**WP03. Mapping existing solutions for recognition and validation of knowledge, skills and competences available for the adult learning CSOs   
in all Partner countries.  
Responsible Partner: FAIE**

*Each Partner presents 2 chosen competence validation and recognition systems, most relevant benchmarks for the adult education sector – international project managers certification, according to the proposed structure.   
  
The Partners may describe the systems already presented at the kick-off meeting or search for new ones.  
  
Additionally, each Partner is welcome to give hints concerning European level validation and recognition systems (or its’ elements), that could be ‘competitors’ for the adult learning CSOs international project managers competences recognition and validation system to be developed by the Partnership in the next stage. These offers will be further analysed by FAIE.*

*Please send your propositions by February 29th 2020 by the end of the day.*

**COMPETENCE VALIDATION AND RECOGNITION SYSTEM 1**

**1. General information.**

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| **1. General information about the recognition and validation system:**  Name, when created and by whom, what kind competence does it recognise/validate, general characteristics, scope of applicability (on the local/regional/national/European… level?), webpage. *Max. ½ page.* |
| DAEA’s methodologogy for recognition of real competencies – see <https://www.daea.dk/themes/prior-learning/>  The methodology and tools were developed by the the Danish Adult Education Association (DAEA) in the period 2004 – 2007 for the Ministry of Education in 2007 in cooperation with the Knowledge Lab department at the university of Southern Denmark. The tools were later revised in 2014 for the Ministry of Culture by DAEA in collaboration with the Day High School Association and NVR - Program for Real Competence.  The term „real competencies” include everything you can do, whether or not you have a certificate and regardless of where you learned it, be it in the formal educational system, the informal one or in any other setting.  This broad concept, which includes professional, social and individual skills, is now subject to documentation, assessment and recognition through specially developed methods.  Denmark has imported the term 'real competencies' from Norwegian, primarily from the major Norwegian project 'Realkompetenseprosjektet', which is a development project concerning evaluation and measuring of real competencies.  In Sweden, real competence assessment is called validation work.  In the English-speaking parts of the world, we find terms such as 'Recognition of Prior Learning' (RPL), 'Prior Experimental Learning' (RPEL), 'Accreditation of Prior Learning' (APL) and 'Prior Experimental Learning' (APEL).  The reasons for develop new tools to validate the real competencies were several:  pilBecause clarification of real competencies may help participants and members of organisations and associations.   * To get new jobs, * To get enrolled in formal education, * To win recognition at work, useful both for negotiating salaries and for promotions, * To improve their individual insight and confidence, and * To contribute more/better to the organisations.   pilBecause clarification of real competencies may improve the work by the schools and organisations engaged in non-formal adult education:   * To document the value of their work to the world at large and to increase the recognition of informal competencies, and * To ensure continued public funding from decision-makers (i.e. the municipality, the government or the EU), who all increasingly require documentation for results. |

**2. Prior learning.**

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| **2. Validation of the prior learning.** Is it included in the system? If it is – how does it look like? *Max. ½ page.* |
| Yes, the aim of the methodology and tools were to validate and recognise the prior learning.  The presumptions were that such a validation would bring benefits for the individual learner, because hereby the individual can demonstrate the true extent of his or her competencies, and diplomas are just part of the story. This is about actual ability.  Real competencies have for long played a role in our job opportunities and in relation to volunteer work. We are all assessed all the time, not just for our professional insight, but also for our personality, family relations, leisure time interests and 'personal chemistry'. The difference is that it is much more out in the open and systematic now that the individual is offered the opportunity to describe his or her real competencies. More often than not, the individual is surprised to discover his or her own real competencies - many tend to sell themselves short, not least in relation to 'soft' competencies.  Regardless of the aim, clarification and assessment of one's real competencies is a process that can only lead to improved self-awareness and confidence. We know that people find it a positive experience: It quite simply feels good to put your competencies into words; it gives you a more precise image of yourself, as well as a more realistic picture of your own strengths and weaknesses. This process is a good starting point for further development of your competencies.  Real competence assessment of the participants has been required for a long time in vocational training and labour market training. This will eventually also be the case in other areas of the educational sector. Experiences from abroad show that real competence assessments can be used to a great advantage in relation to enrolment.  Real competence clarification and assessment can also be a valuable starting point for people getting involved in organisations and associations and voluntary work. Presenting yourself in the best possible way is no less important in this kind of setting although the third sector is subject to different rules and regulations, some of the same requirements apply. Work here requires competencies, and volunteer work develops individuals' competencies |

**3. The training offer.**

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| **3. The training offer preceding the recognition and validation of competences.**  What kind of trainings are there offered, in what form? How long is the training (how many hours)? What are the training modules (scope of the training)? Are there any admission criteria? How does the recruitment to the training look like? What is the price of the training? Who delivers the training/who are the trainers? *Max. ½ page.* |
| The methodology doesn’t require any preceding training, but just that the individual learner fill-in one of three online queries about your competence profile, gained respectively in  - Non-formal adult education  - Association work  - Volunteer work  The online validation tools can be found here: <http://www.folkeoplysningskompetencer.dk/>  By using these tools you can describe and document the unique skills and competencies you have developed in non-formal adult education, association work or volunteer work.  You fill in the questionnaire on your own or together with a sparring partner. The end result is a competence profile of your prior learning. This description can be used when you apply for work or when applying for admission to an education programme. |

**4. The examination.**

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| **4. The examination systems to recognize and validate the competences.** What kind of ‘exams’ are there, in what form? How does the ‘exam’ look like? Are there any admission criteria? What are the criteria of ‘passing the exam’ successfully? What is the price of the ‘exam’? What is the ‘examination body’ (who examines)? What kind of document confirms the validated competences (a certificate, recommendations, others)?  *Max. ½ page.* |
| The online validation tool can be found here: <http://www.folkeoplysningskompetencer.dk/>  With the e-tool you  - first give some basic information about your name, the organisations you have been active in, your background and experiences and the possible peer-to-peer partner or mentor thay help you to fill-in the query.  - then you have the opportunity to describe these 8 types of competencies:   * Social skills * Organizational competencies * Self-Management Skills * Communication skills * Intercultural competences * Creative-innovative skills * Learning Competencies * Democratic competencies   For each type of competences there is a list of key words, for example for social competencies:   * How you feel about others * Openness * Trust * Empathy * Sense of responsibility * Cooperation * Care   The meaning of each key word is transferred to a series of closed questions, where you must assess to which degree it describes your ability, going from in little degree, some degree, in general, in higher degree and I very high degree.  Furthermore, you can in an open question for each competency give examples of why you have such a competence.  After you have filled-in the query, it can save and print the validation of your competence profile, which you can use for your own planning of future competence development or present it to others in a work employment interview, in a student counselling, or in a union context or a dialogue about where you best can function as volunteer. |

**5. Continuing certification.**

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| **5. Continuing certification requirements.** Are there any continuing certification requirements, or is the ‘certificate’ once received ‘valid for life’? If there are continuing certification requirements: How long is the ‘certificate’ valid? What needs to be one to maintain the ‘certificate’? How does the process of renewal look like? What is the price of prolonging the ‘certificate’? Who (what body) issues the ‘renewal of the certificate’? *Max. ½ page.* |
| There is no continuing certification requirements for this type of self-assessment, but you are welcome later to fill-in the query again, if you expect you have new competences to document.  Nobody issues a certificate, except that the validation query has been approved by the Ministry of Education and later ministry of Culture. so it gives some credibility to the methodology of self-assessment. |

**6. Relevance. Recommendations.**

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| **6. What is the relevance for the adult learning CSOs and their international project managers?**  *Your recommendations (likes/dislikes): What solutions could the Partnership consider as good practices, benchmarks? What solutions shouldn’t be considered/ are not relevant?*  *Max. ½ page.* |
| During the late 00’ies and early 10’ies there was a high interest for the validation methods both from the authorities (Ministry of Education and Ministry of Culture) and from the civil society actors, especially the non-formal adult education associations saw it as a new method to document the important learning outcome they could provide in the non-formal education system.  But after some years the area could see that the potential stakeholders didn’t use the validation documents: The employer didn’t see much use for it in job interview (they didn’t trust the self-assessments); the study counsellors didn’t use it to give extra merit to come into the studies (because they had their own more tailor-made methods); and the civil society associations don’t ask for papers, when people want to be members or volunteers.  So in the end the main use of the self-assessment was for the individuals that may use it to reflect on and clarify their competence profile and possible needs for improvements. There is today no data of how many still uses the tools, But I expect it is quite few. The websites of DAEA as well as the Folk High School association haven’t presented updates of the sites about real competences the last 5 years as far as I can see. There is no discussion or interest for the topic anymore.  It had its time some 10 years ago to proof its value, and it seems it failed because the expected stakeholders didn’t use it. But still the idea of self-assessment of own competence profile seem useful, at least for the individual user. |

**COMPETENCE VALIDATION AND RECOGNITION SYSTEM 2**

**1. General information.**

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| **1. General information about the recognition and validation system:**  Name, when created and by whom, what kind competence does it recognise/validate, general characteristics, scope of applicability (on the local/regional/national/European… level?), webpage. *Max. ½ page.* |
| UCC - University College Copenhagen uses another type of „Realkompetencevurdering (RKV)”.  UCC provides education and knowledge in the welfare areas. It is one of seven university colleges in Denmark and have over 10,000 students. UCC educates qualified employees and managers to the country's primary schools, institutions and health sector, and work purposefully on research-based knowledge of what works in practice.  The different departments of UCC uses Prior learning assessments as a possible mean to get admitted to the educations. In Danish it is called „Realkompetencevurdering (RKV)”.  The Educational institution has developed the system themselves with inspiration from the Guidelines made by the Danish ministry of Education.  See <https://ucc.dk/videreuddannelse/diplomuddannelser/praktiske-oplysninger/realkompetencevurdering-rkv> |

**2. Prior learning.**

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| **2. Validation of the prior learning.** Is it included in the system? If it is – how does it look like? *Max. ½ page.* |
| The validation of the learners’ theoretical and practical skills are assessed using methods adapted to the module or training underlying the assessment. Often there will be an in-depth discussion, but it can also be about portfolio, interviews, tests and tasks based theapplicant’s practice or case, video, sketches and plans.  The validation procedure can last a maximum of one week. |

**3. The training offer.**

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| **3. The training offer preceding the recognition and validation of competences.**  What kind of trainings are there offered, in what form? How long is the training (how many hours)? What are the training modules (scope of the training)? Are there any admission criteria? How does the recruitment to the training look like? What is the price of the training? Who delivers the training/who are the trainers? *Max. ½ page.* |
| There is no specific training before the validation process. It is the full prior learning competence profile they look at. |

**4. The examination.**

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| **4. The examination systems to recognize and validate the competences.** What kind of ‘exams’ are there, in what form? How does the ‘exam’ look like? Are there any admission criteria? What are the criteria of ‘passing the exam’ successfully? What is the price of the ‘exam’? What is the ‘examination body’ (who examines)? What kind of document confirms the validated competences (a certificate, recommendations, others)?  *Max. ½ page.* |
| The learner is invited to meetings with the institutions validation advicer.  Before the meeting, the learner must provide a lot of documentation, like   * an extended CV, which contains a brief description of yourself, your educational background, your work experience and your other experiences. * documentation of your education and professional experience (and as far as possible your other experiences, eg as a volunteer, sports trainer or whatever you consider relevant). * Together with this you must submit a completed application form so that we can see exactly what you are looking for RKV to gain assesed.   Often there will be an in-depth discussion, but it can also be about portfolio, interviews, tests and tasks based on your practice or case, video, sketches and plans.  The validation procedure can last a maximum of one week. |

**5. Continuing certification.**

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| **5. Continuing certification requirements.** Are there any continuing certification requirements, or is the ‘certificate’ once received ‘valid for life’? If there are continuing certification requirements: How long is the ‘certificate’ valid? What needs to be one to maintain the ‘certificate’? How does the process of renewal look like? What is the price of prolonging the ‘certificate’? Who (what body) issues the ‘renewal of the certificate’? *Max. ½ page.* |
| No requirement. The validation is to get merit to have easier accesss to the specific education, and therefater the certification / formal competence refers to the complete formaal education.- |

**6. Relevance. Recommendations.**

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| **6. What is the relevance for the adult learning CSOs and their international project managers?**  Your recommendations (likes/dislikes): What solutions could the Partnership consider as good practices, benchmarks? What solutions shouldn’t be considered/ are not relevant?  *Max. ½ page.* |
| The procedure on how to complete the validation process may be interesting; but it has a very narrow focus on recognising specific competences for easier entrance to a specific education.  In general, currently none in the civil society longer try to use prior learning validation (as some tried maybe 10 years ago); now it only seems relevant, when you apply for a formal education, where they lack some formal grades or if you apply for a new job and you can refer in youir C.V. to some leisure time activities / NGO activities, where uoy have gained some prior learning.  But as a CSO volunteer you don’t need any validation.  But it may be relevant for some paid of voluntary staff in a CSO (that wish to work as project manaher in international projects), to clarify their competence profile and especially their possible lack of competences and need for further education and mentoring. |

**7. COMPETITORS.**

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| *Have you encountered any R & V system or its’ elements (such as, for ex.* [*https://www.ecqa.org/index.php?id=32*](https://www.ecqa.org/index.php?id=32)*) that could be ‘competitors’ for the adult learning CSOs international project managers competences recognition and validation system to be developed by the Partnership in the next stage? If yes, please name the offer and add the link(s) for the information. These offers will be further analysed by FAIE.* |
| An interesting R&V provider in the field of European project work is:  Funding Expert Academy – see <https://fundingexpertacademy.simplero.com/>  The Academy offer training to achieve mastery in exploitation of European funds and get certified as Funding Expert with value!  They provide physical week courses and distance courses, tutorials,lots of templates and tools about many issues as well as seminars and virtual webinars in many topic related to be a successful European project manager. They also provide certification  NB:  Some years ago, I used an Erasmus+ mobility grant to follow a 5-day course in May in Athen, where the Academy founder, Nikolas Floratos was the single teacher, and it was for me a good,. inspiring and very usefull course mainly about making applications for the Erasmus+ programmes. |