

# **NOTES ON THE OUTCOMES FROM GROUPS**

## **SATURDAY MORNING**

### **GROUP 1: PRINCIPLES**

1. There must be an equal recognition of Formal, Non-Formal and Informal learning as part of the constitution of both a citizen and a worker.
2. We have to assess these different forms of learning as a whole not as separated elements.
3. This approach must concern all levels (not only H.E.) and all systems of “value”.
4. Starting from the big differences at the moment between countries and between sectors, we have to start from the existing reference points
  - Even they are different from one country to another
  - Whatever the different categories of actors involved
5. To make transparent
  - The reference points in use
  - The procedures / arrangements in use
  - The ways of evaluating/assessing
  - The people who have legitimacy for evaluation/assessment.
6. Evaluation of formal, informal and non-formal learning as an educational and developmental process for the individual. People have to become aware of self-evaluation.

### **GROUP 2: THE INDIVIDUAL**

1. Start with advice, guidance, support – help to reveal skills, experience.
2. Where should advice and guidance be located? For many adults, schools and the formal system have failed them – they do not want to go back to them. So, maybe employers. Maybe partnership between employers, adult educators, etc but operating as independent centres. Government funding to start that. We need some intermediate independent centres that advise, guide, accredit – maybe also “teach” learning skills.
3. Outreach: even where possibilities exist, individuals do not necessarily know about them – need social organisations to reach out to them – go to where they are not expect them to come to us.
4. Need tools as well as advisors – tools must belong to the individual – portfolio, European CV – tools necessary but not enough – need people to help.
5. Even if we can accredit their competence, we must have flexible learning after accreditation for them to enter otherwise they will not be able to participate.
6. Money is required – someone will have to pay.
7. Problem of credibility and legitimacy:
  - How can you know that what people say they have done/can do, is “true”?
  - Results may not be immediate and direct so people think it is not working but results may be more indirect, long term about personal confidence.
8. Credibility and legitimacy – means that advice and guidance (advisors) should be separated from assessment (assessors) but with communication between them.
9. Ethics – employers want to know about personality traits – individuals should have rights to withhold information – we should not expect individuals to reveal everything about themselves. Confidentiality agreement necessary before start process of accreditation (especially at work maybe because could be dangerous for individual).
10. Legitimacy comes from national system eventually but it should be a general framework with the content / tools left to institutions.

### GROUP 3: TOOLS

Practical application and hands on section.

Inventory from different countries. There is a great variation. FR and IT are a outstanding examples. Not only assessments and recognition.

1. Define common competencies. Find a proper language would be useful. ITCS might be useful as a reference point. Tools not necessary put in practical hands. There should be reference points.
2. Cultural change, ICTS a reference, language protocol, portfolio.

### GROUP 4: NEED AND DEMAND

1. Do we need a system? There is a need for frameworks which can be established in each European country – these will differ between countries – but there is a need for systems which are recognised between countries.
2. Who decides if there is a need? This is decided by different organisations, groups and individuals at different levels. The need arose from the changing nature of society that generates this need (a knowledge based society). Need is partly associated with the needs of the workers and the opportunities given. European documents have been produced. Need from the economic sector. Need at individual level.
3. If there is a need should we build a system from that need? Yes, it is vital that systems are based on response to a need.
4. Is there a demand? Yes, but it will only be expressed if people is aware of the opportunities. In some respects there is a kind of latent demand. Partly because the actual demand would be articulated or expressed when there are opportunities and there are not so many opportunities. Why not more opportunities are created? Need for local and regional action to support this.
5. Will demand exist forever? “Forever” is too long to know, but a knowledge society will create continuing demand.

### FRANCOPHONE GROUP

The group focussed on all 4 questions posed: an open discussion on principles and values rather than practical or technological issues. 4 points:

1. Confirmation of agreement with the principles presented by Pat Davies on the first day of the seminar with some complementary points:
  - Start with the experiences, the practice and the arrangements already developed in different countries rather than a new top-down model
  - Make moiré information about existing practice more open and visible
  - Develop a serious critique of existing practice – a philosophical and anthropological critique of the approaches
2. The tools do not present technical problems but attention must be given to the social facts about inequalities arising from financial arrangements. There are also risks of tools that might be discriminatory:
  - Between different groups
  - Between men and women
  - Between different kinds of jobs (manual and intellectual)
  - Between different kinds of motivation and purpose
3. The articulation between:
  - The recognition of experience(s) and the recognition of the skills acquired through experience(s)

- different arrangements for different kinds of formal recognition of skills present problems that call for the involvement of the social partners and a social debate.
4. We must not reduce an individual's personal and professional development just to the learning outcomes and professional project revealed in the accreditation/recognition process - cultural, social, and identity issues are also valuable and important.