



Title of the project: „Recognition of vocational qualifications for the transfer needs on European labour market”
Project number: 2015-1-PL01-KA202-016632

REPORT

ON THE RECOMMENDATION OF EXPERTS FROM THE EXPERT TESTING PHASE [PL, D, P]

The expert recommendations within the scope of functioning and utilization of the Model in practice and developing the ICT tool using this Model



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

This publication [communication] reflects the views only of the author, and the Commission and the National Agency of the Erasmus+ Programme cannot be held responsible for any use which may be made of the information contained therein.

Table of contents

1. Introduction	Błąd! Nie zdefiniowano zakładki.
2. Description of the research tool	5
3. Analysis of expert evaluations and recommendations	6
3.1 Expert recommendations on the Model	6
3.2 Expert recommendations on the ICT tool	11
4. Summary information on experts	Błąd! Nie zdefiniowano zakładki.



1. Introduction

According to the methodology of Result 09, the aim of the Report is to obtain recommendations from experts from individual countries (Poland, Germany, Portugal) on the functioning and use of the Model in practice and to develop an ICT tool using the Model.

The research problems which the experts answered by filling in the questionnaire were a set of questions specified in the methodology:

- How should an ICT tool be built to be user-friendly and understandable for future users?
- How can the model be used for other professions?
- What should be the scope and detail of the content of the ICT tool?
- Is the Model - an ICT tool understandable, complete, transparent?
- Is the tool user-friendly and easy to use?

The International Project Team developed the Model and its contents, under the framework of 07 Result, as a test version taking into account the results of group testing. This model was developed as the final version of 08 Result. The final version of the Model was adopted by the international Project Team and the content of the ICT tool was subjected to expert testing. In each country, testing (Poland, Portugal, Germany) was carried out by experts representing:

- management and vocational training staff (e.g. school principals, heads of apprenticeships),
- representatives of vocational education (e.g. teachers of vocational subjects from the fields covered by the project),
- employers employing employees in the professions of an electrician and car mechanic (company owners, managers of service companies).

The selection of experts was aimed at obtaining answers to the research problems of the group which were as appropriate as possible for potential users and corresponded to the assumptions in the proposal.

This Report includes integrated expert Recommendations as part of the national reports (Poland, Germany, Portugal).

The structure of the Report includes the factual information contained in Chapter 2 and Chapter 3, as well as information about the experts in Chapter 4, which is the result of a final



study and, after analysis, the international Project Team will ensure the correct outcome of the project, i.e. the ICT tool as a result of subsequent Intellectual Property Results and their evaluation by potential users.



2. Description of the research tool

The research tool was the Expert Evaluation Survey developed by the Team of International Experts and adopted at the international meeting of the Project Team on 23-24 May 2017 in Barcelos (Portugal). The research tool was prepared in such a way that it was possible to compare and jointly assess the scope of functioning and use of the Model in practice and to develop an ICT tool using the Model for the Partner Countries, and to obtain this assessment in a universal dimension for its openness to other professions and in relation to other markets (EU Member States).

The survey allowed to obtain an expert evaluation in two areas:

- Model of recognition of professional qualifications in the occupations of an electrician and car mechanic for the needs of transfer on the European labour market in Poland, Germany and Portugal,
- the assumptions for the construction of an ICT tool to compare the competence requirements for the professions of car mechanic and electrician in Poland, Germany and Portugal.

In each of the evaluation areas, the experts, on the basis of the submitted Final Model and the assumptions of the ICT tool development, expressed their opinions through a questionnaire with a set of specialist questions.

The experts took their position by selecting one answer:

- acceptance without notice,
- acceptance with comments indicating the scope and type of information expected in the given area of evaluation,
- no recommendation.

Chapter 3 summarizes the questions and the experts' selected answers by country. This functional arrangement of the tables provides an opportunity to produce an overall assessment as well as an analysis of the differences in assessment resulting from the national composition of the experts.



3. Analysis of expert evaluations and recommendations

3.1 Expert recommendations on the Model

During the expert testing participated:

- 16 Polish experts [PL],
- 16 German experts [D],
- 18 Portuguese experts [P]

Selected from target groups indicated in the application for financing. A unified research tool (expert evaluation questionnaire) enabled a coherent evaluation of the recommendations contained in the questionnaires and their consideration by an international team of project experts.

The results in the form of a summary are presented in Table 1.



Table 1. Expert recommendations on the Model

No.	Question to the expert	Acceptance of experts expressed during expert testing (PL/D/P)	Recommendations or objections made by the expert	Decision of the experts of the international project team
1	Does the model contain information useful for user groups?	15/16 PL 15/16 D 17/18 P	The information contained in the ICT Model and Tool is too extensive, the Model does not take into account language competences.	The content of the ICT Model and Tool results from the substantive assumptions of the application, the potential user will decide for himself which content will be used in the ICT Tool, from the assumption that the Model refers to the acquired professional competences for their comparison, does not include the key competencies, i.e. a foreign language.
2	Is the content of the Profession Information sufficient?	15/16 PL 10/16 D 17/18 P	Information on the profession is sufficient, but each institution/employer has its own need as to what practical elements of the professional activities are carried out in the context of the profession. Extension of the Model to all automotive professions	The content of the ICT Model and tool results from the substantive assumptions of the application, the potential user will use those areas which, according to him, are important, the project by definition covers only two directions of vocational training (electrician and automotive mechanic) and for these directions, the Model is developed.
3	Is the content of the Training Effects on the Profession sufficient?	16/16 PL 8/16 D 18/18 P	Extension with more detailed information on installation and coding (for electronics)	Experts PL and P fully accept the contents of the element Training achievements in the profession and do not recommend changes. D experts recommend extending the Model to include the electronics profession, which is not in line with the application.
4	Is the content of the Employers' Expectations element sufficient?	13/16 PL 12/16 D 18/18 P	The model contains a certain current state for the time of the "photo" (research), with the change of the time axis or the structure of the group it can be assumed that the expectations of employers will be outdated or change. Employers' expectations should be extended to include language skills.	PL and P experts share the opinion from the expert testing, provided that the matter was discussed substantively at the beginning of the preparation of the Intellectual Property Results and it was assumed that the results of the project would be related and up-to-date to the legal status and the time limit for conducting the research. D experts recommend extending the Model to include linguistic competences, which is not in line with the proposal.



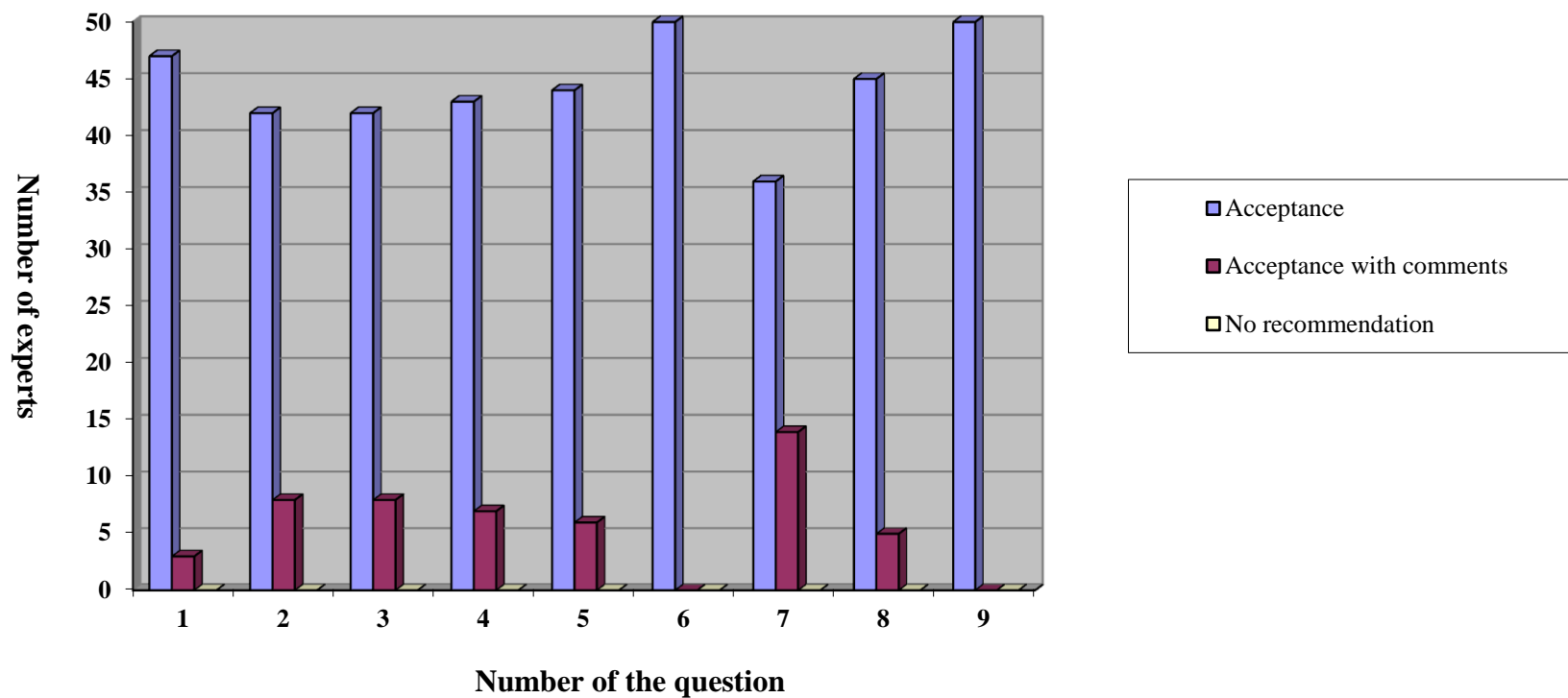
No.	Question to the expert	Acceptance of experts expressed during expert testing (PL/D/P)	Recommendations or objections made by the expert	Decision of the experts of the international project team
5	Is the content of the element Self-assessment of competences sufficient?	16/16 PL 10/16 D 18/18 P	Instructions for future users need to be clearer.	Experts PL and P fully accept the content of Competence self-assessment and do not recommend changes. Experts D are asking for greater readability of the tested element, which will be analyzed in the final version of the Model.
6	Does the element: Recommendations - Directions of competence development provide graduates of vocational education with sufficient information?	16/16 PL 16/16 D 18/18 P	---	Experts PL, P and D fully accept the contents of the element Recommendations - Competence development directions and do not recommend changes.
7	Is the Database of educational institutions as an element of the Model complementary to the knowledge about available lifelong learning institutions needed by the users of the Model?	12/16 PL 10/16 D 14/18 P	There is a high variability of training offers and their market diversification and value. It is recommended to allow self-registration of training offers, taking into account compliance with the profile of training needs. The database should contain specific offers.	The experts share the opinion from the expert testing PL, P and D, however, taking into account the receipt of project products valid for the given period of project implementation, the team of international experts accepted the validity of the record of the training institutions' database at the moment of its creation, and obtaining information on specific offers should obtain, within the framework of their own work, the specific user of the database.
8	Is the structure (its elements) of the Model complete and does it fulfil the purpose of its development?	16/16 PL 11/16 D 18/18 P	Income-earning opportunities, expected foreign language skills	PL and P experts fully accept the structure of the ICT tool in terms of achieving the objectives of the project and do not recommend changes. D experts recommend extending the Model to include language competences, which is not in line with the proposal.
9	Can the model be used to recognize professional qualifications for other occupations?	16/16 PL 16/16. D 18/18 P	---	Experts PL, P and D accept the MODEL for its use in the recognition of professional qualifications for other professions and do not recommend changes.

Source: Partners' own elaboration



A summary of the results of the Model expert testing by 50 experts from Poland, Germany and Portugal is presented below in graphical form.

Figure 1: Visualization of expert assessments



Source: Own elaboration



Summary of the recommendations from the expert testing of the Model in Poland, Germany and Portugal:

- a vast majority of experts, within the framework of expert testing, positively assessed the Professional Qualifications Recognition Model for the needs of their transfer on the European labour market as an appropriate solution,
- individual comments and recommendations from the expert testing stage were considered by the international team of experts, and their position is presented in the table above with the substantive assessment and the need or not to take into account in the final version of the Model.
- recommendations from the expert testing stage did not affect the need to change or modify the Model,

The model of recognition of professional qualifications in the professions of electrician and automotive mechanic for the purpose of transfer to the European labour market in Poland, Germany and Portugal has been accepted without the need to change/modify it by the majority of experts as part of expert testing; most of the submitted recommendations do not correspond to the content of the application and its substantive assumptions.



3.2 Expert recommendations on the ICT tool

The results in the form of a summary are presented in Table 2.

Table 2: Expert recommendations on the ICT tool

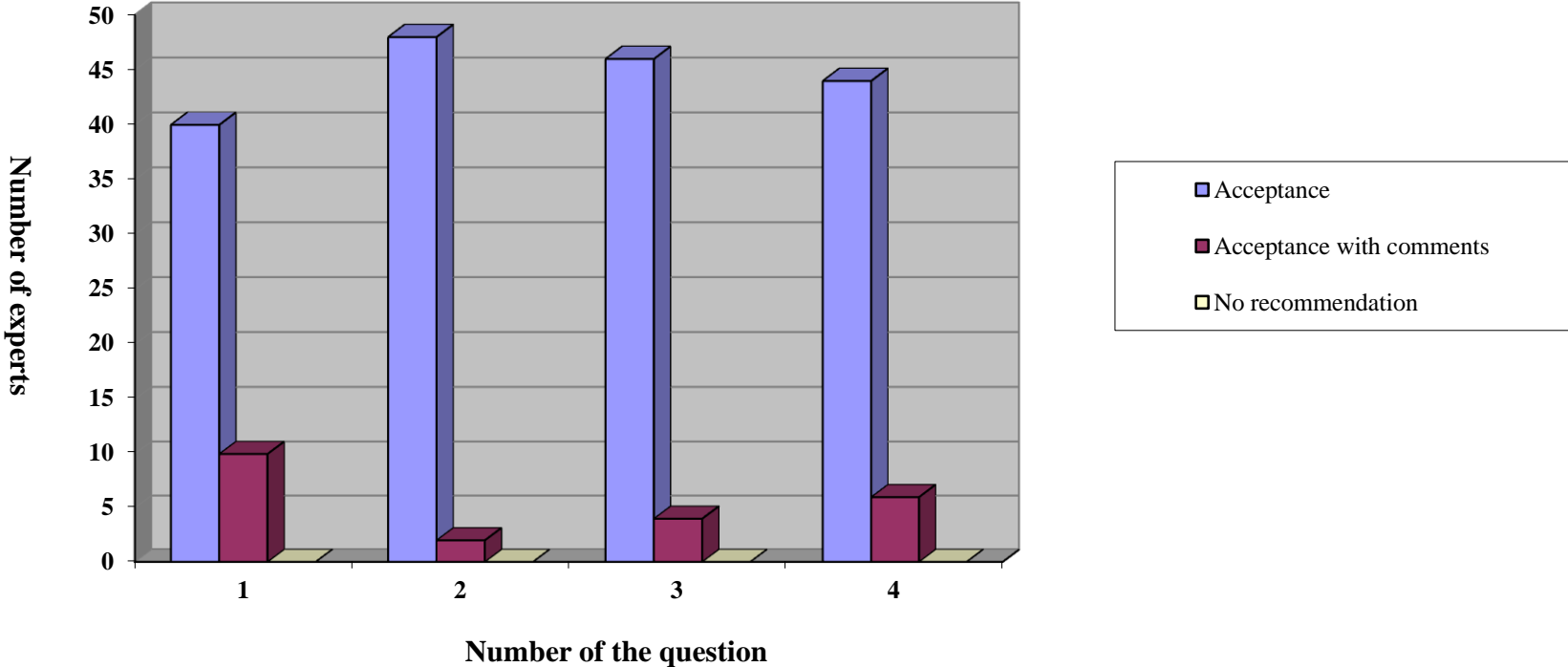
No.	Question to the expert	Acceptance of experts expressed during expert testing (PL/D/P)	Recommendations or objections made by the expert	Decision of the experts of the international project team
1	Does the design of the ICT tool ensure user-friendliness and understanding by future users?	12/16 PL 10/16 D 18/18 P	The website should be profiled according to the type of client using the ICT tool, i.e. employer or employee, and the job opportunities should be provided. The colours should be 'classic' and not contrast.	The experts determine the appropriate functionality of the ICT tool, ensuring that the subpages are used or visited according to the users' profile needs without the need to unnecessarily browse the subpages. Graphical evaluation refers to another point of the expert evaluation questionnaire.
2	Is the detail and content of the ICT-tool comprehensive and sufficient?	16/16 PL 14/16 D 18/18 P	Some phrases are too formal.	Experts PL and P fully accept the content of the ICT tool in terms of its understanding and detail and do not recommend changes. D experts recommend easier vocabulary, which will be taken into account in the final editing of the texts.
3	Does the ICT tool provide for appropriate interactivity?	12/16 PL 16/16 D 18/18 P	Long chains of reaching out to further information and returning to the start information shall be avoided.	Experts D and P fully accept the content of the ICT tool in the scope of its interactivity and do not recommend changes. PL experts recommend the creation of short chains of reaching the information sought, which is consistent with the assumptions of the construction of the ICT tool.
4	Is the design and aesthetics of an ICT tool appropriate?	14/16 PL 12/16 D 18/18 P	A limited range of colours should be provided to ensure that the information is sharply bounded. The working situations in some of the photographs can be identified as Polish due to the technical equipment.	The recommendation will be taken into account in the final version of the ICT tool. The photographs accompanying the visualization of the professions illustrate the workstations in the occupations accepted in the application and are not of any substantive significance.

Source: Partners' own elaboration



A summary of the results of the testing of the ICT expert tool by 50 experts from Poland, Portugal and Germany is presented below in graphical form.

Figure 2: Visualization of expert assessments



Source: Own elaboration



Summary of recommendations from the expert testing of the ICT expert tool
in Poland, Germany and Portugal:

- the vast majority of experts in expert testing positively assessed the ICT tool for transfer to the European labour market as containing the necessary information, ensuring interactivity in its use,
- individual comments and recommendations from the expert testing stage were considered by an international team of experts, and their position is presented in the table above with the substantive assessment and the need or not to include the ICT tool in the final version,
- recommendations from the expert testing stage did not influence the need to change or modify the final version of the ICT tool.

The final version of the ICT tool for the recognition of professional qualifications in the professions of electrician and automotive mechanic for the needs of transfer on the European labour market in Poland, Germany and Portugal gained acceptance without the need for its modification/changes by most experts as part of expert testing, most of the submitted recommendations do not concern the substantive content but the visual side.



4. Summary information on experts

Table 3: Information on employer's representatives

No.	Information about experts	Number PL	Number D	Number P
1.	Employer's representative	8	6	6
	Employing an electrician	5	5	3
	Employing automotive mechanic	3	1	3
2.	Gender			
	Woman	0	0	1
	Man	8	6	5
3.	Age			
	18-25 years	0	0	0
	26-40years	3	0	2
	41 years or older	5	6	4
4.	Educational background			
	Principal vocational training	0	0	0
	Lower secondary vocational education	0	0	0
	General secondary education	0	0	0
	Senior engineering/ bachelor or master craftsman	3	6	3
	Master's degrees	5	0	3

Source: Own elaboration

Table 4: Information on representatives of vocational education and training

No.	Information about experts	Number PL	Number D	Number P
1.	Representative of the vocational training	5	5	6
2.	Gender			
	Woman	1	0	0
	Man	4	5	6
3.	Age			
	18-25 years	0	1	0
	26-40 years	1	2	0



No.	Information about experts	Number PL	Number D	Number P
	41 years or older	4	1	6
4.	Educational background			
	Principal vocational training	0	0	0
	Lower secondary vocational education	0	0	0
	General secondary education	0	0	0
	Senior engineering/ bachelor or master craftsman	0	2	2
	Master's degrees	5	2	4

Source: Own elaboration

Table 5. Information data on the management of vocational schools

No.	Information about experts	Number PL	Number D	Number P
1.	Representative of vocational training	3	5	6
2.	Gender			
	Woman	1	3	0
	Man	2	2	6
3.	Age			
	18-25 years	0	0	0
	26-40 years	0	3	2
	41 years or older	3	2	4
4.	Educational background			
	Principal vocational training	0	0	0
	Lower secondary vocational education	0	0	0
	General secondary education	0	0	0
	Senior engineering/ bachelor or master craftsman	0	1	0
	Master's degrees	3	4	6

Source: Own elaboration

