

*Kompetenzorientierung in der Weiterbildung
Erfahrungen, Positionen und Herausforderungen*

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**“Recognition of Non-Formal and Informal Learning
Outcomes: Does Germany Already Have It?”**

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(The opinions expressed in this power point presentation are those of the author alone)

Ja

Und nicht

Political and Research Agenda around the World

- TVET

- RNFILO

- QF

- Literacy

Political and Research Agenda around the World

- **TVET**: technical and vocational education and training
- **RNFILO**: recognition of non-formal and informal learning outcomes
- **QF**: qualifications framework
- **Literacy**

Political and Research Agenda around the World

- **TVET**: technical and vocational education and training
- **RNFIL**: recognition of non-formal and informal learning outcomes
- **QF**: qualifications framework
- **Literacy**
- **But ALL THESE TOPICS ARE CONNECTED**

Ideas

- Recognition of Non-formal and Informal Learning Outcomes: What are the Options?
- How about Germany?
- What are the other countries doing?

Agenda

- Definitions
- Rationale
- Country Practices
- Food for Thoughts
- Germany

Formal learning

- Formal learning:
 - Structured in terms of content, scheduling, organisation and financing
 - Always intentional
 - With learning objectives
- Examples: school, university, organised training at the workplace

Informal learning

- Not structured
- Never intentional
- Often called “experience”

- Experience is very present in the **German** dual system, for example:
 - Experience is therefore valued in **Germany**
 - But as part of the formal initial education and training system

Non-formal Learning

- Varies a lot (the least consensual ☹️☹️☹️):
 - In between formal and informal
 - Useful to allow for national/regional/local or sectoral specificities
- It could be adult learning (**Germany**, Balkans, most of Africa, Haiti...)
- It could be rather organised (Benin, Ghana...)
- It could be side learning, together with formal learning typically

Definitions in Short

- Continuum: from very formal to informal
- Do not use:
formal = “[usually] leads to a qualification”
- It is not the competences that are non-formal or informal, it is the learning context

Recognition of What?

Recognition for What/Whom?

Main Idea behind RNFIL

-Recognising all learning outcomes,

however acquired, whatever the context (whether formal, non-formal or informal)

- i.e.: make the best possible use of people competences

(skills, knowledge, attributes... behaviour, values, beliefs...)

Expected Benefits: Double Currency

- RNFILO has currency in the labour market (visibility of competences, qualifications mean employability)
- RNFILO has currency in the lifelong learning [formal] system (for resuming formal studies, like in Germany the Hochschulzugang - HZB)
- This is the difference between recognition of qualifications and recognition of learning outcomes

Recognition for Whom?

Unqualified competent individuals^o

It's Recognition that Matters

- Recognition therefore has many meanings too ☹️
- Keyword: what matters is recognition or whatever is awarded, **societal recognition** 😊😊😊
- Validation is the technical part of the process: it says nothing about the recognition of the qualifications/credits awarded
- Key issue 1: recognition does not necessarily mean a high level of **formalisation**
- Key issue 2: standards (access to LLL or to the labour market)

Possible Outcomes of RNFIL

- Exemptions of academic prerequisite, or of part of the curriculum (Chile, Germany: Hochschulzugangsberechtigung - HZB for access to University)
- Credits (toward a qualification) (Australia)
- Partial qualification (toward a qualification, or even for the labour market)
- Labour competence(s) certificate (Argentina, Chile, Flemish Belgium...)
- Full qualification/certification (France, Norway, Ireland, Mexico: second chance for upper secondary qualification, i.e. *Bachillerato*)

RNFILO in the World

- Many terms (English):
 - **RPL** (Australia, South-Africa, Ireland...), **PLAR** (Canada), **APL** or **APEL** (UK...)...
 - **RAS** (Recognition of Acquired Skills) or **RAC** (Recognition of Acquired Competences): **BFL**
 - (Recognition of previous knowledge ☹)
 - Recognition of Learning Outcomes: **EU**

RNFILO in the World

Other languages:

- *Anerkennung von non-formalem und informellem lernen* (Austria, **Germany**)
- EVC (Flanders, Netherlands...)
- Validation of Learning Outcomes from Experience (VAE, France)
- RAC (Reconnaissance des acquis et des compétences, Québec)
- RANFI (Mexico), *Acreditación* (Spain)
- Japan (no name!!!)
- Italy (varies by Province)
- Nordic European countries (also varies) .

Main Rationale for RNFIL

- Creating new routes to qualifications!
or second chance for a qualification (not for formal education^o)
- For equity,
for everybody to be “on the picture”;
especially in the context of the establishment of qualifications frameworks

Rationale: A Policy Tool in Many Countries

- Time and cost (cheaper: not free and not cheap)
- A more qualified labour force: Untapped human capital (unqualified workers may have skills)
- Crisis (assessment a good start before reskilling); anticipation
- Motivation for individuals (not starting from scratch)
- Consistent with qualifications frameworks (learning outcomes)
- Flexible (continuum)

Country Practice in Short

- Some countries have a legal framework (South of Europe)
Some do not (North of Europe: consensus and set or regulations)
- Some countries recognise academic knowledge, skills and competences (Portugal)
Some focus, at last at the beginning, on competences for the labour market (Belgium Flanders)

Country Practice in Short

- Some may award full qualifications on the basis of recognition of non-formal and informal learning (Australia, France, Ireland, the Netherlands, Norway, South Africa)
Many do not!! (culture shift needed)
- Some use existing standards (from the world of education) (Norway)
Some create specific ones (close to the labour market needs). If employers knew what they needed: tool for employability!! (Flemish Belgium)
France: against existing standards but specific assessment

How does it work in practice?

Here again, approaches vary a lot. Possible patterns:

- Information and guidance (including employers, colleagues, unions...)
- Documentation (portfolio, previous jobs or training periods...) (**Like ProfilPASS in Germany**)
- Assessment (portfolio - Simulation, Observation, Written tests, Interview, Panel...)
- Validation (panel, assessor(s), rubber stamp...)
- (Full) Certification/Qualification (or not)
- (Societal) Recognition (or not)

Assessment in Practice

- Eligibility (e.g. **Germany: Externenprüfung, 1.5x**)
- Panel of assessors (at least 3 assessors: teacher, professional, validation officer)
- Cost issues:
 - Validation of NFILO: 3 assessors for 1 applicant
 - Formal system: 1 teacher for 20 to 2000 students
- Even if RNFILO is an individual process, assessment will have to be partly collective

Barriers

Some barriers (the main?) are clearly psychological:

- Legitimacy of NFIL (culture shift) **Germany???**
- Credibility (“undeserved” award), & understanding what it is about (“you will award qualification to everybody”)
- Input process unknown (therefore not quality assured)
- Most people do not realise the assessments in the formal learning system are based on random sampling: why should the NFIL system do more?
- Many actors and stakeholders are against RNFIL: universities (fear of competition), employers (upward pressure on wages), trade unions (reduced commitment to learning) - Individuals not aware (take up is small)
- Shift from learning to assessment
- Standards for assessment & ownership of the standards

Food for Thoughts

- A modular supply of formal training may be a necessary condition for RNFILO to fly
- Involve as many stakeholders and actors as possible up front (sense of ownership, motivation... and value/currency/societal recognition)
- Start somewhere (“low hanging fruits”, “Quick win”)
- Create success stories: “Role models” - Ambassador programme

Germany

- Experience is everywhere:
 - Dual system
 - Externenprüfung
 - Hochschulzugangsberechtigung - HZB
 - ProfilPASS
 - the many Portfolios of Competences
 - Berufsqualifikationsfeststellungsgesetz - BQFG
- But...

Germany

- But:

- Assessment not always there (ProfilPASS)
- Assessment is never specific to individual experience, it is never carried out for single individuals

- Yet, specific assessment is a key component of recognition of non-formal and informal learning outcomes in many countries:

Keyword in RNFILLO

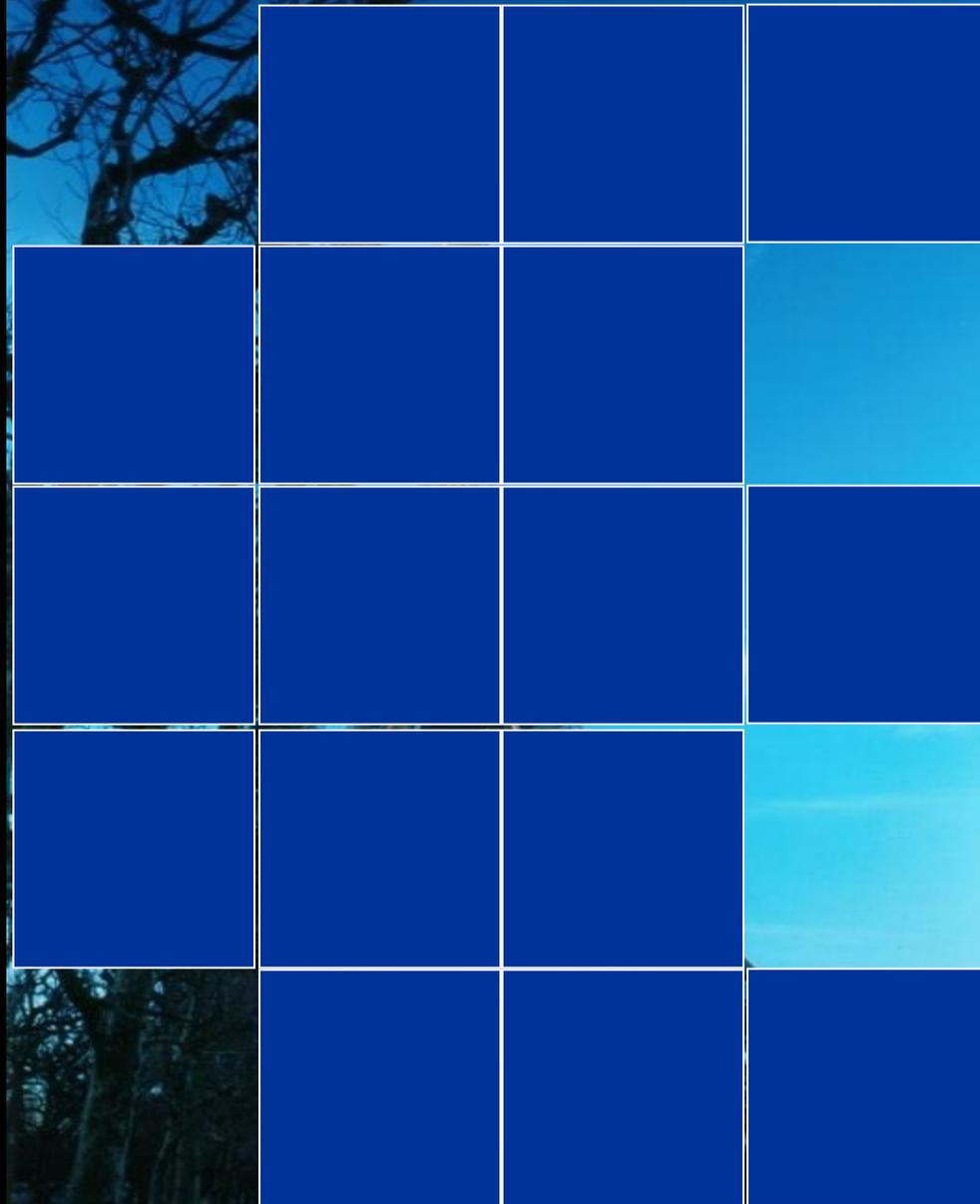
Assessment

ASSESSMENT: How Much do you Need to See?

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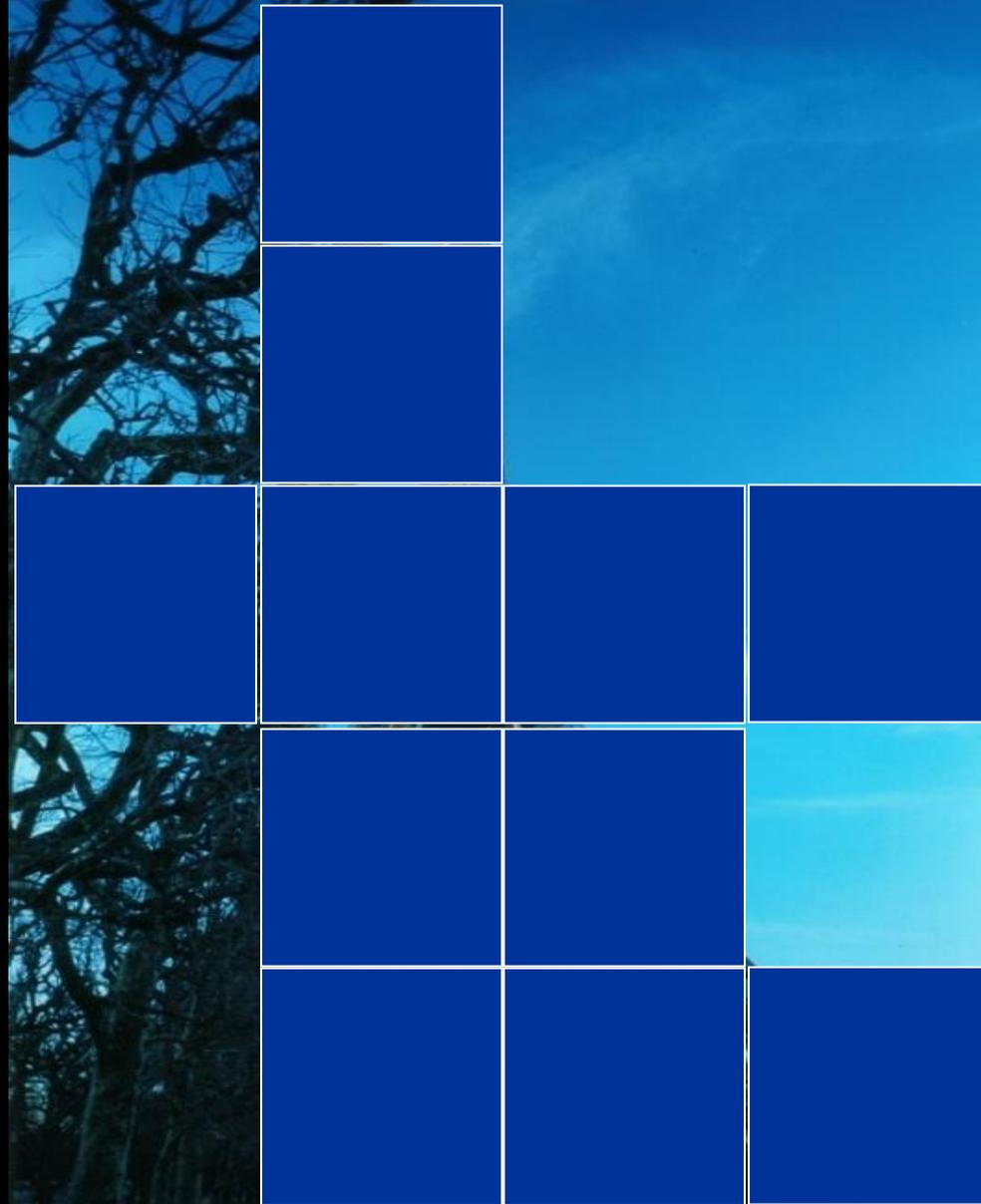
ASSESSMENT: How Much do you Need to See?

**Does
NOT help
much:**



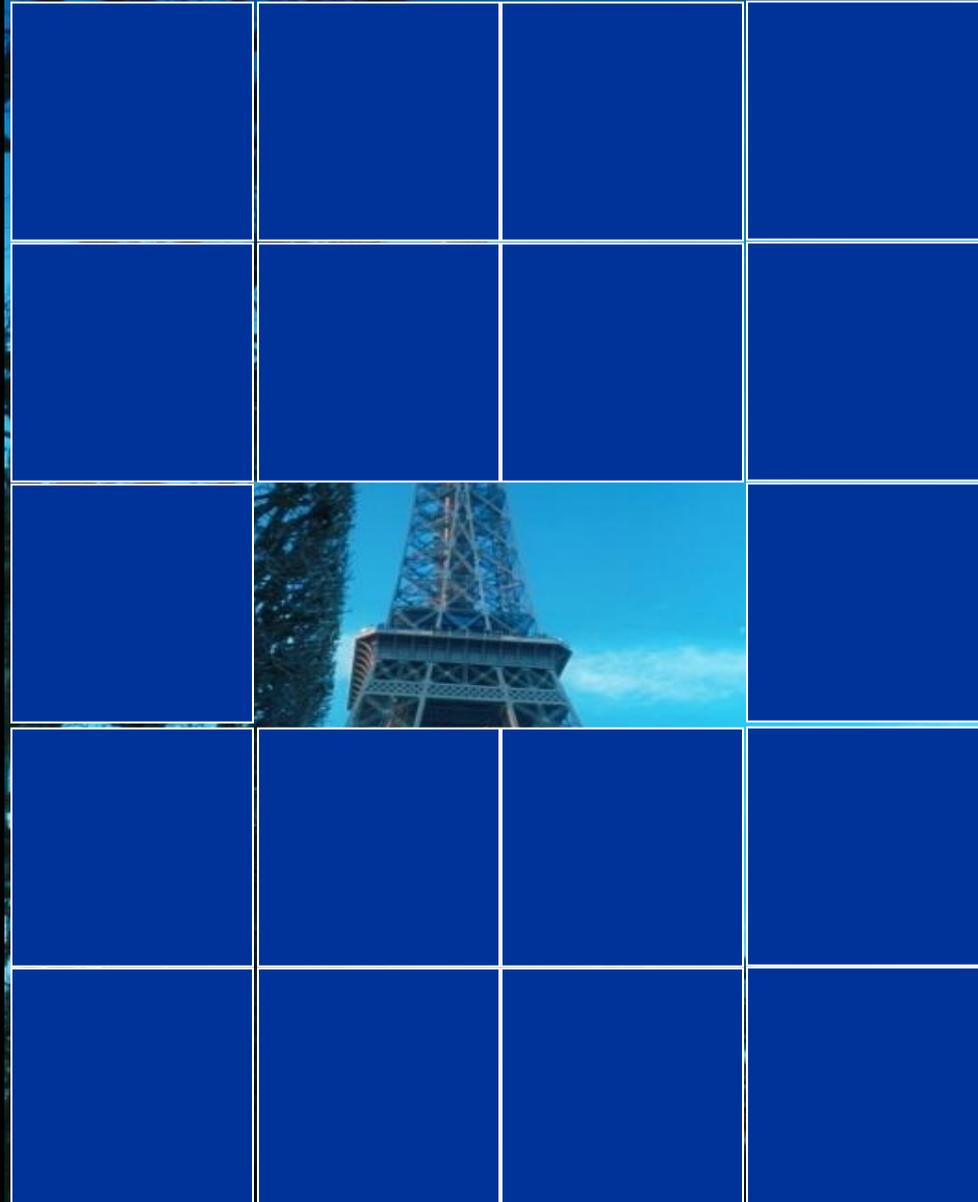
ASSESSMENT: How Much do you Need to See?

Where do
you need
to watch?



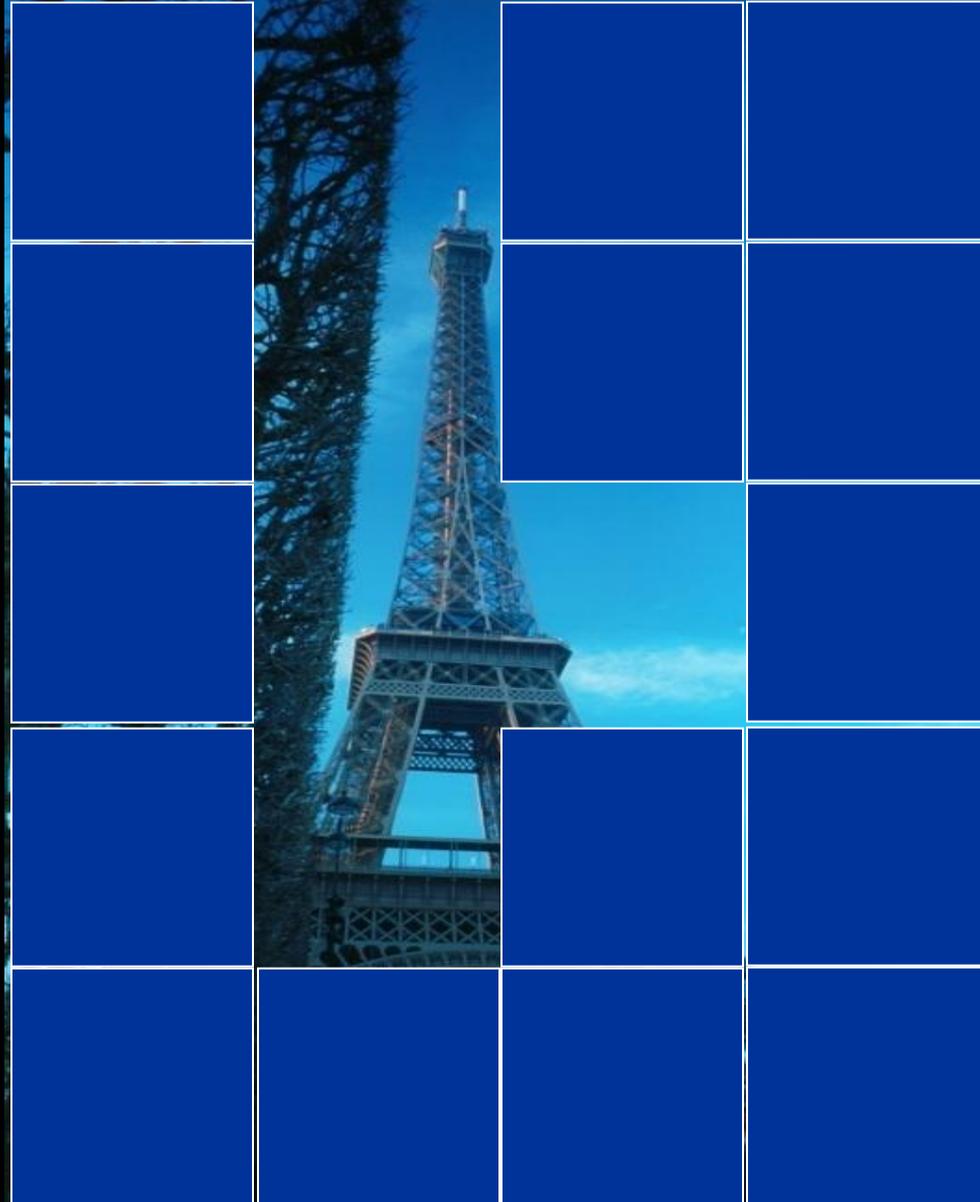
ASSESSMENT: How Much do you Need to See?

Better:



ASSESSMENT: How Much do you Need to See?

**Probably
enough:**



Conclusion: YES, Germany has it!

- Because experience is generally accepted as leading to competences
- There are many system in place that recognise experience

And NO: Germany is still not there yet

- Because experience is not accepted alone:
 - The many system accepting experience as carrying value do it in addition to formal learning
 - Not instead of formal learning
- Assumption: the society may not be fully ready to accept experience as sole origin of competences

M e r c i

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