

Validation of professional development in AE

GRUNDTVIG IST
GINCO & LEVEL5

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GINCO

GRUNDTVIG INTERNATIONAL NETWORK
of COURSE ORGANISERS



Education and Culture DG

Lifelong Learning Programme

503706-LLP-1-2009-1-BE-GRUNDTVIG-GNW

GINCO background

- GRU IST: the European grant system for adult educators willing to attend GRU courses, run by the National Agencies.
- Courses by an international partnership in a Grundtvig project context or by individual adult education organisations.
- GRU MP or NW: funds for projects or networks possibly for the development of international training courses
- In support to improving access to a rich and varied provision for the professional development of adult educators.
- GINCO wants to network actual and potential GRU course organisers, not only offering a forum for cooperation and exchange of expertise but also offering support for development, promotion of access, delivery, accreditation and sustainability of their courses.

GINCO objectives

- To contribute to improve the quality of GRU European training provision and its validation systems.
- To install effective mechanisms for networking and co-operation between (potential) GRU course organisers.
- To strengthen the cooperation between the relevant stakeholders of GRU courses.
- To contribute to the professionalization of AE staff concerning GRU course provision and delivery
- To expand the GRU course provision in LLP countries
- To support dissemination and sustainability of the GRU course provision

GINCO partners

1. Landcommanderij Alden Biesen (BE)
2. Platform Opleiding, Onderwijs en Organisatie (NL)
3. EPOS vzw (BE)
4. Die Berater (AT)
5. BUPNET - Bildung und Projekt Netzwerk (DE)
6. DEMA - Associacio Dep d'Estudis dels Medis Actuals (ES)
7. Training 2000 (IT)
8. Universität Bielefeld (DE)
9. Bauer-Messner Evaluierungs KEG (AT)
10. Klaipeda University Continuing Studies Institute (LT)
11. Foundation Institute of Technology and Development, Sofia Univ.(BG)
12. European Association for the Education of Adults (BE)
13. University of Glasgow (GB)
14. Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei (RO)
15. Kansanvalistusseura - LlinE (FI)
16. Lithuanian Association of Adult Education (LT)
17. Aristotle University of Thessaloniki (HE)
18. The Social and Healthcare College (DK)
19. EGECED - Eğitim ve Gençlik Çalışmari Enstitüsü Derneği (TR)
20. INstitut SUPérieur de formation permanente (FR)
21. ECORYS (GB)

Quality of delivery

- Create and provide an evaluation frame for GRU courses, based on the SEALLL approach (www.sealll.eu)
- Help course organisers apply appropriate, innovative adult LLL methodologies for their courses.
- Adequate didactic use of ICT in preliminary, face to face and follow up phases.

Validation

- Improve the expertise of course organisers concerning certification and validation
- Tools to manage learners' statistics for a better management of the participants, evaluation of progress and impact and validation of learning outcomes.

Course provision

- Analysis of the present GRU course offer in the database
- Analysis of national course provision, and identification of factors that lead to a European offer (6 countries).
Identification of gaps between national and GRU provision.
- Development of strategies to turn national provision into an international quality GRU course offer.
- Products:
 - Guidelines
 - System for quality assessment of courses & course quality label,

Dissemination

- To disseminate the network, its activities and products and to improve dissemination of GRU course opportunities.
- 3 conferences (1 each year) for stakeholders:
 - 2010: Course quality care & didactics: 27-30 October, IZMIR (TR)
 - 2011: Learning outcome validation & impact: Thessaloniki (HE): 7 – 11 December
 - 2012: Course provision: Hasselt (BE): 26 – 29 September
- Training days, lectures at conferences, newsletters ...
- Ginco will link up and feed into existing networks (EAEA, LLINE, ESREA ...) into AE associations and the GRU European INFONET AE II.

Advocacy

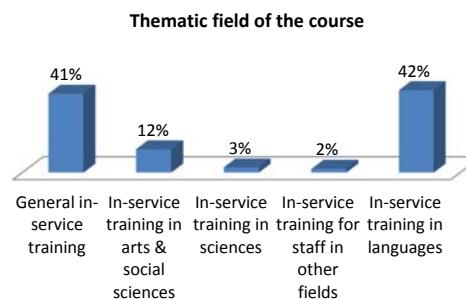
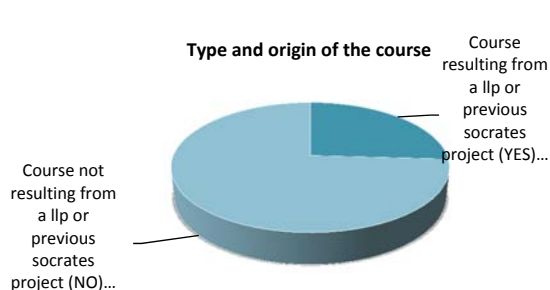
- spokesman on behalf of the course organisers in relation to NAs, Commission and educational policy makers at relevant levels.
- help shape policy on the one hand and help implement it among course organisers on the other hand.
- recommendations for improvement: policy paper directed towards EC, NAs, national and European umbrellas and decision-makers.
- www.ginconet.eu

Grundtvig courses: a spearhead for innovation and European priorities

- Competence driven Grundtvig courses, in which adult educators as participants experience the approach are the best way to introduce competence based education and learning.
- Validation of professional development in Grundtvig courses is an efficient way to spread the principle and culture of validation of learning outcomes.

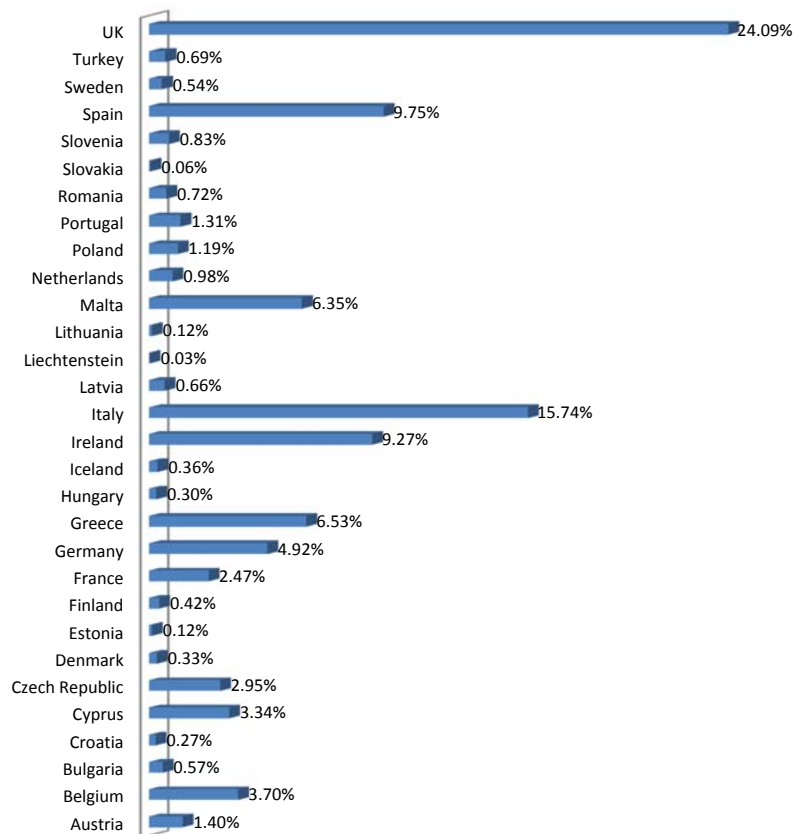
Database Grundtvig IST

courses 1/1/2011 - 31/12/2012 situation 15/01/2012
1057 different courses / 3354 different sessions
750 organisers



Main language used for the course	Percentage	Number of courses
English	100,0%	1057
German	74,6%	789
Italian	10,5%	111
French	4,5%	48
Spanish	4,2%	44
Greek	3,0%	32
Finnish	2,9%	31
Polish	0,1%	1
Polish	0,1%	1

Sessions held in:



Definition: Validation

Validation is the process of identifying, assessing and recognising knowledge, skills and competences acquired in formal, non-formal and informal settings.

“The confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.” (2009 CEDEFOP)

Update Oslo conference 04/03/12

- RPL: recognition of prior learning
- For certificate or shortcut in training
- Raising certification level, less cost than full training
- Employability oriented
- Only validation of VET competences
- Only (non-formally) workplace developed competences
- No validation of personal and social competences
- No validation of general AE topics
- No volunteer, citizenship, cultural sector

- What about the Grundtvig world in this respect??

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Where do we stand?

- Value of having been to a Grundtvig course?

- Certificate of attendance
- Certificate of input
- Certificate of achievement
- Validation of learning outcomes
- Validation of competence development
- Certified by related higher ed. organisation

Challenges

for international recognition

- System quality
 - Variation and quality in course provision
 - Quality of delivery to ensure validity, reliability, acceptance, trust
 - Appropriate ICT use + competence oriented
 - Course validation quality
 - Database quality
 - Grant system quality
 - Stakeholder communication
- Input related certification or validation of competence development?
- Links with existing standards

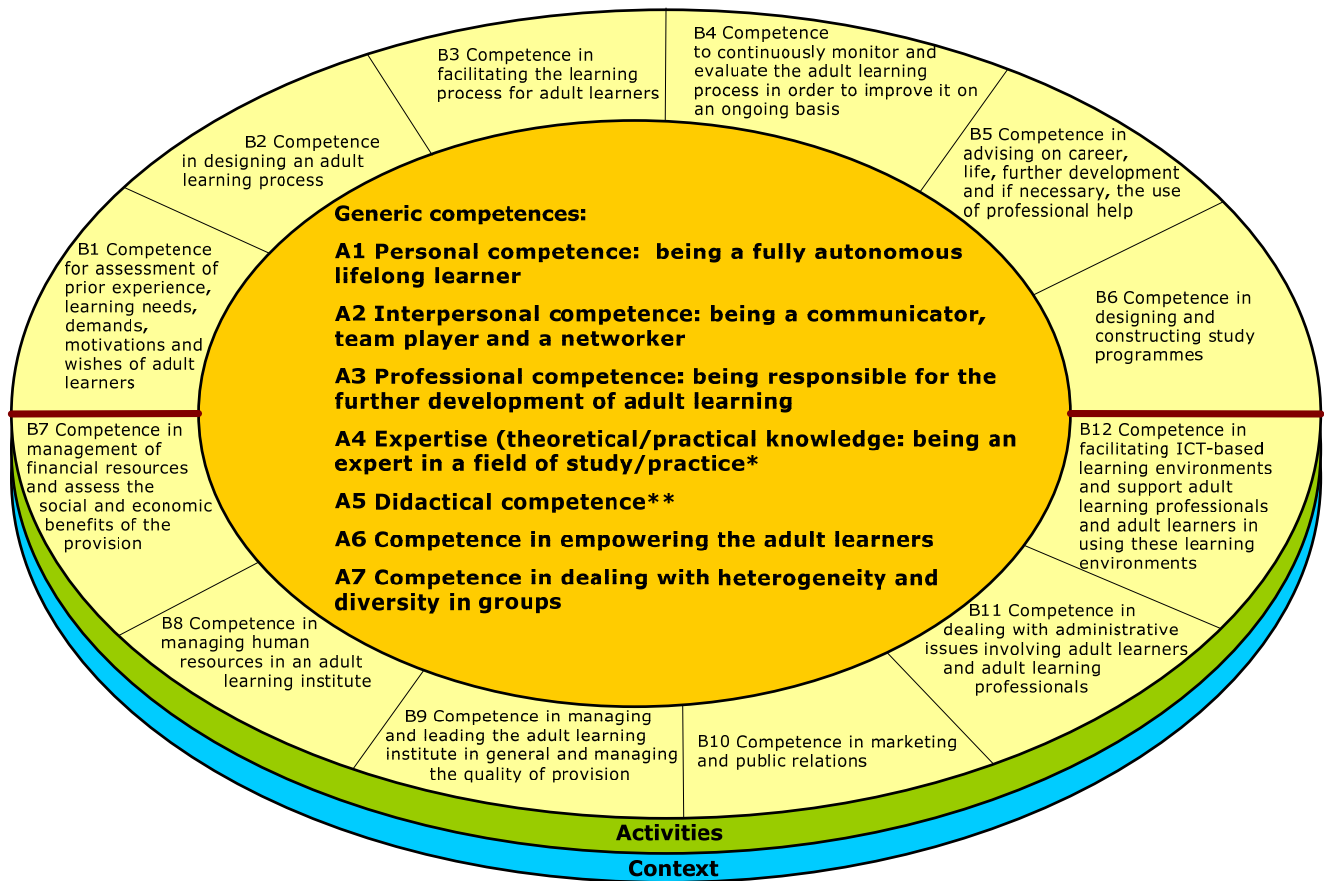
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What is to be validated in Grundvig IST?

- Specific professional competences
- Social competences
- Intercultural competences
- European added value
- ??? Erasmus mobility ???

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Key competences for Adult Educators



VIP competence areas





CV Personal data			
Sector/Section	Cerification System	Reference System	
Higher Education	ECTS	EQF/NQF	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Formal</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;">Informal</div> </div>
VET	ECVET	EQF/NQF	
<i>Languages</i>	<i>Other formal certificates</i>	different	
<i>IT-skills</i>	<i>Other formal certificates</i>	IT-Sys	
<i>Orga. Skills & Comp.</i>	?		
<i>Social Skills & Comp.</i>	?		
<i>Personal Skills & Comp.</i>	?		

Which tool is most suitable for recognition of learning outcomes?

- In-house certificates
- Europass
- ECTS
- NQF/EQF
- CPD for adult educators referenced to the Key Competences for Adult Education Professionals

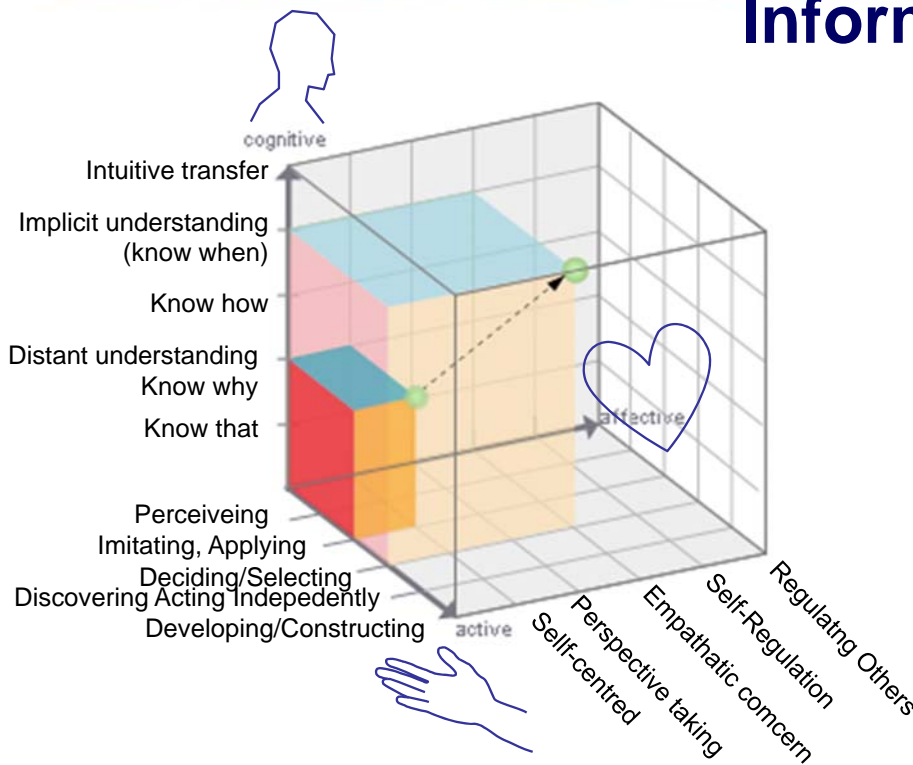
Validation of Informal Learning in European Projects & Mobility Actions

- Aiming to assess and evidence impact of informal mobility learning on competence development
- www.vilma-eu.org
- www.vip-eu.org
- www.ginco.eu
- www.reveal-eu.org
- www.seall.eu

LEVEL5

- Assessing and evidencing with a unique **validation approach specifically designed for:**
 - **informally acquired competences**
 - **personal and social skills and competences**
- to serve especially target groups that learn **outside or beside formal education contexts** and their learning facilitators:
adult learning providers, care organisations, grass-root projects, mobility projects, youth organisations,

CUBE as Model To Visualise the Impact of Informal Learning



Intercultural awareness

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	3	4	2	3	4	2	3	4
Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	
5	Intuitive transfer	Knowing how to select and incorporate elements of other cultures into one's own view and behaviour. Knowing how to interpret and relate events of other cultures to own culture		Developing/ Constructing	Enlarges its own cultural framework to include communication and patterns of behaviour from other cultural reference system and feels comfortable using them.		Regulating (with) others	To find it important to inspire others to respect cultural diversity and other socio-cultural expressions. Ability to incorporate other worldviews into one's own. Ability to show adequate cultural response.	
4	Know when (Implicit understanding)	Deep knowledge of rules for individual and social interaction of host and other cultures (frame of reference) Good skills of interpreting and relating events of other cultures to own culture Critical comparative cultural awareness.		Discovering/acting independently	Building up a new cultural framework, switches between them, with a certain level of ease. Uses a wide range of intercultural abilities to adapt in host culture or multi-cultural situations.		Affective self-regulation	To find it important to improve your own cultural awareness. Being inclined to shift its own frame of reference to other diverse world views. Attitudes of adaptation, respect, empathy, flexibility, open mindedness.	
3	Know how	Acknowledgement of cultural difference with regard to behaviour and values of host and other cultures. Basic skills of interpreting and relating events of other cultures to one's own culture.		Deciding/selecting Acceptance	Deliberately adapting your own behaviour to a multi-cultural situation. Searching active contact with locals and participate actively in multi-cultural practice.		Empathy	To find it important that all people value cultural differences. Attitude of acceptance and cultural differences with regard to behaviour and values.	
2	Know why Distant understanding	Knowing that groups of humans build different societies with different expressions of socio-cultural cohesion. Acknowledgement of cultural differences with a strong emphasis on cultural similarities.		Application, Imitation	Sporadically being exposed or participate in certain multi-cultural events. Occasionally taking into account cultural differences of other people in my environment.		Perspective taking	Generally valuing the importance of intercultural awareness. Attitude towards equality of cultures.	
1	Know-that	Knowing that there are other cultures with people having different habits and living a different socio-cultural life.		Perception	Recognising different cultures, habits and societies.		Self centred	Feeling the need to take cultural differences into account when working in a specific environment.	

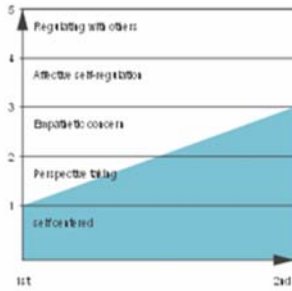
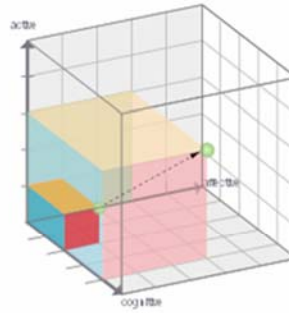
Advocacy

COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
2	3	4	2	3	4	2	3	4
L Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Knowing which advocacy techniques are appropriate in specific situations and to help other people to implement them. Being able to apply it in different sectors.		Developing/constructing	Developing your own advocacy styles and techniques and applying them in different situations		Regulating (with) others	To feel the need to share this knowledge and expertise with others. To find it important to improve the advocacy competences of some of your colleagues.
4	Know when (Implicit understanding)	Knowing when and how to apply the appropriate advocacy techniques in order to influence decision making. Knowing when and how your advocacy actions will affect decision making.		Discovering/acting independently	Doing research on advocacy techniques, trying out different approaches and apply them in appropriate circumstances		Affective self-regulation	To find it important to gain insight in advocacy strategies and techniques. To find it important to improve your own advocacy competences.
3	Know how	Knowing different advocacy strategies and techniques. Knowing how policy makers and decision makers should be approached in order to get your relevant information introduced.		Deciding/selecting	To choose for and to apply different advocacy techniques in order to promote your 'case' and to feed information into decision making .		Empathy	To find it important that other people see advocacy and 'consultation rounds' as a necessary phase in decision making.
2	Know why (Distant understanding)	Knowing that in decision making structures at all levels information, promotion, advocacy and/or lobbying play a role in the decision making process.		Application, Imitation	Occasionally applying advocacy techniques as offered from theory or from a role model.		Perspective taking	To feel the importance of advocacy as a necessary phase in decision making. Generally feeling the need to apply advocacy techniques
1	Know-that	Knowing that advocacy exists as a skill for professionals to promote their case(s).		Perception	Recognising situations where advocacy could make a difference in decision making		Self centred	To think that advocacy can be useful in some cases you have to promote.

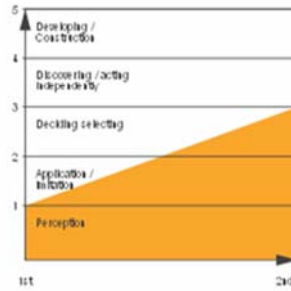
Teamwork

COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
2	3	4	2	3	4	2	3	4
L Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Knowing how to integrate teamwork into personal and professional development plan. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills		Developing/constructing	Developing a results-driven structure and to operate in a manner that produces results within a team.		Regulating (with) others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support.
4	Know when (Implicit understanding)	Knowing how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals. Knowing how to act in different teams.		Discovering/acting independently	Trying out and choosing your role in a team and to act accordingly.		Affective self-regulation	To feel the need to take your own role in a team and to develop skills to be able to perform accordingly.
3	Know how	Knowing how to act in a team. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.		Deciding/selecting	Actively reaching out to join or help create a team according to one's interest.		Empathy	To find it important to have a 'team spirit' introduced in your work. To find it important that your colleagues also see the value of proper teamwork
2	Know why (Distant understanding)	Knowing that teamwork is a more effective way to work in a group. Knowing it involves individuals to harmonize their work and contributions for a common goal.		Application, Imitation	Occasionally joining an existing team that you are invited to, to try to work with them, to build trust and common goals.		Perspective taking	To generally feel the need to be part of a team. Being interested in taking part in a team.
1	Know-that	Knowing that teamwork is a work performed by a group of people.		Perception	Recognising a situation in which teamwork is most appropriate.		Self centred	To feel the need to join a team, related to a professional or personal situation you are in.

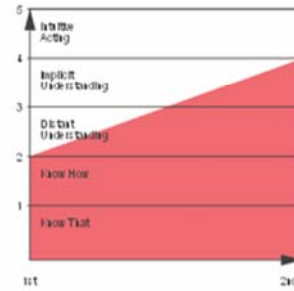
dimension	before	after
affective	1 (1-5)	3 (1-5)
active	1 (1-5)	3 (1-5)
cognitive	2 (1-5)	4 (1-5)
zoom	1.3	draw



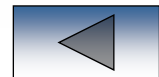
affective



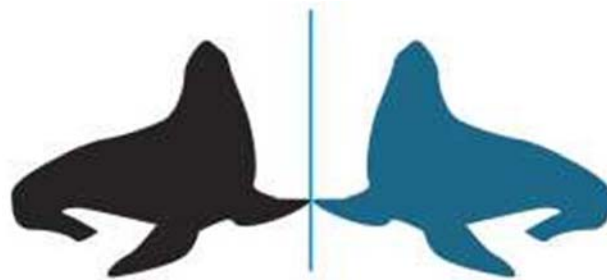
active



cognitive



Tools for assessment



seall

SELF EVALUATION IN ADULT LIFE LONG LEARNING

Instruments for assessment

- Overview of possible methods or instruments for assessment.
- In this context instruments or tools are for collecting or gathering the necessary information.
- To assess the quality of a performance in a certain context. This performance is the result of a certain level of knowledge, attitude, activity.
- No matter which tool one wishes to choose, the underlying thought should be a series of things one wishes to know. This implies that there always will be a list of questions behind any evaluation activity.

Individual

Interview
Questionnaire
Self-evaluation profile
SWOT analysis
Observation and recording
Analysis of documents
Learning questions related to personal development plans

Emoticons: colour your mind
Telling a story
Mental map
Flow-charting
Presentation
Letter addressed to yourself
Writing an article
Creating a website
Reflective silence STAR
Serving as a consultant in other similar projects

Responsive

Group interview
Choosing positions on a line
Delphi rounds
Sparring partner / critical friend
360° feedback
Thermometer with immediate feedback
Four corner exercise

Productive

Atmosphere cards (card based reflection)
Play
A group painting
Presentation
Working with scenarios
Critical incidents method
Debate
Prioritizing with tokens
Bulls eye
Sculptures
Body sculptures
Using objects as symbols
Systemic Representation

Collective

- GINCO conference: Hasselt, 26 – 29 Sept. 2012
- SEALLL/VIP course: Ancona, 08 – 13 Oct. 2012

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