey. The results of the evaluating commission agreement are recorded in this list – i.e. there are the competences which the client has proved to have in the course of the pilot testing and which have been accredited to him or her. The Evaluating list forms the *Appendix no. 2*. Selection of suitable candidates and their preparation followed.

2.1.1 Selection of candidates and informative meetings for candidates – 1st and 2nd round of assessment

In February 2006 MSc. Olga Gajdošíková and MA Miloslav Lovecký carried out a campaign about the project and the pilot testing whose aim was to gain new contacts for suitable potential candidates for the “Cook” accreditation. They addressed the Employment Bureaus, school canteens and students who did not complete their studies in the branch of “Cook – Waiter”.

Dealings with the Employment Bureau about finding suitable unemployed candidates were quite lengthy for administrative reasons, thus, suitable unemployed candidates were not found.

In school canteens Ms. Gajdošíková first approached the managers to whom she explained the principles and advantages of the system of prior learning accreditation in the EPANIL project. The managers recommended some of their employees who had worked at the place for a long time only as auxiliary workers in the kitchen or trained cooks without any formal education in the branch of “Cook”. As these women do not have a certificate of apprenticeship in this branch, they are at a risk of being dismissed due to a decreasing number of students at schools, i.e. less boarders for the school canteens they work at the moment. Certificates in the branch of “Cook” would enable to them maintain their job for the future as well as, in case one of the current employees at the post of a cook leaves, to take up her post and, and at the same time, improve their financial situation.

Before the testing itself the candidates had the opportunity to use consultancy, where they were explained the testing procedure. Thus, we gradually formed the portfolio according to the women's activities according to the Evaluation Standard

Before the testing itself the candidates had the opportunity to use consultancy where they were explained the verification procedure and we gradually formed the portfolio according to their activities of the Evaluation Standard.

Before the exam itself the guides held talks with employers of the auxiliary workers and they approved of the activities that the clients performed at work and which they, according to the Evaluation Standard, already acquired. Trained guides – consultants: Mgr. Olga Gajdošíková and Mgr. Miloslav Lovecký devoted their attention to the candidates sufficiently in advance. They talked to them, informed them, responded to their questions, and explained professional matters.

According to clients' wishes, the consultants gradually created their portfolios and conditions for partial competence testing. Getting acquainted with the kitchen environment where the testing took place was important. According to 10 portions the candidates standardized for 4 portions pattern. The guides – consultants appreciated the accommodativeness of the candidates in conversations regarding their existing practical experience in the branch of “Cook” - in preparation of meals, technological procedures and questions on occupational health and safety.

At the same time, professional training for students in the branch of “Cook” took place in these school canteens. These students were trained by a pedagogical worker (teacher of professional training). One of the pedagogical workers learned about the possibility of acquiring the certificate for the branch of “Cook” at Mrs. Gadošíková’s first visit. Although this worker had secondary school education and passed the graduation exam at a hotel-management school, she lacked full qualification for the branch of “Cook” which was required by her employer who teaches this subject. Therefore, the worker addressed her boss to whom she explained the system of prior learning testing in the EPANIL project and she explained that this project provides for the possibility of gaining a certificate for the branch of “Cook”. The boss liked the offer and she recommended further two of her employees to the worker who also needed full qualification to carry out their jobs in the branch of “Cook”.

Mrs. Gajdošíková also wrote letters to the students of the DAKOL secondary vocational school who left their studies in the branch of “Cook – Waiter” at their own express request during the 3rd year – last year at the school. There was an expectation that these students would be able to make use of their knowledge and skills attained during their studies and their possible following practice. Six of these students were addressed. One of them expressed a wish to participate in the pilot testing as he was currently unemployed and occasionally worked in the kitchen as a part-time worker. In pilot testing he saw a great opportunity for improving his qualification in the branch he had studied.

List of candidates in the 1st round of testing:

Candidate	Current occupation	Attained education
Jarmila Šromová	Auxiliary force in kitchen	Skilled shop assistant specialized in groceries
Marta Hudecová	Head cook in kindergarten	Elementary Courses in basics in management of school canteen necessary for public health protection
Eva Wendtnerová	Semi-skilled cook	Elementary Semi-skilled cook qualification course
Alena Gulová	Semi-skilled cook	Skilled grocery shop assistant Training course, retraining
Anna Briestenská	Semi-skilled cook	Skilled metal turner
Eva Slonková	Cook in kindergarten	Elementary

Professional experience

Šromová Jarmila 2001 – has worked as an auxiliary force in the kitchen

Hudecová Marta 31 years of professional experience in the kitchen

Wendtnerová Eva 1998 – until now has worked as a semi-skilled cook

Gulová Alena 1992 -1995 worked in operating dept.
1995 – until now has worked as a semi-skilled cook

Briestenská Anna 1993 – 1995 worked in operating dept.
1995 – until now has worked as a semi-skilled cook

Slonková Eva 5 years' experience as a cook

List of candidates in the 2nd round of testing:

Name and surname	Current occupation	Attained education
Šárka Václavíková	Teacher of professional training	Secondary with graduation exam
Karel Večeřa	Teacher of professional training	Secondary with graduation exam
Markéta Svobodová	Teacher of professional training	Secondary with graduation exam
Ivana Lučanová	Semi-skilled cook	Elementary
Petr Dorušinec	unemployed/ part-time job in the kitchen/	Elementary

Professional practice

Šárka Václavíková 18.5 years of prof. experience at the above given post

Karel Večeřa 13.5 years of prof. experience at the above given post before that he worked as a waiter in a restaurant

Markéta Svobodová 16.5 years of prof. experience at the above given post

Ivana Lučanová 17.5 years of prof. experience at the above given post

Petr Dorušinec unemployed, occasional part-time work experience in the kitchen since 2004

1st meeting with the recommended candidates (February 2006 - 1st round; April 2006 – 2nd round)

The first meeting aimed at:

- familiarizing the candidates with the principles and advantages of the system for prior learning accreditation in the EPANIL project
- finding out about the acquired competence in the given branch with the individual candidates,
- familiarizing the candidates with the conditions for the certificate acquisition / handing in the attained education documentation / certificates from various courses relating to the given branch, previous employer confirmation of professional experience in the related branch area /,
- explanation of possibilities for further education.

2nd meeting / consultancy (13th March 2006 – 1st round; 9th May 2006 – 2nd round)

The second consultancy took place in the premises of the DAKOL Hotel in Petrovice u Karviné.

The course of the consultancy:

- introduction of the candidates (job placement, reason for coming)
- giving more information for prior learning testing in the EPANIL project
- familiarization with the course of the practical exam,
- familiarization of the candidates with the Evaluation Standard, comparison of the project requirements with the candidates' professional experience,
- portfolio preparation,
- menu drawing lots,
- standardizing,
- candidates' inspection of the kitchen equipment,
- practical exam information summary.

Menu drawing lots always took place in the presence of MA Gajdošíková and MA Lovecký.

Results of menu drawing lots in the 1st round of testing:

Mrs. Anna Bresteinská	menu no. 3
Mrs. Alena Gulová	menu no. 11
Mrs. Eva Wendtnerová	menu no. 15
Mrs. Alena Hudecová	menu no. 1
Mrs. Eva Slonková	menu no. 5
Mrs. Jarmila Šromová	menu no. 14

Results of menu drawing lots in the 2nd round of testing:

Mrs. Šárka Václavíková	menu no. 14
Mr. Karel Večeřa	menu no. 15
Mrs. Markéta Svobodová	menu no. 1
Mrs. Ivana Lučanová	menu no. 11
Mr. Petr Dorušinec	menu no. 5

During preparation time, each of the candidates had to standardize their menu into 4 dishes for the food release note. Hot dishes recipes for restaurants were used for standardizations.

2.2 Procedure of pilot testing of prior learning results

Pilot testing of prior learning results took place in the DAKOL Hotel in Petrovice u Karviné. The 1st round of testing took place on 15th March 2006; the 2nd round took place on 11th May 2006. The course of the process was the same in both the rounds. The testing was inaugurated at 7 o'clock a.m. The menu preparation took place in the training kitchen which was fully equipped for the work of 4 cooks. During the preparation of meals the candidates could make use of the standardizing sheet according to which they weighed the necessary food for menu preparation in the beginning of the testing. Members of the commission monitored the work of the candidates, assessed the fulfilment of the criteria stated by the Evaluation Standard and they made notes with the results of their observation. Examination of the knowledge which was not easy to recognise only by observance of the candidates was realised through interviews and asking questions. In the end of the exam each of the candidates presented their menu and served 1 sample dish and 2 dishes for degustation. The commission tasted all the dishes and decided on an overall assessment. The results of the commission's decision were recorded in the Assessment Lists.

On 15th March 2006 within the frame of project of Common European principles for identification, evaluation and accreditation of results of non-formal education and informal learning within long-life education (EPANIL) in DAKOL college and DAKOL secondary school in Petrovice u Karviné prior learning testing occurred with six candidates for testing in the field of study no. 6552H/001 Cook in presence of social partners from Regional Economic Chamber of Moravian-Silesian region, namely Zuzana Nováková a Michal Kotásek.

The organization preparation and evaluation in DAKOL College and DAKOL secondary school in Petrovice u Karviné was arranged by Mgr. Olga Gajdošíková and Mr. Miloš Lovecký, who pointed out suitable cleaning women running in danger of becoming unemployed for the reason of decrease in number of students in schools thus also boarders of canteens, where they currently work. Negotiations in Labour offices about pointing out appropriate candidates were time-demanding for administrative reasons, therefore no suitable unemployed candidates were found.

Experienced and trained evaluators, employees of DAKOL College and DAKOL secondary school: Mgr. Miloslav Lovecký – Deputy Headmaster for practical training, Mgr. Olga Gajdošíková – Subject gastro committee chairperson and teacher of special subjects, Ms. Martina Bečáková – special training teacher, Mr. Lukáš Ježek – DAKOL hotel cook, evaluated the knowledge and skills of candidates in preparation of a complicated menu, lasting five hours. The candidates tossed six following menus from twenty in total during the last consultation with the guides:

In both rounds the candidates proved that although they are not skilled in the branch of „Cook“, they have the necessary knowledge of the same level as Vocational Certificate.

Then the results were officially announced and certificates handed over.

In DAKOL College and DAKOL secondary school in Petrovice u Karviné there are original documents composing portfolios of candidates, evaluation sheets, questionnaires, certificates, recipes, food receipt.

2.2.1. Concluding interviews with the clients

After the completion of the accreditation process there were concluding interviews with the clients. The clients were asked to fill out two questionnaires, see *Appendix 4, 5*. The questionnaires aimed at finding out about the candidates' impressions during the course of the pilot testing and their motivation for further education.

Summary of answers of candidates to questions relating to testing procedure

- **All the candidates consider the accreditation of results of their prior learning indispensable for preservation of their job.**
- **All the candidates assume that they were addressed with the offer to perform the acknowledgment sufficiently in advance and that the prior activities were sufficient for them.**
- **All the candidates consider the conditions of validation of results to be comprehensible.**
- **The testing time limit was sufficient for all, the demandingness of testing corresponded to the candidates' prior experience in 4 cases, in 1 case it was rather corresponding and in one case rather not corresponding to the prior experience.**
- **All the candidates were comfortable with the atmosphere of the exam and with the approach of the assessors.**
- **Consultancy after conclusion of the validation process helped the candidates in orientation in offer of further education.**

2.3 Experience of the pilot testing participants

Answers of participants of prior learning testing:

- 1) **What new possibilities has the participation in the project brought to you and your institution?**
- 2) **Where can you see the mission of consultants of guides during the accreditation of prior learning?**
- 3) **What surprised you pleasantly in the course of today's testing and questioning of clients?**

Mgr. Olga Gajdošíková, evaluator, DAKOL College and DAKOL secondary school:
For me it was a very interesting experience. I got an overview of given issues and I hope that I also improved the possibility to participate in further training of people who have left the education system. There appeared an opportunity to help these people handle changes in their professional life.

The mission of consultants consists in recognizing possibilities and abilities of a applicant, helping in their self-knowledge, in motivation to further education and keeping in contact with it even after testing and possibly in provision of further education. It is necessary to guide an applicant from the beginning to the final testing. The guide should provide an applicant with a kind of psychological support.

The participants realized there were possibilities for further education also in services and they worked in pleasant atmosphere, showed willingness, enthusiasm and responsible approach to the assigned tasks of the testing. I was surprised by their

willingness to discuss their professional life experiences and impressions from the course of testing with the members of the evaluating commission.

MSc. Hana Čiháková, EPANIL project coordinator, National Institute of Professional Education:

We acquire experience from the field accreditation from our “western” partners as well as from pilot testing of the educational program for consultants and evaluators and pilot testing of the accreditation process itself. This experience is fully used in the system project of Ministry of education and physical training named Accreditation of Non-formal and Informal Education (UNIV).

A consultant should motivate a client and help him or her at the beginning of the process and during the process of accreditation and in its successful completion, mainly in terms of support of the client with the purpose to help him or her to recognize and formulate the results of prior learning to the greatest possible extent, including the ability to produce (or obtain) relevant documents that may contribute to success of the whole process, mainly the evaluation part. Once the process is finished the consultant helps in development of his or her professional carrier and education.

I am surprised by the readiness of the clients for the testing process, their professional experience, perfect and professional organization by Dakol College employees including creation of pleasant atmosphere for the clients.

MSc. Zuzana Nováková, Regional Economic Chamber of the Moravian-Silesian region:

Thanks to the participation in EPANIL project I took up with the issues of continuing education and accreditation of results of prior learning. Because the necessary legislation is only being created in the Czech Republic, the possibilities that shall be realizable in compliance with new legislation are not generally known. In the course of project I gained an overview of methods of accreditation of prior learning practiced in other EU countries and through the participation in pilot testing I also acquire my own experience in this field, which I will be able to use in future. Thanks to participation in the EPANIL project the regional Economic Chamber of Moravian-Silesian region gains valuable experience in the field of guidance and accreditation of results of prior learning. Contacts and established partnerships with various institutions in the Czech Republic and abroad, which originate thanks to the participations in the project, are also valuable.

The role of a guide in the process of accreditation of results of prior learning is indispensable, because it is the guide, who helps an applicant to orientate in the whole process; he or she helps him or her to reveal all the possibilities and can show him or her new ways. It is a man or woman who guides the client through the whole process and the client can approach him or her with belief, he or she is supporting him or her and helps him or her to get rid of fear of the unknown and new stuff. He or she concurrently motivates the client to further professional and personal development.

The pilot testing of Evaluation Standard for the field of cook surprised me positively in terms of its smooth progress and adherence to its time schedule, which resulted in satisfaction of both parties – evaluators as well as the candidates. It was a result of careful preparation of organizational background and preparation of the candidates, which reflected in their responsible and positive approach to the evaluation process. The prior negotiations with the candidates proved to be important as well as the role of a guide, who explained everything to them in advance. The candidates appreciated it in final conversation. Some of them are clearly aware of further opportunities that their improved qualification brought to them, but some of them have to be even motivated a bit in the end and it is necessary to “open their eyes”.

3. CONCLUSIONS AND RECOMMENDATIONS

The evaluators propose to complete the assessment criteria for the prepared meals in similar way as in final exam, i.e. their taste, smell, look and consistence.

Role of guides - consultants before and after the testing is crucial for success and change of approach of the candidates to their training. **The guide does not have to be from the field, in which the results of the prior training are verified.** The evaluators should be experienced (5 years) in the field, in which the evaluation is to be performed.

It is advisable to extend the acquired experience with testing (even of partial competence) with the following groups of candidates:

- **People with basic education with at least 5 years of experience as cooks etc, but currently unemployed;**
- **People with graduation exam, who need to be skilled cooks for execution of their profession thus preservation of their job;**
- **Unemployed young people with basic education, who prematurely left secondary technical schools and vocational schools and do not have 5 years of experience as cooks.**

APPENDICES

Appendix no. 1

Menu – list of dishes required for the practical exam from the branch of “Cook” of Epanil project which is effective for both attestation rounds

MENU No. 1

Vegetable cocktail with yoghurt
Fish fillet – Portuguese style
Beef soup with ham roll
Sirloin in cream sauce
Karlsbad dumplings
Bavarian cake

MENU No. 2

Schopky salad – mixed salad with Balkan cheese
Fish fillet – Hamburg style
Ragout fine soup
Beef roll “Nachimov”
Ham rice
Potato dumpling cones with butter and poppy seed

MENU No. 3

FIT salad
Fish fillet on grill with herb butter
Mushroom soup
Shoulder of pork – Bratislava style
Carlsbad dumpling
Doughnuts

MENU No. 4

Schopky salad – mixed salad with Balkan cheese
Fish fillet – Caucasia style
Beef soup with liver dumplings and rice
Russian roast beef
White bread dumpling
Rice pudding with apples

MENU No. 5

Vegetable cocktail with yoghurt
Fish fillet – Caucassia style
Beef soup with vegetable gnocci
Spanish olive
Pea rice
Bavarian cakes

MENU No. 6

FIT salad
Fish fillet – Hamburg style
Georian “Charčo” mixed meat soup

Roast beef – Orient style
Yeast dumpling
Cherry soufflé

Menu no. 7

Peach stuffed with cheese foam
Fish fillet – Hamburg style
Frankfurt soup with sausage and potatoes
Slovak delicacy
Doughnuts

Menu no. 8

Schopsky salad – mixed vegetables with Balkan cheese
Fish fillet – Portuguese style
Cabbage soup with pepper and potatoes
Veal ragout with little dumplings
Pea rice
Cottage cheese dumplings

Menu no. 9

Peach filled with horseradish cream
Fish fillet on grill with herb butter
Beef soup with vegetable gnocchi
Šumava fillet
Karsbad dumpling
Pancakes

Menu no. 10

Fit Salad
Fish fillet – Caucasia style
Beef soup with bacon dumplings
Filled schnitzel – Krkonoše Mountains style
Fried potato croquettes
Cottage cheese pancakes au gratin

Menu no. 11

Schopsky salad – mixed vegetables with Balkan cheese
Fish fillet - Hamburg style
Frankfurt soup
Pork “Sparrows”
Silesian sauerkraut
Potato dumplings
Pancakes

Menu no. 12

Peach filled with horseradish cream
Fish fillet – Caucasia style
Kulajda soup
Moravian Pork “Sparrows”
Sauerkraut
Cottage cheese pancakes au gratin

Menu no. 13

FIT salad
Fish fillet on grill with herb butter
Goulash soup
Roast beef – Burgundy style
Bread dumpling
Monaco omelette

Menu no. 14

Vegetable cocktail with yoghurt
Fish fillet – Portuguese style
Lentil soup
Chicken on paprika
Butter gnocchi
Doughnuts

Menu no. 15

Schopsky salad – mixed vegetables with Balkan cheese
Fish fillet – baker style
String bean soup with batter drops
Steamed stuffed pork roll in milk cream
White bread dumpling
Pancakes with jam

Menu no. 16

Peach filled with cheese foam
Fish fillet in Hamburg style
String bean soup with batter drops
Beef soup in Frankfurt style
Bacon dumplings
Monaco omelette

Menu no. 17

FIT salad
Fish fillet in Portuguese style
Vegetable soup with batter drops
Pork “Sparrows” in Hanácko style
Sauerkraut
Potato dumpling
Semolina pudding with poppy seeds and cinnamon

Menu no. 18

Vegetable cocktail with yoghurt
Fish fillet on grill on Portuguese style
Potato purée soup
Roast leg of pork – Hamburg style
Karlsbad dumpling
Home made cakes filled with poppy seed

Menu no. 19

Peach stuffed with cheese foam
Fish fillet – Caucasia style
Pork fillet – Kaplicko style
Roasted potato croquettes
Baked apples in puff pastry

Menu no. 20

Schopsky salad – mixed vegetables with Balkan cheese
Fish fillet – Caucasia style
Beef soup with a vegetable roll
Bohdalovsky roll
Boiled potatoes
Plum dumplings from bread batter

Appendix no. 2

ASSESSMENT LIST

Name and surname:Petr Dorušinec

Date of birth:28h April 1987 Place: Český Těšín

..... Region: Karviná

DESCRIPTION OF THE ACCREDITED SKILLS AND PROFESSIONAL CAPABILITIES AND THE DEGREE OF THEIR FULFILMENT (COMMAND)

A 1 – Elementary target competences of the operation

A 11 – Kitchen operation

Individual competences	TESTING INSTRUMENTS	CRITERIA FULFILMENT YES/NO
A 11.1 Cleaning of working surfaces		
A 11.2 Cleaning of kitchen equipment		
A 11.3. Clearing of dishes for preparation and dish meals		
A 11.4 Maintenance and manipulation with knives		
A 11.5 Observing hygienic conditions in food storing, preparation and cooking		

A 12 - Occupational health and Safety (BOZP) and Fire Prevention (PO), hygiene regulations

Individual competences	TESTING INSTRUMENTS	CRITERIA FULFILMENT YES/NO
A 12.1 Maintaining personal health and hygiene		
A 12.2 Prevention against fire and the procedure in case of fire		
A 12.3 Maintenance of safe environment for the staff		

A 13 – Basic administrative of premises including menu preparation

Individual competences	TESTING INSTRUMENTS	CRITERIA FULFILMENT YES/NO

A 13.1 Basic administrative of premises and menu preparation		
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A 14 – Work management and cooperation including operational and duality problem solving

Individual competences	TESTING INSTRUMENTS	CRITERIA FULFILMENT YES/NO
A 14.1 Work management in operation		

A 2 – BASIC TARGET COOK COMPETENCES

A 22 – Preliminary preparation and actual preparation of basic vegetarian and vegetable dishes and side dishes

Individual competences	TESTING INSTRUMENTS	CRITERIA FULFILMENT YES/NO
A 22.1 Preliminary preparation of basic vegetarian dishes and side dishes		
A 22.2 Actual preparation of basic vegetarian dishes and side dishes		

A 23 – Preliminary preparation and actual preparation of basic sauces and soups

Individual competences	TESTING INSTRUMENTS	CRITERIA FULFILMENT YES/NO
A 23.1 Preliminary preparation of basic sauces and soups		
A 23.2 Actual preparation of basic sauces and soups		

A 24 – Preliminary preparation and actual preparation of basic starters

Individual competences	TESTING INSTRUMENTS	CRITERIA FULFILMENT YES/NO
A24.1 Preliminary preparation of basic starters		
A 24.2 Actual preparation of basic starters		

A 25 – Actual preparation of basic drinks

INDIVIDUAL COMPETENCES	TESTING INSTRUMENTS	Criteria fulfilment yes/no

A 25.1 Actual preparation of basic drinks (tea, coffee, cocoa)		
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A 26 – Preliminary preparation and actual preparation of basic fish dishes

INDIVIDUAL COMPETENCES	TESTING INSTRUMENTS	Criteria fulfilment YES/NO
A 26.1 Preliminary preparation of basic fish dishes		
A 26.2 Actual preparation of basic fish dishes		

First names and surnames of the assessors:

Signature:

MA. Miloslav Lovecký

.....

MA. Olga Gajdošíková

.....

Ms. Martina Bečáková

.....

Mr. Lukáš Ježek

.....

MSc. Zuzana Nováková

.....

Mr. Michal Kotásek

.....

Date of competences fulfilment: 11th May 2006 in Petrovice u Karviné

Appendix no. 3



Michálkovická 1810/181, 710 00 Ostrava – Slezská Ostrava

C e r t i f i c a t e

of prior learning accreditation in the branch of “Cook” 6552H/001

Hereby we confirm that

Eva Wendtnerová

date of birth: 11th August 1971

successfully passed

the verification of her prior learning results according to
the Evaluation Standard of Cook within the project CZ/04/B/F/PP-168010 EPANIL
on 15th March 2006

Verifying took place at the Business College DAKOL and at DAKOL Secondary School, in Petrovice u Karviné where the branch of 6551H/002 „Cook – Waiter for catering facilities“ is taught.

In Ostrava, on 15th March 2006
Vice-rector VŠP, a.s.

RNDr. Vladimír Krajčík PhD.

Appendix no. 4:

Questionnaire for prior learning accreditation candidates

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

Date:

Name:

Goals	Past	Presence	Future	Note
Occupation	Satisfied Dissatisfied Longing for a change	Satisfied Dissatisfied Longing for a change	New occupation Keeping the present occupation	
Education	Satisfied Dissatisfied Longing for a change	Satisfied Dissatisfied Longing for a change	Further education YES NO	If so – in what area?
Personal life	Satisfied Dissatisfied Longing for a change	Satisfied Dissatisfied Longing for a change	New opportunities Looking for them Not looking for them	

How can your prior learning accreditation change your future?

Appendix no. 5

Questionnaire for clients after their completion of the process of verifying the competences they gained during prior learning

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

Date:

Name:

Number	Question	Evaluation				
		No	Rather no	I don't know	Rather yes	Yes
1	Do you consider the accreditation of prior learning results indispensable for keeping/getting your job?					
2	Was an offer of your prior learning accreditation made to you sufficiently in advance?					
3	Do you regard the accreditation conditions to be comprehensible?					
4	Do you consider the course of accreditation preceding today's exam sufficient?					
5	Did you have enough time to complete today's exam?					
6	Does the demandingness of today's exam correspond with your up-to-date experience?					
7	How did you like the atmosphere in the course of the exam?					
8	Were you satisfied with the assessors' approach?					
9	How did the consultancy after the completion of the accreditation process help you when getting informed about further educational possibilities?					

Your suggestions for a change or an improvement of your prior learning accreditation process: