



Erasmus+



Validation of Good Practices for Practitioners working with Adult Learners

REVALUE Project

10/1/2019

REVALUE Good Practices

Introduction

REVALUE is a EU funded project gathering partner from 5 EU countries which aims to exchange good practices in the field of recognition and validation of informal and non-formal learning.

Revalue aimed to identify the needs of relevant stakeholders, to develop a good practices handbook and recommendations for policy makers and relevant stakeholders in order to improve the validation process in the partners' countries.

Validation: a process including identification, documentation, assessment and certification of all forms of learning, allowing individuals to use this learning for advancing their career and for further education and training.

Benefits within the whole society:

Learners: It provides more career pathways, enhancing self-confidence for them.

Employers: It easily recognises employees 'qualifications which helps to save training time.

Practitioners: It allows practitioners to valorise non-formal competences.

Policy makers: It provides guidelines to face issues, including unemployment challenges.

Trade Unions: It helps to measure the quality in workplaces

Partners:

- **Ecole Des FPS Charleroi, BELGIUM**

<https://www.efps.be>



- **EDOS Foundation, NETHERLANDS**

<https://www.edosfoundation.com/>



- **Pučko otvoreno učilište Zagreb, CROATIA**

<https://www.pou.hr>



- **Telšių švietimo centras, LITHUANIA**

<https://www.sctelsiai.lt/>



- **Merseyside Expanding Horizons, UK**

<https://www.expandinghorizons.co.uk/>



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Good practices (1) - BELGIUM

Title of the Tool/Methodology/Procedure	
An individual competence portfolio on line (called CIC)	
Aims and objectives:	When to use the tool
This tool, called CIC in French (Cahier Individuel de Compétences), helps to identify and structure all forms of competences concerning the person throughout his or her career. It is used to better communicate information about the user's background to others, either in a professional context or for a personal project. It also provides an opportunity to review one's job and its development.	It can be used on different occasions such as training requests, assessment interviews, recruitment interviews, promotions or career development, etc.
Description of the activity/procedure:	No. of Participants
This tool has been designed and implemented by the CRF (Conseil Régional de la Formation) which is an institution gathering stakeholders of validation (Forem, Ifapme, the validation consortium, EPS and the French Community).	Individual tool (personal document)
<p>The tool is accessible from the age of 16. The user is the sole owner. He/she creates and feeds it (confidentiality of data guaranteed). He/she alone decides on his communication and is able to complete it as his career progresses by attaching copies of titles, training certificates, internships, positions held, etc. It is the memory of the person's career path and can be used throughout his or her life.</p> <p>The CIC is made available free of charge to everyone without obligation to use it. It is an optional tool.</p>	Time required
	Variable
	Materials
	e-portfolio
	Organisation of space
	N/A
	Specific recommendations (if the case)
	Tool available online http://crf.wallonie.be/cic/home/

Good practices (2) – BELGIUM

Title of the Tool/Methodology/Procedure Adding a tab about “Valorisation of Acquired Experience (VAE)” on every educational institution website	
Aims and objectives: This ‘good practice’ is a way to improve the visibility of the valorisation process, in particular among EPS schools where there is no comprehensive centralised information system available yet.	When to use the tool/procedure Permanent information
Description of the activity/procedure: Every EPS institution should simply add a tab on its internet website showing the learner that his/her skills could be validated, if necessary. Under this tab, a clear procedure (containing internal rules and referent people) should be presented. Thanks to it, every VAE user would be able to know the internal procedure allowing to valorise his/her former experience in order to possibly shorten his/her future educational pathway.	No. of Participants N/A
	Time required N/A
	Materials: Website
	Organisation of space N/A
Possible Variations Internal leaflets, newsletters or screen broadcasting	

Good practice (1) - NETHERLANDS

Title of the tool/Methodology		
VPL General Volunteer Competences		
Aims and objectives	When to use the tool	
An investigation into the competences which the volunteer applies in the voluntary sector and which they have acquired.	Before and after volunteering	
Description of the activity	No. of Participants	
<p>This tool represents an investigation into the competences which the volunteer applies in the voluntary sector and which they have acquired:</p> <ul style="list-style-type: none"> • in one or more voluntary organisations • in care work • in prior paid work • during training or a course <p>Hence evidence from outside the voluntary work is also taken into account. For instance:</p> <ul style="list-style-type: none"> • letters of appointment, contracts or agreements containing job descriptions • letters ordering a service, confirmation of orders or agreed and signed commitment lists. <p>The VPL procedure allows for two additional possibilities, if evidence is lacking or is ambiguous: statement following a STAR interview; STAR stands for Situation, Task, Action and Result. The STAR method offers a structure and support when exploring and crystallising experience.</p> <p>Reference declaration: a declaration by a reference about a volunteer's performance.</p> <p>The signed STAR statement or Reference declaration counts as evidence for the presence of a particular competence. However, the portfolio gains in value if filled with as many authentic, up-to-date and relevant evidence as possible.</p>	1 participant	
	Time required	Flexible
	Materials	Pens and paper
	Organisation of space	N/A
Possible Variations	Specific recommendations (if the case)	
	<p>The tool is available online : www.movisie.nl</p>	

Good practice (2) - NETHERLANDS

Title of the tool/Methodology		
Europass for volunteers		
Aims and objectives	When to use the tool	
To help to explain what volunteers have learned during a period of voluntary activities.	After volunteering	
Description of the activity	No. of Participants	
<p>The Europass Certificate for volunteers can help to explain what volunteers have learned during a period of voluntary activities. It gives a clear and objective description of the work carried out. The organisation appoints the experience gained by the volunteers, and highlights their qualities. The volunteers are then able to present themselves better and increase their position on the labour market.</p> <p>The Europass Certificate for Volunteers gives information about:</p> <ul style="list-style-type: none"> • The volunteer involving organisation • Type of work • The period of voluntary work • The skills and competences gained <p>The Europass Certificate for Volunteers is a unique document for individuals to earn in recognition of their volunteering commitment. This Certificate document gives a clear and objective description of the work carried out by the individual. The organisation appoints the experience gained by the volunteer and highlights his or her qualities. The volunteer is then able to present himself better and increase his position within the labour market.</p> <p>By issuing the Europass Certificate for Volunteers the organisation shows the appreciation of the work the volunteer has done. Organisations will see an increase in volunteer numbers when recruiting because volunteers will receive an official Europass document.</p>	1 participant	
	Time required	Flexible
	Materials:	Computer with internet connection
	Organisation of space	N/A
	Specific recommendations (if the case)	
	The tool is available online on the website of your national Europass center.	

Good practice (1) - CROATIA

Title of the tool/Methodology	
YouthPass	
Aims and objectives -supports the reflection upon the personal non-formal learning process and outcomes strengthens the social recognition of youth work -aims at supporting the employability of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.	When to use the tool After volunteering
Description of the activity/procedure Youthpass is a tool to document and recognize learning outcomes from youth work and solidarity activities. It is available for projects funded by Erasmus+: Youth in Action programme, and will be made available for the European Solidarity Corps. It is a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy. Youthpass certificates are available for the following activities: Youth Exchanges Erasmus+ Volunteering Mobility of Youth Workers Strategic Partnerships (including Transnational Youth Initiatives) Youth Dialogue projects Transnational Cooperation Activities (TCA) of the National Agencies.	No. of Participants 1 participant + a person in charge of the project Time required Flexible Materials: Computer with internet connection Organisation of space N/A
Possible Variations	Specific recommendations (if the case) The tool is available on https://www.youthpass.eu/hr/

Good practice (2) – CROATIA

Title of the tool/Methodology

ECVET -The European Credit System for Vocational Education and Training,

Aims and objectives

- support the mobility of European citizens
- facilitating lifelong learning - achieved in formal, non-formal and informal settings
- providing greater transparency in relation to individual learning experiences, making it more attractive to move between different countries and different learning environments.

Description of the activity

The European Credit System for Vocational Education and Training, -ECVET, is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification.

ECVET allows learners to accumulate, transfer and use their learning in units as these units are achieved- It makes learners more mobile and qualifications more portable.

No. of Participants

1 participant

Time required

Flexible

Materials

Organisation of space

N/A

Specific recommendations (if the case)

The tool is available on:
<http://www.ecvet.hr/>

Good practice (1) – LITHUANIA

Title of the Tool/Methodology/Procedure	
Reflection of the self-Experience	
<p>Aims and objectives:</p> <p>To help you to learn to recognize and find the evidence of acquired / available competences in your self-experience</p>	<p>When to use the tool</p> <p>Useful for starting the self-assessment procedure of acquired competences</p>
<p>Description of the activity/procedure</p> <p>Each participant receives a list of competences (from general to special) from which he/she must select his/her specific competences and evaluate them. The most commonly used scale is 1 to 5 (where 5 is the highest and 1 is the lowest rating). It is possible to use a scale from 1 to 10, but the more detailed it is, the more difficult it is to evaluate.</p> <p>After selecting the appropriate competencies and evaluating them, to each of them needs to be given 1-2 facts (possibly more – it would be useful for justifying the level) of specific life, learning or professional activities as well as leisure etc. showing possession of relevant competence.</p> <p>Afterwards there is a discussion with the andragogue (while working with the group it is also possible in the group - this way one can learn from each other), whether the facts presented are really enough to justify the chosen competence and its level, whether it is necessary to specify those facts or maybe additional facts are needed, etc.</p> <p>If you find no evidence of competence, you will have to reformulate or even discard that competence.</p>	<p>No. of Participants</p> <p>From 1 to 10</p> <p>Time required</p> <p>1-1,5 h.</p> <p>Materials</p> <p>paper</p> <p>Organisation of space</p> <p>Ordinary audience</p>

Good practice (2) - LITHUANIA

Title of the Tool/Methodology/Procedure	
Working with a consultant	
Aims and objectives	When to use the tool:
To help you learn to choose adequate evidence of acquired / available competences	Useful for starting the self-assessment procedure for acquired competences
Description of the activity/procedure	No. of Participants
Identification of existing or acquired competencies is often easier for a candidate than to find them, and in particular to prove the evidence of their level. Quite often, the learner claims to have the certain competence. Meanwhile, the crediting and recognition procedure requires evidence of learning, work and leisure activities that would no longer allow discussion and doubt that the candidate has relevant competencies. For this purpose, in-depth discussion, reflection with a specialist in the field, is most appropriate.	1
	Time required:
	1-1,5 h
	Materials:
	Paper
	Organisation of space
	Ordinary audience

Good practices (1) - UK

Title of the tool/Methodology/Procedure	Sphere of Reference
Validation Portfolio	Documenting
<p>Aims and objectives</p> <p>This tool aims to help the participants to be more self-conscious, the adult learner can manage better his/her skills, define achievable goals.</p> <p>Objectives</p> <p>To provide a learning diary To monitor their education process To stimulate self-reflection</p>	<p>When to use the tool: During the validation process</p>
<p>Description of the activity</p> <p>Provide the learner with a notebook including the following parts:</p> <ol style="list-style-type: none"> 1. "Introduction": Learners should fill the first part about me, things that I like, things that I don't, my plans, and other. 2. "My path so far" at this part learner can register their professional experience/educational, that will help to have a big picture of his/her capabilities, skills. Learner are invited to demonstrate their acquired knowledge through evidence, such as pictures and links to videos, or other. 3. "How's" part learner will start analyse personal learning choices, write reflections of learning, and other. 4. "Do you know" part shows the differences between skills and competencies and gives the learners some examples. 5. "Diary reflection" learners write expectations of themselves, trainer, training, objectives and goals of training days, to be responsible themselves for the outcomes. 6. "Learning process" with this part learners keep reflections about learning process. 7. "Monitoring the process" learners use this part to keep monitoring the goals they want to achieve during the training and to identify the working method they prefer. 8. At the end they find "What's next??" part to think about their future and what are their aspiration and wishes. 	<p>No. of Participants variable</p> <p>Time required 30 min</p> <p>Materials Papers, pens</p> <p>Organisation of space Desks to write</p>

Good practice (2) – UK

Title of the tool/Methodology	Sphere of Reference
What time is it?	Learner’s needs
<p>Aims and objectives “What time is it?” aims to help understanding of the participants’ current phase of life and their needs.</p> <p>Objectives To identify learners ‘needs To guide learners toward adapted validation processes</p>	<p>When to use the tool: Before guiding the learner towards any validation process</p>
<p>Description of the activity: Participants are provided with the following chart:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p align="center">Time of Life</p> <div style="border: 1px solid black; width: 300px; height: 50px; margin: 0 auto;"></div> <ul style="list-style-type: none"> • What time is it now for you, with respect to your life? </div> <p>Complete the following statements:</p> <ul style="list-style-type: none"> • The clock indicates..... • This means that. • It’s not too late to • It is still too early to • It is the right time to. • I need some time to • At I expect that <p>At the end each participant will discuss his/her work with the group.</p>	<p>No. of Participants variable</p> <p>Time required: 30 mins+ group discussion</p> <p>Materials: Charts, Pens</p> <p>Organisation of space Any</p>
<p>Possible Variations</p> <p>They can do it individually, in pairs or in group</p>	<p>Specific recommendations (if the case) The time doesn’t need to be related to their biological time. Be sure they feel comfortable to share in group.</p>