

REFINE REPORT

1 October 2005

Country: Czech Republic

Partner organisation: World of Education - Network of Local Centres of Lifelong Learning

Type of organisation: Special-interest association of legal entities and was founded in June 2004 a registered by the Regional Office of Moravian Silesian Region (former Regional Centre for lifelong Learning). Members of World of Education are Local centres of LLL: secondary schools, higher education institutions and other educational subjects mainly from Moravian-Silesian region, but the association is now starting activities in the way to subjects outside of MS region. The key activities are education and research in the lifelong learning area.

Name of person conducting the test: Mgr. Martin Pobořil

Tools: Portfolio evaluation questionnaire for prior learning assessment and recognition (PLAR). This questionnaire has three parts: A- prior learning as result of work experience (informal learning, B – prior learning as result of non-formal learning, C – prior learning as result of formal learning (ECTS as a tool). Part C – ECTS tool was used.

How did you proceed?

The candidates filled up questionnaire (including relevant Annexes) as written part of testing forms and after that they had face to face meeting with PLAR advisor as oral part of testing. This was held in the Training centre. There were 6 candidates: 5 female and 1 male. The age range was from 24 to 41. Five of them are employees, and one – a company owner. They all decided to participate for the development of self-evaluation skills.

Results of the testing

Good points of the tool:

1. transparent and structured tool
2. tool enabling assessment all kinds of prior learning
3. tool enabling transfer of relevant parts of formal learning
4. tool as strong motivation element for further personal development

Difficulties of the tool:

1. Candidate has problems to distinguish learning outcomes in annexes: I am able/ I got,.
2. Candidate has problems to distinguish between knowledge and abilities.
3. tool is not enabling to describe experience out of work place
4. Candidate has problems to express
5. Candidate describe tool form as complicated

What would you like to take out?

1. Third part from annexes describing learning outcomes – I got, candidate use this to mix other two parts - I know/ I am able (3 of the 6 candidates)
2. None (3 of the 6 candidates)

What would you add in?

1. Introduction explaining in more detailed way whole process of assessment (5 of the 6 candidates)
2. More personal and advisory approach to process of assessment (1 of the 6 candidates)
3. None (1 of the 6 candidates)

Comments from "testers" :

Candidate understands this tool and possibility for recognition of prior learning as very useful.

On the other hand, educational system in Czech republic is not yet based on learning outcomes, so people are not ready to identify and describe them. But the tool shows new possibility of using it, e.g. work on motivation programmes for unemployed or personal balance diagnostics.

Comments from candidates :

Candidates estimate the tool as very practical, ensuring effective system for accumulation of lifelong learning. Candidates feel problems describing work experience in learning outcomes.

Country:Lithuania

Partner organisation: Kaunas Region Educational Centre

Type of organisation: Kaunas region Educational Centre is non-formal organization of Adult education. Its main aim is to provide qualified educational and qualification raising services for teachers, sports, culture workers. The centre was found in 1994. In the period of one year the institution works with more than 7000 people including the adults of region communities. The main activities: methodical – organisational, research, preparation of methodical aids and material, organisation of qualification and certification events.

Name of person conducting the test: Laimute Ruzgiene

Tools: The European curriculum vitae gives a comprehensive standardised overview of education attainments and work experience of an individual. It is complementary to the certificate supplement.

How did you proceed?

Candidates were chosen: the teachers of physical training, biology and chemistry. They have been participating in the continuous informal teaching of health promotion. The meeting was organised at the Kaunas Region Educational Centre. The researched people have been consulted whiling filling. Individual meetings were held with respondents. Discussions and comments of the respondents were written down. There were 6 female candidates with an average age of 40.8 years. All respondents were employees – health educators. All participated in the research with a goal of testing EURO CV as a tool to claim for part of diploma.

Results of the testing

Good points of the tool:

1. EURO CV is advanced in terms of possibility to describe one's competences, not only achievements of formal education.
2. CV enables presenting one's language competences as well.
3. The structure of the tool is very clear and precise enough.

Difficulties of the tool:

1. It may be difficult to be objective enough describing your own competences;
2. Not easy to choose the most important feature, depending on the specific situation or institution that a candidate apply to;
3. For some of the respondents it is not easy finding the right definitions for the competences;
4. It is difficult to collect detailed information about earlier working places (employers, names, addresses). Some organisations do not exist any more.
5. Not easy to point out the most important annexes, especially when there are too many of them.
6. It is complicated to single out social skills.

What would you like to take out?

1. presentation of artistic skills;
2. additional information;
3. detail description of native language;

4. It is necessary to shorten the list of the courses- to point out only the most important, related to the specific project;

What would you add in?

1. Some information about hobby, free time activity.
2. Awards and evaluation of professional and organisational skills;

Comments from "testers" :

Candidates did not point out the work experience as there was no separate field for it. As a matter of fact it shows the amount of practical knowledge. It should be noted that the practical experience as well as theoretical preparation is one of the most important accents. Some of the respondents doubted that information about mother tongue can be informative. Without knowing what to add more, respondents neglected the field "additional information". This particular field might be filled in with recommendations that are connected to work activities

In description of social and other personal competences it is necessary to study what is ability and what is a competence, what things are essential and what are secondary. For most respondents it was difficult to separate essential social skills because they are often mixed with organizational ones. Besides there is less attention for informal education.

Comments from candidates :

Rewards and recognitions (diploma papers from the competitive offices) could be the proof of the skills and benefits in certain area. Candidates think that it is not necessary to describe skill of the native language because Lithuania educational institutions or employers know it very well. It seems that all needed information is in a CV form, but it has to be filled very attentively and presented systematically.

Country: Finland

Partner organisation: Finnish Adult Education Association FAEA

Type of organisation: Työväen Sivistysliitto TSL , Workers' Educational Association (WEA), Finland. TSL is educational organisation in the sector of the Finnish liberal adult education. On an annual basis, the services provided by Workers' Educational Association of Finland reach 58 000 course participants and 30 000 small-group students, making up a total of 57 000 teaching hours and 100 000 study circle hours.

Name of person conducting the test: Ms Mervi Ylitalo

Tools: European CV as a tool to recognise and acknowledge formal, informal and non-formal learning during life from childhood until today's professional expertise. The candidates participate in a course called Member in a active work community. The course contains 10 study weeks and the main subjects include the following:

- 1) Cooperation in a working community;
- 2) Multi-cultural working community;
- 3) active participation of the working community (trade union movement and its action).

How did you proceed?

The participants in the course filled in the Euro-CV at WEA Study Centre, Helsinki evaluating their personal development and non-formal education. There were 4 candidates: 3 female and 1 male aged from 39 to 55. All are employed and participated in the testing for two purposes: self-confidence and development of self-evaluation skills.

Results of the testing

Good points of the tool:

1. Recognising the social, organisational and artistic skills as an active member of communities and cooperation and interaction with people in variable contexts.

2. Recognising the importance of own activity in gaining skills, knowledge, interaction with people.
3. Recognising the artistic activities and skills in hand works like sewing as an creative activity and way of expressing herself.

Difficulties of the tool:

1. The CV itself does not yet bring up and evaluate the experiences and learning results of those skills mentioned. A discussion and evaluation with the candidate is necessary.
2. The CV would need some more instructions for the evaluation of non-formal learning.

What would you like to take out?

All candidates didn't suggest anything to be taken out.

What would you add in?

The CV would need some more instructions for the evaluation of non-formal learning.

Comments from "testers" :

The candidates does not emphasize the skills they have learned and gained in the projects and activities. They only list them as activities, not as skills. Therefore further discussion was needed with the candidates to help them to evaluate their learning process and development of new skills. But 2 of 4 candidates have used European CV as a tool effectively evaluating their activities.

Comments from candidates :

Filling the CV, helped the candidate who does not himself feel being artistic to recognise the artistic activities acquired in a course of 6 study weeks with workshops: Theatre, Music, Movement and Picture; Improvisation 2 study weeks; Painting 2 study weeks.

One candidate mentioned not only her social, educational, cooperational, technical, artistic and sports activities, but also helping people by blood donation.

One candidate included her activities with minority groups, meeting with people with different background and values and thus it has helped her to appreciate the diversity, increasing her tolerance, equality and respect towards diversity.

Country: Estonia

Partner organisation: University of Tartu, Tartu Vocational Education Centre, Estonian Association of Youth Councillors

Type of organisation: These three organisations work in different sectors: youth, vocational and university sectors.

Name of person conducting the test:

Aili Saluveer (University of Tartu), Priit Toomiste (Tartu Vocational Education Centre), Anne Kivimäe (Estonian Association of Youth Councillors).

Tools: The European CV and Portfolio. The Portfolio consists of four chapters: A – Personal data, B – Education, C – Work experience, D – Other activities.

Results of the testing

Youth Sector:

There were two tools tested in youth field: Euro CV and portfolio. Generally the participants evaluated the tools as potential possibility to record learning in a way that provides opportunities for recognition both by employers and formal education.

Concerning portfolio, all the participants found the tool to be very thorough and time consuming. In order to provide all the details asked it would need very long and guided process. Also some questions were repeated in other parts of the document, too much detailization in the work-related part was noted. As a positive aspect the participants found the tool important as it allowed to describe both formal and non-formal learning.

Concerning Euro CV the participants found the tool easy to follow and fill. The form together with explanatory notes provided good structure for CV. Positively it was noted the possibility to include information about social competencies and interests. Some technical remarks were about the electronic version and the fact that it was not explained, how thorough and detailed

the answers should be. The part concerning education needs more concrete structure – in the present form it is too unclear what sort of information is needed.

Concerning both tools there is a need to clarify formulations and terms in order to get adequate information. There is a need for guidance filling up the tools, especially for the portfolio, but also the Euro CV needs clarifications. The portfolio needs more work on the structure. The process of filling up the form should be planned and explained in the portfolio as well. The Euro CV would benefit from technical improvement.

Vocational sector:

Vocational training sector includes employers and people seeking recognition for a vocational training certificate/diploma. The purpose of the testing was to produce report for vocational training sector and make comment/proposals for tools.

a) For employers

In general employers accept formal education (general education, vocational education and higher education and refresher courses) which is proved with diploma or certificate. In some cases employers take into consideration non-formal education. Also employers take into account informal education (work experience) which is assessed by recommendation letter, CV or allotment of work. Since there is no fixed form for the CV (there are basic principles, but they are not usually enforced) it is very hard to find reliable information about the candidates, who are applying for the job. In many cases employer can only guess if the candidate has acquired experiences, knowledge's and competences for the potential job.

People express themselves in many different ways and all people do not have the abilities to emphasize their strongest skills (somehow people do not have the courage to promote themselves), information based on CV is not sufficient and employers do not get clear vision of the candidate. From the employers point of view it is very ineffective and requires a lot of resources to invite too many people for the job interview.

It is very efficient to use portfolio as a part of employment process, since it is effective from employers as well as from the employees' point of view. Content of the portfolio is very thorough- in some cases one can find it even too demanding to work through the information about every single candidate. Since every profession presumes certain knowledge's, skills and experiences, it gives the employer the opportunity to work through and select the parts from the portfolio that interests him/her the most. Portfolio gives the opportunity to present and emphasize the results of the government examinations and professional skills examinations. From the employers' point of view, professional skills examinations which show the level of the actual practical skills are more important than government examinations. Work experience in CV's (including practice and length of service) is in many cases presented too generally and indefinitely. Portfolio on the other hand gives an excellent opportunity to present thorough and informative information, what gives the employer adequate information about the employees' accomplishments and competence. In reality same trade name may consist of totally different jobs depending on the size and tendency of the organization and concrete job duties. That is why it is very important that portfolio gives an opportunity, in addition to the trade name; also it must bring out concrete job duties, structure(s) of the organizations and their requirements for the vacant job. The above mentioned description gives the employer crucially important information about the potential candidate for the vacant job. All in all portfolio gives an adequate information about the candidate and makes the final evaluation

process more complex and purposeful enabling to find the best potential candidate for the vacant job. General estimation for the CV and portfolio is extremely positive. It is beneficial for the employer as well as for the employee, giving the last mentioned a good opportunity for self analysis and further career planning. Portfolio is certainly an excellent addition to the CV, enabling to bring out all important information thereby making also employers task less time consuming and more effective. In the field of Vocational education, portfolio can be successfully used, enabling to consider formal, informal and non-formal education.

b) For people seeking recognition for a vocational training certificate/diploma

Feedback from people was positive they had no problems with filling in CV. Comments- easy to fill; very understandable/clear; more accurate and profound than "ordinary" CV; employer/expert gets all information he/she need. Main difficulties occurred where people had to describe their social skills and personal/others knowledge's. Filling in the portfolio appeared to be harder for them. It was mentioned in the feedback that many repetitions occurred in the portfolio. Most often was mentioned the fact that it is not proper to ask economical indices from previous workstation (company's budget, circulating capital and company's structure), how people spend their free time (confidential information). People were successful in describing their learned skills and knowledge's. For them it was harder to describe the knowledge and experience they had gained through work. It was mentioned that there were too many different questions which made the filling of the portfolio very demanding. It appeared that both tools (CV and portfolio) are useful for developing people's self- analyses skills, rising self confidence and support peoples professional development.

University sector:

Both tested tools are useful and it is possible to use them in the University sector for the accreditation of experiential learning. In the field of higher education, portfolio can be successfully used, enabling to consider informal and non-formal education. There are some changes needed to the existing tools. Some recommendations concerning both tools: there is a need to clarify formulations and terms in order to get more adequate information; There is a need for guidance to help with filling up the tools, especially for the portfolio, but also the Euro CV needs guidance and clarifications; Some technical changes are needed in the electronic version; Need for explanation, how thorough and detailed the answers should be.

The EuroCV was a good basis in the University for the initial evaluation of the candidates: do they have enough experience for more detailed evaluation – for compiling the portfolio and getting possible accreditation of learning from experience. Positively it was noted the possibility to include information about social competencies and interests.

Some recommendations:

1. Make a language of the EuroCV more understandable
2. The part concerning education needs more concrete structure – what sort of information is needed
3. add some explanations to the instructions of CV
- 4.

The Portfolio provides good bases for assessment of competencies, and is a good tool for assessment of experiential (informal and non-formal) learning. Portfolio is useful for:

1. Development of self evaluation skills
2. Evaluation of experiential learning
3. Professional development

As a positive aspect the participants found the tool important as it allowed describing both formal and non-formal learning. All candidates found that compiling the portfolio is useful for developing self evaluation skills.

Some recommendations:

1. clarify formulations and terms in order to get adequate information;
2. bring together the repeated questions from other parts of the document;
3. reduce detailization in the work-related part;
4. plan and structure the process of filling up the portfolio form for longer period;
5. ensure the process with guidance and clarifications.

Now the partner organisations in Estonia are working on modification of tools and support materials. They are implementing those recommendations and propose new versions of the tools that we have tested. As both tested tools can be successfully used enabling to consider informal and non-formal education, there is no need to propose an alternative tool.

Country: Romania

Partner organisation: Prosper Ase Language Centre

Type of organisation: Prosper Ase Language Centre- a non-profit association of teachers of foreign languages aimed at providing quality language services to a range of pre- and in-service beneficiaries:
-authorised by the Romanian Ministry of Education and Research and included in the National System of Continuing Education

-co-founder and full member of Quest – the Romanian Association for Quality Language Services which is an associate member of EAQUALS – the European Association for Quality Language Services

Name of person conducting the test: Anca Codreanu

Tools: European Language Portfolio

–aimed at stimulating and supporting in- and off- class learning of languages by helping the users to reflect on and improve their language learning and to show others their knowledge of languages and culture

-based on the Common European Framework of Reference

-consists of three parts: a Language Passport, a Language Biography and a Dossier

Grid for Self-Assessment in the Passport and the check-list My Current Language Learning Priorities in the Language Biography have been used.

How did you proceed?

The students were shown the grid and were helped to identify their own levels (10 min). Next class were asked to check the Current Language Learning Priorities check-list (30 min). They were given the grids covering their average level (B2) and the previous and next ones (B1 and C1) as their levels differed for different skills. The feedback was collected at the end of the course, when participants also gave their feedback on the course.

The students were young (under) graduates sent on a BEP (Business English for Professionals) 40-hour course by their company. Their level had been established by a placement test at the beginning of the course. The ELP was used at mid-course as a way of raising their awareness to the learning process and to the selection of teaching objectives. At the end of the course they sat an achievement test. By comparing the results of the achievement test with their ELP based self-evaluation the students could understand where they stood and decide on a future in- or off-class learning strategy. The trainers could see to what extent the course addressed the students' needs so as to be able to make informed decisions on the content of the next module.

The candidates were 4: 3 female and 1 male with age from 22 to 38. They were all employed and participated in the testing for several reasons: For self confident (personal use)- establishing strategy for future learning, For the development of self-evaluation skills, Others: for confirming relevance of training course under way, For REFINE, as their trainer asked them.

Results of the testing

Good points of the tool:

1. user friendly – especially as regards the description of competences
2. discriminating – useful in identifying partial competences and establishing priorities
3. comprehensive

Difficulties of the tool:

1. the descriptors refer to a rather general use
2. the course time was rather short to address development of all skills so for some of them the ELP and end of term tests could identify no evolution
3. some of the check boxes are not well aligned in some cases, so it was difficult to understand which box to check and the font is rather small

What would you like to take out?

As the tool addresses wide ranges of users, nothing should be taken out.

In fact a small section of the tool was used, so the rest can be considered as taken out for this particular purpose. The Dossier, all languages but English, most of the Passport and Linguistic Biography were not used.

What would you add in?

1. more specific descriptors addressing needs for core professions
2. more help – such as examples or activities – to help users be confident that they have evaluated themselves correctly
3. hypothetical strategies/ plans for future learning, including estimate time requirements

Comments from "testers":

If the questions had been more specific the feedback would have been more precise.

Comments from candidates :

The candidates found the self-evaluation useful because they could see if they are cheating on themselves or not. The self-evaluation made them think about their real English knowledge and perhaps motivated them to study again. In regards to the accuracy of the self-evaluation the students were hesitating.

Country: Romania

Partner organisation: Universitatea Populara Tg Mures and Zonal Centre of Adult Education Tg Mures

Type of organisation: A non-governmental organization of education and training, non profit and non political. The main goal is the promotion and development of adults education activities to bring them in it to the European standards of education. UP and CZEA works to complete the formal educational system, bring the adult education from Romania to the European standards of education and promote the European cultural values. The Regional Centre for Adult Education, founded in 1995, have obtained juridical personality in 2000 and become The Regional Centre for Adult Education Foundation. The mains activities are to promote and develop activities related to adult education field, contribution, by continuous perfecting strategy, to local economic and social development.

Name of person conducting the test: Oliviu Olariu

Tools: Xpert European Computer Passport

The Xpert European Computer Passport system exposes comprehensive knowledge and practical skills in current application programs in the Office range. The courses are directed at participants from the private and public service and administration sector and the business sector of commercial and industrial enterprises as well as at the self-employed with small to medium-sized companies.

The Xpert system exists on the market, completing the target of the student that have finish IT courses, near other testing and examining systems. The flexibility of the Xpert regarding the objectives, the adaptability to new versions and the public information about the components make this system attractive in scope of obtain an “European computer passport”.

How did you proceed?

The system consists of eight modules based on the catalogues of objectives, table of assessments and courses adapted permanent to the new versions of the products on the market. The main asks are linked to Microsoft products for the basic knowledge and for professionals, but also in the last year it increase the Linux/Unix system.

Each module finishes with an examination that has been standardised throughout Europe, and each pass is acknowledged with a certificate for the finished module.. The “European Computer Passport Xpert” is awarded following the successful completion of the compulsory modules, “Basics of EDP”, “Basic of word processing”, and “Internet Basics”. This three modules represents the main/basic of the system and after it the student got the Xpert certificate. Following the successful completion of two other modules, participants receive the “European Computer Passport Xpert Master” degree acquired after qualifying in two further optional modules from the choice of "Professional word processing", "Spreadsheets", "Database application", "Presentation", and "Communication".

The students can obtain the certificate to each module after he pass the courses organized by special training centres after a number of hours recommended by the main centre of Xpert LV Hannover or he can sustain direct the exams.

The examination of each module consists of a theoretical part on paper support that has to be completed and a practical part direct on the workstation connected in a local area network that has an Internet connection. The tasks are conducted following the required steps of the exam and at the end all the done activities are saved on the floppy disk that represents the prove of the exam and permits the according of the point for each part of the exam.

The testing system permit the obtain a maximum of 100 points / module, and the exam is considered pass with more than 50 points (There is a qualifying scale for testing and examination)

The testing was held at Universitatea Populara Tg Mures and Regional Centre of Adult Education Tg Mures. The IT Laboratory is proper for the testing and examination to obtain the Xpert Computer Passport and is part of the national centres that are involved in Xpert testing activity acc. to IIZ/DVV Office in Bucarest. As member the UP and CZEA has sign the agreement and a contract regarding the Xpert system.

The candidates were 6, 4 male and 2 females aged 19-29. Four of them were unemployed and 2 employed. They participated in the testing for the following purposes: For entry to a formal training course, For job application, finding a new job, Reorientation to a new job.

Results of the testing

Good points of the tool:

1. Increased skills levels in essential IT and computer use
2. Internationally recognised qualification
3. Improved job prospects/job mobility
4. Passport to higher-level IT education
5. Contact with news in IT knowledge

Difficulties of the tool:

1. Some part of the test are specific to the German language and even if the are translated in Romanian language the logical contents depends on the original language
2. Sometimes the connection to the Internet are not functioning in proper way
3. The exam time for some modules is short especially when some parts of the exam must be executed more than once

What would you like to take out?

1. The exams are well constructed and is necessary to cover a wide area of IT knowledge, so there are no points to take out.
2. The test can be adapted to be more homogeneous covering different chapters of the catalogue of objectives

What would you add in?

1. Not for the technical part of the exams that is answering in all cases, but for administrative parts it could be included a personal presentation page with more details (short CV)
2. Also, it can be added an evaluation grid for those who has followed the courses in Xpert centres
3. The number of the tests must be decreased so that each centre can chose different exams for different target groups, even it could be randomized the exam system.

Comments from "testers" :

Evaluation grid after the exams consists of questions like:

Was the exam's tasks covered by the course?

Which module has the bigger difficulty and which not?

Does respond the laboratory to act the exam test in proper way?

Some additional administrative was given to help before exams:

-What to do in case of mistakes in completion to the grids?

-How important is to save at final of exams every necessary information to the floppy disk.

-Which are the most important steps to finalize the paper part of the exams, printing materials, included signature etc.

-How to organize the available time to finish the tests and obtain the necessary points of the computer passport.

-It is necessary a pre-test of the participants before starting the courses in case of big differentiation between the technical skills of the participants.

Comments from candidates :

The catalogues of objectives are covering all the materials included in tests and exams, in the theoretical part and also in the practical one. The workstations from the UP local LAN are responding to the conditions of the tests, and the Internet connection is stable and proper for the demanded asks and emails. Some suggestions for the future exams:

-Decreasing the practical part of the tests for the EDP.

-Adapt the contents of the texts for Word processing to the Romanian language even for formatting and the other transforming tasks.

-The timetable for each module can be adapted to each group of students because of the heterogeneous components of each group.

-More units for the final overview of the modules before preparing the final tests.

It is difficult to obtain number of the tests must be decreased so that each centres can chose different exams for different target groups, even it could be randomized.

Partner organisations: University of Aveiro, CenFoRaz – Centre of Formation of Oliveira de Azeméis, AIDA - Industrial Association of the District of Aveiro, APCC - Association for the Cultural Promotion of the Child, NOVOPCA.

Tools:

University of Aveiro: European Curriculum Vitae (EuroCV), Certificate Supplement, Diploma Supplement

CenFoRaz – Centre of Formation of Oliveira de Azeméis: European Curriculum Vitae (EuroCV), Language Passport (LP)

AIDA - Industrial Association of the District of Aveiro: European Curriculum Vitae (EuroCV), Language Passport (LP), Certificate Supplement

APCC - Association for the Cultural Promotion of the Child: European Curriculum Vitae (EuroCV), Language Passport (LP)

NOVOPCA: European Curriculum Vitae (EuroCV), Language Passport (LP)

Results of the testing:

Tool: European Curriculum Vitae (EuroCV)

All the candidates interviewed think EuroCV is well structured and has a lot of relevant information to employer's analysis. However, they detected the following difficulties:

different information groups should be more circumscribed between them;

REFINE – Recognizing Formal, Informal and Non-formal Education

CV should have fields of obliged fulfilling, essentials to their aim, and optional fulfilling fields that could add value to the basic information of CV.

In what concern to social, organisational, artistic, technical and other skills and competences, their importance is different from candidate to candidate according to their education and training, so each candidate eliminate the fulfil of some of these fields.

About language knowledge, almost all candidates suggested a frame that resumes the learning of all languages, what would allow a better employer's analysis. Additional information like exhibitions, awards, workshops, seminars and publications is relevant to be included in EuroCV structure in a field like "complementary activities" and not in one like "other skills and competences" or "additional information".

Tool: Language Passport (LP)

For almost all candidates this tool of easy fulfilling was understood of different ways. Some consider LP important as a way of referring informal competences, even without certificates or diplomas. Others consider it too simplistic as it doesn't emphasize relevant information to standardize the level of languages knowledge's and experiences. So, according to candidate's qualification, age and work experience this tool is very important when they have several languages knowledge's and experiences allowing them not only to describe experiences in different languages, but also to enumerate certificates and diplomas. For candidates with few languages knowledge's and experiences this tool isn't very important at an informative level; however, it assumes importance as a way of encouraging the candidate's apprenticeship.

Tool: Certificate Supplement

As good points of this tool we can say it is well structured and of easy fulfilling. However, in what concerns to the point number 6 (six) we had some difficulties understanding the meaning of "Description of vocational education and training received" – it can be components or modalities? We think this point should be more explicit.

We added to complementary information the designation of the body giving the training, once that the body awarding the certificate isn't always the same as the one giving the training.

REFINE – Recognizing Formal, Informal and Non-formal Education

In what concerns to the item “Duration” (in point number 6), we think it’s important the temporal characterization in hours, weeks, months and years; however, we would add the real dates of the training as a way of allow employers to understanding the candidate’s circuit since the training conclusion.

Tool: Diploma Supplement

The test of this tool is running at this moment.