



**GRUNDTVIG,
A DECADE OF EUROPEAN INNOVATION IN
ADULT LEARNING**

26-28 JANUARY 2010

BRUSSELS

BACKGROUND DOCUMENT

WORKSHOP 2

***RECOGNITION OF NON-FORMAL AND
INFORMAL LEARNING: TOWARDS
INNOVATIVE CHANGES IN FORMAL
EDUCATIONAL SYSTEMS?***

**2. RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING: TOWARDS
INNOVATIVE CHANGES IN FORMAL EDUCATIONAL SYSTEMS? – THE ROLE OF
GRUNDTVIG PROJECTS**

Chaired by Maike Koops, European Commission - Directorate General Education and Culture, Unit Adult education and Grundtvig

Jens Bjornavold, CEDEFOP

PROGRAMME

- 15:30 Introduction
Maike Koops, DG Education and Culture
- 15:40 European Policy Background:
European Guideline for Validation of non-formal and informal learning
Jens Bjornavold, Cedefop
- 16:00 Recognition of Non-Formal and informal Learning in OECD Countries: Results of the country-studies and ECVET EQF/NQF Developments (Key Speech)
Sabine Seidel, Institute for Developmental Planning and Structure Research of the University of Hannover
- 16:30 MEDEVAL 1 / 2
Francis Laveaux (Agora)
Q&A
- 17:00 Coffee Break
- 17:30 REACTION
Josephine Finn (National University of Ireland)
Q&A
- 18:00 Conclusion

KEY SUBJECTS / KEY QUESTIONS

- Relationship between the Validation Policies / Frameworks in Europe
- Conditions of success to implement Validation of non-formal and informal learning on project-level
- Does the recognition of non-formal and informal learning have an impact in the formal-educational systems?

Key speech 1 European Policy Background: European Guideline for Validation of non-formal and informal learning

Jens Bjornavold

Cedefop

Vocational Training (CEDEFOP). Employed by the centre since 1996, his main focus has been on research and analysis related to transparency and recognition of qualifications and validation of informal and non-formal learning. In recent years he has been working on questions related to learning outcomes and how this influences education and training policies and practices, for example in the form of international and national qualifications frameworks. Bjornavold has been involved in the development and implementation of the European Qualifications Framework from the very beginning of the work in 2003-2004. In the period 2000-2005 Bjornavold worked for the European Commission, DG Education and Culture. During this period he was closely involved in developing the EU lifelong learning strategy, the Copenhagen-Maastricht process in vocational education and training, the Europass and the European Qualifications Framework. Before entering the services of Cedefop and the European Commission, Bjornavold worked as a researcher and research co-ordinator in various Norwegian research organisations. His work concentrated on the link between education and work, with a particular emphasis on the role of adult education and training. He has published a number of reports, articles and books on these themes.

Key speech 2 Recognition of Non-Formal and informal Learning in OECD Countries: Results of the country-studies and ECVET EQF/NQF Developments

Sabine Seidel

Institute for Developmental Planning and Structure Research of the University of Hannover

Sabine Seidel, M.A. Sociology, since 1993 Institut für Entwicklungsplanung und Strukturforschung, Hannover Germany. Project manager and researcher in the field of Lifelong Learning and Labour Market, in particular identification and development of competences and their effects on individuals, role and quality of guidance, validating and recognition of non-formal and informal learning in Germany and other European countries, structure of vocational education and training and adult learning in Germany and Europe. Expert status, e.g. Recognition of Occupational Competences within the German Examination of External Students (Federal Institute for Vocational Education and Training) 2009 – 2011, Study on European Terminology in Adult Learning for a Common Language and Common Understanding and Monitoring of the Sector (NRDC, England) 2009 – 2010, Innovation Circle Adult Education, working group Link between Formal and Informal Learning (Federal Ministry of Education and Research) 2006 – 2008

PROJECTS

MODEVAL 1 / 2

Francis Laveaux, FR: AGORA

European Projects Manager of Agora (a social NPA in Lorient and managing Radar-B a NPA dedicated to European projects in the fields of Education and Culture). Main activities and responsibilities include the Implementation of European projects under the framework of several European programmes (Leonardo da Vinci, Equal, Socrates). Coordinator of three Leonardo da Vinci pilot and TOI projects (Ceppac2 & 3, Acerish, Modeval2), a Grundtvig1 (Modeval) and an Equal project (Jobs from Precariousness to sustainable employment). Currently involved in the following project: MODEVAL2 (TOI LdV FR as coordinator), ISPAW (GLP as coordinator), MoLeYa (GMLP as a partner), VOIP (TOI LdV FR as internal evaluator).

Objectives

The project has the objective of establishing a set of recommendations allowing theoretical and practical structures to develop tools for basic skills evaluation at a European level. The structure should allow users to build evaluation tools that are adapted to their needs and activities. It should also allow comparison with other tools built along the same recommendations. There should be horizontal and vertical comparison between local and national evaluations, among different countries, and among local centres.

Target Groups

Illiterate persons, adult educators, teachers, social and cultural workers, directors of formal, non-formal and informal structures, political and institutional decision-makers, opinion leaders, some researchers

Products

Comparative study, Guide book of recommendations, Concrete examples of evaluations carried out according to recommendations, Database of all results

Partners:

Belgium (IFAPME Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises), Germany (Thüringer Volkshochschulverband), Denmark/ Speech Institue, Spain (University of Barcelona), France (ANLCI Agence national de lutte contre illettrisme, University of Lyon), Greece: University of Aegean, Hungary: University of Kaposvar, Latvia (Latvia association for Adult Education), Malta (Federation of Educative Services), Poland (University of Warsaw)

REACTION – Recognition and accreditation of experiential learning – a way for better accessibility of adult education

Josephine Finn, IE: Department of Adult and Community Education
House North Campus National University of Ireland,
Maynooth, Co. Kildare

Margarita Tereseviciene, LT: Vytautas Magnus University

Objectives

Gathering information on existing practices on recognition and accreditation of adults; experiential learning enabling access to tertiary education; identifying common principles for evaluation of experiential learning; creating a model that would enable tertiary education institutions to validate and recognise an individual's knowledge, gained through experiential learning, creating a model for validation of the experience gained in non-formal adult education institutions; encouraging closer co-operation between formal and non-formal adult education sectors

Target Groups

Academic staff in tertiary education and non-formal adult education providers, Experienced adults wanting to enter tertiary education, Academic staff in tertiary education, Decision makers, Experienced adults wanting to enter tertiary education; Academic staff in tertiary education and non-formal adult education providers

Products

Overview of existing practices on recognition and accreditation of adults' experiential learning; Collection of the methods and best approaches that are or can be used for evaluation of the experiential learning; Manual for evaluators of experiential learning Course for evaluators of experiential learning; Handbook for recognition of non-formal adult education courses; Recommendations to the decision makers on legislation issues concerning recognition and accreditation of experiential learning; Book "Recognition and Validation of the Experiential Learning"

Partners

Ireland (National University of Ireland Maynooth), Spain (Fundacion Radio Eccia), Netherlands (Odyssee), Italy (Euroforms RFS), Estonia (Tallina Ülikool), Lithuania (Lietuvos Suaugusiojo Dvietimo Asociacija), Belgium: Universiteit Gent