

REFINE

ADULT EDUCATION SECTOR REPORT

EUROPEAN CV

Testing of European CV as a tool for recognition of formal, informal, and non-formal education revealed **positive** as well as negative points of the tool.

Having analyzed the Candidates Report Forms and the information collected during the interview with candidates reflecting Euro CV in adult education sector the following **positive** points of the tool could be listed:

1. Standardized Euro CV form used in all EU countries and adequately rated is a clear advantage of the tool.
2. Euro CV form is comprehensive and sufficient to get the main idea about one's background, competences and life-work experiences.
3. Euro CV is sufficiently detailed and well structured at the same time universal to be easily adapted to one's needs and precise situations by expanding or constricting some sections.
4. Euro CV is advanced in terms of describing one's competences, not just achievements in formal education. It presents a clear structure of competence fields, while the other wide-spread CV examples are too generic.

The testing revealed the following **negative** points writing Euro CV and limitations in using it as a tool for recognition of formal, informal and non-formal education:

1. It is quite difficult to make the precise and sufficient description of competences, acquired in a non-formal way without mentoring and also recalling numerous qualification courses, that impact on one's competence.
2. As any CV form, EURO CV is presented having in mind particular goal or institution. Therefore it has to be filled in exactly according to what has to be achieved. It means that every time it may be needed to develop a different version of Euro CV.
3. There is a certain psychological effect that may cause some concerns regarding objectivity and adequate self-evaluation while presenting one's competences.
4. Lack of conceptual knowledge about competences leads to confusion in definitions as well as precise description of one's competences.

The following **suggestions** regarding amendments towards Euro CV were made by the candidates:

1. Different information groups should be more circumscribed between them.
2. 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.
3. There is nothing to exclude and every part of Euro CV is very important; except of some competences (e.g. artistic) that may not be relevant in a certain situation.
4. Identifying language knowledge the candidates recommended a frame that resumes the learning of all languages.
5. It was agreed that it is extremely important to add a section of "Professional competences" as these competences play significant role in the labour market.
6. Section of "Awards" as evaluation of professional and organizational skills could be introduced in the Euro CV.

7. Great attention should be paid to the annexes of Euro CV, such as recommendations, copies of diplomas and certificates as most often they reveal very important aspects of informal education.

PORTFOLIO

Written part of testing as well as interviews with the candidates revealed the following strengths and weaknesses of the tool:

Among the **strengths** the candidates mentioned:

1. Transparency and good structure of a tool.
2. Ability to assess of all kinds of prior learning.
3. Ability to transfer relevant parts of formal learning.
4. Tool has strong motivation element for further personal development.
5. In cases when candidate is able without problems to describe learning outcomes the tool gives good basis for not only for recognition but for transfer into formal learning also.
6. Tool enables to assess and identify the level of work experience.

Weaknesses:

1. Most candidates faced problems distinguishing learning outcomes of prior learning in annexes (I know - knowledge/ I am able -skills/ I got –summation , especially with the last one) some candidates has problems to distinguish between knowledge and skills.
2. This tool is not enabling to describe experience out of work place.
3. For some candidates the tool is too complicated.

If we would go through strengths and weaknesses of the tool and comments of testers and candidates to make comparisons between two sectors-adult education and university sector where testing was provided, we could find the conclusion that in adult education sector the main weaknesses of the tool were orientated on problems of candidates to distinguish learning outcomes of prior learning, whereas in university sector weaknesses were based on differences between credit systems of different HE institutions. It is worth noting that description of the strength of the tool were very similar in both sectors. Important “side effect” of the tool in adult education sector is that the tool and process of recognition and assessment of prior learning works as strong motivation factor for further learning and education.

Suggestions:

1. Usage of the tool has to be connected more with some kind of introduction seminar which will give candidates deeper insight and understanding of the tool.
2. The part describing learning outcomes should be transformed (part describing summative learning outcomes which causes most problems is not necessary and could be taken off).
3. The part enabling recognition of experience out of work place should be added to the tool.

EUROPEAN LANGUAGE PORTFOLIO

For almost all candidates this tool of easy fulfilling was understood in 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.

EXPERT COMPUTER PASSPORT

Testing revealed that generally it was perceived as a very useful instrument by the candidates in adult education sector. Nevertheless, the study came with some **suggestions** for the improvement of the tool:

1. "Some parts of the test are specific to German language and even if they are translated in Romanian language the logical contents depends on the original language".
2. "The time for each module can be adapted to each group of students because of the heterogeneous components of each group".
3. "More units for the final overview of the modules before preparing the final tests would be of much help".

If used as a recognition tool for adult education, "the flexibility of the Expert regarding the objectives, the adaptability to new versions and the public information about the components make this system attractive in scope of obtaining an "European Computer Passport".