Building a common ground

4th **VPL**BIENNALE

Research: state of the art

Timo Halttunen, UTU

&

Ruud Duvekot, EC-VPL

Reykjavik, Iceland

May 20, 2022

4ᵗʰ VPL BIENNALE

Research into the trends in society … …that VPL is responding to

1. The *transition from a system to a process approach* in which the learner and her learning process are central.

2. The *flexibilisation of (lifelong) learning* through *a broad approach to learning* and *a focus on learning outcomes*.

3. The *contextualisation* of learning through *dialogues* between 'the partners in learning' by focusing on the real *learning needs* as the focal point.

4. The *personalisation* of learning by strengthening the *shared ownership of (lifelong) learning*.

5. The *adaptive capacity of validation* methods to enhance the *flexibility* and *binding capacity* of lifelong learning paths, by linking personal references standards, qualification standards and occupational standards.

What do we know of validation?

- Divergence in terminology
- Validation as a tool to tackle causes for adult non-participation in education
- Offering personalized learning pathways
- Shortening duration of learning programs (?)
- Valuing existing human capital – disadvantaged groups (?)
- Validation to enter or advance in labour market

The nice-to-know

Methods of validation - know-how

- Written tests
- Porfolio
- Interviews
- "Authentic" assessments

Setting the course of action

- ILO 2016
- ILO 2018
- NIACE 2014
- OECD 2019
- OECD 2005

The good-to-know

Outcomes of validation – know what

- Full qualification
- Partial qualification
- Credits/units towards a qualification
- Exemption from admission prerequisities
- Certificate of labour market competences

Setting the course of action

- Cedefop 2018
- Cedefop 2015
- Cedefop 2012
- EUROPEAN COMMISSION 2019
- EUROPEAN COMMISSION 2018
- EUROPEAN COMMISSION 2017

The must-to-know

Aims of validation - know-why

- Social justice
- Social change
- Economical perspective

Challenges in research

- Role of microcredentials and open badges - new forms of automatized validation?

- Validation in the offering for individual learning accounts – erosion of the role of public education and traning providers?

- Mutual modelling of validation practices between stakeholders – co-creation and service design approaches?

- Accommodating acquisition of a common language between stakeholders

We need a new social contract on learning

<u>Recommendations for further research</u>

In **general**, research into the shift from the analytical to a more holistic learning paradigm. What does it take from the actors? How about quality-care? Funding?

In **particular**, a focus on:

- **Outreach:** how are target groups approached and learning needs identified and articulated? How to raise awareness of learners?

- **Assessment**: how dialogical are assessment processes? How autonomous are the assessors? How is the working place involved?

- **Tailored further learning**: is it also dialogical? Assessment as learning? How to build on informal learning?

- **Validation**: in what way is lifelong learning turned into a personal reality? Is VPL a recurring phenomena for affording one's agency?

References and further reading

- Cedefop (2018). European inventory on validation of non-formal and informal learning.

- Cedefop (2015). European guidelines for validating non-formal and informal learning.

- Cedefop (2015). Interntional Qualifications.

- European Commission (2019). Council recommendations on Upskilling pathways. New opportunities for adults taking stock of implementation measures.

- European Commission (2018). Annual growth survey 2019: For a stronger Europe in the face of global uncertainty.

- European Commission (2017). European pillar of social rights.

- ILO (2018). Recognition of prior learning (RPL).

- ILO (2016). Understanding the potential impact of skills recognition on labour markets.

- National Institute of Adult Continuing Education (England and Wales), Harris, J., Wihak, C. & Kleef, J. v. (2014). *Handbook of the recognition of prior learning: Research into practice*. NIACE.

- Organisation for Economic Co-operation and Development. (2019). *Skills matter: Additional results from the survey of adult skills*. OECD.

- Organisation for Economic Co-operation and Development. (2005). The Definition and Selection of Key Competences - Executive summary. OECD.