

MATCH

Informal and non-formal competences matching devise for migrants' employability and active citizenship

510739-LLP-1-2010-1-IT-GRUNDTVIG-GMP



Work Package 5: Review of processes in the validation of informal and non-formal learning in the partners' countries

Deliverable 21: Conceptual development of the desk-based research - ANNEXES

December 2010

MATCH

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ANNEXES

Work Package 2 Leader:



Partners involved:



Disclaimer



This project has been funded with support from the European Commission. This publication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Annex A – Literature review

TYPE OF SOURCE	AUTHOR	YEAR OF PUBLICATION	RESEARCH/STUDY QUESTIONS	RESEARCH/STUDY DESIGN AND METHODOLOGY	IDENTIFICATION AND IN-DEPTH-ANALYSIS OF MODELS/PRACTICES	STUDY/RESEARCH'S MAIN OUTCOMES	COMMENTS AND OBSERVATIONS
ITALY							
ITALIAN JOURNAL OF SOCIOLOGY OF EDUCATION, 3, <i>Annex on Higher Education Area</i> ,	P. Di Rienzo Reports of a PRIN (Research Project of National Interest) by the University of Roma 3	2010	The focus of the survey are the policies for the recognition of "non formal" and "informal" learning that have been carried out, over the last decade, in the public universities of four European national contexts (France, Ireland, United Kingdom, Spain) 1. It is a typical "adults education" theme, where <i>lifelong learning requests</i> , innovations in <i>higher education</i> and crisis of the traditional forms of university teaching are closely related.	The appendix, entitled <i>Annex on Higher Education Area</i> , assembles the first reports of a PRIN (Research Project of National Interest) currently in progress, overseen by the University of Roma 3	Policies for the recognition of "non formal" and "informal" learning that have been carried out, over the last decade, in the public universities of four European national contexts (France, Ireland, United Kingdom, Spain)	Survey on current policies for the recognition of "non formal" and "informal" learning in higher education in France, Ireland, United Kingdom and Spain.	
Publication Temi & Strumenti Studi e Ricerche "Esperienze di validazione dell'apprendimento non formale e informale in Italia e in Europa"	By Elisabetta Perulli Authors: Gabriella Di Francesco Donatella Gobbi Veronica Messori Elisabetta Perulli	2008	Experiences of validation of non-formal and informal learning in Italy and Europe	Overview of the evolution of the validation of learning in Europe and in Italy; Normative and institutional approaches and experiences in some European countries. Survey on Italian best practices on the recognition and validation of competences acquired in non-formal and informal learning contexts	Collection and analysis of Italian best practices: - institutional validation practices - practices for the recognition and validation of non-formal and informal learning in employment services, companies and Third Sector	Collection and analysis of Italian experiences of validation of non-formal and informal learning	
Survey carried out by Isfol – Dept. Learning Systems and Methodologies – coordinated by Gabriella Di Francesco							

<p>Working paper “Valutare le competenze informali – il portfolio digitale”</p> <p>Enhancing learning from the perspective of lifelong learning. The electronic portfolio as a tool to validate formal and non formal learning in the European workplace, final research report to DG EAC, TIPEIL project (Transfer of an Innovative Portfolio to Evaluate Informal Learning) 2007-2009, co-financed within the LLP Programme - LDV sub-programme.</p>	<p>AJELLO A.M., BELARDI C. (2009), AJELLO A.M., BELARDI C. (2007), AJELLO A.M., BELARDI C. (2005),</p>	<p>2009 2007 2005</p>	<p>Assessment of informal competences The digital portfolio as a tool to validate formal and non formal learning</p>	<p>Analysis of the digital portfolio and formulation, validation and transfer of the model for the assessment and certification of non formal and informal competences</p>	<p>Digital portfolio</p>	
<p>Working paper</p> <p>“Il Libretto Formativo nei contesti aziendali” «Osservatorio Isfol», I (2011), n. 2, pp. 157-177</p>	<p>Elisabetta Perulli</p>	<p>2011</p>	<p>The paper reports the results of a study conducted in 2010 with the aim of assessing ex-ante feasibility for the adoption of the «Citizen Booklet» which is intended as a tool for transparency and enhancement of skills developed in business contexts.</p>	<p>The survey identifies and analyzes 19 case studies relating to companies which have adopted tools and methodologies for managing and developing their human resources based on skills identification, evaluation and enhancement.</p>		<p>Construction of a SWOT analysis revealing several key issues for a possible use of transparency tools able to dialogue with the public ones and thus obtain the active involvement of the business community in order to create a wider area of learning which includes traditional learning contexts, as well as organizational and social ones.</p>

<p>"Recognising non-formal and informal learning: an open challenge" in The quality of higher education Vol. 6, 2009 Publisher: Vytautas Magnus University, Centre for Quality of Studies</p>	<p>Elisabetta Perulli ISFOL</p>	<p>2009</p>	<p>The social-institutional endorsement towards the perspective of recognising and enhancing learning acquired outside the formal education and training contexts (non-formal and informal learning), has been gaining strength and has entered policy agendas throughout Europe, but also in other major non-European countries. Nevertheless there are still several open issues on this topic both at an institutional and technical level. This paper does not intend to give answers or propose a theory. Instead, it will attempt to formulate some reflections and open work pathways on some basic aspects: (1) What is--or isn't--non-formal/informal learning? (2) For whom and with which tools are European countries dealing with the issue of the relationships between formal and non-formal/informal learning? and (3) How, in operational practice, is the enhancement of non-formal/informal learning dealt with?</p>	<p>===</p>	<p>===</p>	<p>===</p>	
<p>Regione Veneto DIREZIONE LAVORO Ufficio Programmazione e Valutazione FSE DGR 1758.16/06/2009 European Social Fund</p>	<p>The pilot projects involve more than 500 public and private organisations</p>	<p>January 2010 – September 2011</p>	<p>With this initiative, the Veneto Regional Authority – Labour Directorate - promotes pilot projects, preceded by a research phase, aimed at identifying the</p>	<p>===</p>	<p>===</p>	<p>===</p>	

<p>– Operational Programme 2007/2013 – Human Capital</p> <p>Linea B: Recognition and certification of competences acquired in non-formal and informal learning contexts</p> <p>47 pilot project under implementation</p>	<p>and 1.200 operators of the VET system.</p>		<p>processes and tools for the construction of a regional system of recognition, validation and certification of competence however acquired by the citizens. The need to certify not only qualifications but also and above all the competence acquired by the person in different contexts (work and everyday life) from the traditional (school and university) is also referred to in "Report on the future of training in Italy", edited by the Commission established by the Ministry of Labor and Social Policies and the most recent European Recommendations. It is estimated that over 4.500 people including students of second cycle, university courses and master's students, working adults, unemployed and unemployed will be involved during the implementation phase. The Labour Department of the Veneto Region has started a cross-cutting coordination and monitoring activities and has created a reserved web space to detect and make available products and best practices implemented by the different pilot projects.</p>				
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TYPE OF SOURCE	AUTHOR	YEAR OF PUBLICATION	RESEARCH/STUDY QUESTIONS	RESEARCH/STUDY DESIGN AND METHODOLOGY	IDENTIFICATION AND IN-DEPTH-ANALYSIS OF MODELS/PRACTICES	STUDY/RESEARCH'S MAIN OUTCOMES	COMMENTS AND OBSERVATIONS
NETHERLANDS							
Article	Margreet Gabel, Jeannette Jansen and Johan Lemans 'How to get a grip on informal learning'.	2010	<i>Can we bridge the paradox of informal learning and targeted interventions in the workplace?</i>	The interconnections between working and learning are so great that informal learning is often not recognized as being learning. Because of these, there is no awareness of the results and the possibility of influencing it. At the same time, the advantages of informal learning compared to formal learning are clear, such as the direct relevance for the work, the lower costs and less loss of productivity (Koopmans, 2006). In order to try and expose these interrelationships and understand informal learning in the workplace, we studied practical examples of informal learning experiences in the project "Putting Informal learning into Practice" (PILIP) (see box text). This looked in particular at factors which gave rise to a learning experience of employees in the individual cases, and at factors which had a stimulating or inhibiting effect. By conducting interviews with the employees concerned, every case was recorded in the form of a case study, starting with the simple open question: "What actually happened here?" This basic question	In the study we examined all the practical experiences and analyzed the essence of these experiences. The comparative analysis led to the conclusion that the inhibiting and stimulating factors can be divided into four categories: Individual, Collective, Culture and Structure. In addition, another element proved to play a crucial role in the practical examples: the stimulus or "trigger". This trigger is what stimulates the process of informal learning.	Holding the diagram in our hand, we now have an insight into informal learning experiences. This takes us to the logical next question: is it possible to influence the progress of (new) experiences? The answer is yes. The experience will reveal a number of factors which had a stimulating or inhibiting effect. In general it's possible to intervene in these factors to optimise the conditions for informal learning and strengthen the results of the learning. In view of the importance of these interventions we have developed a quick scan on the basis of the practical examples in order to trace these factors quickly. This quick scan, which can be downloaded free of charge, is the second practical aid which can be used, in addition to the diagram of the experience.	Does collective learning exist?

				proved to be a good starting point for understanding informal learning for everyone involved.					
POLAND									
1. Office for Official Publications of the European Communities ISBN 978-92-896-0602-8	CEDEFOP European Centre for the Development of Vocational Training Directorate General for Education and Culture	2009	<ul style="list-style-type: none"> - The significance of the extent to which companies are engaged in the validation process - The ways in which validation can be offered to volunteers without creating obstacles to learning and participation - The kind of knowledge and skills that should be measured through validation - The way in which validation can strengthen the adult education sector and the third sector 	<p>The publication presents the conclusions regarding validation of non-formal and informal learning. It primarily aims to popularize the effects of the common learning process among wide circles of recipients, thus supporting further development of non-formal and informal learning at the European, national and local levels.</p>	<p>The publication discusses the level of trust the users have in the process of validation of non-formal and informal learning as well as the challenges resulting from the need for validation. It demonstrates the relation with the National Qualification Systems. It also develops guidelines for effective validation practices.</p>	<p>Presentation of the European guidelines for validating non-formal and informal learning, which have been developed with the aim to increase comparability and transparency of the methods and approaches concerning validation applied in different countries.</p>	<p>Validation of non-formal and informal learning is more and more often perceived as a way of improving the lifelong learning process which can come in many different forms and places. This publication significantly contributes to the inventory of the European guidelines for validation.</p>		
2. The study of graduates' qualifications and competences that are required by employers	Lukasz Sienkiewicz, PhD Maciej Gruza	2009	<ul style="list-style-type: none"> - To what extent should school prepare its students to effectively participate in the labour market - The extent to which the learning outcomes should be convergent with the requirements posed by the employers. 	<p>An analysis of preparation and research methodology of the new core curriculum from the point of view of the obtained qualifications in certain occupational groups and identification of the qualifications that are specific to a given job as well as partial qualifications constituting</p>	<p>As a result of the research analysis, there have been developed the key questions regarding the competence study that has been carried out. The report also designs the methodology of the research process aimed at defining the qualifications and competences that are required by employers on</p>	<p>The report attempts to review the study of graduates' competences and qualifications. Presenting the research in a uniform and homogeneous way, it makes it easier to reach a larger group of people who need to have some knowledge about the relation between the competences and qualifications of graduates</p>	<p>The main accomplishment of this report is a detailed study. It is the first study of a research query regarding the qualifications and competences which are</p>		

<p>3. Monograph The basic of lifelong education From A to Z</p>	<p>Marta Znajmiecka – Sikora Elzbieta Roszko</p>	<p>2010</p>	<p>Thematically the articles cover a wide range of issues, among which there are: conditions for the development of permanent education in Poland compared to other European Union countries and the benefits of the participation of adult population in formal and non-formal education. The considerations included in the publication raise the importance of various factors influencing the current picture of permanent education with the emphasis put on the positive conclusion that this issue is particularly important</p>	<p>a certain profession.</p>	<p>the labour market, especially with regard to graduates</p>	<p>and the actual demand for them on the labour market. The conducted study is significant in view of the choices made by learners, educational institutions and employers themselves.</p>	<p>expected by employers. It is a valuable source of information about the research on the concept of the qualifications and competences which are expected by employers. The issue has been approached in an interdisciplinary way.</p>
<p>The monograph is an answer to the important challenges posed by the labour market of the 21st century. The main reason why people do not seek the opportunities for lifelong learning is their conviction that the knowledge they have already gained is sufficient. Another obstacle to further development of adult education is the individual's lack of awareness about the necessity of raising their qualifications. Especially people who have been working in the same job for a long time find it particularly difficult to overcome the stereotype that one narrow</p> <p>1) A proportional representation of adult participation in formal and non-formal learning considering: - Country of origin - Gender - Age 2) Presenting the unemployment rates in the EU countries 3) An analysis of the development of continuing education in Poland in the light of other EU countries based on different sources of information</p> <p>The issue of lifelong education has become an integral part of the EU strategy of development. In order to create the knowledge based economy one is supposed to invest in human development, motivate those who have long been graduates to educate themselves even in their adult lives. The approach to lifelong learning is still evolving, the public statistics however do not manage to cope with it. The aim was to create the adequate methods of measurement and adjust the national statistical system. In previous years the calculable effects have been achieved by</p> <p>A multidimensional analysis of the phenomenon of continuing education proves the need for lifelong learning. The publication conducts a diagnosis of the actual state of continuing education in the EU and in Poland. It also presents many interesting and inspiring examples of</p>							

Education and training of migrants in Slovenia Report of an research project, web publication	dr. Natalija Vrečer, mag. Ester Možina, Metka Svetina, Natalija Talec, dr. Petra Javrh, Teja Zihert	2008	Integration of migrants in the educational system, analysis of systematic and legislative foundations for education and training of migrants, analysis of the possibilities for education from the standpoint of migrants, analysis of educational needs of migrants	introducing new research methods , they also brought some new studies of adult education in EU countries. This work is a presentation of the results of the most important of those studies. The analysis carried out in the work enables placement of Poland among other European countries regarding adult participation in lifelong education.		type of specialisation is the key to their professional success.	organisational solutions in this respect that are worth following.
SLOVENIA							
Education and training of migrants in Slovenia Report of an research project, web publication	dr. Natalija Vrečer, mag. Ester Možina, Metka Svetina, Natalija Talec, dr. Petra Javrh, Teja Zihert	2008	Integration of migrants in the educational system, analysis of systematic and legislative foundations for education and training of migrants, analysis of the possibilities for education from the standpoint of migrants, analysis of educational needs of migrants	The analysis of the labour market was made, study of the legislative foundations and systematic possibilities for education of migrants were reviewed, study of current educational possibilities of migrants and their evaluation; The analyses were made on the basis of statistical data on education of migrants, the data acquired with questionnaires and interviews with migrants and their employers in order to determine the migrants needs on education, the inclusion in different economy activities	Programs for migrants and related experience with other target groups was reviewed. (eg Roma). In a field study the authors were particularly interested in whether education for migrants is able to follow up on ambitious list of goals, as defined in professional literature. They started from the hypothesis that for effective integration into society the key is the economic integration of migrants. A prerequisite for any integration is proper education, so they focused on analysis of current educational supply and analysis of lessons from the field with the selected target group. Obstacles for ethnic minorities to overcome for the integration are: cultural differences, stereotypes, conscious or	Although the education of migrants is an important part of the socio-cultural integration of migrants into the society, we find that there is a lack of attention in education of adult migrants. This fact is also evident from the fact there is a lack of books in this field. When authors write about the education of migrants, they write about the education of migrant children. As for the educational programs for migrants, they are mainly focused on learning the language of the country. With the exception of national vocational qualifications, the Slovenian education system is nearly inaccessible to foreigners. The principle of lifelong learning for foreigners is not taken into account. The procedures for the identification and recognition of skills and education of foreigners have not been adequately adapted, so that	The most recent Slovenian study on the topic of educational possibilities of migrants. It currently presents the most complete study of data on the field of educational possibilities of migrants and its implementation.

<p>Evaluation of the certification system: the impact on the development of the educational system and individual employability</p> <p>Web publication</p>	<p>Metka Svetina, Mojca Dobnikar</p>	<p>2010</p>	<p>Examination of role and importance of certification of national vocational qualifications in the process of assessment and validation of (non formal) knowledge and/or competencies as an possible factor in improvement of qualification structure, vocational mobility and employability</p>	<p>Study of the implementation proces of the certification system in Slovenia. The empirical findings are compared with the experience of some other operators and the results of other relevant research and evaluation studies in this area. The study uses data from some reports (RIC 2009, Ivan et al. 2007), from databases RIC and CPI (- that is a key professional institutions in the CS). The data was also acquired from a web portal NRP - National information Centre with information on vocational and technical education and vocational qualifications, designed for the needs of different stakeholders, which significantly contributes to the transparency of systems of Professional qualifications and education.</p>	<p>unconscious racism, ignorance of the language, low expectations, lack of conformity of educational systems and poverty and unemployment</p>	<p>their potential may be better developed and "put to better use".</p>	
<p>SPREMLJAVA</p>	<p>Barbara Kunčič,</p>	<p>2008</p>	<p>The monitoring is covering all the key players,</p>	<p>The certification system is the equivalent to a public body and is exposed to the procedures that allow the granting of Certificates. This means that issued certificates have a similar importance as the diplomas to be issued after successful completion of the course. Individuals with the certificates can attain a certain status and opportunities in the labor market. The main goal of the certification system is to include the formal recognition of the individual skills and knowledge but also the recognition of skills and knowledge acquired outside the formal shape (in the context of informal formal and nonformal learning).</p>	<p>The review of catalogues of professional knowledge and skills shows that the acquisition of a national vocational Qualification based on knowledge gained in formal education is possible in 89 cases, partial acquisition in further 26 cases; total in 115 cases, that is, almost 50% of national vocational qualifications. Implementation of technical knowledge and skills on the basis of the certificate of national vocational qualifications obtained in the formal education system has recorded only 15 catalogues, that is only about 6% of national vocational qualifications. Of 111 providers of verification and validation there are 32 still to implement checking procedures and certification of national vocational qualifications. 79 contractors who have jointly issued 43,523 certificates. Based on the data from the National Examinations Centre, in years 2002-2009 54,502 certificates were issued.</p>	<p>The System for verification and validation of NVQ allows</p>	

<p>certifikatnega sistema</p> <p>Book issued and web publication</p>	<p>Urška Marentič, Bojana Sever, Mag. Andraž Zgonc, Mag. Primož Hvala Kamenšček, Mojca Demirtshyan, Vera Milnar</p>		<p>the development of the Slovenian system of formal and informal, primarily because it does not only describe the situation, but offers recommendations and solutions how it can be improved.</p>	<p>components, and procedures of certification system. It established a comprehensive review, with a critical review of the relations between different actors. The structure of the certification system is designed as a pilot study, which includes monitoring procedures and the levels of content. The analysis includes the following areas and target groups: systemic and legislative aspects, holders of the certificate, consultants, contractors and technical committee members for verification of national vocational qualifications. The following methods were used: descriptive and empirical analysis, questionnaires, guided interviews, case studies and international comparisons.</p>	<p>a certification system with further planning action:</p> <ul style="list-style-type: none"> from the systemic point of view: the organization and procedures (complexity, duration) of procedures to develop and establish the essential elements of the certification system in terms of substance: the development of professional standards content and readability of catalogs of professional knowledge and skills for a professional qualification; to achieve the two paths of common goal of education and training with an implementation point of view: of monitoring procedures and methods of implementation, qualitative and quantitative analysis of individual actors in the process of verification and certification of NVQ's set targets: identify the effectiveness of the uniform solution (professional standards) for 	<p>individual entities, including the committee members for verification and validation, to assume different roles. Most commission members indicated that they assessed the composite system folder or portfolio (57 or 38.3%), 53 or 35.6% were those who carried out the procedure of direct examination.</p> <p>Among the most important reasons that led to the decision to obtain the NVQ are: in the first place employment reasons, followed by personal and in third place educational reasons. For educational reasons, respondents most often pointed out that they derived little (31%) or fairly (31%) encouragement for further education, a quarter of people was strongly encouraged to continue their education, while 14% said that they have no incentive to further education. The role of the employer has proven to be very important in the process of NVQ.. Most employers look favorably if an employee wants to obtain NVQ (20%), the same proportion of employers providing conditions for the inclusion in NVQ (21%), provides information for staff on the possibilities NPK (16%) and accompanies the course of</p>	
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				<p>integration of national vocational qualifications and training programs</p> <ul style="list-style-type: none"> analyze the adequacy of procedures and forms and databases and information solutions that support the certification system, users and operators analyze the performance of applications partners in the system - an analysis of social partnership in encouraging the introduction of a certification system in the preparation of initiatives and manufacture of professional standards, catalogs, appointing committees, as well as verification and certification of vocational qualifications, nomination of candidates for licenses, and the entries in the register of operators for checking and certifying. 	
				<p>certification of employees (16%). Approximately 10% of employers were not aware that their employee has received NVQ.</p> <p>Information services were provided to 99% of candidates, only two have stated that sufficient information was not provided. The proportion of people who have been provided with guidance and counselling was 88%. As the subject of an advisory discussion the following topics were named: : presentation of a catalogue of standards of professional knowledge and skills to help prepare the summary folder / portfolio, advice on further education, and more.</p> <p>The main purpose of this system is the certification of skills that were acquired by the individual in different ways. Therefore it should be considered that relevant activities would enable the achievement of this purpose in its wholistic manner. And, most importantly, to seriously consider the appropriate actions to increase the value of trust, foremost in the value of skills and knowledge acquired outside the school system .</p> <p>Much is expected from the National Qualifications Framework, which will connect the certification system and education</p>	

<p>NEW OECD ACTIVITY ON RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING</p> <p>COUNTRY BACKGROUND REPORT SLOVENIA</p> <p>Web publication</p>	<p>Editors: Veronika Šlander and Primot Hvala Kamenšček, Msc</p>	<p>2007</p>	<p>Contextual factors, Description of institutional arrangements, Description of technical arrangements, Stakeholder behaviour, Case studies on benefits and barriers</p>	<p>The OECD methodology: Contextual factors, Description of institutional arrangements, Description of technical arrangements, Stakeholder behaviour, Case studies on benefits and barriers</p>	<p>The report contains the overview of demographic, legislative, institutional and other characteristics, which have an important impact on the development of the system for recognition of non-formal and informal learning</p>	<p>system. The system of mutual recognition of professional qualifications between the education system and the certification system is formally established by law and by developing professional standards as a common evidence base for both systems. Slovenian qualifications framework (SQF), whose contents are still not agreed upon, will present the proper basis of integration between the system of education and the system of recognition.. SQF will have to set clear criteria for the development of a specific system or type and how to link qualifications which will be involved.</p>	
						<p>To operationalise the system of the recognition of informal and non-formal learning into a unified formalised system, the following elements have to be fulfilled: - National Qualification Framework needs to be set up; -the various systems have to be connected, and also the basic elements for the links between different types of education have to be determined; - and the contacts with international networks also have to be provided.</p> <p>Despite the obvious positive results of the NVQ system, we can pinpoint the following weak points:</p>	

						<p>1. The diversification of the system among the ministries and public institutions and lack of coordination among them.</p> <p>2. Most of social partner organisations (chambers and trade unions) did not play the expected role of developers and promoters as it was stipulated by the legislation.</p> <p>3. The connection between the certification system and the education system is weak.</p> <p>4. NVQ certificates do not enjoy appropriate reputation when compared to school diplomas on the value market.</p>	
SPAIN							
Law	Ministry of Education, Culture and Sports	2002	Spain reference Law about Qualifications and Vocational Training	Organic Act	Specific Organic Act	<ul style="list-style-type: none"> - Finality of the Act - Principles of the National Qualifications (NQ) and VET System - Purposes of the National Qualifications and VET System <ul style="list-style-type: none"> - Instruments and schemes of the NQ and VET - Cooperation by undertakings, social partners and others entities - National Catalogue of Occupational Qualifications - Recognition, evaluation, accreditation and recording of occupational qualifications - Vocational training - Vocational Training offers - Vocational Training centres - Training offer for groups with special vocational 	<p>This Act is the reference in Spain about Professional Qualifications and Vocational Training.</p>

<p>Professional Profile Study of the Advisors and Assessors on participants competences accreditation process.</p>	<p>Oviedo Chamber of Commerce and Femxa Formación</p>	<p>2009</p>	<ul style="list-style-type: none"> o Ideal profile design of the advisor and assessors o Confirmation and validation of the ideal profile o Analysis of the differences between advisors and assessors ideal and real profiles 	<ol style="list-style-type: none"> 1. Documentary collection, analysis of content 2. 15 structured' Phone Interviews with experts. Analysis of content 3. 15 structured' face to face interviews with experts. Analysis of content 	<p>Documental analysis:</p> <ul style="list-style-type: none"> - Systems of professional competence certification - Pilot experience of professional competences certification - Studies and articles - Papers and Presentations - Legislation - Instruments <p>Structured Phone Interviews</p> <ul style="list-style-type: none"> - To advisors - To assessors - To managers of Qualification Institutes <p>Face to Face Structured Interviews</p> <ul style="list-style-type: none"> - To advisors - To assessors 	<p>integration difficulties</p> <ul style="list-style-type: none"> - Occupational information and guidance - Quality and evaluation of the NQ and VET System <ul style="list-style-type: none"> - Documental analysis of the different accreditation of competences systems - Advisor and Assessor Ideal Profile 	
<p>Professional Recognition Competences on Basc Country</p>	<p>Basc Government. Education Department</p>	<p>2008</p>	<p>Explanation of accreditation system on Basc Country</p>	<p>Basc literature interviews Results of the Basc System</p> <p>System Analysis: review,</p>	<p>The legal system of this region is analysed in this document, from the beginning of the system to the last results</p>	<p>Description on the first steps of the System</p> <p>Elements which participated on the recognition system</p> <p>Assessment referents</p> <p>Sources of evidences</p> <p>Process for the evaluation and the recognition of competences</p> <p>Role of assessor, advisors and information people</p> <p>Certification process</p> <p>Results and quality of the system</p>	
<p>Modular catalogue of VET</p>	<p>Ministry of Education Ministry of Labour European Social Found</p>	<p>2008</p>	<p>Description of the modular catalogue of VET in Spain</p>	<p>Spanish System' analysis</p>	<p>Analysis of the Spanish education system and the modular catalogue of VET</p>	<p>Contextualization of National catalogue of qualifications Learning modules in the Modular catalogue of VET Applications of the modular catalogue</p>	

Conclusions of the Accreditation process on Andalusia region	Oviedo Chamber Commerce and Femxa Formación	2009	Description of the process on Andalusia Region	- Documentary collection, analysis of content	Documental analysis: <ul style="list-style-type: none"> - Systems of professional competence certification in this region - Pilot experience of professional competences certification - Studies and articles - Papers and Presentations - Legislation - Instruments 	Description of each training module of the modular catalogue <ul style="list-style-type: none"> - Documental analysis of the accreditation of competences systems - Advisor and Assessor Profile
Conclusions of the Accreditation process on Aragón region	Oviedo Chamber Commerce and Femxa Formación	2009	Description of the process on Aragón Region	- Documentary collection, analysis of content	Documental analysis: <ul style="list-style-type: none"> - Systems of professional competence certification in this region - Pilot experience of professional competences certification - Studies and articles - Papers and Presentations - Legislation - Instruments 	Documental analysis of the accreditation of competences systems <ul style="list-style-type: none"> - Advisor and Assessor Profile
Conclusions of the Accreditation process on Canary Islands region	Oviedo Chamber Commerce and Femxa Formación	2009	Description of the process on Canary Islands	- Documentary collection, analysis of content	Documental analysis: <ul style="list-style-type: none"> - Systems of professional competence certification in this region - Pilot experience of professional competences certification - Studies and articles - Papers and Presentations - Legislation - Instruments 	Documental analysis of the accreditation of competences systems <ul style="list-style-type: none"> - Advisor and Assessor Profile
Conclusions of the Accreditation process on Catalonia region	Oviedo Chamber Commerce and Femxa Formación	2009	Description of the process on Catalonia Region	- Documentary collection, analysis of content	Documental analysis: <ul style="list-style-type: none"> - Systems of professional competence certification in this region 	Documental analysis of the accreditation of competences systems <ul style="list-style-type: none"> - Advisor and Assessor



ITALY

Annex B - Case-study summary

**PROJECT TIPEIL - TRANSFER OF AN INNOVATIVE PORTFOLIO TO EVALUATE
INFORMAL LEARNING
(LLP-LDV/TOI/2007/IT/019)**

General information

Partner:	Fondazione Giacomo Rumor – Centro Produttività Veneto
Country:	Italy
Date of interview:	N.A.

Information on the organisation

Name of the organisation:	Ce.Ri.S.-Centro Ricerche Sociali Project Coordinator
Address:	Via del Commercio, 36 - Pal. D - 00154 Roma - Italy
Phone:	+ 39 0657305151
E-mail: Web-site:	Website: www.cerisonline.org Project website: www.tipeil.eu
Main activities:	<u>Action Research</u> Ideation, design and realization of researches in the fields of pedagogical, scientific and technological research, of the psycho-sociological analysis of social and organisational phenomena including interventions for specific needs analysis, feasibility studies, analysis of the production studies connected to the economic development. <u>Technical assistance</u> Design and realization of technical assistance actions to national and international institutions aimed at providing consultancy and support in the planning, management, monitoring, control, reporting and assessment phases. <u>Training</u> Project design and delivery of innovative contents and training initiatives aimed at improving individual and organisations' competences. In particular, these interventions concerns initial vocational training, post-diploma and decree, continuing training, adult education, job seekers, trainers, distance learning, etc.
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input checked="" type="checkbox"/> Other: Ce.RI.S -Centro Ricerche Sociali- is a cooperative organisation that has been operating in the socio-economic research for more than twenty years, registered in the National Register of Research Institutes (Ministry of Education, University and Research), which includes Universities and public and private national and international research centers. Ce.Ri.S. participates in processes of socio-economic development, working both nationally and internationally, through research, training and technical assistance to public institutions, private and Third Sector organizations.
Name of the interviewee:	N.A.
Function:	N.A.

Information on the model/practice/devise

<p>Description (short summary)</p>	<p>TIPEIL - Transfer of an Innovative Portfolio to Evaluate Informal Learning (2007-2009), is a Transfer of Innovation project (ToI), co-financed within the LLP Programme - Leonardo da Vinci sub-programme, focused on the valorisation of competences that young and adult workers developed within informal and non formal contexts.</p> <p>The project TIPEIL, based on the successful results achieved within previous transnational pilot interventions and experiences (E.G.E.I.S - European Guidance and the Evaluation of Informal Skills - Developing a Standard Curriculum and a Training Model for the Qualification of European Guidance Practitioners – LdV I/03/B/F/PP-154080 - and INTRA – Informal training: recognition and accreditation -European Commission, DG Education - Youth programme 92372-5.1.XL-IT-16-2001-R), has been aimed at transferring a Model of Digital Portfolio + Training courseware to its use addressed to the operators, associating to this basic goal the one of facilitating its adoption through experimentation, training and coaching activities addressed to operators to whom will be asked to use the portfolio within their specific working contexts.</p> <p>Main objectives have been the following:</p> <ul style="list-style-type: none">• to analyse and promote the willingness to change/adaptability of the currently practices in use in the different national contexts, so as to realise a real integration and permeation among different needs and cultures;• to integrate the contents, already identified and experimented on transnational dimension, included in the Model of digital portfolio (methodology + training courseware) on which the proposal is based;• to adapt the prototype at linguistic and technological level, so as to widen its use and application, starting from the organisational and technological analysis of the different national working contexts represented by the partnership;• to transfer directly and efficaciously (through training and coaching) the adapted prototype to a wide range sample of organisations that, with specific roles all interlinked (e.g. education, training, counselling, employment, etc), can benefit from the adoption of the Model defined.
<p>Main activities / methodology / tools</p>	<p>THE ELECTRONIC PORTFOLIO MODEL</p> <p>The electronic portfolio was originally developed under the project In.Tra. - Informal <i>training. Recognition and Accreditation</i>: an experiment to validate non-formal and informal skills in disadvantaged individuals in which took part private and third sector companies in different European countries. Innovation was subsequently transferred to other contexts during the project TIPEIL - <i>Transfer of an Innovative Portfolio to Evaluate Informal Learning</i>. The methodology developed in the project validation In.tra. was deemed appropriate for giving an account of the knowledge acquired by disadvantaged young people who have little experience with writing skills and reading. The portfolio also has been considered a useful tool to make visible the informal knowledge acquired in everyday life that are partly "tacit" or unconscious and thus unlikely to be verbalized by persons who are the holders.</p> <p>The electronic portfolio, because of its multimedia features, has also helped increase awareness (Bjornavold, 2000) by including pictures and video taping skills acquired in informal contexts by disadvantaged young people such as the disabled, immigrants, dropouts and ex - addicts, who took part in the testing methodology. With the electronic portfolio, subjects are able to account for underlying competences to the achievement of certain products through photographs and video footage which they are involved in different stages of their specific tasks to be carried out. The process and the product are thus both present, and can be evaluated, through analysis of the electronic portfolio, particularly relevant in terms of assessment accordingly. This methodology also enables subjects to show their skills through images of themselves "in action", without having to resort to verbal or written descriptions of these same skills that could be a barrier especially for socially and culturally disadvantaged.</p>

Phases of implementation

The process of creating the electronic portfolio is divided into **five stages**:

- 1) *Stipulate the working alliance*
- 2) *Analyse formal and informal skills*
- 3) *Analyse informal skills*
- 4) *Production of evidence of informal skills*
- 5) *Overall user experience analysis and identification of further development.*

First phase: enter the working alliance

Objectives: To conclude a good working alliance and begin to design the portfolio.

Tools to use: a computer that is connected to the Internet and on which we have software for browsing the Internet and a word processor installed.

Building a strong working alliance between tutor and user since the first phase of the trail is key to the success of the process of completing the portfolio in that it allows you to share expectations and the type of commitment needed from both sides. Initially it is important that the tutor gives the user explicit *goals* of the pathway of construction of the electronic portfolio: to do that he can describe what the electronic portfolio is, and how it is structured. The tutor must pay attention to the expectations of the user and, based on a preliminary analysis of the application (done first to suggest the creation of the electronic portfolio to the user), explain if and how the pathway which is to be undertaken, it may be useful to "find answers" to explicit questions.

The screenshot shows the TIPEIL web application interface. At the top, there are dropdown menus for 'select a country' and 'select a portfolio'. Below this, the user's name 'ENZO EDVINO' is displayed. The main content area is a form for 'Personal data' with the following fields: Name (ENZO), Family name (EDVINO), Age (25), Date of birth (08/10/1974), Place of birth (Italy), City of residence (Italy), and a 'Save' button. There is also a 'Logout' button at the bottom left. The interface is in Italian.

Figure 1 Home of a portfolio

Second phase: analysis of formal and informal skills

Tools to use: a folder, a computer, sheets of paper.

Objectives: To analyze and choose the evidence of formal and informal skills to be included in the electronic portfolio.

During this phase it is suggested structuring the portfolio on sheets of paper first. The tutor gives the user a folder and suggests they write their name on it, explains that it will collect all documents and paper products or files (included on computer) that will be gradually included in the portfolio. The folder will be the *portfolio of work* that will precede the construction of the *reflective one* in an electronic format. Then, the tutor will propose the user to enter *personal data* in the specific section within the portfolio.

Personal data	
	
Name	Giovanni
Family Name	Rossi
Age	18
Date of birth	03/05/1992
Place of birth (city)	Roma
Nationality	Italiana
Country of residence	Italia
E-mail (optional)	grossi@gmail.com
Key words	Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Notes	Lorem ipsum dolor sit amet, consectetur adipiscing elit.
My Short profile	
<i>(the following information provide a short description of what you will find inside my portfolio)</i>	
Work experience (the most important for me)	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque id sapien turpis. Maecenas hendrerit metus et mi ultrices in fringilla massa sodales.
Competences acquired	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque id sapien turpis. Maecenas hendrerit metus et mi ultrices in fringilla massa sodales.
My interests	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque id sapien turpis. Maecenas hendrerit metus et mi ultrices in fringilla massa sodales.
My future goals (sector where I wish to work)	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque id sapien turpis. Maecenas hendrerit metus et mi ultrices in fringilla massa sodales.
Additional notes	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque id sapien turpis. Maecenas hendrerit metus et mi ultrices in fringilla massa sodales.

Figure 2 – Personal data

The tutor will then analyze together with users *their institutional training* accomplishments listing on a sheet of paper listing all qualifications and certificates earned in educational contexts be they in public or subsidized education: compulsory education, Vocational training centres, universities, sports centres that issue certificates accredited to the ministerial level, etc. The tutor will then ask if the user has or can produce evidence of his formal learning (FL: Formal Learning) and to reflect on what and how many of these tests they will include in their electronic portfolio. The objective of this request is to make them think about their expectations as to the construction of the electronic portfolio.

Later, the tutor will help in analyzing the *activities of non-formal* (NFL: Non Formal Learning) to which the user has participated.

Third phase: analysis of informal skills

Tools to use: scanner, software for image capture, computer with CD Rom, CD Rom, grid interview, sheets of paper.

Objectives: To continue the *debate* on the choice of evidence of formal and non-formal skills and start to structure the electronic portfolio and achieve the semi-structured interview to examine the informal skills.

During this phase, the tutor and the user will begin to structure the electronic portfolio: through the use of a scanner images of diplomas and certificates obtained from the boy to be included in the "formal skills" will be acquired, while the evidence of NFL will be included within the "non-formal" section.

In case there are no evidence to be included in the "non-formal" section it is useful for the tutor to stress that the main feature of the electronic portfolio is that it is *constantly updated*, so as they are acquiring new skills, they may be included within the portfolio through evidence relating to new knowledge.

Fourth phase: production of evidence of informal skills

Tools to use: digital camera and video camera, CD Rom, computer with CD Rom, video capture hardware, digital playback and video editing software.

Objectives: To construct evidences of the "informal skills" and add them to the portfolio.

During this phase, the tutor will review all user tests of informal skills that they have brought and ask them to choose which to enter. They will also create digital photographs of the products that were considered representative of their informal skills. The user then chooses the order of the pictures and writes comments next to each of them to clarify the type of product or features and / or outcome of the work they are doing. It is also possible to include photographs of the tools used to produce a particular product: even then it is useful that the user specifies the tool's name and describes the goals and ways of its use to give – to those evaluating the portfolio - more information about the level of informal acquisition of knowledge.

	<p>Overall evaluation of the experience and identification of further development</p> <p><i>Tools to use:</i> computer with an internet connection and software to surf the internet.</p> <p><i>Objectives:</i> To make changes to the electronic portfolio and watch the finished product. During the last phase, the tutor and the user make changes to content and structure (correct clerical errors in the comments, add or move images) or the graphics of the electronic portfolio (changing the character of the text and / or colour). It will also be possible to include audio files that can add sound effects. After making any changes deemed necessary, the user can view his full electronic portfolio. The observation of the <i>finished product</i> is of great importance to both actors in the process, it is necessary therefore that the user and the tutor "devote" a specific time. During the observation of the portfolio the tutor can ask the user how they intend on using the portfolio, addressing the meeting on the theme of the <i>projects work and future training</i>.</p> <p><i>Source:</i> <i>TIPEIL Publication "Enhancing learning from the perspective of lifelong learning The electronic portfolio as a tool to validate formal and non formal learning in the European workplace"</i> www.tipeil.eu</p>
Source of funding and resources used	Lifelong Learning Programme 2007-2013 – Leonardo da Vinci Multilateral Projects Transfer of Innovation
Target group	<p>Direct beneficiaries are included in two main categories:</p> <ol style="list-style-type: none"> operators (tutor, trainers, etc.) working within training, counselling, guidance and employment organisations, providing these services to subjects that for different reasons are in social and occupational disadvantage; organisations providing the services above mentioned, with respect to TWO main typologies of beneficiaries: young and adults. <p>Potential Users</p> <p>The whole of outcomes and outputs planned are indirectly addressed to a range of potential users as:</p> <ul style="list-style-type: none"> - Young with low education levels who, for example, have left compulsory education pathways and are attending or have attended alternative training courses through which have acquired competences and capabilities difficult to be valorised or formally recognised by the system and that are at risk of "employment exclusion"; - Young and adults who have realised fragmentary and heterogeneous working experiences, within which have acquired capabilities and skills potentially usable and improvable if properly identified, measured and valorised; - Adults at risk of unemployment, whose competences acquired during their work-life-cycle do not meet within the systems effective tools and devices to valorise them.
Key public/private actors involved	<p>Transnational Partnership</p> <p>The transnational partnership has involved public and private Universities, research and training Centres, Social Parts services Centres, operative in Italy, France, Spain and Greece, all holding a long and meaningful experience in the management of transnational interventions and the scientific, administrative and technological competences required to positively develop the project proposed.</p> <p>IT - Ce.Ri.S. – Social Research Centre - Soc. Coop a r.l. (Project Coordinator)</p> <p>GR - IEKEP - Institute of Training and Vocational Guidance</p> <p>ES - Mondragon University - Faculty of Business School (ETEO S.Coop)</p> <p>FR - Estia - Ecole Supérieure des Technologies Industrielles Avancées</p> <p>IT - Solco - Services for the Organization of Labour and the Creation of Employment – Limited Company</p> <p>IT – University of Rome "La Sapienza" - Department of Development and Socialization Processes</p> <p>IT - Trust - Technologies and Human Resources for Development and Transfer - Limited Company</p>

REGIONE EMILIA-ROMAGNA
IL SISTEMA REGIONALE DI "FORMALIZZAZIONE E CERTIFICAZIONE DELLE COMPETENZE"

General information

Partner:	Fondazione Giacomo Rumor – Centro Produttività Veneto
Country:	Italy
Date of interview:	N.A.

Information on the organisation

Name of the organisation:	Regione Emilia-Romagna Assessorato alla Scuola, Formazione Professionale, Università, Lavoro e Pari Opportunità
Address:	Viale Aldo Moro, 38 40127 Bologna
Phone:	+39 051 5273374
E-mail: Web-site:	FpDirez@regione.emilia-romagna.it www.emiliaromagnasapere
Classification:	<input checked="" type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	N.A.
Function:	N.A.

Information on the model/practice/devise

Description (short summary)	<p>In recent years, some Italian regions have introduced tools for the validation of informal and non-formal learning, adopting at least three different approaches:</p> <ol style="list-style-type: none"> 1. In the first case, the regions have assumed that their regional qualifications system must include the opportunity to see learning validated and recognised if competences were acquired non formally or informally and have stated that as an individual right (eg. Emilia Romagna and Toscana). 2. In the second case, the process of validation and recognition of non-formal and informal learning has been seen as linked to the recognition of credits for the access to formal training or education (Valle D’Aosta, Lombardy, Marche, Umbria). 3. In the third case the process of validation is seen as instrumental in promoting and enhancing the professionalism of individuals facing integration and re-entry into employment (Veneto and Lombardy). <p>As an example of a regional approach to validation, the Emilia Romagna Certification System is described in more detail below.</p> <p style="text-align: center;">SISTEMA REGIONALE "FORMALIZZAZIONE E CERTIFICAZIONE DELLE COMPETENZE"</p> <p>The Emilia-Romagna Region, implementing the Regional Act 12/03, has provided for the definition of a series of devises aimed at redefining its Regional Qualifications System, the related training standards and the criteria, modalities and procedures for the recognition and certification of</p>
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competences acquired either through training or a business context. The outcomes of this work has led to the development of the Regional System of Qualifications (Sistema Regionale delle Qualifiche - SRQ) which is the result of a thorough analysis of the professional system of the region in order to build a repertoire that is the "representation" of professional competences characterizing the economic and productive system of Emilia-Romagna.

The SRQ is centred on the "occupational profiles" which are constitute by "units of competence" placed in "occupational area" with identification codes used nationwide and present knowledge and skills of different level of complexity.

The Qualification and Certification System of Emilia Romagna

In Emilia-Romagna, the Qualification and Certification System is based on the principle that *"everyone is entitled to obtain formal recognition and certification, however the skills were acquired."*

Certification can be awarded to qualifications and competences acquired by people both in formal contexts (education and vocational training) and non-formal/informal contexts (workplace, social and private life).

The system involves validation and certification of competences acquired in informal and non-formal learning contexts. Thus, from the Regional point of view, the certification system becomes a powerful tool to integrate education, vocational training and the labour market.

The certification and validation process is technically based on the presence of "occupational standards of reference" (adopted in the Regional Qualification System) organised into Qualification profiles and Units of Competence.

At the end of the validation process the candidate can achieve:

- A Certificate of Qualification (when all Units of Competence that make up the Qualification are awarded)
- A Certificate of Competence (refers to one or more Units of Competence included in a Qualification but not all of them)
- A "Card of knowledge and capacity" (when just one part of a Unit of Competence has been completed).

The first two certificates can be acquired only after a formal assessment session. The "Card of knowledge and capacity" can be issued after the collection and analysis of evidence of skills.

More information can be found at the following website:

http://www.regione.emiliaromagna.it/wcm/ERMES/Canali/istruzione/certificazione_delle_competenze.htm

THE "PROCESS" OF FORMALISATION AND CERTIFICATION OF COMPETENCES

The constituent elements of the Regional System of Formalisation and Certification of Competences are the "process" through which the system is implemented, and the "subjects" that operate on that process.

The Process

The process of formalization and certification of competences concerns:

- people who have registered and participated in a training program which provides for a document formalization and certification;
- people with experience acquired in the workplace and / or informal learning contexts and / or certificates gained in formal learning situations, interested in obtaining a document formalization and certification.

The process is articulated in the following phases:

- **Acquisition of the request for formalization and certification**

corresponding to the process start-up and aimed at:

make clear to people interested in the process of formalization and certification of competences the meaning of the process, its articulation, its rules, its outputs and their value (Qualification, Certificate of UC, "Card of knowledge and capacity") in order to promote their conscious participation in various activities.

• **Assessment through evidences** aimed at assessing through analysis of evidences (defined as "evidence" of knowledge, skills and competences compared to the standards set by SRQ) if people are in a position to access assessment through examination, the passing of which is required to obtain a qualification, a certificate of UC, or if they may be issued a card in which knowledge and competences related to the Regional System of Qualification can be formalised.

• **Assessment through examination** to be activated when competences corresponding to Units of Competences or Qualifications are certified. This phase leads to the award of a Certificate of Qualification or a Certificate of Units of Competences.

• **Administrative requirements** related to the issuing of formalization and certification documents.

• **Individual counselling**

This phase supports the implementation of the process and is a service provided to those who have the need.

It is aimed to provide support, upon request, to people in order to:

- if the request concerns people enrolled in a training program (presumably in difficulty): make them aware about the kind of formalization or certification they may get in the event of interruption of the course, trying to motivate them to continue, possibly offering training alternative;
- if the request concerns for people with experience acquired in the workplace and / or informal learning contexts and / or certificates gained in formal learning situations: by preparing the necessary documentation, producing evidence.

The assessment criteria and specific procedures for implementing the process are common for both categories mentioned above.

Actors involved in the implementation

The implementation of the process described above is assigned to "accredited organisations" in the training system entitled to perform this function and institutionally invested in the task of producing professional knowledge (LR 12/03).

In agreement with the provincial authorities, initiatives for the formalization process can also be activated at the employment services, in response to specific requests of citizens.

The process can also be performed by non-accredited institutions that have developed a training activity related to the standards of the Regional System of Qualifications and have obtained a specific authorisation from the Regional or Provincial (LR12/03, Art . 34).

The "accredited organisations" represent, on the territory, known sites, identified with various types of training or expertise, structurally capable of operating according to a quality-service approach and logic.

These organisations which carry out training activities aimed at granting certificates (competence or qualifications) implement, in addition to these activities, the following steps provided by the process of "formalization and certification of competence":

- Acceptance of the request;
- Formalization of the knowledge and competences;
- Certification of competence.

They also perform "Individual counselling" activities necessary to support people, particularly those coming from working contexts, in the construction of the path leading to the formalization and certification of competences.

The activities regarding the process of "formalization and certification of competences" are performed in relation to the planned training initiatives and approved in advance by the Region.

The implementation of the process of "formalization and certification of competence" is performed by two different roles, separate for functions, powers and responsibilities.

The "**Head of formalization and certification of competence**".

The role represents the procedural and organizational reference for the implementation of the process

The functions performed are:

- to ensure completeness and accuracy of the information provided during

the promotion of the training initiates (competences to be acquired at the end of the training programme, modalities of formalisation and certification, formalization and certification documents issued at the end) and to sign training agreements;

- to ensure the homogeneity of the processes of formalization and certification of competences achieved in different editions and / or in different locations;
- to appoint experts for the assessment through evidences;
- to establish the Commission for conducting the examination and inform the institution responsible for the administration; to ensure the availability of information that can be useful for the examinations;
- to sign the documents issued.

The "Head of formalization and certification of competences" has the technical skills - for the professional management of the process, the relationship with the user, the relevant administrative rules and procedures. Its powers are defined by the standards of the SRQ and certified accordingly.

The "experts"

Experts are of two types:

- The first type is characterized by experts possessing skills related to occupational areas (and possibly specific qualifications);
- A second type consists of experts who have expertise related to assessment processes.

The expert of assessment processes performs the assessment through evidences supported, if necessary, by an expert of the occupational area.

To perform the above-mentioned function, the experts, both internal and external, are part of "lists" managed by the Region.

Specific elements

The Regional System of Formalisation and Certification of Competences foresees two forms of assessment, involving different activities and results: assessment through evidences and assessment through examination.

The assessment through evidences

The evidences are "proofs" of exercised knowledge and competences, compared to the standards of the Regional System of Qualifications.

They are characterized differently depending on whether they were acquired as a result of training or through experience (gained in the workplace and / or informal learning contexts and / or certificates issued as a result of formal learning paths).

The assessment by evidence is a step in the process of formalization and certification of competences preparatory to the formalization of competences and assessment through examination.

This phase is always present in the process., regardless of whether it relates to people who come from a training course or people whose competences have been acquired through experience in the workplace and / or informal learning contexts and / or gained in formal learning situations.

For the purpose of the assessment, evidences are contained in a file:

- The dossier of evidence from training, produced by the manager of the intervention using a special format designed for the purpose. In the dossier, the evidences related to the standards foreseen in the Regional System of Qualifications are indicated.
- The dossier of evidence from experience, produced by the person interested in the formalization and certification of competences with the support provided during individual counselling.

The assessment through examinations

This phase of the process is activated if formal competences corresponding to whole Units of Competences or Qualifications needs to be certified.

The assessment of competence through examination is entrusted to a Commission specifically established. The commission is the same both in the case of certification of competences acquired as a result of training and competences otherwise acquired through experience in the workplace and / or informal contexts and / or certificates gained in formal learning situations.

The admission to the examination is based on the knowledge and skills assessed through the evidences and reported in a specific file.

Examinations

The exams consist of practical tests which shall reflect a professional/working simulation, supplemented by oral interviews.

The object of practical tests concerns observable and measurable activities for the purpose of assessing one or more Unit of competence or the qualification.

The oral interviews are focused on how to carry out practical tests, particularly in cases where the work process, present mainly cognitive and implicit aspects and therefore may be appropriate to require the verbalization / explanation of some of the activities undertaken and / or the reasons for decisions taken.

The examination concludes with an assessment of eligibility to achieve, as appropriate, the certification of competence or qualification.

Elements of consideration and interpretation resulting from the case of Emilia Romagna

The Regional System of Qualification and Certification is strongly structured and consolidated. The various phases have seen participation and active contribution of all involved (at the institutional, provincial or regional level, social actors, and the vocational and educational guidance system).

The process of involvement takes place through forms of institutional collaboration, concerted action and social participation, with social partners playing a leading role.

The system of qualifications has favoured the presence of common language and shared concepts, made transparent (by the qualifications themselves). This mutual comprehension between the different actors is fundamental for any dialogue between the educational and vocational system. In this sense, qualifications are a common communication code, making it possible to measure and act upon the results of the learning processes in the educational, training, and vocational systems.

Finally, it's important to point out that in the devices used to reconstruct non-formal education, for example work experience, methods like those in the Portfolio have been used to formalize mixed elements.

First, factors of self-reconstruction expressed by individuals are integrated, through self-declarations, that are expected to include detailed information on the training program, practice training, and the subsequent description of the skills acquired during the programs.

Second, there are elements which meant to enhance the reconstruction of skills, with third party statements supporting and documenting the individual's declaration.

This is a mixture of elements that complement each other and can constitute a useful point of reference for subsequent certification of education (meant as a process that gives legal and institutional value).

Annex B - Case-study IT

REGIONE TOSCANA SISTEMA DI RICONOSCIMENTO E CERTIFICAZIONE DELLE COMPETENZE

General information

Partner:	Fondazione Giacomo Rumor – Centro Produttività Veneto
Country:	Italy
Date of interview:	N.A.

Information on the organisation

Name of the organisation:	Regione Toscana Direzione generale Competitività del sistema regionale e sviluppo delle competenze
Address:	Via Luigi Carlo Farini, 8 Firenze - ITALY
Phone:	+39 055 438 2629
E-mail: Web-site:	www.regione.toscana.it
Classification:	<input checked="" type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	N.A.
Function:	N.A.

Information on the model/practice/devise

Description	<p>Regione Toscana - Sistema di riconoscimento e certificazione delle competenze¹</p> <p>The regional system of identification, description and classification of occupational standards, launched in 2004 (Resolution 347/2004), distinguishes a system of training standards and a system of recognition and certification of competences.</p> <p>The standards to which the regional system refers are: professional standards, training standards, standards of accreditation and certification of competences. The Regional authority provides for the recognition and certification of the competences of individuals however acquired, activating several active processes of recognition and certification of competence according to specific training needs and / or professional requirements of the person making the request. The internal structure and articulation of the standards of recognition and certification has to ensure the adequacy of the devices regarding the real and specific needs of workers and citizens, distinguishing between:</p> <ul style="list-style-type: none">- The process of validation of competences acquired through non-formal and informal experiences, carried out by public bodies and aimed to improve employability by creating a transparency of
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¹ **Legge Regionale 26 luglio 2002, n.32** "Testo unico della normativa della Regione Toscana in materia di educazione, istruzione, orientamento, formazione professionale e lavoro" e s.m.i;

Decreto del Presidente della Giunta Regionale 05 giugno 2009, n. 28/R Modifiche al Regolamento di esecuzione della legge regionale 26 luglio 2002, n. 32 (Testo unico della normativa della Regione Toscana in materia di educazione, istruzione, orientamento, formazione professionale e lavoro) emanato con Decreto del Presidente della Giunta Regionale 8 agosto 2003, n. 47/R recante norme per il sistema regionale per il riconoscimento e la certificazione delle competenze;

occupational competences through their subsequent certification;

- The competences certification process aimed to issue the qualification certificate or certificate of competence.

The processes of recognition and certification of competences however acquired, involving vocational education and training organizations, employment services and companies providing training for their employees, are divided into:

- 1) **Description of competences:** within the regional system, it indicates the formalized process and related specific tools designed to bring in transparency, the individual's competences however acquired; this description is made by the individual himself/herself, with the methodological support a qualified operator, especially in the context of guidance and employment services.
- 2) **Declaration of learning:** the learning declaration process is activated within "formal" training paths. It allows the verification and certification of the actual achievement of learning outcomes when the activation of a certification process is not planned or required.
- 3) **Validation of competences:** the device allows people to document and have recognized the experiences acquired in non-formal contexts by placing them in relation to the competences covered by formal vocational and education training courses and awarding "*capitalizable*" recognitions for the acquisition of formal qualifications; only those competences which are foreseen in the occupational standards included in the Regional Directory of Occupational Profiles as well as single Areas of Activities (and related Units of competences) or whole occupational profiles may be validated. No validation is foreseen for single knowledge and / or skills.

If the validation process is completed with the validation of experience evidencing possession of all the knowledge and skills related to one or more units of competence among those referred to in the Regional Directory of Occupational Profiles, the person may request to be admitted to the examination for certification. If, however, the validation process ends with the validation of experiences referring to single knowledge and/or skills, the validation entitles to the recognition of a training credit that can be spent in formal training courses aimed at further development of learning outcomes and the attainment of certification of competence.

The object of the certification can be:

- A professional qualification, as the set of technical and professional competences that define an occupational profile, as described in the Regional Directory of Occupational Profiles;
- Single Units of Competences designed as the set of skills and knowledge that allow the performance of a task provided by a specific Area of Activity of the Regional Directory of Occupational Profiles.

PROCESS	KEY ACTORS INVOLVED	STANDARDS OF REFERENCE	TOOLS	DOCUMENTATION
DESCRIPTION OF COMPETENCES AND LEARNING DECLARATION	Candidate Qualified operator within vocational guidance and employment services		Elaborazione del CV in formato europeo Individuazione, descrizione e/o elaborazione delle evidenze documentali in grado di testimoniare le esperienze formative e professionali ricostruite secondo un formato standard Elaboration of the Europass CV Identification, description and/or processing of the documentary evidences witnessing training and professional experiences according to a standard format	CV and related portfolio
VALIDATION OF COMPETENCES	Provincial Administration Possible support of experts	Regional Directory of Occupational Profiles	Documentary assessment Request of additional documentation or clarification Interview	Validation dossier
CERTIFICATION OF COMPETENCES	Commission established at the Provincial Administration and composed of the President (with inspection and control functions regarding the formal correctness of the examination), two experts and one representative of the training organisation	Regional Directory of Occupational Profiles	Simulation test to obtain a "Qualification Certificate" or a "Certificate of Competences" Interview	"Qualification Certificate" or a "Certificate of Competences"

**PROJECT "CARE TALENTS" PROJECT
(LLP-LDV/TOI/2007/IT/011)**

General information

Partner:	Fondazione Giacomo Rumor – Centro Produttività Veneto
Country:	Italy
Date of interview:	N.A.

Information on the organisation

Name of the organisation:	Anziani e Non Solo società cooperativa (Project Co-ordinator)
Address:	Via Lenin, 55 41012 Carpi (MO) - Italy
Phone:	+39 059.645421 – 059 645087
E-mail: Web-site:	progetti@anzianienonsolo.it www.anzianinonsolo.it Project website: http://www.caretalents.it/the-project
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input checked="" type="checkbox"/> Other: Social enterprise working since 2004 in the field of social innovation, with a specific focus on management of project and promotion of products and services in the field of welfare and social inclusion.
Name of the interviewee:	N.A.
Function:	N.A.

Information on the model/practice/devise

Description	<p align="center">"Care Talents" project (LLP-LDV/TOI/2007/IT/011)</p> <p>Background context</p> <p>The sector of the private elderly and disabled home assistance is carried out, in Italy, mainly by immigrant women lacking of a specific professional education within the assistance sector. It's a particularly demanding job, carried out mostly by women coming from the Eastern Europe and South America, in cohabitating and poorly paid.</p> <p>Then, it is a profession usually carried out for a determined period. Those who wants to look for other job opportunities in the assistive field, not including the cohabitation, they do not have the chance of an acknowledgement of the practice experienced working in this sector. About the residential and home assistance, we note, particularly on the private organizations side, difficulty in finding workers properly trained because of a labour market unobserved and irregular, and because of the introduction, in 2001, of the career brief of the social and healthcare worker that is based upon a very long training course (1000 hours, generally, equivalent to 12 months of professional training) and often inappropriate considering the real formative needs of those who operate in elderly assistance. On the other side, there is a property of competences deriving from the job experience that has to be valorised through its validation and the recognition of the capability to answer the needs of assistance and care more and more</p>
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	<p>complex.</p> <p>Main aims of the project</p> <p>Care Talents project has been aimed at transferring to the Italian context the official recognition and validation of competence system acquired while working by the operators taking care of elderly and disabled people already in use in France (the so called VAE Validation des Acquis de l'Expérience).</p> <p>The project has pursued the following main aims:</p> <ul style="list-style-type: none"> - deepening the knowledge of the widely structured and tested French model for the validation of competences acquired in non-formal and informal learning contexts; - evaluating its possible transfer to the Italian context after translating, adapting and structuring its tools such as - reference grids, procedures, testing and evaluation tests for the professional profile of live-in care giver; - analyzing the way the outcome of the official recognition could be used as valid educational unit for the training - pathways of Care Giver and Assistant Nurse (OSS) - testing the model in Italy - checking the conditions for the transfer to Bulgaria of both model and tools.
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<p>Main activities / methodology / tools</p>	<ul style="list-style-type: none"> - Analysis on the professional profile and procedures for validation of competences, acquired as a result of professional experience, according to the VAE system (<i>Validation des Acquis de l'Expérience</i>) for the professions "in-home caregiver" and "auxiliary nurse" in France; - Analysis of the political and legislative context connected to the introduction of a system for validation of competences in Italy and in particular for the professions in the social sector. - A Model and tools for validation of competences, acquired as a result of the professional experience, as a home assistant ("<i>badante</i>"), based on specifically developed methodology and professional profile for the context of Italy - Analysis on the possibilities for implementation in Bulgaria of the model for validation of competences, acquired as a result of professional experience in the social sector, developed in Italy in the frames of the project "Care Talents". <p style="text-align: center;">THE MODEL FOR VALIDATION OF COMPETENCES, DEVELOPED WITHIN THE PROJECT "CARE TALENTS"</p> <p>The model and associated tools for the validation of competences acquired as a result of professional experience in the profession "<i>badante</i>" has been based on detailed study and analysis of the professional profile for "<i>auxiliaire de vie</i>" in France, the related procedures for the recognition of competences for qualifying as "<i>auxiliaire de vie</i>", and a study of the state of Italian law for the recognition of competences acquired in the work experience or training.</p> <p>Peculiarities of the Italian context are connected, on the one hand, with the national legislation and, on the other hand, with the specifics of the sectors related to private provision of social services: existing language barriers that most workers in this sector must overcome (because they are not Italians) and the informality of this labour market, which makes it difficult to prove work experience, and accordingly to acquire competence.</p> <p>Based on the professional profile of an "auxiliaire de vie" and with the collaboration of experts in care provision for older people, a professional profile for the profession "badante" has been developed which identifies specific competences for this profession. Exercises and tests, designed to verify these competences and a guide for the use of the model have also been developed.</p> <p>While working on building of a model for recognition of competences, the Italian partners identify several major problems:</p> <ul style="list-style-type: none"> - Lack of national legislation and practical experience in validation
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procedures, models and actors. Currently, only the regions Emilia Romagna and Tuscany have laws and structural documents, which are about to be implemented in practice;

- Lack of consolidated, consistent, shared, and subdivided into a comprehensive structure outline of the role of the worker providing family care;
- Lack of an established system based on required competences;
- Lack of shared and validated set of operating procedures, techniques and organizational characteristics associated with the provision of family care. What exists is taken mainly from the services for provision of home care in the public sector, which dominates. This is often understood as shared, but especially social support.
- Those who should be involved in the process of validation are mainly immigrants with poor language skills or Italians with low educational level. Both factors make the descriptive process, forming part of the information in the dossier for application for recognition, rather difficult.
- As a result of undeclared and invisible work, documentation of work skills, experience and presentation for approval to the public in an unbiased manner, is difficult.
- The definite and clear presence of various required competencies (behavioural, organizational and management) makes it even more complicated to record them, as they were not certified by a third party for a long time.

The developed model for validation of competences within the project "Care Talents" has been characterised with several main aspects:

- Preliminary assessment of the competences actually possessed, made by standardized tests, exercises and questions with several optional answers;
- Assistance during the process / procedure for validation of competences, leading to the development of new working practices, in order to enhance the experience;
- Targeted interventions through: a comprehensive training, practical skills and laboratory tests for competences that reveal the lack of preparedness in all areas documenting the entire process by printing and verifying the authenticity of documents for verification evaluation (done by the assistant trainer).

The next part of the experiment is to complete the exercises, demonstrating the existence of specific skills acquired during the professional practice.

The third part is devoted to different cases, and in order to record the behavioural relations of participants to the validation process, by means of a system of writing and reading, are developed situations with different possible solutions, from which must be selected one. As a result of the experimentation several key findings have been made. Overall, the form for recognition of competences, adopted in this experiment, is workable and effective. Validated method, based on exercises included in the tests, practical tasks and sample cases, have to be adapted to the recognition of the competence of care providers for several reasons.

Characteristics of the work are not standardized, since the overall competences are an expression of the relationship of private employment relationship between the family and the person providing care and not part of the services provided by the agency. Moreover, there are elements of a strict differentiation of the various tasks performed by the care provider, depending on the actual situation. In addition the various conditions and family relationships also influence the work. Therefore, the approach based entirely on structured tests should be improved in the direction of reflection of the acquired real level of experience, rather than its use as a measure only of written evidence for the presence of work experience. The main product, produced by the Italian partner, is a guide for those in the field of providing care. It describes the system for recognition of professional competences acquired through work experience in Italy and consists of several parts.

The introduction describes the main problems of the sector for care provision in Italy, which are mainly related to lack of national profile for a

	<p>home assistant, the lack of a set of operating procedures for the provision of home care, lack of national legislation governing procedures for the recognition of professional experience, filling positions in the sector, mainly by migrants and the consequent difficulties (lack of knowledge of the language, illegal work, failure to demonstrate professional experience). The next part of the product is dedicated to the cognitive domains associated with the necessary competencies. These areas are the professional and technical knowledge, practical skills and knowledge and behaviour related to human relations. In the following part are presented the criteria for evaluation. For each of the cognitive domains are provided different ways of assessing competence. For technical knowledge is provided the use of tests with the opportunity to select from several responses. Practical skills are assessed through a standardized written test that must include several components. Behavioural competencies are divided into five main groups and their evaluation is related to the use of special means of identification and testing them. The product contains several annexes. The first one includes example tests, assessing competence of candidates for the recognition of professional experience. These competencies are linked with knowledge of the various procedures in the care for the elderly - care about hygiene, nutrition, health care, maintenance of hygienic conditions in the residential, premises of the network, knowledge to provide care at the regional level, knowledge of the law. The second annex contains exercises for improving the above listed competences. The third annex is devoted to case studies and possible behavioural effects of care providers in different situations.</p> <p>Source: <i>"Care Talents" Synthesis of the Project Reports Edited by Licia Boccaletti Consorzio Anziani e Non Solo</i></p> <p><i>"Care Talents": Report of the pilot experimentation – Edited by Licia Boccaletti and Stefano Garuti</i> www.caretalents.it</p>
<p>Target group</p>	<p>The model has been tested in Italy from September to December 2008.</p> <p>The testing phase has been conducted in 6 different Italian territorial contexts (the main town, 2 medium-sized cities; 2 small municipalities; zone, set up by six micro municipalities) and in 2 large areas Centre-north and South. Participants in the test phase have been women - volunteers working in the sector of care provision - 57% foreigners (from Eastern Europe and Northern Africa) and 43% Italians. Apart from the persons with specialized work experience, the study also has included women who do not have any, but perhaps, with a view to the age group to which they belong, have acquired an informal and unpaid experience gained during the care for a family member.</p> <p>Participants in the experiment have been the following age groups: under 30 years - 9%, from 30 to 45 years - 57%, from 45 to 55 years - 23%, over 55 - 11%</p>
<p>Source of funding and resources used</p>	<p>Lifelong Learning Programme 2007-2013 – Leonardo da Vinci Multilateral Projects Transfer of Innovation</p>

Annex B - Case-study IT

Project "ARGO – ACCREDITARE LE COMPETENZE NON FORMALI ED INFORMALI A GARANZIA DELL'OCCUPABILITA'"

General information

Partner:	Fondazione Giacomo Rumor – Centro Produttività Veneto
Country:	Italy
Date of interview:	N.A.

Information on the organisation

Name of the organisation:	Fondazione Giacomo Rumor (Project Coordinator)
Address:	Via E. Montale, 27 36100 Vicenza – ITALY
Phone:	+39 (0)444 994700
E-mail: Web-site:	bressan@cpv.org
Classification:	<input type="checkbox"/> Local or public authority <input checked="" type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	N.A.
Function:	N.A.

Information on the model/practice/devise

Description	<p>Regional Project "ARGO – ACCREDITARE LE COMPETENZE NON FORMALI ED INFORMALI A GARANZIA DELL'OCCUPABILITA'"</p> <p><u>Background context</u></p> <p>The project has been submitted in the framework of the European Social Fund Regional Call for Proposals (Regione Veneto – Direzione Lavoro) Operational Programme 2007-2013 Regional Competitiveness and Employment Objective – Human Capital.</p> <p>The Call for Proposals has been aimed at promoting experimental interventions for the identification of processes and tools useful for setting-up a regional system of competences' recognition and certification. More specifically, the objective of the Call has concerned the definition and description of learning outcomes at the end of formal training pathways as well as the assessment, recognition, validation and certification of knowledge, skills and competences acquired in informal and non formal learning contexts.</p> <p>Project has been submitted by Fondazione Giacomo Rumor Centro Produttività Veneto as Leading Organisation in partnership with schools and VET providers operating in three specific sectors i.e. food processing, wine-growing and producing and entertainment and sharing the fact that careers development mostly follow non-formal and informal learning.</p> <p><u>Overall objective:</u></p> <p>The project aims to develop strategies to promote and support the recognition of non formal and informal learning through the analysis and application of accreditation intended as recognition and validation of competences acquired in various fields, particularly in the areas of:</p>
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insurance, wine/agriculture, entertainment. The recognition of skills acquired and valued within a specific working context is functional to the admission to formal pathways such as upper-secondary technical and vocational school (evening courses) and IFTS (Higher Technical Education and Training).

The elaboration and development of the accreditation model takes into account a dual perspective:

- a) institutional through the analysis of Italian (adult education, IFTS) and European experiences (France, Romania, UK or NL);
- b) personal experiences related to individuals in the three sectors to be represented in a "life stories" movie.

Methodological approach for the development of learning outcomes

The adopted methodology has been aimed at:

- exploring methodological and operational aspects and questions related to the acquisition of competences in non-formal and informal learning contexts;
- institutionalizing procedures for the implementation of accreditation;
- defining the specificity and functionality of professional profiles able to support the process of recognition of competences;
- combining the individual and institutional dimension within the accreditation process.

Main outputs:

- Common model for the recognition of competences acquired in formal and informal contexts taking into account differences between sectors and developed in two complementary directions:
 - individual as related to personal experience to be valued both to ensure the employability over time and a successful accreditation process;
 - institutional as related to procedures formally and non-formally recognized (education and training and workplace)
- 3 audio-video movies, one for each sector outlining the behaviours of:
 - the accrediting institution in the key phases of the organizational process;
 - the final beneficiary reporting impressions about the procedure, the motivations and expectations during the different stages of the accreditation process.

The model

The model has been elaborated after a detailed study and analysis of both the French and Romanian models for the recognition and validation of competences acquired in non-formal and informal learning contexts.

The proposed model envisages a well-structured process articulated in six different phases.

1. Starting the process: Reception - Guidance - Guidance Support:

- information for guidance on the possibility of assessment and accreditation of competences acquired in non-formal and informal learning contexts;
- identification of occupational profiles of interest and of potentially creditable competences
- compiling a personal portfolio – CV complete with evidences documenting the experiences acquired in informal and formal learning contexts.

2. Self-assessment

Prior to the assessment, the beneficiary self-assesses his/her critical competences identified using the assessment dossier.

This activity allows the beneficiary a greater awareness of the key skills of the specific qualification and, therefore, a more efficient guidance and involvement in the process undertaken.

The first two phases include a vocational guidance service, which

	<p>helps the beneficiary to decide whether to continue the assessment process and in what terms.</p> <p>3. Ist level assessment For containing assessment costs, a first level assessment can be foreseen providing a set of oral and written tests (e.g. interview, questions, checklists, simulations on paper). If this assessment phase detects a minimum possess of the required competences, the beneficiary can access the second level of assessment.</p> <p>4. IInd level assessment of second level The second level assessment foresees one or more simulated practical tests with an assessment commission composed by experts in the specific occupational profiles and in competences assessment</p> <p>5. Interview for competences analysis and collection/analysis of documentary evidences In-depth interview with an expert of competences analysis supported by a technical expert with a reconstruction of professional experiences, insight into the discrepancies between self-assessment and assessment from the evidences and acquisition of more information also from the documentary evidences.</p> <p>6. Result of evaluation At the end of the assessment, the outcome is summarized in a file detecting both any critical areas with the proposal of a plan of action or the competences being assessed.</p> <p>7. Restitution The outcome of the assessment is presented to the beneficiary in an interview that allows the presentation of results and the formulation of an individual action plan with vocational guidance advices and recommendations.</p>
Stages of development (Start/End date)	12 months (January 2010 - September 2011)
Target group	Adult education and Higher Technical Education and Training students; Employees and job-seekers.

THE NETHERLANDS

Annex B - Case-study summary - NL

General information

Partner:	KCH
Country:	Netherlands
Date of interview:	-

Information on the organisation

Name of the organisation:	N.A.
Address:	N.A.
Phone:	N.A.
E-mail: Web-site:	www.kenniscentrumevc.nl
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input checked="" type="checkbox"/> Other:
Name of the interviewee:	N.A.
Function:	N.A.

Information on the model/practice/devise

Description (short summary)	<p>The CASE: <i>Philips is acclaimed by its progressive strategy of training and development of their employees. The first experiment with the accreditation of prior learning were not successful, but they didn't give up. Their current project on training and development 'certification of craftsmanship', is the biggest in its history and aims to bring the level of their practically experienced employees to basic qualification level. APL is one of the instruments used in this process. More than 2000 employees have attained their diploma, others are in the process or ready to start soon. For most of them it is the first diploma in their lives, and a very important one, increasing their employability significantly. Despite the first negative experiences with APL, human resource managers continued to use the instrument APL and gained the experience how to do it in an optimal way. Nowadays, Philips doesn't buy all elements of the APL-procedure from a provider, but it is involved very actively itself to gain expertise. Furthermore, the APL provider is required to offer a tailor-made training programme with a precise indication of duration. With these conditions, APL in combination with learning- and working programmes proved to be very successful for the individual employees.</i></p> <p>Accreditation of prior learning (APL) is the common name given to the process of recognising and accreditation the competences an individual has gained through formal, informal or non-formal learning in various settings. This implies that professional competences acquired by learning on the job, in a home setting or in voluntary work are in principle comparable to those acquired in formal learning situations. Accreditation means awarding certificates or diplomas on the basis of a generally recognised standard, such as the qualification structure for vocational education. Obviously, there are also other standards relating to</p>
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	<p>the labour market which employers and employees regard as relevant. External legitimacy is the key requirement for accreditation.</p> <div data-bbox="724 248 1289 658" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">APL – the basic idea</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Competences of the individual (knowledge, skills, attitude) Career objectives</p> </div> <div style="font-size: 2em;">↔</div> <div style="text-align: center;"> <p>Demands of the qualification or the course (national qualification structure or sector qualification)</p> </div> </div>  </div>
<p>Stages of development (Start/End date)</p>	<p>The history of APL in the Netherlands starts in the nineties. At that time Dutch government and social partners came to the insight that employees could no longer count on life time employment with one employer. Career steps became normal and national stakeholders thought of defining life time employment no longer in terms of job security, but in terms of work security. In these discussions the idea of recognition of prior qualifications (EVK) was born. A few number of industries made a successful start with this instrument. In 2000, Dutch government, together with social partners, decided to stimulate the broader concept of accreditation of prior learning (APL).</p> <p>Government stimulated APL but made no regulations. It was expected that the market itself would find out about the best way to develop, implement and use APL. This policy, called 'let a thousand flowers bloom', generated a lot of experience as well in educational institutes as in sectors of industry. Recently, larger organizations in the Netherlands have found out about APL. It appears that APL is earning its place in the areas of HRM and reintegration processes. APL gives support to increase the chances and broaden the options of both employers and employees (both job-holders and job-seekers) on the labour market. APL helps people to connect working and learning in new ways.</p> <p>Since 2005 the broad experiences have led to regulation of APL, especially regulation of the transparency of results and the quality of procedures. At this moment APL is a broad stimulated instrument in HRM and Labour market services. A national infrastructure is build and on stream for a year now. There are a lot of lessons learned, but the result is that APL grows to a steady and permanent instrument to make a bridge between education and labour market.</p>
<p>Country/Region/City</p>	<p>The Netherlands</p>
<p>Main activities / methodology / tools</p>	<p>APL is an instrument to make the potential of the individual development visible and to improve the human capital management in companies. This vision laid the foundations for the way the accreditation of prior learning nowadays is seen in various contexts:</p> <ul style="list-style-type: none"> • to increase the employability of individuals and employees; • to get more insight in employees' capacities to create an optimal match with function profiles, as used in competence management or human resource management in companies; • to accredit prior experience and shorten the duration of continuing training programmes to attain nationally recognised qualifications; • to increase the chances of (potentially) unemployed on the labour market. <p>In these situations, the most important result is the increased employability gained by accrediting acquired competences and the focus on ways for further development of these competences. APL experiments in companies show that employees are better motivated, the team spirit is better and</p>

employees feel themselves valued for their knowledge and experience. From individual perspective, all citizens are encouraged to keep learning and make full use of their potential. National government, branch organisations, companies or re-integration organisations promote to keep competences up to date and have them accredited from time to time to ensure a better work security. Two years ago there was a shortage on the labour market and APL was used to find employees. At the moment APL is used to make the competences visible of the people who are threatened by resignation. The first results show that APL supports finding a new job.

The framework is among others inspired by the 'Common European Principles for the Validation of Non-formal and Informal learning' (European Commission, 2004) and can be used to assess procedures, create more transparency and set a minimum standard for APL procedures.

In November 2006, a covenant was signed by all parties involved. These parties agreed on the following arrangements:

- The use of the code is voluntary, but the signing parties are dedicating themselves to promote the use of APL. Making its use mandatory would detract from the motivation to work with the APL code.
- Everyone who starts with an APL procedure agrees on the reasons for doing so. APL is not a standard process but an individualized series of arrangements customised to the goal and use of APL. Custom work is the standard.
- Every APL procedure ends with an APL report. This report states that the individual has documentation of the competences he possesses. This makes APL something independent of the educational provider.
- Accredited APL providers are listed in a directory.
- The competences of the people supervising these procedures and performing the assessments are documented. Only professionals can be supervisors or assessors.
- The quality of APL procedures is always being improved, both at the level of the providers of APL and at the level of the code itself.

The quality code for APL itself aims to achieve more transparency and comparability and make APL more accessible. It contains the following items:

- The goal of APL is to define, evaluate and accredit individual competences.
- APL primarily answers to the need of the individual. Entitlements and arrangements are clearly defined and guaranteed.
- Procedures and instruments are reliable and based on solid standards.
- Assessors and supervisors are competent, impartial and independent.
- The quality of the APL procedure is guaranteed and is being improved on an ongoing basis.

The APL procedure

Working method to assess APL procedures

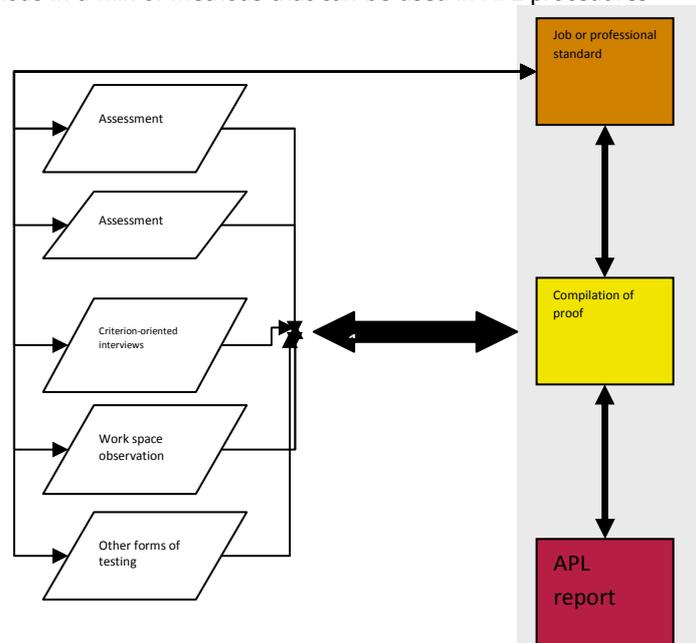
An APL procedure in the Netherlands always contains the same steps:

1. Information and advice for the candidate, the employer or other organisation, etc.
2. Intake of the individual and making individual arrangements. The candidate makes the decision to start the APL procedure or not.
3. Recognition of competences: portfolio (supported by the coach)
4. Validation of competences: assessment (by the assessors)
5. APL report : Description of results and accreditation (by the assessor)

The basic assumption is that the accreditation is made for the candidate with a suitable nationally recognised competency profile and is conducted properly and independently.

Questions are still raised on the comparability of assessments of informally

acquired competences (APL) and assessment in formal context (examination). Sometimes the examination forms can be used for APL, sometimes they can't. But the APL candidates always need an assessor who can judge the experience and skills separate of the educational process. E.g. a student at a technical school can learn to work with a machine of a different type than a APL candidate is used to work with. The examination can include the machine at school. The APL assessment can not require the candidate to work correct with that specific type of machine. The work of the supervisor and assessors is crucial in this light. Therefore, a lot of attention is paid to the competences of the independent supervisors and assessors, training and certification programmes for assessors and internal, regional or even sectoral attunement of assessment procedures. The quality of assessment is raised when the right mix of assessment methods is used taking into account the aim, the characteristics of the target group and the competences to be assessed. Usually, a mix of methods is used in APL procedures because every situation and every individual is different. The model below describes some examples of methods in a mix of methods that can be used in APL procedures



Target group	Un- or low qualified employees
Number of beneficiaries	N.A.
Key public/private actors involved	Ministry of education, companies.
Relevance (significance for the target group)	High relevance; the experience of migrants is often hard to value. By using APL, the experience can be made visible and be qualified.
Effectiveness (impact of the model/practice/devise)	A year after the signing of the covenant on the quality code for APL an evaluation has been undertaken by the Knowledge Centre APL under the auspices of an independent researcher (Sikkel, ed. 2007). Although this was maybe too early, some issues can be highlighted. The implementation of the quality code APL triggered APL providers to start new procedures, evaluate existing procedures, train and certify its assessors and supervisors and promote the use of APL among a bigger audience than before. Up to now, the quality code has not attributed greatly to the comparability, transparency and accessibility of APL procedures in the Netherlands. To come to these aims, the exchange and communication between APL providers needs to be enhanced, and the acceptance of results of other providers needs to grow considerably. As said before the APL report and comparability of assessment procedures is seen as a key in this acceptance. The quality code defines the reference framework to which all providers should connect. It sets the standard for some of the elements of APL

	procedures such as products, methodologies and professional competences, but the quality between organisations and the quality of the whole process still need to be addressed.
Efficiency (ratio of impact to cost)	The effort of the covenant to create more unity in the quality of APL has also found its way to the finance mechanisms and subsidy schemes. National government has implemented a tax scheme to support the financing of an APL procedure if it is provided by an accredited APL provider. Companies get a reduction on their taxes of 300 euro per person per year. Individuals who pay the procedure themselves, can deduct the total costs from their income tax. In collective labour agreements, paragraphs on personal development sometimes include APL as one of the possible instruments to be used and refunded. Some sectoral training and development funds ¹ have started promotion campaigns for APL offering subsidies for APL procedures.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
<p>After ten years of APL in the Netherlands, we have left some landmarks behind us on the road of implementation, but certainly there are still challenges lying ahead of us.</p> <p>Life long learning is getting more and more tangible, but the paradigm shift still needs to take place in many institutions and in many heads. It requires a culture shift in various ways:</p> <ul style="list-style-type: none"> • from thinking in terms of one education and training programme for all to thinking in tailor-made training programmes on demand of individuals; • from institutional perspective to individual perspective on learning throughout life; • from focus on the content of learning programmes as truth in itself, to putting the focus on professional performance and competences; • from thinking in terms of examination in formal settings to thinking in valuing learning in different contexts. <p>These desired cultural changes take time to be incorporated in strategic policies, activities at the work floor and individual minds of those working in education, guidance and human resources.</p> <p>We can see positive results in those environments where experiences with life long learning, personal development policy, employability and flexible programmes of (accrediting) learning and working have been gained over the past years. The challenge is to embed these results in the whole society and to pave the way for every individual to work on his own personal development and employability.</p>
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
Companies will see the status/qualification of the experience and value of their employees in their company.
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>
Adaption of APL by the government and by companies.
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>
<ul style="list-style-type: none"> - awareness of the APL-certification among companies is essential; companies must value the APL, otherwise it is worthless. - investment of time/costs by employee or company

Annex B - Case-study summary template

General information

Partner:	KCH
Country:	Netherlands
Date of interview:	10-2-2011

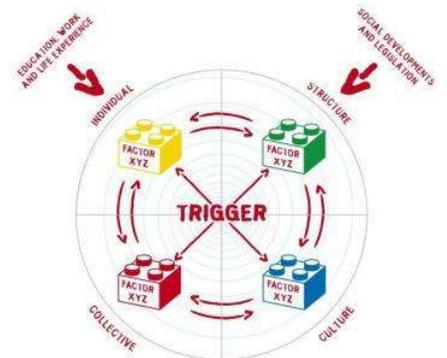
Information on the organisation

Name of the organisation:	Anonymous
Address:	Anonymous
Phone:	Anonymous
E-mail:	Anonymous
Web-site:	
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input checked="" type="checkbox"/> Other:
Name of the interviewee:	Anonymous
Function:	Personnel officer

Information on the model/practice/devise

Description (short summary)	<ul style="list-style-type: none"> - An organisation, specialised in forging parts out of aluminium and its alloys by means of extrusion, is struggling with the impact of rapid technological developments. As market leader, its mission is to supply high-quality products. To achieve this, it is necessary to stay ahead and therefore continuously build up expertise about the latest developments in the field. This requires a large amount of innovative strength, and therefore the company has a climate in which new ideas are very much appreciated. Any errors are considered to be the inevitable result of bold initiatives and are therefore treated as welcome learning experiences. In times of rapidly occurring technological developments, it is not always easy to come up with ideas. - The organisation encourages its employees to keep their creative juices flowing, for instance by using a suggestion box. It also holds special creative team meetings that further the exchange of knowledge and ideas. By bundling experience and knowledge, these exchanges often lead to new ideas. Consequently, the company manages to stay ahead of its competitors. - A glass manufacturing plant is dealing with low capacity utilization problems. It is therefore essential that new employees are familiarised with the tasks related to their position as fast as possible. To support them, the organisation has developed specially designed tasks that must be carried out during the introductory period. The nature of the activities within the plant requires the employees' utmost care and attention, as the glass manufacturing process needs to be executed carefully and accurately. During the introductory period of one of the employees the glass production process is interrupted, since the new employee has not understood the instructions properly. An incident occurs that temporarily halts the production process. It goes without saying that this is an extremely undesirable situation, and that the manufacturer suffers significant losses because of it. However, the managers also realise that they have learned a lot from this situation: they have gained knowledge and valuable experience that may help reduce the likelihood of the occurrence
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	<p>of a similar situation. The organisation recognises the informal learning moments that developed during the formal learning activity and decides to utilise these better. To ensure the entire organisation profits from the knowledge gained from the incident, the organisation decides to stimulate reflection. The tasks are expanded with research instructions and presentations. The various aspects of the tasks are investigated and analysed. The findings are then presented, thus sharing the knowledge that has been gained. As a result, there is more room for well-guided experimentation.</p> <p>Brewery XYZ has been serving the market for decades with its traditional beer brewing methods. The company's policies mainly focus on the production of beer and, although there is a strong element of collegiality amongst the employees, the organisation does not have a consultative culture. Mutual communication is mainly limited to <i>social talk</i> during which work-related subjects are rarely addressed. As a result of the technological developments dominating the current market, the brewery has invested a lot in modern state-of-the-art production equipment over the past few years. This equipment includes a new multi packer. Once the equipment was installed, the employees of the brewery were instructed in the use of the new equipment through a number of different training courses. After the instruction period, it turns out that the high-tech equipment is much more advanced than the employees thought initially. This regularly leads to problems on the work floor. Sometimes it seems the equipment <i>leads a life of its own</i>. On top of that, the features and quirks of the equipment are not all included in the instruction leaflet supplied with the equipment. Employees are not afraid to show their annoyance with the machine. However, after a while the manager realizes that something akin to a network is formed amongst the employees; a network that can be relied upon when the equipment is <i>misbehaving</i> once again. Slowly, each new feature and quirk of the equipment is discovered. And when a problem reoccurs, the employee who experienced the problem the first time and solved is asked for assistance. The supervisor decides to develop a form that each employee can fill in whenever he discovers a new feature or problem. The form consists of a number of short questions that help the employee describe a short instruction for that particular case. The instruction cards are stored in bundles, creating a "process diary" that gives employees the opportunity to share their experiences and knowledge.</p>
Stages of development (Start/End date)	2011
Country/Region/City	The Netherlands

Main activities / methodology / tools	<p>In this case-studies, they concluded that the factors hindering or encouraging informal learning can be subdivided into four categories: Individual, Collective, Culture, and Structure. Another element also proved to play a vital role in our case studies: the 'trigger'. The trigger is the condition that starts informal learning.</p>  <p>In the model, the workplace is displayed as a red circle, divided into four</p>
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	parts. The red arrows represent external influences, including new legislation or changes in an employee's personal life. One aspect of the case is 'trapped' inside every subarea. These aspects are a combination of actual events and one or more factors hindering or encouraging informal learning (Factor XYZ). The case is built by the four Lego bricks which are displayed as individual elements in the model. These elements overlap, or influence each other – see the arrows in the model. Each case has its own dynamics, the events and circumstances of each case take their own course. In the diagram, these dynamics are represented by the lines spiraling through the workplace. These dynamics start with the condition that 'triggers' informal learning.
Target group	Technical/production employees, target group for using the tool are the HR-managers.
Number of beneficiaries	N.A.
Relevance (significance for the target group)	The relevance for the target group is high because of the background of the involved employees, often migrants.
Effectiveness (impact of the model/practice/devise)	This model can be seen as an analytical framework to help structuring stories of informal learning. With this model, there can be focused on concrete tools. The trigger is the starting point of mapping the story. This model can be used to recognize and be aware of informal learning in the organisation.
Efficiency (ratio of impact to cost)	The model can be used for free, available at the website www.informeellereen.info
Sustainability (lasting impact and replicability)	This model is a general model and can be used in all sort of work environments and –situations.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
<ul style="list-style-type: none"> - Awareness of informal learning in companies - Utilize informal learning on organisation level - Facilitating informal learning in companies
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
Companies will see the status of informal learning in their company and see on which component they can improve the facilitations around informal learning.
<i>What resource and operational implications are there in the adoption and integration of this model/practice/devise?</i>
<p>Quickscan</p> <p>The Quickscan can help you to assess the extent of the current informal learning activity within your organisation. It is a straightforward questionnaire divided into four areas of informal learning: Individual, Collective, Culture and Structure. These are the areas where intervention and development could be undertaken. After the test, you will be given specific results and links to tools that are designed to help you visualise and enhance the unexploited opportunity of informal learning, which occurs every day in your workplace.</p> <p>The simple scan can help answer the following question for your workplace: Is informal learning taking place, and is the workplace set up to accommodate it? In addition to gaining more insight into the informal learning activities in your organisation you will also become more attuned to them.</p> <p>What are the possible benefits of this tool in the context of informal learning for your organisation?</p> <ul style="list-style-type: none"> ▪ Greater insight into and greater recognition of informal learning activities within your organisation. ▪ Measurement and diagnosis of current levels of informal learning, and help in attuning your organisation to informal learning activities. <p>What are concrete results of the tools?</p> <ul style="list-style-type: none"> ▪ Greater insight into informal learning within your organisation in general ▪ Support and instructions for making informal learning an ally ▪ Outcomes based on the specific conditions of your organisation ▪ Guidance on how to develop informal learning <p>Who are the target group for using the tool?</p>

- HR managers

What's in the tool

- A straightforward questionnaire divided into four areas of informal learning: [Individual](#), [Collective](#), [Culture](#) and [Structure](#)
- Guide how to link the results of the Quickscan with future interventions, using the tools that have been gathered, structured and placed on the website

What are suggestions for using the tool for informal learning activities?

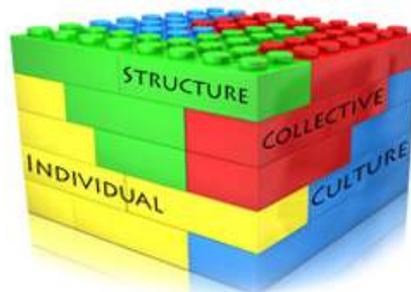
- Answer the questions in the questionnaire on a scale from "not true" to "true".
- Let the tool automatically calculate your informal learning "rates" after completing the questionnaire
- Look at the (individual) results and click on the links to one (or more) of the four areas that you want to develop based on the Quickscan. You'll find [practical tools](#) on the website.

What are tips and tricks when using the tool for informal learning activities?

- To optimise output it is best to bear the following in mind:
- Be honest and realistic: a right first step will affect future actions and make the difference
- The more informed you are about informal learning, the more easily you will discover how to implement it in your organisational environment.

What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?

The cube on the PILIP homepage serves to help you visualise your organisation.



In order to understand informal learning, you need to keep four areas in mind: Structure, Culture, Individual and Collective. These four areas are connected in your organisation just like they are in the cube. Furthermore, they are not entirely separate from one another; in fact, they overlap at various points. There is an overlap between culture and structure, culture and collective, individual and culture, culture and collective, individual and culture, and individual and collective. The cube appears very complex given the interrelationship and interconnection.

The building blocks can be used to build different types of cubes (or entities), from extremely simple to highly complex constructions. An organisation is a work in progress, but of course the idea is to arrive at a coherent whole. Work must be done in your organisation, too, specifically on informal learning. It goes without saying that the result will be different for each organisation.

What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?

- The question if it is possible to define collective learning? Does it exist?

Annex B - Case-study summary template

General information

Partner:	KCH
Country:	Netherlands
Date of interview:	01-02-2011

Information on the organisation

Name of the organisation:	TU
Address:	-
Phone:	-
E-mail:	-
Web-site:	-
Main activities:	<p>The Technical Union is a wholesaler of technical installation materials. It employs some 2000 employees spread across 36 locations, 2 distribution centers, transfer points 22 and the central office in Amstelveen.</p> <pre> graph TD Directie[Directie] --> Commercie[Commercie] Directie --> Diensten[Diensten] Commercie --> Productinformatie[Productinformatie & eBusiness] Commercie --> Marketing[Marketing] Commercie --> Inkoop[Inkoop] Diensten --> Pensioen[Pensioen bureau] Diensten --> Controlling[Controlling & Financiën] Diensten --> Logistiek[Logistiek] Productinformatie --> Personeel[Personeel & Organisatie] Marketing --> Verkoop[Verkoop] </pre> <p>The logistics department is responsible for logistics and is an important part the primary process. Here, the 26 distribution centers and transshipment points below. Using data distribution and computers take the orders directly into treatment. The delivery to the transfer points is through night transportation from the distribution centers. Same day care staff of the transfer point for delivery to customers and sales offices. In describing this best practice is the practice of the logistics center. In describing this best practice is the practice of the logistics the center.</p>
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input checked="" type="checkbox"/> Other:
Name of the interviewee:	Mr. Dekkers
Function:	Head of the department training & development TU

Information on the model/practice/devise

Description (short summary)	<p>The TU is a wholesale in technical and installation materials. It is important for employees they have knowledge of the organisation, systems and the way of working. Applying this knowledge is even more important. The TU did find a method for an induction of new employees that works very well. A new employee is linked to an experienced employee to make the new employee familiar with the whole working process. They call it the 'mentor principle' This is a way of informal learning where the company create optimal conditions to stimulate informal learning (as equivalent relations, 'safe' work circumstances'.</p>
Stages of development (Start/End date)	2009-2011
Country/Region/City	Netherlands

Main activities / methodology / tools	<p>The TU wants to be seen as the best wholesale in technical installation materials. This can only be reach by professional employees. They need specialist knowledge of the organization, systems and way of working. Knowledge is one thing, applying another thing. Training and instruction have to realize this. For an appropriate induction, the TU uses the "mentoring principle". Every new employee at the TU is assigned at a experienced employee.</p> <p>A new employee is introduced to his manager. The next step is the introduction to the experienced colleague who will make him, step by step, familiar with his duties. In that way is the new employee quickly able to make him familiar with the most occurring events at the workplace.</p>
Target group	New employees, production employees
Number of beneficiaries	All new employees in the TU
Relevance (significance for the target group)	New production employees (mostly poorly educated). The employees, we've spoken were migrants.
Effectiveness (impact of the model/practice/devise)	<p>Informal learning occurs at the TU through individual work supervision. In this case is the learning facilitated by changes of work in the organization. There is no blueprint of a training program. The structure of the training (the induction) is determined by the work as they arise at the workplace. New employees learn as a result of the interaction with the experienced employee and as a result of the daily routine on the work floor. The introduction of new employees is a way of learning where spontaneous and socializing learning processes accompanied by more explicit and organised learning processes.</p> <p>The TU thinks that the advantage of a good introduction is that the employee can bring faster return on investment, it is less likely that the employee will quit in the first couple of months and the probability of binding through the organization is bigger. For the employee is a good introductory period important because he knows where he stands.</p>
Efficiency (ratio of impact to cost)	Because there is no formal training program, the costs are low and the outcomes seems to be very effective.
Sustainability (lasting impact and replicability)	It is a very sustainable way of informal learning, unless it is ensured that the conditions and the culture in the company continue to allow informal learning as it is now; with a safe workplace and equivalent relationships on the workforce.

Other topics to be further investigated during the interviews

<p><i>What barriers or problems is this model/practice/devise designed to overcome?</i></p> <p>The tasks of the employees of the TU are tasks that can be done through a fixed procedure. Some of the tasks are risky. The tasks performance is not always at the same time but it is always through the same fixed procedure. The tasks have time constrains.</p> <p>Because the orders have to be fixed in one day, TU works with shifts. Because of the tasks and the conditions of working at TU, there can be concluded that the workplace the most suitable place is for a training situation. The workplace offers enough training situation for learning on the workplace. It is important that the most experienced employee is the one who</p>
<p><i>What resource and operational implications are there in the adoption and integration of this model/practice/devise?</i></p> <p>The TU uses the TU-passport to secure the uniformity. This is a short manual that contains information and guidelines for standard activities within the work of the new employee.</p> <p>The experience employee shows how to do it and explains the process. The new employee imitates, exercises and receives instructions and guidance from him. In the TU-passport will be eliminate in the passport which of the tasks are already done by the new employee. During evaluation conversations, is the passport a guideline. After the induction period, the passport is a reference for the new employee. So it is used as a checklist and as an source of information.</p>
<p><i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i></p> <p>It is important that there is a safe atmosphere at the workplace, so the new employee feels safe to make mistakes,</p>

to learn optimal. It is important that the relationship between the new employee and his mentor are in a good relation with each other. It is also important there is a sort of passion for the job by the experienced employee, otherwise the it is a vice versa learning process.

What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?

A problem that is been seen in this case is the fact that the experienced employee places himself higher in the hierarchy because he is appointed as the mentor of the new employee. This is not beneficial for the learning process of the new employee. Therefore a culture change in the company had to find place in the company.



POLAND

Annex B - Case-study summary - PL

General information

Partner:	ZDZ in Kielce
Country:	Poland/Region: Świętokrzyskie Voivodeship
Date of interview:	

Information on the organisation

Name of the organisation:	ZDZ in Kielce
Address:	uL. Paderewskiego 55 , 25-950 Kielce
Phone:	48 41 3664971
E-mail:	zdz@zdz.kielce.pl
Web-site:	www.zdz.kielce.pl
Main activities:	<p>Courses</p>  <p>Taking courses and seminars is the fastest and most effective way to expand your knowledge or acquire new vocational skills. That is why ZDZ offers a wide range of training courses which are a great way to upgrade one's skills, retrain, obtain vocational qualifications or get professional titles and qualifications which are vital in today's job market.</p> <p>The teaching and training staff ensure that education gained through ZDZ is of the highest quality. All the courses are conducted exclusively by highly qualified teachers who, at the same time, are experienced professionals with all the necessary qualifications. The teaching staff database includes over 1500 teachers.</p> <p>The courses and seminars programmes are based on the most up-to-date modular curricula compliant with the changing legal regulations and employer requirements. There is more than 450 training programmes in various professional profiles and specializations in ZDZ's curriculum bank.</p>
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other: ... non-profit organisation
Name of the interviewee:	1.Edyta Kraska 2.Marcin Boruń
Function:	1.Deputy Project Manager "Continuing Education as a career path to Europe" 2.Manager-Match

Information on the model/practice/devise

Description (short summary)	The project entitled "Continuing Education as a career path to Europe" aimed to implement two out of four directions of future development
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	defined by the Lisbon Strategy- innovation and social cohesion. Constantly improving the training offer of the Vocational Education Centre in Kielce, Chairman of the Board significantly increases the quality of services in the regional labour market, especially for those in the single market and for foreign investors.
Stages of development (Start/End date)	The Project started on 02/10/2006 and ended on 31/03/2008
Country/Region/City	The Project was carried out by 17 ZDZ education units in Świętokrzyskie Voivodeship

Main activities / methodology / tools	The learning process was aided with modern educational means including specialised multimedia devices such as: SMART BOARDS, multimedia projectors, visualisers, etc.
Source of funding and resources used	75% of the training costs were financed by the European Social Fund and the remaining 25 % came from the State budget thanks to which the participants could avail of the courses free of charge.
Target group	The Project was addressed to working adults from Świętokrzyskie Voivodeship who wanted to improve their professional competences after hours and at weekends. In pursuance of the EU horizontal policies it aimed at fulfilling educational needs regardless of the individual's gender, family conditions, residence, education or social and economic status.
Number of beneficiaries	1195 women and 1033 men took part in the training courses. The overall number was 2228 participants who availed of different courses during 25 000 hours of classes.
Key public/private actors involved	1. The Integrated Operational Programme for Regional Development 2. European Social Fund 3. Voivodeship Labour Office in Kielce
Relevance (significance for the target group)	In total, over the course of more than 25 000 hours of classes, 2228 people from the Świętokrzyskie region gained formal qualifications and professional certification in the field of welding, transport, foreign languages, education and computer science confirmed by the European Welding Certificate, European Language Certificate and both national and international qualifications.
Effectiveness (impact of the model/practice/devise)	Owing to an ongoing monitoring process of the expenditures as well as the generated savings the number of courses was raised from 170 to 177, which caused a change in the initially envisaged numbers: - the number of beneficiaries was higher by 13 - the number of people who completed the courses was higher by 57
Efficiency (ratio of impact to cost)	ZDZ is a non-profit organization, all the proceeds are allocated for the statutory objectives of the Association.
Sustainability (lasting impact and replicability)	The popularity of the courses co-financed by the EU and the State budget meant that even after all the courses finished a lot of people were still contacting ZDZ inquiring about further educational projects addressed to working adults.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
The obstacles that adults face when trying to gain knowledge and improve their professional qualifications significantly limits the availability of lifelong learning. The main factors hindering the process of updating one's education are: <ul style="list-style-type: none"> - lack of diversity of forms and methods of training - difficulties in adjusting the training courses to the employees' needs - poor infrastructure with regard to lifelong learning - lack of reliable information about the educational offer for working adults - the often low economic status of working adults
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
The main aim of the project was to increase professional mobility of the people from Świętokrzyskie Voivodeship by

raising their skills and vocational qualifications in order to enable them to respond to the needs of the regional labour market in a more effective way.

What resource and operational implications are there in the adoption and integration of this model/practice/devise?

The diverse training offer that was created was based on the results of the analysis of the long-term development prospects of the local labour market. It responded to the needs of both employers and employees. The choice of the courses was also determined by the economic changes which result in the growing need for highly qualified specialists in various fields of the economy. The vital tools needed are:

1. promotion
2. recruitment
3. monitoring
4. evaluation

Acquisition of highly qualified staff to implement the project, establishment of relevant examination boards and participation of certification institutes.

What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?

1. The employer's need to have qualified staff
2. The development of information society with knowledge of the application of the modern ICT tools.

What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?

Limitations:

- geographical. The access to the training centres is often difficult as they are mainly located in larger cities
- financial. The training costs are too high (especially those for the unemployed)
- inadequate advice from Labour Offices
- lack of detailed information about the Institutions conducting the courses

Annex B - Case-study summary

General information

Partner:	Zakład Doskonalenia Zawodowego w Kielcach
Country:	Poland/Region-Województwo Świętokrzyskie
Date of interview:	17.02.2011

Information on the organisation

Name of the organisation:	ZDZ w Kielcach
Address:	ul. Paderewskiego 55, 25-950 Kielce
Phone:	0048 41 366 47 91
E-mail:	zdz@zdz.kielce.pl
Web-site:	www.zdz.kielce.pl
Main activities:	<div data-bbox="587 667 938 918"></div> <p>Experience and renownThe Vocational Education Centre (ZDZ) in Kielce is a leading vocational training institution in the Świętokrzyskie Province. The aim of our activity is to increase the professional competence of the inhabitants of the region. ZDZ is an important link of the permanent education system and the provider of lifelong learning.</p> <p>Our institution offers a wide variety of technical courses, schools for youth and adults as well as very popular trainings, co-financed by the European Union and the State budget. Each year thousands of people participate in courses organised by ZDZ, and over 6,000 students learn in our schools. Overall, during 60 years of its activity, the Vocational Education Centre in Kielce trained nearly 1 million of inhabitants of the region, and almost 30,000 students have graduated from ZDZ schools. These numbers make ZDZ a leader of non-public educational institutions, not only in the scale of the province but in Poland.</p> <p>The increasing number of students for various training courses and schools every year is the proof of confidence in the quality of services offered by ZDZ. It also shows the enormous importance of ZDZ in the sphere of human resource development in the Świętokrzyskie Region.</p> <p>Courses</p> <div data-bbox="600 1377 938 1624"></div> <p>At present the fastest way of acquiring new vocational skills or extension of the acquired education and training is by taking courses. ZDZ constantly modernizes its offer in order to fulfil the educational needs of the inhabitants of the region in the best possible way and to enable them to gain an attractive occupation.</p> <p>At present ZDZ offers training courses which include Labour Safety and Hygiene, Construction, Economics and Administration, Power Engineering, Catering and Food Processing, Trade and Services, Information Technology, Foreign Language Instruction, Machine and Equipment Operation and Maintenance, Pedagogy, Transport, Agriculture, Forestry and Gardening.</p> <p>The Vocational Education Centre (ZDZ) in Kielce has obtained a number of certificates of quality awarded by the State offices and institutions. Thanks to them we can organise specialist courses, including: welding technology, transportation in tanks of hazardous materials, as well as courses for operators of building machines and industrial trucks. This type of vocational training is very popular among our students. EU training.</p> <p>The Vocational Education Centre (ZDZ) offers courses for groups of individual students and courses commissioned by employment exchanges</p>

	<p>and enterprises. The integration of Poland with the European Union permitted extending the sphere of activity of ZDZ for instruction financed from the European Social Fund and the state budget. The participation of EU and national funds enabled participants to attend free-of-charge courses. In the years 2005-2007, some 11,000 people took advantage of this form of support.</p> <p>Educational services within the framework of EFS projects had a complex character. Most often they consisted of vocational training and various thematic workshops, e.g. IT, enterprise development, or public communication. The majority of participants took advantage of the occupational guidance, and many of them profited from the advice of the employment exchange. During the training they acquired qualifications or obtained new professional skills, mostly in foreign language acquisition, information technology, bookkeeping, catering, transport, welding technology, trade and services.</p>
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other: ...non-profit organisation.....
Name of the interviewee:	mgr. inż Jerzy Wątroba
Function:	President of the Board ZDZ in Kielce

Information on the model/practice/devise

Description (short summary)	<p>Continuing education in the modern education system is a principle according to which the learning process is lifelong and includes renewing, broadening and deepening one's qualifications- both general and vocational. The process is necessary because of the changes that both economic and social life are constantly going through. Given the pace of the scientific and technological progress, education gained through the school system is ageing too fast. Therefore, lifelong learning- acquiring, renewing and broadening one's vocational and general qualifications as well as fulfilling individual ambitions becomes essential. In 2005 ZDZ in Kielce started seven projects funded by the European Social Fund and the State budget. One of them was the Project "Continuing Education development for the labour market requirements.</p> <p>in Świętokrzyskie Voivodeship" aiming to train 2100 people. The project included training for teachers (3 courses), welding courses (7), language courses (50), computer courses (37), construction courses (6), other (28).</p>
Stages of development (Start/End date)	The project started on 01.05.2005, and ended on 30.10.2006 r
Country/Region/City	Poland/ Region- Świętokrzyskie Voivodeship

Main activities / methodology / tools	<p>The training courses that took place within the Project were all conducted in a modern way using teaching aids such as high-tech overhead projectors and multimedia projectors.</p> <p>The training activities were all being monitored thanks to which we were able to respond to the needs of the ultimate beneficiaries and adapt our activities to their capabilities and expectations on an ongoing basis. The training evaluation system implemented in the course of the Project helped us discover the needs of the people working in the Świętokrzyskie region, which will enable us to develop an even better training offer for the target group in the future educational projects.</p>
Source of funding and resources used	<p>Source of Project funding: Public- European Social Fund (75%) State Budget (25%)</p>
Target group	<p>The project was addressed to working adults, therefore it was directed to people who were interested in raising their qualifications after hours and at weekends. The project was translocal and covered 13 districts, which constitutes the whole of the voivodeship.</p>

Number of beneficiaries	During the Project 962 women and 1152 men were trained in 131 training courses
Key public/private actors involved	<p>Drawing on the professional knowledge of the Voivodeship Labour Office employees.</p> <p>The regional media also effectively contributed to promoting the project among the prospective ultimate beneficiaries. The promotional activities also involved publishing of 188 newspaper advertisements and airing 88 radio advertisements.</p> <p>The examination centres enabling the ultimate beneficiaries to acquire national and international qualifications in the course of the training activities organized within the Project: The Marshal's Office in Kielce (The Department of Infrastructure); Office of Technical Inspection in Kielce, Centre for Continuing Education at Kielce University of Technology.</p>
Relevance (significance for the target group)	<p>605 people enrolled on the training courses. 596 of them acquired qualifications in the following fields: Welding -140 people out of 140 candidates, Carriage of Dangerous Goods- 119 out of 121- (1 beneficiary failed the exam), Forklift Truck Driver- 279 out of 283 (all the beneficiaries who took the exam passed it. Four people could not take the exam for various reasons).</p> <p>"Computer Aided Design- AutoCad" ended in an examination, which gave basis to award AutoCad certificates to 58 people (out of 61 beneficiaries) issued by the AutoDesk international authorised certification centre. The pass rate for these exams was as high as 99.3%</p>
Effectiveness (impact of the model/practice/devise)	The effectiveness of the completed actions is as follows: we trained 2114 people from Świętokrzyskie Voivodeship during 131 training courses.
Efficiency (ratio of impact to cost)	Lifelong learning is a key factor determining the economic development, especially in the global economy. Therefore, the main objective of the „Lifelong learning development strategy for Poland” is to set the trends for the development of continuing education in the contexts of the lifelong learning concept and creating a knowledge based society. Lifelong learning development will allow to monitor the changes taking place in Poland in the future from the point of view of social expectations and the realization possibilities.
Sustainability (lasting impact and replicability)	<p>In order to be able to monitor the needs of the ultimate beneficiaries on a regular basis, we created the position of Monitoring and Evaluation Expert, who was responsible for examining the needs of the ultimate beneficiaries as well as the adopted project implementation principles by:</p> <ul style="list-style-type: none"> - on-the-spot checks including direct conversation with the beneficiaries and the teachers, - evaluation surveys to be completed by the beneficiaries and the teachers, - a review of anonymous opinion polls carried out among the beneficiaries

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
<p>Why is continuing education so important in Poland?</p> <ul style="list-style-type: none"> - low level OF education among the society - low level of innovation of Polish economy - high unemployment rates - the proportion of the consumption of information technology - the percentage of manufacturing information technology - low percentage of adults participating in lifelong learning
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
<p>The fact that the project was so popular proves how many people strive to raise their qualifications through the process of lifelong learning. The long term aims of the training courses were to assist and guide the beneficiaries in their efforts to develop their personality, encourage innovation and creativity and provide them with a sense of personal fulfilment. Undoubtedly, among the project results we should also mention preparing the beneficiaries to the constant changes in the work environment, the need to maintain employment, prospective advancement at work or seeking a more attractive job.</p>
<i>What resource and operational implications are there in the adoption and integration of this model/practice/devise?</i>
After hearing the opinions of the beneficiaries and their trainers, the activities were being adjusted to the needs of

the beneficiaries on an ongoing basis. On request of the beneficiaries some schedules or module order were changed. On the basis of the survey results on the one hand and conversation with the beneficiaries and trainers on the other, the projects which will be developed in the future will be even more suited to the needs of the inhabitants of the Świętokrzyskie region.

What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?

The main objective of implementing training programmes funded by the EU in our region is to determine and promote the new trends in education, which involve lifelong learning development, information society development and individual development of the beneficiaries.

The training courses that were conducted within the Project ended in external examinations which allowed the beneficiaries to obtain the qualifications to operate specialised machinery, vehicles and equipment. Those were the most popular courses among employers, as in fact bringing the most tangible benefits to the company, ie. practical skills and knowledge gained by the employee.

What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?

There is not enough data that would allow to precisely establish what social groups were interested in what particular types of courses. An important factor determining such big interest in the courses in general was the fact that they were free of charge as they were fully funded by the EU and the State Budget.

Annex B - Case-study summary

General information

Partner:	Warmińsko – Mazurski Zakład Doskonalenia Zawodowego w Olsztynie (Warmia and Mazury Vocational Education Centre in Olsztyn)
Country:	Poland/Region: Warmia and Mazury Voivodeship
Date of interview:	13.05.2011

Information on the organisation

Name of the organisation:	Warmińsko – Mazurski Zakład Doskonalenia Zawodowego w Olsztynie (Warmia and Mazury Vocational Education Centre in Olsztyn)
Address:	ul. Mickiewicza 5, 10-548 Olsztyn
Phone:	0048 89 52 767 62
E-mail:	bp@wmzdz.pl
Web-site:	www.wmzdz.pl
Main activities:	<p>Warmia and Mazury Vocational Education Centre (W-M ZDZ) in Olsztyn is realising a mission whose aim is training and education of adults and youth in their qualifications, professional competences and practical skills. In accordance with the applicable quality policy, Warmia and Mazury VEC takes special care to satisfy customers' expectations and requirements in a competent and efficient way, at the same time constantly raising the level of its services.</p> <p>W-M ZDZ has been cooperating with many institutions, organizations and companies both in Poland and abroad (Denmark, Germany, Sweden, Norway, Slovenia, France, etc.) in order to constantly improve the teaching and learning processes. During the many years of its activity, W-M ZDZ has implemented many projects under national and international programmes funded from the EU pre-accession and structural funds.</p> <p>The experience that W-M ZDZ has in projects addressed to the modern economy personnel, ie. the owners and employees of small and medium-sized enterprises, demonstrates its project management skills, staff expertise as well as many other resource opportunities. M-W ZDZ has 12 Education Centres, Centre for Practical Training in Building, Driving Centre, Language School, Local Academy of Computing CISCO as well as 6 postsecondary schools and 6 secondary schools for adults established by Education Centres.</p> <p>ZDZ in numbers:</p> <p>Courses: The number of course centres: 17 Total number of courses: 637 (including 224 courses commissioned by employers) Total number of participants: 10 687, including: Those directed by the employment offices: 2217 Those directed by employers: 4951 Those participating in projects financed by the EU: 1397</p> <p>Schools: Total number of other schools: 12 Number of students: 1171</p> <p>The fastest way to obtain, upgrade or expand professional qualifications is by taking courses or seminars, which are the most popular forms of education offered by Vocational Education Centres. Vocational Education Centres have 295 vocational training centres. In the recent years an average of about a quarter of a million people have learned a new profession and improved their knowledge and skills each year.</p> <p>Types of courses : An extremely wide range of ZDZ's educational offer will satisfy the needs of all potential customers. Our courses include:</p> <ul style="list-style-type: none">- on-the-job training courses- vocational and qualification courses

	<ul style="list-style-type: none"> - further vocational education courses - courses designed to meet your personal needs and interests <p>The courses usually end in an internal exam taken before an examination board appointed by the President of ZDZ. The certificate courses' graduates on the other hand take an exam before an examination board appointed by the Superintendent of Education, Chamber of Crafts or other bodies responsible for regulating the education system in the given profession. The diplomas and certificates obtained in that way are widely recognised in Poland, with many also being recognised abroad, eg.:</p> <ul style="list-style-type: none"> - welding licence in compliance with PN EN 287-1 - carriage of dangerous goods - energy licence - European Certificate of Computer Skills - licence to operate and maintain forklift trucks - licence to operate and maintain the machinery and equipment subject to technical inspection office - licence for national and international transport of passengers and goods <p>The content as well as the teaching methods and conditions of all the courses and especially the certificate courses, are agreed with the relevant state institutions responsible for the area in question. This includes areas such as: carriage of dangerous goods, driving courses, maintenance of power equipment, welding courses. These courses are conducted in accordance with the EU standards</p> <p>Quality comes first</p> <p>ZDZ's courses, just like its schools, are supervised by specialised units of internal supervision. Constant care for ensuring high quality of the educational offer to guarantee customer satisfaction is one of the priorities pursued by ZDZ. This is proven by the certificates of conformity of ZDZ's quality assurance systems with the ISO 9000 series.</p>
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other: ...non-profit organisation.....
Name of the interviewee:	Henryk Najworsz
Function:	President of the Board W-M ZDZ in Olsztyn

Information on the model/practice/devise

Description (short summary)	<p>EQUAL project: "Let's build together"</p> <p>Validation of vocational qualifications</p> <p>The self-evaluation report created as an outcome of the "Let's Build Together" experience is, on the one hand, an assessment of the actions that had been carried out and, on the other hand, a presentation of the results of the innovation that had been tested, together with conclusions and recommendation for the future. The report is a summary of the work of the Partnership and its impact in terms of vocational competence validation, and at the same time provides a very useful source of information for everyone who wants to know what validation is and what obstacles emerge in the process of its implementation.</p> <p>The model of competence balancing is a systemic solution, which makes it possible to formally acknowledge vocational competences acquired through non-formal and informal education (out of school education), addressed to working adults as well as to the unemployed searching for work. There are many people whose high professional qualifications are not confirmed by the appropriate certificates- the competence balancing model provides the means to verify those skills and acknowledge them with an appropriate certificate or diploma which will be recognised in the labour market. These certificates and diplomas should be recognised by trade associations and other acknowledged organizations which would make them more valuable for the employers. With such certificates employees are more likely to maintain or change their job while the unemployed have a better chance of</p>
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	<p>finding employment.</p> <p>It is not required to complete a training course in order to obtain a certificate- during the exam session (2-3 days) the participant performs specific tasks which are evaluated by the committee, which, in turn, decides whether or not to formally confirm the candidate's skills, knowledge and professional responsibility.</p>
Country/Region/City	Poland/Region: Warmia and Mazury Voivodeship
Contact person (if different from above)	Karolina Zwiefka Expert on evaluation and monitoring
Main activities / methodology / tools	<p>The result is based on the competence balancing and recognition system for the construction industry which proved successful in France and has therefore been adopted in Poland. The system includes a complete set of methods, procedures, examination tools allowing for certification, and guidelines for the instructors.</p> <p>When adapting the results to other sectors, it is necessary to develop a methodology, establish a body responsible for the validation process, prepare the infrastructure, train the instructors, carry out the certification process (preliminary information, recruitment, competence balancing and issuing of the certificates), as well as to take measures to promote and publicize the action among entrepreneurs.</p> <p>Types of results: Database, teaching materials, training methodology, competence balancing model, e-learning model, publication, reports</p>
Source of funding and resources used	<p>The Project was realised under the EQUAL Community Initiative Programme and funded by The European Social Fund and the State Budget with copyright belonging to the EQUAL Managing Authority Ministry of Regional Development</p> <p>Partners:</p> <ul style="list-style-type: none"> • Agricultural Property Agency- Regional Branch • The Olsztyn Chamber of Construction • Polish Corporation for Sanitation, Heating, Gas and Air-Conditioning
Target group	<p>Beneficiaries:</p> <p>The unemployed, employers, small and medium-sized enterprises employees- competence validation for two professions:</p> <ul style="list-style-type: none"> - sanitary systems fitter - gas systems fitter
Number of beneficiaries	280 applicants
Key public/private actors involved	<p>Implementing entities:</p> <p>Small and medium-sized enterprises, consultancy and training institutions, education and training centres, local government units, Voluntary Labour Corps, non-governmental organizations, continuing education centres, entrepreneurs, self-regulatory organizations, City Halls, Vocational Education Centres, industry associations, employers' associations, trade unions.</p>
Relevance (significance for the target group)	The competence balancing system contributes to increasing the level of professional mobility of employees, gives easier access to the labour market to the unemployed and provides greater transparency of qualifications in the given sector. It also introduces uniform qualification standards.
Effectiveness (impact of the model/practice/devise)	<p>219 participants got their qualifications confirmed</p> <p>Product- deliverable under the copyright law</p> <p>Main product: Validation of non-formal and informal competences acquired through work experience (F0642)</p>
Efficiency (ratio of impact to cost)	The organizations implementing the model can make use of the existing documents. Applying a finished result is associated with the costs of developing a methodology (for a specific sector), tools and procedures, training of instructors and networking with entrepreneurs. The examination

	<p>process also requires a financial input, the amount of which depends on the complexity of the test, sector-specific characteristics as well as the subject of validation. The competence balancing process is however still much cheaper than conventional formal education (which requires training on a full-time basis) but is not an alternative to it, playing only a supplementary role to the traditional methods of confirming one's professional qualifications with formal certificates.</p>
Sustainability (lasting impact and replicability)	<p>The model's flexible structure allows for its modifications and greatly facilitates the implementation process. The system can both be used in the construction industry (where it was tested) and be adapted to other areas of the economy. It is also possible to expand the competence balancing model by adding new elements to it, which will increase its complexity and efficiency in the labour market in a significant way.</p> <p>In order for the actions taken under the initiative to be effective, several actors and institutions need to get involved in them, including employers and organizations active in the labour market. The validation process requires the involvement of the organizations which are widely acknowledged and recognised by entrepreneurs. The entities that could initiate the implementation of the balancing model are Employment Offices, local governments, non-governmental organizations, industry associations and training companies.</p>

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>	<p>The self-evaluation report created as a result of the "Let's Build Together" experience is, on the one hand, an assessment of the actions that had been carried out and, on the other hand, a presentation of the results of the innovation that had been tested, together with conclusions and recommendation for the future. The report is a summary of the work of the Partnership and its impact in terms of vocational competence validation, providing, at the same time, a very useful source of information for everyone who wants to know what validation is and what obstacles emerge in the process of its implementation.</p>
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>	<p>Activation of the long-term unemployed in the local community, solutions helping to reconcile work and family life</p>
<i>What resource and operational implications are there in the adoption and integration of this model/practice/devise?</i>	<p>Database, teaching materials, training methodology, competence balancing model, e-learning model, publication, reports</p>
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>	<p>The book of tools and procedures for carrying out the validation process within the „Let's Build Together" Project</p> <p>A summary of all the tools used by the Partnership of "Let's Build Together" in carrying out a formal validation of professional competences acquired through work experience for two construction trades: sanitary systems and equipment fitter and gas systems and equipment fitter. The book contains a set of theoretical questions and practical tasks as well as documents such as: an instruction for the examiners, the statute and supporting documentation. These documents are an excellent aid for every actor or institution interested in conducting validation of professional competences, both in the construction industry and other sectors.</p>
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>	<p>Please note that the quality of the entire Project depends not only on the properly conducted procedures and documentation, but most of all on how well the institutions and the people responsible for the validating process are prepared for the task. Therefore, it is worthwhile to devote more time to the preparation phase and, while doing so, pay special attention to:</p> <ol style="list-style-type: none"> 1. developing theoretical tests and practical tasks- those should be prepared by experts in the field and consulted with other experts in order to avoid any divergence in reasoning and should also include an answer key. 2. clear procedures- in accordance with the standards of the internal quality management system (if one exists), which applies not only to the project implementers but also to the members of the body confirming the skills which are subject to validation. 3. transparent, standardised assessment tools 4. Preparation of infrastructure- depending on the type of skills subject to validation as well as the technical background of the institution in question, it is important to create reliable, close-to-reality working conditions and to allow for the validation process to be of the same quality for all the candidates. 5. the appointment and preparation of the relevant members of the Admissions Committee- high class

experts in the field with a high level of both theoretical and practical experience. It should be noted that they are the decision-making bodies in the validation process

6. the significance of the issued certificate/diploma confirming one's qualifications:
 - it should be recognised in the relevant sector

The experience of implementing the "Let's Build Together" Project proves that it is the preparation phase that is the most time- and energy-consuming task in the process of creating the solution in question. However, it is worthwhile to devote the energy to prepare the project well, as it will greatly enhance the process of its implementation and help avoid organizational problems.



SLOVENIA

Annex B - Case-study summary - SI

General information

Partner:	CPI
Country:	Slovenia
Date of interview:	18.2.2011

Information on the organisation

Name of the organisation:	NaPoK, organiziranje in svetovanje d.o.o.
Address:	Lava 5, 3000 Celje
Phone:	00 386 41-513-975
E-mail:	Zdenka.kracun@gmail.com
Web-site:	
Main activities:	Supplemental activities for education: <ul style="list-style-type: none"> - Counselling of candidates for certification - Organizing training for candidates
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input checked="" type="checkbox"/> Other:Private organization.....
Name of the interviewee:	Kračun Zdenka
Function:	Legal representative, owner and manager of the company as well as assessment representative.

Information on the model/practice/devise

Description (short summary)	<p>NaPoK is a small <u>private company</u>. It is active in the field of recognition of non formal knowledge, skills and competencies. Its main focus is to help and counsel individuals who wish to acquire the <u>NVQ (National Vocational Qualification)</u> according to the Slovene National Qualification Law in the field construction work (NVQ in providing of building and plastering, NVQ in performing concrete and the NVQ in performing civil engineering) and real estate agents. It is the <u>Assessment institution</u> that provides conditions for work of assessors that are stated in the Catalogue for a specific NVQ according to the NVQ Law.</p> <p>In short it prepares candidates (counsel and if needed trains them) to enables them to successfully pass the tests of the commission for NVQ on the desired field</p> <p>The majority of the candidates derive from counties of former Yugoslavia (Bosnia and Herzegovina, Serbia, Monte Negro, Macedonia, Kosovo)</p> <p>About the NVQ SYSTEM IN SLOVENIA:</p> <ul style="list-style-type: none"> - The National Qualification Law (the legal basis of the NVQ system) was confirmed in 1999. - formal certification of informal and nonformal learning – formalisation of different ways of acquisition of knowledge and skills - Target group: adults with no formal education enables acquisition of NVQ's regarding to their work experiences - Assessment procedure: candidates demonstrate qualification for effective performance in specific occupation and must be at least 18 years of age
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	<ul style="list-style-type: none"> - Ways of assessment: portfolio assessment (file of information and documents about the candidate and his/her working life, hobbies, interests –regarding to specific NVQ); Live assessment; Combination. - Main institutions involved in the NVQ system: Ministry of labour, family and social affairs ; National examination centre; Assessment institutions; External assessors . - At the end of the assesment the candidate is provided with a certificate that is the publicly valid evidence of qualification for specific occupation and is not an evidence of education level.
Stages of development (Start/End date)	The company was established in 2010. However assessment os the three NVQ (NVQ in pproviding of building and plastering, NVQ in performing concrete and the NVQ in performing civil engineering) is possible from year 2006.
Country/Region/City	Slovenia/savinjska region/Celje

Main activities / methodology / tools	<p>The first contact is usually established on so called frequent meeting point for example single men housing or through existing personal contacts to members of different ethnic groups.</p> <p>With each candidate an interview is conducted to assess if the informally and non formally acquired knowledge, skills and competencies (KSC) are in line with the ones required for the acquisition of NVQ.</p> <p>The candidate is then counselled and assisted in the preparation of a personal portfolio which contains proofs and references of his former experiences, relevant for the desired field of certification.</p> <p>If some knowledge, skills or competencies are missing, training is organised for the candidate to learn all that is required to pass the KSC and acquire the certification of their NVQ.</p> <p>Of course it is the responsibility of the company to organize the training and to organize the dates for the assessment and recognition of candidates KSC in the desired NVQ.</p>
Source of funding and resources used	Income is based on the premise that the candidate pays for the services or the company pays for their employees and the national system of Slovenia/ Employment office pays for a candidate under the conditions of being in the evidences of unemployed persons.
Target group	Unemployed, individuals without certified qualifications, migrants
Number of beneficiaries	In 2010 - 150 candidates acquired the NVQ for construction with assistance of the company NaPoK.
Key public/private actors involved	<ul style="list-style-type: none"> • Public - National Examinations Centre;exam comittees (experts in the relevant industry appointed by the Minister of Labour) • Private – interested companies expressing the need for qualified employees, individuals; teachers (the education part of the NVQqualification System in case the individual expresses the need)
Relevance (significance for the target group)	Their KSC are formally recognized (NVQ) which raises their chances for employment, If the person who is not a Slovenian citizen (or EU citizen) and has no recognized education, to only way to acquire the work permit for Slovenia is to acquire an formally recognized education or NVQ
Effectiveness (impact of the model/practice/devise)	All enlisted candidates (150 on the field of construction) in 2010 successfully passed the NVQ, but in different time periods.
Efficiency (ratio of impact to cost)	There is no profit for the company except in case of providing training.
Sustainability (lasting impact and replicability)	In case there will not be enough interest for NVQ in the field of construction the company will provide other NVQ through the National Qualification System.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
<ul style="list-style-type: none">- Faster adaption of the needed work force on the labour market- Low employment rate of unqualified workers- Lack of formally recognized competencies- Language barriers – solved with translators- Low self initiative for knowledge acquisition – intensive work with the individual, motivation
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
Potential employers: <ul style="list-style-type: none">- have a proof that the person with NVQ is actually capable of certain tasks, work without having to test them- Sometimes the companies themselves direct their employees to acquire the NVQ to have better chances on acquiring international tenders because of qualified workers Beneficiaries: <ul style="list-style-type: none">- Their KSC are formally recognized (NVQ) which raises their chances for employment, not only in Slovenia but also in other countries of EU
<i>What resource and operational implications are there in the adoption and integration of this model/practice/devise?</i>
<u>Material condition</u> (according to the certain NVQ catalogue), for e.g.: <ul style="list-style-type: none">- Workshop, which meets the conditions for the implementation of practical training for works of civil engineering, or the relevant space on the site- masonry hand tools, mechanized hand tools- material for the job (construction materials for civil engineering: soil, sand, gravel, crushed rocks, stone, cement mixer, concrete, bricks, sewer pipes, water pipes made of various materials, kanelete, paving ...). <u>Human resources</u> <ul style="list-style-type: none">• 3 external assessors for each assessment committee (nominated by National examination centre)
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>
The National Vocational Qualifications. Need for qualified construction workers.
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>
<ul style="list-style-type: none">- language- insufficient counselling from the Slovenian Employment Service that could provide more information about the NVQ to possible candidates

Annex B - Case-study summary

General information

Partner:	GZS Center za poslovno usposabljanje
Country:	Slovenia
Date of interview:	18. 2. 2011

Information on the organisation

Name of the organisation:	Zavod Nefiks
Address:	Rakovniška 6, 1000 Ljubljana
Phone:	+386 1 427 71 40
E-mail:	www.nefiks.net
Web-site:	www.talentiran.si
Main activities:	Recognition of non – formal education Promotion of it Supporting activities: informing, web portal, workshops Development of network of peer Nefiks promoters.
Classification:	<input type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations x Other: Youth organisation
Name of the interviewee:	Alenka Blazinšek
Function:	Expert

Information on the model/practice/devise

Description (short summary)	<p>Zavod Nefiks is non-profit organisation which aim is to raise recognition of non formal education aquired through: active citizenship, volunteer work, student work and others.</p> <p>Main tool for this is record book and on – line portfolio in which users collect the records of non-formal education in 6 different areas. All users are collected in data base and we inform them about non-formal education possibilities which are in range of their interest.</p> <p>Vision of Nefiks is: To establish social validation of non-formal education, which will contribute to enforcement of non-formal education as life style and to better employability of young people on labour market.</p> <p>Nefiks is project for promotion of non-formal education in Slovenia. The main tool for this is record book in which users collect the records of non-formal education in different areas.</p> <p>We also make promotion among employers (in profit and non profit sectors) and NGOs.</p> <p>Main aim: People in Slovenia are averred of meaning and possibilities of non-formal education. The employer validate non-formal education when he is looking for new workers.</p> <p>Through different activities we are empowering youth to become more employable. We organise public discussions and debates, workshops, we write articles and publish newspaper and web site for promotion of youth issues. We are also working with policy makers on national level and we are trying to raise the issue of active citizenship and employability also in society in general.</p> <p>We establish a group of volunteers who are (through peer learning) promoting Nefiks among young people and who are working on highschoools, faculties and youth organisations. We want to encourage young people to become more active and to gain non-formal knowledge and in that way to become more employable.</p>
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Stages of development (Start/End date)	Nefiks in Slovenia was established in year 2000. At that time recording booklet was made. Now it exists for 11 years. In 2009 there was e-portfolio made.
Country/Region/City	Slovenia – national scope

Main activities / methodology / tools	<p>Nefiks:</p> <ul style="list-style-type: none"> - Booklet - E-Nefiks (e-portfolio) <p>Helps youth to record and prove experiences from 6 different areas:</p> <ul style="list-style-type: none"> • active citizenship and responsible work on the projects • work (summer work, students jobs for at least 60 days) • organised forms of education • camps and voluntary work • in foreign countries • other ways of getting knowledge, skills and experiences <p>Nefiks records:</p> <ul style="list-style-type: none"> • WHAT (sort of activity) • WHEN, WHERE (& duration) • CONTACT PERSON (employer, organizer,...) • DESCRIPTION (of gained experience, knowledge, skills) • SIGNATURE AND MARK (of responsible person) <p>Nefiks also helps youth to get Europass CV, and letters of support by employers. Nefiks can be filled in by young user itself or by organisation where young person is active in. We are youth organisation, so we empower youth by:</p> <ul style="list-style-type: none"> - Development of »nefiks tutor« network: peer advising how to acquire and record non – formal learning - Organising events, roundtables, open spaces, campaigns about non – formal learning and employability - Together with companies organising workshops for young people in order to find a job - Running web portal www.talentiran.si with all the information about non – formal learning and employability.
Source of funding and resources used	<ul style="list-style-type: none"> - Volunteer work - Public funds (calls for proposals) - Private donations of companies - Fees for workshop
Target group	Youth from 14 up.
Number of beneficiaries	13.000
Key public/private actors involved	<p>We have support of Youth administration of Ministry for education and sport.</p> <p>Youth organisations who uses it Young users.</p>
Relevance (significance for the target group)	<p>The only national tool for recognition of non formal learning in wide scope. Nefiks systematically records all non – formal acquired competences, helps youth to shape Europass CV, and makes possible to print out proves of working and learning experiences. It helps young people with:</p> <ul style="list-style-type: none"> -employability -self-esteem - social inclusion
Effectiveness (impact of the model/practice/devise)	All youth organisation in SLO knows Nefiks Employers appreciate it.

Efficiency (ratio of impact to cost)	High. Nefiks lately operates on minimum financial support, but youth still knows it.
Sustainability (lasting impact and replicability)	Nefiks was made in 2000. It still grows and develops. Every year more young people uses it.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>	
Employability of youth: lack of tools for proving working experiences and knowledge for young people in Slovenia. Nefiks is design to record all this and to prove it.	
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>	
Nefiks comes out of participants need to prove working experiences and non – formally acquired knowledge for purposes of: <ul style="list-style-type: none"> - Employment - Formal education It exists in booklet and in on – line portfolio shape – so everyone can use it as they like.	
<i>What resource and operational implications are there in the adoption and integration of this model/practice/devise?</i>	
Human resources: <ul style="list-style-type: none"> - Experts for development of the Nefiks tool itself according to users needs and latest theoretical background - Volunteers willing to spread the information about Nefiks and organising supporting events - Supporting staff: programmers, organisers, IT experts, designers Partner organisations: <ul style="list-style-type: none"> - Users: organisations promoting Nefiks - Organisations who co – work with experts Financial resources: <ul style="list-style-type: none"> - Public funds – calls - Private donors, sponsors Materials: <ul style="list-style-type: none"> - Booklets – printing - On – line portfolio 	
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>	
There is serious lack of early career planning in Slovenian school system. Young people don't plan their future career early enough, so they start using Nefiks late in their youth hood. We still need to develops the attitude of early career planning for youth. User friendliness of on – line tool is also key issue.	
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>	
Lack of financial support. Lack of systematically regulations in public institutions for inclusion of it to regular curricula. Lack of law regulations.	

Annex B - Case-study summary

General information

Partner:	GZS Center za poslovno usposabljanje
Country:	Slovenia
Date of interview:	14. 2. 2011

Information on the organisation

Name of the organisation:	Gospodarska zbornica Slovenije (Chamber of Commerce and Industry of Slovenia)
Address:	Dimičeva 13, 1000 Ljubljana, Slovenia
Phone:	+386 1 5897 652
E-mail:	urska.kavcic-rihar@cpu.si
Web-site:	
Main activities:	The Chamber of Commerce and Industry of Slovenia (CCIS) provides essential services for enterprises operating in Slovenia, and it is the ideal local partner for foreign investors. The CCIS was founded more than 150 years ago and now has around 13,000 member companies of all sizes and from all sectors. It is Slovenia's most influential business association.
Classification:	<input checked="" type="checkbox"/> Local or public authority <input type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	Urška Kavčič Rihar
Function:	Manager of certification

Information on the model/practice/devise

Description (short summary)	<p>The foreman exam and the Retail manager exam: Special examination for graduates of three year vocational secondary school. It consists of four parts: product or service, professional part consisting of subject of specialisation at the level of technical secondary school, managerial part which allows a candidate to show competencies for management of a working group and teaching-educational part which allows the candidate to show teaching skills which are necessary to work with co-workers in the lifelong learning process.</p> <p>By law, those who acquired a vocational qualification can also achieve a qualification of a technician after few years of work experience and by taking the master craftsman exam (mojstrski izpit), the foreman exam or the retail manager exam.</p> <p>These exams comprise four parts:</p> <ul style="list-style-type: none"> • a product or a service (for master craftsmen at the master level), • a technical part including technical subjects at the level of technical or vocational upper secondary school, • a managerial part (for master craftsmen this is the business part) in which the candidate provides • evidence that he/she is qualified to run a business or, in the case of a foreman or a retail manager, to manage a work group, and • an educational part in which the candidate provides evidence that he/she has acquired pedagogical knowledge to work with apprentices in the dual system and with colleagues in life-long training. <p>The themes of the three exams are set by the Council of Experts of the Republic of Slovenia for Vocational Education which develops the exam catalogue based on the jobs nomenclature.</p> <p>In accordance with the regulations which stipulate the way in which these</p>
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	<p>exams are managed and carried out, the examination is conducted in the presence of examination committees from relevant chambers; the committee members are nominated by the chambers from a pool of experts in the relevant industry and appointed by the Minister of Education.</p> <p>The first exams were taken at the Chamber of Commerce of Slovenia in 1999, they were organised for foremen in the power industry. In 2001, master craftsman exams were organised for the first time by the Chamber of Trade of Slovenia.</p> <p>Short Vocational Upper Secondary Education and Training Students, who have successfully completed short vocational upper secondary education, can take the final exam in the presence of an examination committee including teachers and experts nominated by the relevant chamber of employers.</p> <p>The final exam comprises a theoretical and a practical part. The theoretical part includes a written and oral exam in the Slovenian language (or Italian or Hungarian for the members of the Italian or Hungarian ethnic community respectively in ethnically mixed areas), while the practical part includes a product or a service and a presentation, providing evidence that the candidate can connect the theoretical knowledge acquired to his/her practical skills.</p> <p>Upon completion, the student receives the final examination certificate which is a public document.</p> <p>There are 4 different foreman / manager verification exams from the following fields: construction manager, manager in electro-energetics field, hotel/catering manager and food manager.</p> <p>In order to enter the verification proces, the foreman exam or the retail manager exam, a candidate needs at least 3 years of working experience in the field of the exam.</p> <p>Master craftsmen exams (mojstrski izpiti) are designed for those who have completed a three-year secondary vocational school and acquired a minimum of three years' work experience. By passing such an exam, as well as a short 'bridging' exam from general education subjects, master craftsmen are qualified to guide apprentices or to continue their education at ISCED 5B level. Lectures/preparation courses to attend this exam are not obligatory – they can attend courses in adult education providers.</p> <p>Candidates attend the exam usually on employer's initiative. They are usually employees with several years of experience.</p> <p>Usually it takes a year and a half to finish the training for the exam.</p> <p>Advantages or reasons to attend</p> <ul style="list-style-type: none"> • for candidates: promotion, higher education and salary. • For employees: regulation = there has to be a person with such education on the field
<p>Stages of development (Start/End date)</p>	<p>It all started in the year 1996 when there was a shortage of suitable professionals on the field and this lack of professionals was expressed by companies.</p> <p>In 1996 the new regulation about VET education became in force where the foreman exam and the retail manager exam were introduced again after a 16 years gap with the authority given to the National Chamber of Commerce. Until the year 1980 those exams were carried out by schools themselves.</p> <p>Regulation on foreman exam / retail manager exams was renewed in 2009 and exam providers confer more competence than before.</p>

	<p>At the Institute of the Republic of Slovenia for Vocational Education and Training they are preparing a new vocational standards on the subject.</p> <p>Since the recession, there are very few candidates attending those exams nowadays.</p>
Country/Region/City	Whole country, Slovenia.
Main activities / methodology / tools	<p>The base of those exams are the vocational standards from which the exam catalogues were made. Since 2009 the exam rules are set by the exam providers.</p> <p>National Chamber of Commerce needs to announce exam days, price, application dates and entry requirements and suggests members of the examination committee to the Ministry of Education and Sport (MSS). MSS then nominates 3 members for the examination committee.</p> <p>which stipulate the way in which these exams are managed and carried out, the examination is conducted in the presence of examination committees from relevant chambers; t</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Training (not-obligatory) • At least 5 candidates applied for the examination. Examination provider sets the examination committee and takes care of the administration. • Role of the exam provider: informing candidates, examination committee, checking entry requirements • The exams takes place in front of the examination committee (3 persons) and can be oral, written or practical. • Notifying the candidates about their success on the exam • Candidate receives the examination certificate which is a public document.
Source of funding and resources used	<p>4 different options:</p> <ol style="list-style-type: none"> a) Candidates pay themselves b) Company pays for the candidate – 76 % c) National employment agency pays for the candidate d) The Institute Of Pension And Invalidity Insurance Of Slovenia pays for the candidates who are in the program of professional rehabilitation e) Partially funded by EU funds <p>The exam provider gets fee per candidate. Exam fee is based on the agreement with the Government of RS. The price of the training is up to the training provider.</p>
Target group	Those who acquired a vocational qualification and have at least 3 years of work experience in the field (construction, electrotechnics, retail). Usually they are referred to examination by their employers.
Number of beneficiaries	<p>from 2000 till 2010:</p> <p>retail manager: 145 catering manager: 10 construction foreman: 321 elektro manager: 159 food manager: 0 on average: 58 certificates yearly</p> <p>Candidates in the process of certification in February 2011:</p> <p>Food managers and gostinci, živilci: 0 Retail managers: 0 construction foremen: 26 elektro manager: 16</p>
Key public/private actors involved	<ul style="list-style-type: none"> • National Chamber of Commerce: examination provider • 6 exam committees (experts in the relevant industry and appointed by the Minister of Education)

	<ul style="list-style-type: none"> Companies, expressing the need for qualified employees <p>We would want more engagement of National employment agency.</p>
Relevance (significance for the target group)	Candidates achieve a higher education degree, there are no exams from the general subjects (i. e. mother tongue, math, geography ...), they do the exams when they are ready, not-obligatory training, together with a short 'bridging' exam from general education subjects, candidates can continue their education at ISCED 5B level.
Effectiveness (impact of the model/practice/devise)	<p>In 12 years of examination, there were no objections about the procedure (examination committee, exam provider ...).</p> <p>Candidates get the best grades on technical exams whereas there are most problems with theoretical and economical subjects.</p> <p>In 2007 there was a survey made on 170 candidates who have already achieved the qualification. We received 30 % questionnaires.</p> <ul style="list-style-type: none"> 30 % of candidates were sent to examination by their employer 85 % got promoted when they got a certificate 85 % became more self-confident when completing the certification 95 % candidates attended the training as well (not just exams) Average age of the candidates was between 30 – 35 Examination committee was seen as very efficient and good There was no feedback from the employers
Efficiency (ratio of impact to cost)	<p>There is no profit for the exam providers. The exam started in years when there was still an obligatory member fee for all the companies in Slovenia so part of the member fee was used for the exams as well. Nowadays, the exam provider is working with zero profit as there are only few candidates taking exams.</p> <p>There is no feedback on efficiency for the employers.</p>
Sustainability (lasting impact and replicability)	The National Chamber of Commerce is always open for new suggestions. As of this moment, everything seems to work fine.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>	The regulation dictates that a candidate needs to have certain skills and knowledge to apply for the the foreman exam or the retail manager exam but it is impossible to achieve those skills and knowledge in the regular schooling. We experience the lack of sufficiently qualified people.
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>	<p>National Chamber of Commerce: social partnership (companies, state, schools, education, practice), a good reference, proposer of vocational standards</p> <p>Companies: social partnership – expressing the interest or lack of certain knowledge that is needed in companies</p> <p>State: general overview on the subject, legislator</p> <p>Candidates: promotion, higher education and salary.</p>
<i>What resource and operational implications are there in the adoption and integration of this model/practice/devise?</i>	<p>Legislation: law, statutes, regulations</p> <p>Material resources: classrooms</p> <p>Human resources: committee and candidates need to qualify to cooperate</p>
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>	<p>Transfer of adequate knowledge, positive feedback, social partnership (cooperation with school)</p> <p>We would with for more dialogue between social partners.</p>
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>	<p>National Chamber of Commerce lost a lot of budget by law that abolished the obligatory member-fee so there is a lack of finances for further research and need analysis on the model</p> <p>We would want more engagement of National employment agency – more promotion of the system.</p> <p>There is a lack of candidates due to a financial crises.</p> <p>In general, we are happy with the model and it brings good results.</p>
See also:	http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SI_EN.pdf



SPAIN

Annex B - Case-study summary

General information

Partner:	Oviedo Chamber of Commerce
Country:	Spain
Date of interview:	February 2011

Information on the organisation

Name of the organisation:	IES nº 1
Address:	Puerto de Vegarada s/n. Polígono de Pumarín. GIJÓN
Phone:	985383100
E-mail:	secretaria@ies1.com
Web-site:	www.ies1.com
Main activities:	Institute for the Formal Vocational Education and Training
Classification:	<input checked="" type="checkbox"/> Local or public authority <input checked="" type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	Ana Díaz
Function:	Teacher / advisor / assessor

Information on the model/practice/devise

Description (short summary)	<p>Collaboration on a pilots projects relating accreditation of non formal and informal learning.</p> <p>The projects idea was the accreditation of competences acquired during the working life and the non formal and informal learning.</p>
Stages of development (Start/End date)	01/10/2006 to 30/11/2008 and 01/12/2008 to 31/12/2009
Country/Region/City	Asturias / Spain
Contact person (if different from above)	Dolores Riestra. Cámara de Comercio de Oviedo
Main activities / methodology / tools	<p>The principal activities of these projects was:</p> <ul style="list-style-type: none"> ▪ To create a common framework for the accreditation of competences ▪ To analysis the different methods and tools relating the accreditation of competences in different countries ▪ To develop a process for the accreditation of competences ▪ To develop guides for candidate, advisor and assessor ▪ To test on a pilot process, the process described and the guides created.
Source of funding and resources used	European Commission. Regional funds from Education Ministry

Target group	Workers or people with experience but not accreditation on the families of: <ul style="list-style-type: none"> ▪ Trade and Commerce ▪ Management and Administration
Number of beneficiaries	125
Key public/private actors involved	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ National Institute for the accreditation of competences ▪ Chambers of Commerce ▪ State Employers Services ▪ Training institutions ▪ VET Institutes
Relevance (significance for the target group)	For the target group this process was totally innovative. As know as, in Spain the system of accreditation of competences is on process and this pilot project was an extraordinary option in order to recognize the competences of the beneficiaries who participated in it.
Effectiveness (impact of the model/practice/devise)	This process had a high effectiveness from all the actors involved on the process. Candidates, advisors, assessors, institutions, etc. It was the opportunity for test this system of accreditation in our region.
Efficiency (ratio of impact to cost)	This process was funded by European founds.
Sustainability (lasting impact and replicability)	This process is highly sustainable but is necessary a national framework in order to organize all the parts of the process. This framework is created but not implemented yet.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
The principal barrier is the legal recognition of the process. During the projects implementation was only a pilot system.
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
The direct benefit is the recognition of competences and the possibility of complementary training in order to complete all the qualification.
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>
Is important to have the permission of the companies where they are working in order to have direct evidences of the job done. For the candidate is important to in order to have the recognition of the employer after the end of the process.
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>
This model has only one limitation and is the non legal recognition of this process. Probably, when the process will be public and legal, the time will be a limitation, and will be necessary to do faster.

Annex B - Case-study summary

General information

Partner:	Oviedo Chamber of Commerce
Country:	Spain
Date of interview:	February 2011

Information on the organisation

Name of the organisation:	Fundación Alimerka
Address:	Centro Logístico Alimerka. Castiello s/n. Lugo de Llanera
Phone:	985791679
E-mail:	Antonioblanco@fundacionalimerka.es
Web-site:	
Main activities:	Support the project development that improve the capacities of the people most disadvantage.
Classification:	<input type="checkbox"/> Local or public authority <input checked="" type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	Antonio Blanco
Function:	Advisor / assessor

Information on the model/practice/devise

Description (short summary)	<p>Collaboration on a pilots projects relating accreditation of non formal and informal learning.</p> <p>The projects idea was the accreditation of competences acquired during the working life and the non formal and informal learning.</p>
Stages of development (Start/End date)	01/10/2006 to 30/11/2008 and 01/12/2008 to 31/12/2009
Country/Region/City	Asturias / Spain
Contact person (if different from above)	Dolores Riestra. Cámara de Comercio de Oviedo

Main activities / methodology / tools	<p>The principal activities of these projects was:</p> <ul style="list-style-type: none"> ▪ To create a common framework for the accreditation of competences ▪ To analysis the different methods and tools relating the accreditation of competences in different countries ▪ To develop a process for the accreditation of competences ▪ To develop guides for candidate, advisor and assessor ▪ To test on a pilot process, the process described and the guides created.
Source of funding and resources used	European Commission. Regional funds from Education Ministry

Target group	<p>Workers or people with experience but not accreditation on the families of:</p> <ul style="list-style-type: none"> ▪ Trade and Commerce ▪ Management and Administration
Number of beneficiaries	125

Key public/private actors involved	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ National Institute for the accreditation of competences ▪ Chambers of Commerce ▪ State Employers Services ▪ Training institutions ▪ VET Institutes
Relevance (significance for the target group)	For the target group this process was totally innovative. As know as, in Spain the system of accreditation of competences is on process and this pilot project was an extraordinary option in order to recognize the competences of the beneficiaries who participated in it.
Effectiveness (impact of the model/practice/devise)	This process had a high effectiveness from all the actors involved on the process. Candidates, advisors, assessors, institutions, etc. It was the opportunity for test this system of accreditation in our region.
Efficiency (ratio of impact to cost)	This process was funded by European founds.
Sustainability (lasting impact and replicability)	This process is highly sustainable but is necessary a national framework in order to organize all the parts of the process. This framework is created but not implemented yet.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
The principal barrier is the legal recognition of the process. During the projects implementation was only a pilot system.
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
The direct benefit is the recognition of competences and the possibility of complementary training in order to complete all the qualification.
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>
Is important to have the permission of the companies where they are working in order to have direct evidences of the job done. For the candidate is important to in order to have the recognition of the employer after the end of the process.
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>
This model has only one limitation and is the non legal recognition of this process. Probably, when the process will be public and legal, the time will be a limitation, and will be necessary to do faster.

General information

Partner:	Oviedo Chamber of Commerce
Country:	Spain
Date of interview:	February 2011

Information on the organisation

Name of the organisation:	IES nº 1
Address:	Puerto de Vegarada s/n. Polígono de Pumarín. GIJÓN
Phone:	985383100
E-mail:	secretaria@ies1.com
Web-site:	www.ies1.com
Main activities:	Institute for the Formal Vocational Education and Training
Classification:	<input checked="" type="checkbox"/> Local or public authority <input checked="" type="checkbox"/> Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	Fernanda Lazo
Function:	Teacher / advisor / assessor

Information on the model/practice/devise

Description (short summary)	<p>Collaboration on a pilots projects relating accreditation of non formal and informal learning.</p> <p>The projects idea was the accreditation of competences acquired during the working life and the non formal and informal learning.</p>
Stages of development (Start/End date)	01/10/2006 to 30/11/2008 and 01/12/2008 to 31/12/2009
Country/Region/City	Asturias / Spain
Contact person (if different from above)	Dolores Riestra. Cámara de Comercio de Oviedo

Main activities / methodology / tools	<p>The principal activities of these projects was:</p> <ul style="list-style-type: none"> ▪ To create a common framework for the accreditation of competences ▪ To analysis the different methods and tools relating the accreditation of competences in different countries ▪ To develop a process for the accreditation of competences ▪ To develop guides for candidate, advisor and assessor ▪ To test on a pilot process, the process described and the guides created.
Source of funding and resources used	<p>European Commission.</p> <p>Regional founds from Education Ministry</p>

Target group	<p>Workers or people with experience but not accreditation on the families of:</p> <ul style="list-style-type: none"> ▪ Trade and Commerce ▪ Management and Administration
Number of beneficiaries	125

Key public/private actors involved	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ National Institute for the accreditation of competences ▪ Chambers of Commerce ▪ State Employers Services ▪ Training institutions ▪ VET Institutes
Relevance (significance for the target group)	For the target group this process was totally innovative. As know as, in Spain the system of accreditation of competences is on process and this pilot project was an extraordinary option in order to recognize the competences of the beneficiaries who participated in it.
Effectiveness (impact of the model/practice/devise)	This process had a high effectiveness from all the actors involved on the process. Candidates, advisors, assessors, institutions, etc. It was the opportunity for test this system of accreditation in our region.
Efficiency (ratio of impact to cost)	This process was funded by European founds.
Sustainability (lasting impact and replicability)	This process is highly sustainable but is necessary a national framework in order to organize all the parts of the process. This framework is created but not implemented yet.

Other topics to be further investigated during the interviews

<i>What barriers or problems is this model/practice/devise designed to overcome?</i>
The principal barrier is the legal recognition of the process. During the projects implementation was only a pilot system.
<i>How does it benefit partners/clients and how have users/beneficiary needs influenced this model/practice/devise/project?</i>
The direct benefit is the recognition of competences and the possibility of complementary training in order to complete all the qualification.
<i>What specific operating contexts and environments are important for its implication and what key lessons have been learnt from the experiences?</i>
Is important to have the permission of the companies where they are working in order to have direct evidences of the job done. For the candidate is important to in order to have the recognition of the employer after the end of the process.
<i>What are the limitations (e.g. regulatory, time-related, etc.) and risks of application of this model/practice/devise?</i>
This model has only one limitation and is the non legal recognition of this process. Probably, when the process will be public and legal, the time will be a limitation, and will be necessary to do faster.

Annex B - Case-study summary

General information

Partner:	Oviedo Chamber of Commerce
Country:	Spain
Date of interview:	March 2011

Information on the organisation

Name of the organisation:	<i>Agencia Vasca para la Evaluación de la Competencia y la Calidad de la Formación profesional</i> Basque Agency for the Assessment of the Competence and Quality in Vocational Training
Address:	c/ Álava 41-interior
Phone:	945 14 84 60
E-mail:	agencia@agcalidadfp.com
Web-site:	www.euskadi.net/agencia
Main activities:	The Autonomous Community of the Basque Country, through the Basque Government Department of Education, Universities and Research, and specifically on the initiative of the Office of Vocational Training and Lifelong Learning, was the first Autonomous Community in Spain to set up a System for the Recognition of Professional Competence. In this respect, the remit of the Basque Agency for the Assessment of Competence and Quality in Vocational Training is to oversee and monitor the start-up of this System for the Recognition of Professional Competence, in line with Decree 70/2004 of 27 April regulating the examinations for qualification as a Specific Vocational Training Technician and Higher-level Technician (Official Journal of the Basque Country, 5 May 2004).
Classification:	X Local or public authority X Adult education/VET provider <input type="checkbox"/> Migrant organisation /grass root organisations <input type="checkbox"/> Other:
Name of the interviewee:	Luis Herrero del Arco
Function:	Competences Assessment Area Coordinator

Information on the model/practice/devise

Description (short summary)	Organization, assessment and accreditation of non formal training with public validation, on the health area (home attention). Participated on it unemployed people who received RGI (unemployed benefit). The principal aim was performance the minimum requirement that will be demand after 2015 (Professionalism Certificate). Law: BOPV de 26 th October 2009.
Stages of development (Start/End date)	From 23 rd November 2009 to 31 st December 2010
Country/Region/City	32 municipalities on Basque Country Region.
Contact person (if different from above)	Luis Herrero Del Arco

Main activities / methodology / tools	Training based on Units Training from Professionalism Certificates of "Social health home attention" Assessment and accreditation of professional competences according to procedure R.D. 1224/2009
Source of funding and resources used	Employment and Social Affaires Department. Basque Government.
Target group	People with social exclusion risk. Unemployed people who received unemployed benefit RGI (half of them was immigrants, was a requisite have residence permit)
Number of beneficiaries	425.
Key public/private actors involved	Public: Basque Government Department of Education, Universities and Research: Basque Agency for the Assessment of the Competence and Quality in Vocational Training and 11 Professional Training Institutes. Employment and Social Affaires Department. Social Inclusion and advisor Service of Basc Employment Services; and 32 cities councils. Private: 1 Training Centre, 6 training organization with non profit motive. 5 organizations specialist on family mediation
Relevance (significance for the target group)	Official Accreditation for work in this profession after the legal regulation from 2015. Paid Practice contract during 6 month. Facilities for work integration.
Effectiveness (impact of the model/practice/devise)	From 425 who started the project: <ul style="list-style-type: none"> ▪ 397 ended and received the Professional Certificated (3 units of competences) ▪ 11 received only 2 units of competences accreditation ▪ 7 received only 1 unit of competence accreditation ▪ 19 no received accreditation.
Efficiency (ratio of impact to cost)	Non data information. This analysis should do the Employment Department on medium period, and calculate the Program costs and the saving for the unemployment benefits not paid.
Sustainability (lasting impact and replicability)	Employment Department has the intention of demand to every people who received unemployment benefits in order to receive that, the realization of training courses.