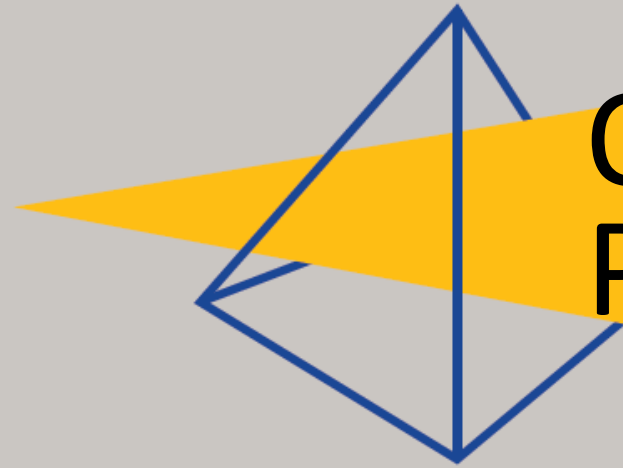


How to make
learning visible



Outcomes of the Parallel Sessions

28 and 29 November 2016
Thessaloniki, Greece

Strategies for implementing
validation of non-formal
and informal learning



CEDEFOP

European Centre
for the Development
of Vocational Training



The Facilitator

PAUL GUEST - SCOTLAND



A photograph of three people standing together against a white background. On the left is a man with long brown hair and a beard, wearing a dark suit and tie. In the center is a woman with dark hair, wearing a patterned short-sleeved shirt and a black skirt, holding a wooden gavel. On the right is a man with short dark hair, wearing a dark suit and tie. The text 'The Rapporteurs' is overlaid on the right side of the image in a large blue font.

The Rapporteurs

RUUD DUVEKOT - NL

KIRSTEN AAGAARD - DK

GINA EBNER - BE

ROMAN SENDEREK - DE

A group of business professionals, including a man in a blue suit and a woman in a black blazer, are shown in profile, smiling and clapping. They are seated in a row, suggesting an audience at a presentation or conference.

The Process

SAME IN ALL 4 SESSIONS...

**THOUGHTS AND QUESTIONS
PRIORITISED; DISCUSSION;
HARVESTING; FILTERING; REPORTING**



The Mission

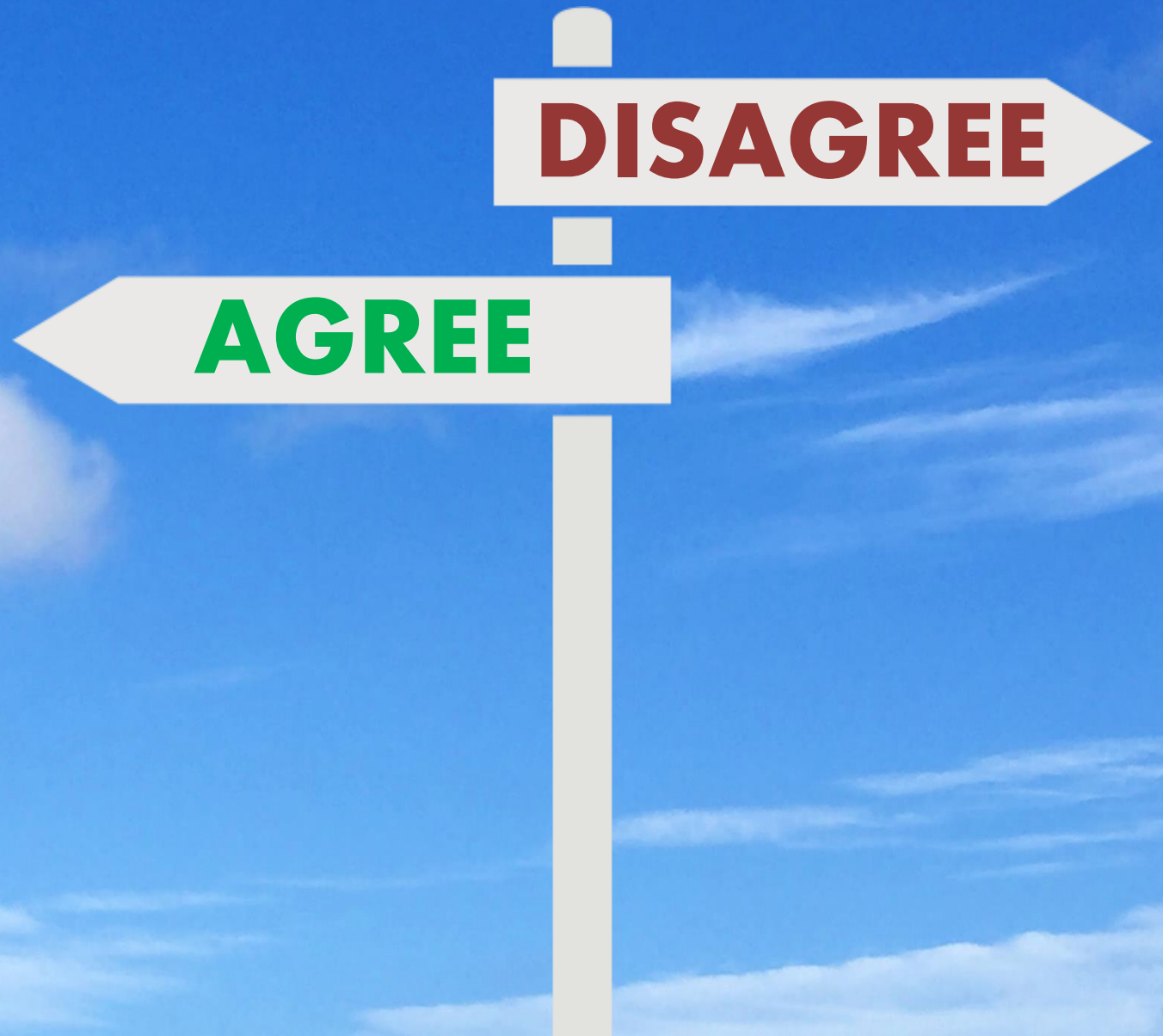
**QUICK FEEDBACK,
VALIDATION AND
DISCUSSION**

Nothing exists except
atoms and empty space;
everything else is opinion.

Democritus

**Today, your opinion
matters!**

Some Interaction Required!



Testing, Testing!

DISAGREE

AGREE

**Glasgow is the Capital
of Scotland?**

Testing, Testing!



**Validation has an important role
to play in European society?**



Session 1

VALIDATION FOR MIGRANTS

48 PARTICIPANTS FROM 18 COUNTRIES
(REGISTERED)

RUUD DUVEKOT



Validation for Migrants

German tools for self-reflection on key skills and competences (Bertelsmann/AWO):

Tool 1: competence cards for creating self-esteem and self-recognition of personal values.

- 46 cards with social, personal & professional skills and 11 personal interests.
- 1 hour sessions to create awareness of personal strengths
- Critical: linkage with social/economic participation and qualifications
- Positive: cheap method, empowerment, focus on perspectives, preparation for recruitment

Tool 2: picture-video application on assessing occupational expertise.

- Linkage with occupational standards with videos/pictures on professional situations
- Positive: independent of language, low structural costs, direct link with occupation
- Critical: incidental costs high, dependent on open-minded employers, qualification out of reach

Validation for Migrants

Bottom-up approaches for validation by migrants:

1. The reflective migrant: empowering the migrant by identifying strengths
2. Focus on the whole self: a holistic approach for valorising personal
3. The validating community: integration of guidance, services and social networks, informal validation as an option (*open badges*)
4. Language/acclulturation: priority language and culture; added value by validating personal learning styles and environments



Session 2

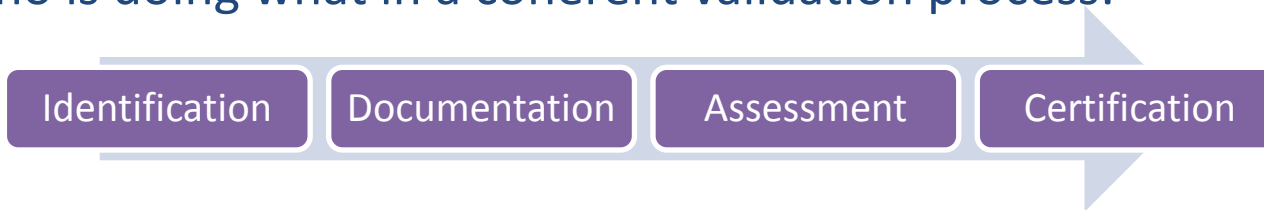
VALIDATION FOR THE UNEMPLOYED (OR AT RISK OF UNEMPLOYMENT)

**36 PARTICIPANTS FROM 15 COUNTRIES
(REGISTERED)**

KIRSTEN AAGAARD

Inspiration from the presentation by Alain Kock

- Securing a professional paths
 - Building a strategy
 - Cooperation agreements
 - Building a framework/ structured processes
 - Guidelines
 - Counsellors a central role
- Who is doing what in a coherent validation process:





What to be done → a change of mindset

- A question of changing values
- What's the impact of the recognised competences
 - Society
 - Working life
 - The individual
- What do you need to be able to do in the future and not what you have done in the past!

How to meet the individual / unemployed not getting lost

- Tailor-made individual processes according to the individuals 'own needs'
- To ensure visualisation of the individuals real competences
- How to reactivate the unemployed person
- A flexible and dynamic approach
- How to make sure the process is centred on the learner and not on a limited set of standards

Guidance, guidance and guidance

- Tailor-made individual processes according to 'own needs'
- Motivation - also for long term benefits
- A flexible and personal guidance

Training and competence development for the guiders/ counsellors!!



Session 3

VALIDATION FOR LOW-QUALIFIED ADULTS

37 PARTICIPANTS FROM 19 COUNTRIES
(REGISTERED)

GINA EBNER

Outcomes of Session 3

Validation for low-qualified adults

GOVERNANCE & GOVERNMENT

- Commitment by government, employers, all other stakeholders
- Make reaching out to low-qualified adults a priority
- Coordinate all the key governmental actors and create more equality between sectors (non-formal!) and stakeholders in order to support low-qualified adults
- Clarity about governance at different levels (and someone needs to be responsible for low-qualified adults)

Outcomes of Session 3

Validation for low-qualified adults

- Awareness raising (campaigns like the video, learners stories – ambassadors, role models, impact for example on children ...) and outreach strategies
- Support at the local level (guidance, counselling, social support, often in connection with other policies)
- Highly skilled people working in the system (counsellors etc.)
- Evaluation & Longitudinal data



Session 4

VALIDATION FOR PEOPLE IN EMPLOYMENT

46 PARTICIPANTS FROM 21 COUNTRIES
(REGISTERED)

ROMAN SENDEREK

Reasoning validation of non-formal and informal learning for people in employment

- identifying and recognizing potentials otherwise lost in the labour market
- creating more flexibility and diminish frictional unemployment
- improving the self-esteem of “non-formally qualified” people
- need for continual validation for lifelong learning (structured and systematic approach)

Creating awareness for validation of non-formal and informal learning for people in employment

- influence attitude towards validation from the different stakeholders (making aware of the benefits)
- to create a framework based on minimum requirements (validation contributes to self development)
- Starting with good practices and example (one specific sector)

Approaches to validation of non-formal and informal learning for people in employment

- bridging the private and public sector by developing a shared vision
- involvement of the social partners
- combining the top-down and bottom-up perspectives
- continuous process which is constantly updated

Methodology to validation of non-formal and informal learning for people in employment

- automation of competence evaluation needs to be supported (developing reliable tools for validation)
- making validation reliable and cost-effective by guided self assessment (solutions to the payment options)
- need for tools and procedures to evaluate social skills (observations and 360 degree feedback)



Thoughts?
Questions?