

## **Validation of Formal, Non-Formal and Informal Learning: The case study of Personal Assistants**

Final Report    Public Part

## Project information

Project acronym: EUPA  
Project title: Validation of Formal, Non-Formal and Informal Learning: The case study of Personal Assistants  
Project number: 503074-LLP-1-2009-1-CY-LEONARDO-LMP  
Grant Agreement Number: 2009 – 2178 / 001 - 001  
Sub-programme or KA: Leonardo Da Vinci, Multilateral Projects  
Project website: [www.llpeupa.eu](http://www.llpeupa.eu)

Reporting period: From 01/10/2009  
To 31/07/2012  
Report version: 1  
Date of preparation: 25/09/2012

Beneficiary organisation: MMC Management Centre Ltd

Project coordinator: Christiana KOLOKOTRONIS KNAIS  
Project coordinator organisation: MMC Management Centre Ltd  
Project coordinator telephone number: 00357 22 466633  
Project coordinator email address: [christiana@mmclearningsolutions.com](mailto:christiana@mmclearningsolutions.com)

This project has been funded with support from the European Commission.

This publication [communication] 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.

## Executive Summary

EUPA is a project on the validation of Formal, Non Formal and Informal learning. The project uses the sector of personal assistants (PAs), as a case study, although the methodology used can be applied on other sectors as well.

The aim of EUPA was to develop a European certification for PAs through the development of a qualification framework (QF) and an assessment tool as well as to facilitate this certification through the development of training materials. Other objectives were to develop the methodology for the development of any QF and to draw some conclusions through comparison of formal, non formal and informal learning.

The **main products** of EUPA are:

1. A QF for PAs in 4 levels, aligned with EQF (EN, EL, SK, SV)
2. An assessment tool for assessing Pas in Level 2, that can customized to be used in other sectors (EN, EL, SK, SV)
3. Curricula and training materials in Level 2 composed in a trainer's guide (EN)
4. Report: Project findings, results and conclusions presents EUPA stages and the main project findings which is **Formal (classroom learning) is not always enough: Non formal and Informal learning are also important** (EN)
5. A trainer's guide (EN)
6. A guide for European Personal Assistant Qualifications (EN, EL, SK, SV)

To develop its results, EUPA adopted an innovative methodology including:

1. Desktop and applied research for the development of the QF
2. Analysis and comparison of the results of three different groups of participants (in terms of formal learning and work experience) to identify learning outcomes that can be developed through formal, non formal and informal learning and to reach some conclusions related to the validation of knowledge, skills and competences.

Both direct and indirect users benefit from EUPA. **PAs** (direct beneficiaries) can now validate their qualifications acquired through non formal and informal learning.

**Trainers** and **VETS** (indirect beneficiaries) can use the project results to train and assess personal assistants. **Managers and stakeholders** (indirect beneficiaries) benefit from the improvement in productivity and performance of PAs and from more effective recruitments. Finally, **policy makers** benefit through the use of an innovative methodology for the production of a validation system of qualifications as well as through the existence of a certification for PAs.

The consortium consists of VET providers (design and implementation of training), experts in qualification frameworks, representatives of the target group (identification of LOs) and social partners(policy makers). The partners complement each other and all of them together have the expertise needed to complete the project successfully.

EUPA has already been commercialised in Cyprus. Other partners in the consortium will also commercialise EUPA in the near future. More information on EUPA is available at [www.llpeupa.eu](http://www.llpeupa.eu).

## Table of Contents

<b>1. PROJECT OBJECTIVES.....</b>	<b>5</b>
<b>2. PROJECT APPROACH.....</b>	<b>6</b>
<b>3. PROJECT OUTCOMES &amp; RESULTS.....</b>	<b>14</b>
<b>4. PARTNERSHIPS .....</b>	<b>17</b>
<b>5. PLANS FOR THE FUTURE .....</b>	<b>18</b>
<b>6. CONTRIBUTION TO EU POLICIES .....</b>	<b>19</b>

# 1. Project Objectives

EUPA main objective is to **develop a model for the recognition and validation of the qualifications of a sector based on learning outcomes**. The sector of Personal Assistants (PAs) has been selected (as a case study) for the following reasons:

1. PAs often do not have academic qualifications which makes the validation of other skills and competences a necessity.
2. Most of the inactive women when entering the labour market request a position as a secretary or a PA and in many cases they have no formal qualifications. Evaluation of their non formal and informal learning will ease their access to the employment market.
3. PAs are of vital importance in every EU company. Their role has been upgraded during the last decade.

The main objectives are:

1. To **develop a qualifications framework for Pas based on learning outcomes (LOs)**. This is achieved through the identification of the LOs. The innovativeness of the approach used focuses on the fact that the opinion of different parties (personal assistants, managers and other stakeholders) is taken into account.
2. To develop, with the aid of an **Assessment Tool**, a **European certification for secretaries and PAs**. The Assessment Tool is two dimensional and uses different methodological tools for the assessment of different LOs. Therefore, when customized, it can be used across sectors.
3. To **identify the LOs** that may be easier to be developed through non formal & informal learning and to use this information to design methodological tools to be used during formal training for these outcomes.
4. To **develop modular curriculum & training material** that will enable PAs to certify and to assign credits to the modules of this curriculum

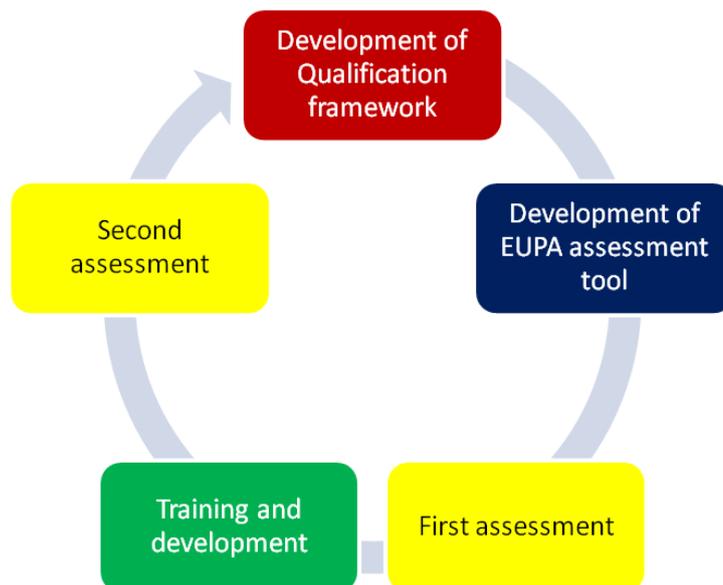
EUPA serves the interests of PAs (and executive secretaries since in some of the countries the two terms are used interchangeably). However, **the sector of personal assistants is used as a case study** for the application of an innovative methodology and the development of an innovative assessment tool. After the lifetime of the project the same methodology and approach can be used for different sectors.

More specifically:

- The research approach (360 approach) can be used to identify the LOs
- The assessment tool can be used as a template and adopted to fit any sector
- Using a similar methodology, LOs that can be easily developed through informal or non formal learning can be identified and useful conclusions related to the types of methodological tools that should be used to train learners on the specific learning outcomes (eg experiential learning) may be drawn.

## 2. Project Approach

In order to achieve its objectives EUPA has adopted the following approach



### Development of a Qualification Framework

#### 1. Review of the European Qualification Framework (EQF) policy as described by the European Union

The first step, to develop a qualification framework in accordance to the European Union policy, is to review the policy. Several documents have been reviewed related to the EQF, to the assignment of credits, to the progress of the EU countries (and especially of the countries in the consortium) with regards to the EQF etc.

- Nothing has been identified in the literature ***as a practical set of guidelines on how to develop a qualification framework, on how the terminology matters in the development of levels and even on how specific tasks relate to specific levels*** (e.g. the difference between basic troubleshooting towards creative problem solving etc.).

#### 2. Review of similar work on the development of qualification frameworks. The investigation focused on two main issues:

- Methodologies and qualification frameworks dealing with other sectors
- Learning outcomes from qualification frameworks of other sectors that could and should be used in the current qualification framework. It is noted that no qualification framework has been identified for the area of personal assistants, although qualification frameworks have been developed for other areas such as receptionists and administration personnel.

#### 3. Identification of work areas, units and Learning outcomes through research

To identify the work areas and learning outcomes for personal assistants, the previous experience of the coordinator on the field was taken into account together

with the expert opinion of EUMA members (the professional association of personal assistants). Therefore, during a meeting experts have

- a. exchanged ideas that led to a list of learning outcomes
- b. Agreed on the possible levels of the qualification framework of personal assistants (levels 2 to 5)

Taking into account the input from the previous stages (literature review and experts' meeting) the consortium

- a. Compared and contrasted the list of learning outcomes produced through the literature review with those produced from the expert meeting and developed a final list of learning outcomes
- b. Related the learning outcomes to levels in a way that they conform with the EQF guidelines. It should be noted that some of the learning outcomes were clearly related to one level while for others there was a progression on the level of knowledge, skills and competence between levels.

Based on the above a questionnaire was designed. The questionnaire identified the main areas of work, but at the same time enabled the research participants to add areas of work. Moreover, the questionnaire has identified several learning outcomes from different levels and asked the research participants to assign weights to different learning outcomes.

Three types of research participants have been used, namely: personal assistants, their managers and other stakeholders who have interaction with personal assistants.

*The research revealed 4 (four) different levels of learning outcomes from level 2 (two) to level 5 (five). Although the design of a qualification framework in 4 different levels is a huge amount of work, the consortium decided to design the qualification framework for all levels and then focus on one level (level 2) for the design of the assessment tool and training materials, as well the actual assessments and trainings.*

#### **4. Finalisation of the qualification framework**

Based on the findings of the steps mentioned above, the first draft of the qualification framework was designed for levels 2,3,4 and 5. Then a workshop took place in Slovakia where the partners formed groups (one group for each level) and discussed in detail:

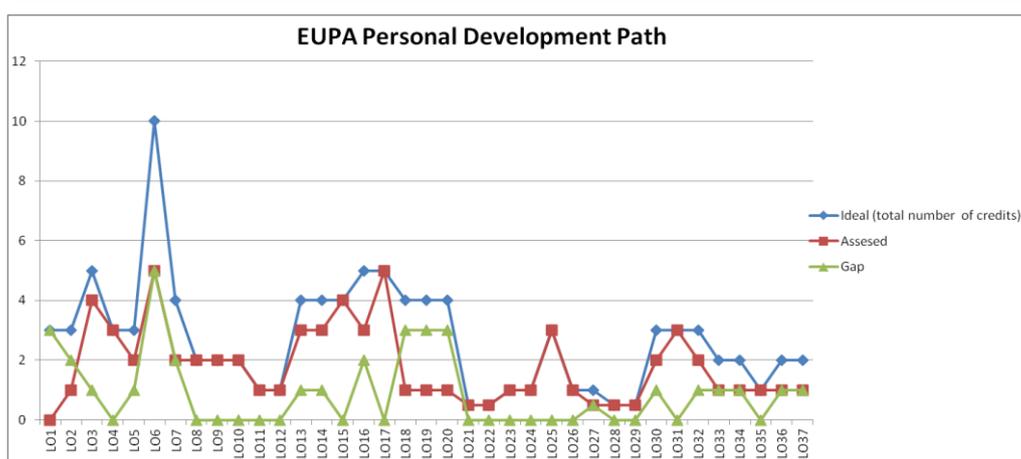
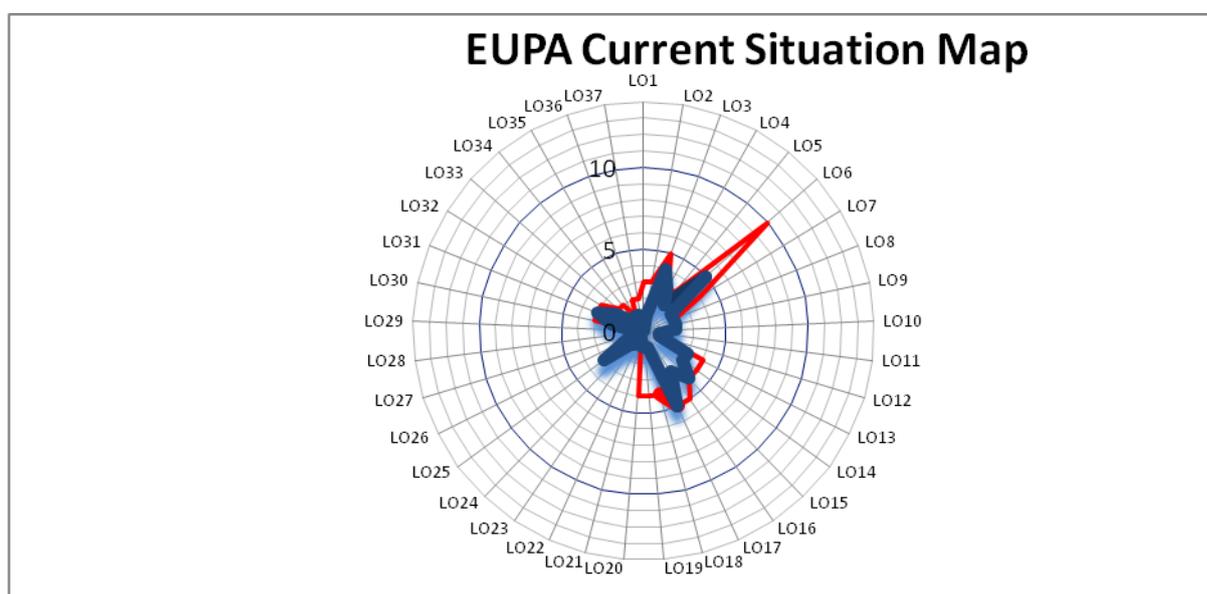
- Whether the learning outcome was expressed correctly
- Whether it was in conformance with the specific level
- Whether it was covered from another LO
- And so on

The qualification framework was modified during this workshop and was sent to the partners for final evaluation and adjustments. After that a first draft of the QF was ready which was continuously evaluated and improved up to the end of the project

## Development of the assessment tool

Based on the qualification framework developed, an assessment tool was developed to assess the knowledge, skills and competences of a PA on each of the learning outcomes of level 2. Eupa Assessment tool is accompanied by:

1. An electronic examiner's sheet (**EUPA Electronic Assessor**) through which the assessor can assess the PA on each of the learning outcomes. Taking into account the fact that each learning outcome has been assigned a credit value, the examiner's sheet produces a total assessment mark for the personal assistant being assessed.
2. The **EUPA Current Situation Map**, which presents the current situation of the personal assistant in terms of knowledge, skills and competences as compared to an ideal situation. Moreover the Current Situation Map defines a development path for the PA being assessed.



## First assessment

After the completion of the previous step, a pilot assessment was implemented. In order to do this two different target groups were used:

**EUPA Group A** consists of ten participants from each partner country that need to comply with the following prerequisites:

1. Previous work experience of 3-5 years in a secretarial position
2. No previous formal training

**EUPA Group B** consists of ten participants from each partner country that need to comply with the following prerequisites:

1. Inactive women - women outside the labor market that do not actively search for a job during the last 5 years
2. No previous formal training
3. Interested in becoming a personal assistant

*The assessment prior to the training enables us to identify possible learning outcomes that may be developed through non formal (EUPA Group A) or informal (EUPA Group B). Current situation maps and personal development paths have been developed for all learners that have been assessed.*

### **Pilot trainings**

Based on the results of the previous steps, and more specifically of the current situation map of each personal assistant (which describes the learning outcomes on which each personal assistant needs development), PAs have attended trainings for each of the learning outcomes where development was needed. The key issue of this approach (added value) is the fact that the training is aligned with the qualification framework, therefore a targeted training plan was developed for each PA.

In addition to EUPA Group A and B another group was also trained (Eupa Group C).

The characteristics of this group are:

- a. Graduate school leavers
- b. No work experience
- c. No formal training

The added value of the third group is the fact that it enables the consortium *to identify those learning outcomes that can be easily developed through formal training*

### **Second assessment**

In order to assess the effectiveness of the trainings a second assessment is implemented on the specific learning outcomes developed. This second assessment enabled us to

- Identify/measure the effectiveness of the training modules
- Compare results of groups A and B with EUPA group C. This will provide us with an indication about LOs that can only be acquired as a combination of formal, non formal or informal learning

### **Project findings and results**

The results of the assessments for the three groups were analysed and compared (between groups and between assessments). Two indicators have been used to analyse the results of the assessments.

- **The number of learning outcomes identified as needing further development.** The smaller the value of this number the less development needed.
- **The percentage of success** (that is the total scoring of the candidate in percentage format). The higher the value of this indicator, the less development is needed.

### **Evaluation strategy of EUPA and results**

Evaluation and quality assurance was a key aspect of the EUPA project. Evaluation was multidimensional and included evaluation from the partners, from the participants in the project (target groups) as well as evaluation of the dissemination activities and their effect. Eupa was evaluated internally as well as through an external evaluation.

The following dimensions were used for the internal evaluation of the project:

<b>Dimension Evaluated</b>	<b>Evaluation result</b>
The consortium and its effectiveness and efficiency	The effectiveness of the consortium was evaluated by the consortium itself using interim and final questionnaires. Interim evaluation was 4.78 and final evaluation was 4.96. Both evaluations are considered to be very high.
The quality of deliverables	The quality of the deliverables was also evaluated by the consortium using structured questionnaires. All deliverables were evaluated with very high scores (over 4) both at the interim as well as at the final evaluation. The average evaluation result from the deliverables evaluated during the interim evaluation was:4.78 (out of 5). The average evaluation result from the deliverables evaluated during the final evaluation was:4.86 (out of 5). The consortium regards the scoring of both interim and final evaluation of deliverables very high.
The effectiveness and efficiency of the steering committee meetings	Steering committees were evaluated by the members of the consortium participating in them using questionnaires. The lowest evaluation was 4.82 and the highest was 5 which proves that the consortium considers the steering committee meetings to be very effective and efficient.
The effectiveness of the workshops implemented during the trainings (Assessor's training and Trainer's workshop)	Both events were evaluated by the participants after the completion of each event through the use of questionnaires. The average evaluation of the Assessors training was 4.78 (out of 5). The average evaluation of the trainer's workshop was 4.66 (out of 5). Both are considered to be very high scores.
The evaluation of the qualifications framework	The qualification framework was evaluated twice (before and after its review).Looking into the evaluation of the final version of the qualification framework in the dimensions described it is being noted that the lowest evaluation is 4.63 and the highest 5.00 (both very high

Dimension Evaluated	Evaluation result
	scores).
The evaluation of the assessment tool	<p>The assessment tool was evaluated by the partners twice (before and after the first assessment). It is noted that after the first assessment it was reviewed and improved). The lowest evaluation on the identified dimensions was 4.13 and the highest 5.00.</p> <p>The assessment tool is an important deliverable of the EuPA project. MMC, KAI and the rest of the consortium, have put great effort in the development of this deliverable, which is the result of thorough research and a significant amount of work. The assessment tool combines an in depth understanding of assessment methods together with an in depth market knowledge of the sector of personal assistants.</p> <p>The EuPA Assessment Tool is a concrete and scientific product that may be used by training organizations, as well as employers, to assess and develop personal assistants.</p>
The evaluation of the trainings by the target group, that is the personal assistants	Questionnaires were handed out after the end of each of the trainings. Based on these questionnaires a country evaluation report was composed. The average evaluation of the trainings by the personal assistants in the three participating countries was 4.54 (out of 5) which is considered to be a high score. Weaknesses on the training materials were improved after the implementation of the trainings.
The evaluation of the trainings by the trainers	Questionnaires were handed out after the end of each of the trainings. Based on these questionnaires a country evaluation report was composed. The average evaluation of the trainings by the trainers in the three participating countries was 4.54 (out of 5) which is considered to be a high score. Weaknesses on the training materials were improved after the implementation of the trainings.
The evaluation of the assessment experience by personal assistants	A blank testimonial sheet was given to personal assistants to express their experience from using the EUPA assessment tool. All participant comments were very positive.
The evaluation of the conferences	An evaluation form was handed out to be completed by the participants after the completion of the conferences. The average evaluation of the first conference was 4.51 out of five while the average evaluation of the final project conference was 4.44 out of 5. Both evaluations are considered to be excellent.
The participation in several EUPA events (therefore the effectiveness of dissemination and exploitation)	<p>The number of participants in each of the EUPA events was counted. There are two type of EUPA experiences: Direct (through participation on conferences, meetings, presentations as well as direct email and mailing campaigns) and Indirect (through press releases in media and web pages).</p> <p><b>120461 members of the target groups have a direct experience with EUPA. More than one million people had an indirect contact with EUPA.</b></p>

### Dissemination and exploitation strategy and activities

The consortium believes that dissemination must be based on strategy, therefore the dissemination strategy has been defined in the dissemination strategy guide.

The dissemination strategy guide has identified 5 levels of dissemination namely:

- Dissemination for **Awareness**
- Dissemination for **Understanding**
- Dissemination for **Support**
- Dissemination for **Action**
- Dissemination for **Involvement**

Dissemination activities have been designed for all five levels of dissemination.

Moreover it has developed the key messages to be disseminated as follows:

### KEY MESSAGES

European Qualifications Framework and why is it important (KEY1)

EUPA supports the recognition of qualifications and the validation of formal, non formal and informal learning (KEY2)

EUPA supports PAs in their acquisition of their knowledge. It also motivates them to be involved in training activities since they can only attend the modules on which they need development. (KEY3)

EUPA supports improvements in quality and innovation by linking different methodological tools to different outcomes.(KEY4)

EUPA aims to develop and test a methodology that can then be applied in other sectors for the development of their qualification frameworks (KEY5)

EUPA aims to develop an assessment tool that will act as a template for the development of assessment tools for other sectors (KEY6)

The consortium has identified the following target groups:

- Personal Assistants
- Trainers and VET
- Managers and other stakeholders
- Opinion Leaders and Policy Makers

Dissemination activities designed target all target groups. EUPA placed great emphasis to dissemination and exploitation activities. The methods used to target the target groups and the size of the target groups are presented below:

Description of activity	Size of the target group
Through direct participation to the project- research for the identification of learning outcomes	90
Through participation in pilot assessments and trainings	90
Through Conferences (4)	508

Through Presentations (28)	2777
Through Meetings (13)	117
Through direct email campaigns. direct mailings and customised letters (44 campaigns)	116879
<b>Total people affected directly through EUPA</b>	<b>120461</b>
<b>Indirect EUPA effect (through press releases and publications) (86 publications in total)</b>	<b>More than 1000000</b>

The above dissemination and exploitation activities were reinforced by a marketing oriented web site as well as a facebook page (with almost 1000 friends).

All activities promoted **awareness**. Some activities promoted **understanding** (eg newsletters, presentation to conference), **support** (eg presentation to policy makers or opinion leaders) **action** (campaigns to EUMA members, information to opinion leaders etc) and involvement (email campaign to pas, managers and stakeholders to participate in the research or in the first assessment etc)

In addition to the dissemination activities described several exploitation activities were performed aiming to achieve mainstreaming and multiplication. Exploitation activities included:

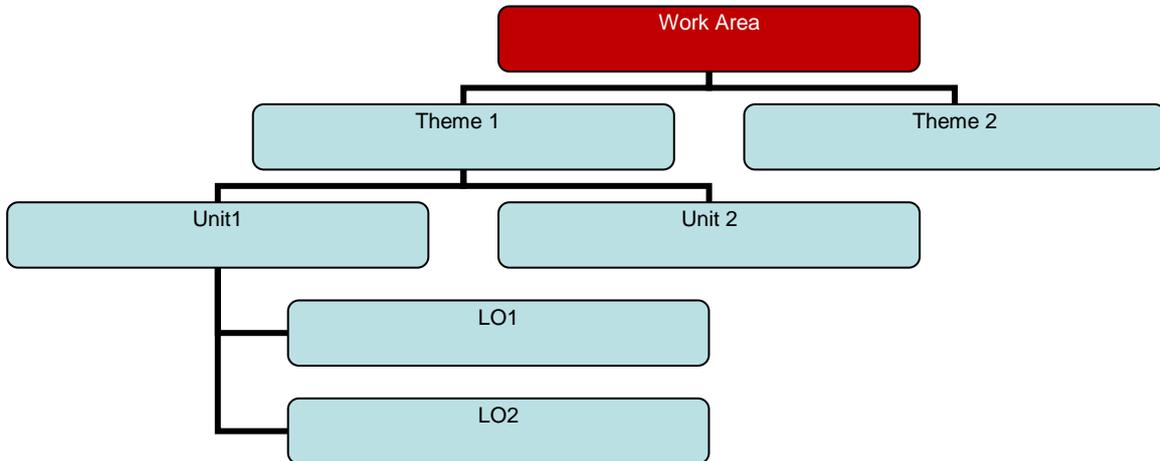
- Presentations to public bodies
- Electronic newsletters to EU Chambers, employers, Euma members
- Commercialisation of the product and promotion to employers (which ensures sustainability after the lifetime of the project)
- Other activities such as meetings

### 3. Project Outcomes & Results

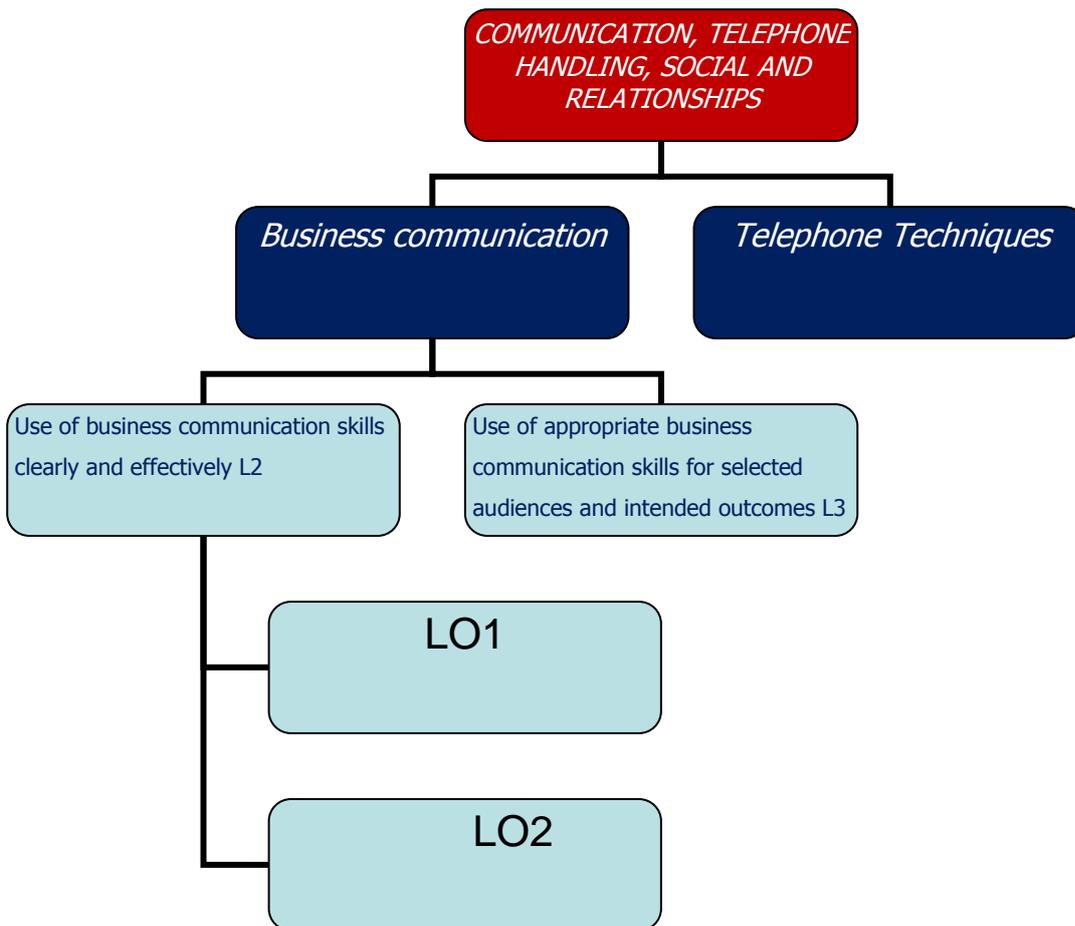
The main project outcomes for the project EUPA so far are:

#### 1. EUPA qualification framework

EUPA qualification framework is the response to the first objective. It adopts the following structure:



An example is presented below:



According to EUPA QF Work Areas and themes are independent of levels while units and learning outcomes progress across levels.

EUPA QF consists of 4 levels and 21 areas of work. In total it consist of 166 learning outcomes (37 in level 2, 57 in level 3, 43 in level 4 and 29 in level 5).

## 2. EUPA assessment tool

The EuPA assessment tool is an innovative tool to assess the personal assistants on each of the learning outcomes of level 2. The credits for each of the learning outcomes respond to the credits assigned to that learning outcome on the qualification framework.

For each of the learning outcomes the assessment tool presents:

- The assessment criteria
- The methodological tools to assess these criteria (EUPA assessment tool is a two dimensional tool linking learning outcomes with methodological tools )

The assessment tool consists of an introduction to the assessors (although an assessors manual has also been developed), the factors that must be taken into account while using the assessment tool, as well as the types of evidence used.

Several types of evidence are included in the Eupa assessment tool such as: Direct observation of the learners' performance by their assessor, outcomes from oral or written questioning, products of the learner's work, personal statements and /or reflective accounts, outcomes from simulation, where permitted by the assessment strategy, professional discussion, assignments, project/case studies, authentic statements/witness testimony, expert witness testimony, evidence of recognition of prior learning etc.

EUPA assessment tool is accompanied with assessors pack which provides assessors with different grids to facilitate the assessment using the techniques mentioned above.

The assessment tool is accompanied by two very important tools:

- The **current situation map** which, as its name indicates, presents the current level of the personal assistant on each of the LOs.
- The **EuPA personal development path** that presents the ideal and the assessed situation together with the gap between them. Therefore, the learner can see the amount of development they have to undergo to reach the requested level.

EUPA assessment tool is a confidential product. Interested parties may communicate with the coordinator on [eu@mmclearningsolutions.com](mailto:eu@mmclearningsolutions.com).

## 3. Eupa curriculum and training materials

The curriculum and training materials for level 2 have been developed by EUPA. Level 2 consists of 21 training modules (one for each unit) and 40 methodological tools. Training materials have been translated in Greek and Slovak (originally developed in English).

#### 4. Trainer's guide

The objective of this guide is to help the trainer to use the training materials developed by EUPA. This guide is a practical guide for the trainer and presents the following:

- The training materials at a glance (the learning outcomes covered per module)
- Icebreaking exercises to start each module
- Hints and tips for the trainer for each training module
- Types of methodological tools used by EUPA
- Detailed description of the methodological tools to be used in each training module
- Methods for evaluating EUPA workshops.

#### 5. Project finding, results and conclusions

This report is a very significant deliverable of EUPA because it presents the whole project but most importantly it presents the methodology for the analysis of the results, the results and the conclusions of EUPA as well as possible areas of expansion of the project.

In summary:

- **Non-formal learning** (on the job learning) is extremely important and *it should definitely be validated*. EUPA project proved that non-formal learning in a specific sector is vital for a person working in the sector to be able to have all the knowledge, skills and competences needed for the specific sector. Formal learning will significantly enhance the results of informal learning but still non-formal learning is vital to enable a personal assistant to be certificated.
- **Informal learning** is also very important. One could argue that informal learning takes you half way through your development but will most probably not lead you to certification. It seems that the development through informal learning is much slower. Informal learning is strongly related with reflection, that is the ability of the person to gain knowledge from lifetime situations and this is probably another skill one has to develop in order to gain from informal learning.
- **Formal learning** is very important but may not always be enough to guarantee a certification. A small amount of work experience may also be required. If combined with non formal learning success is almost guaranteed.
- As far as learning outcomes are concerned:
  - There are specific learning outcomes that can easily be developed through non formal learning and these are learning outcomes that are learned through experience.
  - There are learning outcomes that cannot be developed through non-formal learning. Probably expert input is required for the development of these LOS.
  - There are some learning outcomes that can be developed solely through formal learning. However, a combination of learning is needed for most of the learning outcomes to be developed.

## 4. Partnerships

The multi-country partnership provides European added value to the project since EUPA aims **to develop a European certification for personal assistants**. This would not be possible through working in a national or local partnership. The European partnership enabled the consortium **to run the research in three countries** but also to **have expert input from all countries of the European Union** (EUMA is registered in France but is a European association) and to be reviewed and tested in all countries of the consortium.

The specific selection of countries also adds value because, based on the EU inventory of validation 2007, EU countries are divided into three groups: those countries where validation has become a practical reality, those countries where validation is emerging as a practical reality and those countries where activity is low or non-existent. The partnership of EUPA is a combination of all three countries: France and UK are in the first category, Sweden is in the second category, Cyprus, Greece and Slovakia are in the third category.

The consortium has selected to implement the pilots (since due to resources it was not possible to implement pilots in all countries of the consortium) in the countries where activity is low, thus promoting awareness of the issue of Validation of formal, non-formal and informal learning.

The experience of working in a European partnership is in its self a strong benefit of the project:

- Firstly, it facilitates exchange of information and best practices across the countries of Europe thus it is a learning experience for the partners and for the countries participating.
- Secondly, one of the main objectives of the commission is the facilitation of mobility, and this will not be possible until systems are aligned between member countries. European partnerships are a step towards this alignment.
- Last but not least the European partnership enables the members of the consortium to meet the culture of different European countries. Cultural awareness is very important for building a strong European identity.

It should also be noted that the European Partnership does not include only the members of the partners. In several EUPA events partners had the chance to meet with project participants (personal assistants, trainers and Vets, policy makers and opinion leaders). In the final project conference that was implemented in Cyprus, the Greek and the Swedish partners had the chance to award the EUPA certificate to the Cypriot PAS. Such opportunities are very important because they enable the partners to gain in depth objective understanding on the situation of a country regarding the specific issue the project is dealing with but also to actually meet the culture through people that are not VETS and are not directly involved in EU issues and policies (as partners are)

## 5. Plans for the Future

EUPA system of certification is a high quality system and that is why it will be sustainable.

### 1. Commercialisation

Commercialisation has already begun in Cyprus through the training and certification of the personal assistants of two of the biggest employers in Cyprus. Other partners will follow (DIMITRA, ORBIS, FU- UPPSALA ). In Cyprus, the Cypriot partners are trying to get EUPA approved and subsidised by the Human Resource Development Authority.

### 2. European Status

Although EUPA has been developed to become the European certification for personal assistants, this can be achieved in time through the multiplication effect (that is many personal assistants using it and thus becoming an important certification). Our objective is to give status to EUPA through the support of European Certifying bodies and other esteemed organisations. These issues will be further explored through communication with several bodies (an initial communication has already started with several policy makers and opinion leaders (incl. CEDEFOP), objective being to identify the path that will lead us to a real European Certification.

### 3. Expansion

Eupa qualification framework is complete in all four levels but the assessment tool and the training materials only exists in level 2. Our objective is through own funds or other sponsorship to develop the rest of the levels so that we can provide a total solution to our customers.

### 4. Transfer

Eupa was an enormous learning experience for the development of Qualification frameworks and assessment tools. In fact a toolkit for development of a qualification framework has been developed and published in the Project Findings, Results and Conclusions. The consortium will use this know how to develop qualification frameworks and training materials for some of the classes delivered in Sweden by FU-Uppsala (classes focused on art). In Cyprus this knowhow will be used to develop certification and qualification framework for professions where no academic qualifications are needed such as assistant accountant.

## 6. Contribution to EU policies

EUPA promotes the policy of **“Recognition of Qualifications”**, through the development of a qualification framework for a specific sector and the validation of formal non formal and informal learning (through the use of an assessment tool).

- The Lisbon European Council in 2000 concluded that **increased transparency of qualifications** should be one of the main components of the education and training systems in the Community, in order to adapt to the demands of the knowledge society.
- The Council Resolution of 27 June 2002 on lifelong learning invited the Commission, in close cooperation with the Council and Member States, **to develop a framework for the recognition of qualifications for both education and training**, building on the achievements of the Bologna process and promoting similar action in the area of vocational training.
- The joint reports of the Council and the Commission on the implementation of the ‘Education and Training 2010’ work programme, adopted in 2004 and 2006, stressed the **need to develop a European Qualifications Framework**. In the context of the Copenhagen process, the conclusions of the Council and the representatives of the governments of the Member States, meeting within the Council of 15 November 2004 on the future priorities of enhanced European cooperation in vocational education and training gave **priority to the development of an open and flexible European Qualifications Framework**, founded on transparency and mutual trust, which should stand as a common reference covering both education and training.
- The validation of non-formal and informal learning outcomes should be promoted in accordance with the Council conclusions on common European principles for the identification and validation of non-formal and informal learning of 28 May 2004.
- The Brussels European Councils of March 2005 and March 2006 underlined the **importance of adopting a European Qualifications Framework**.

In addition to the priority **“Transparency and recognition of competences and qualifications”**, EUPA supports the priority of **“developing the quality and attractiveness of VET systems and practices”** since it proposes:

- Training materials that are aligned with the qualification framework, thus enabling development on the learning outcomes where development is indeed needed
- The identification of learning outcomes that may be easier to develop through working experience or through life as opposed to others that may be easier to acquire through formal learning. This innovative approach has significant implications to the design of curricula and especially on the methodological tools involved in each module (eg simulation for learning that can be acquired through work experience).

For the same reason EUPA supports the objective **“to support improvements in quality and innovation in vocational education and training systems, institutions and practices”**

