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5<sup>th</sup> BIENNALE

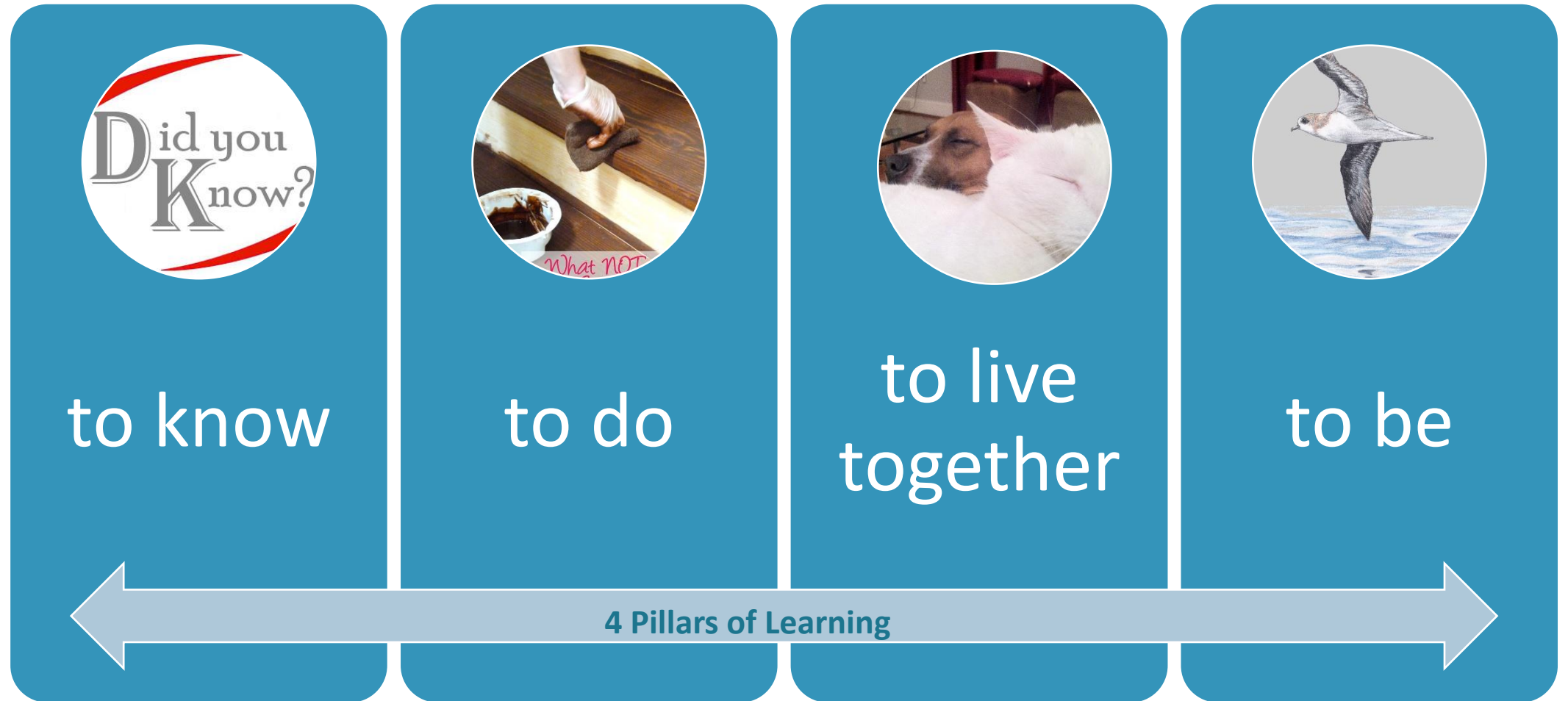
## People, validation and power: democracy in action?

# Sub-themes 3.3 and 3.4: Validation, Inclusivity and Mobility

- issues of access, agency and power relations
- exercise of human rights and transformation
- demand for inclusivity, social justice and mobility



# UNESCO: Pillars of Lifelong Learning



# What is a Credential?

A credential is defined as:

A qualification, achievement,  
quality or aspect  
of a person's background  
used to indicate  
**suitability for something...**"





Resumes/CVs and biodatas show “**suitability for something**” (including formal learning) and “recognition” of learning and other credentials is left to the “reader/recogniser” to determine



# Key Principles of Open Recognition



- . Recognition of people, rather than institutions/ systems and policies, comes first and should largely be unconditional.
- . Recognition of practitioners should be left to their communities of practices, either seen as emerging or formalised.
- . Recognition of skills and competences should be connected to a practice.

Can we honestly say that we are truly  
putting the learner at the centre  
when it comes to the  
assessment and recognition  
of their (prior) knowledge, skills  
and other attributes?





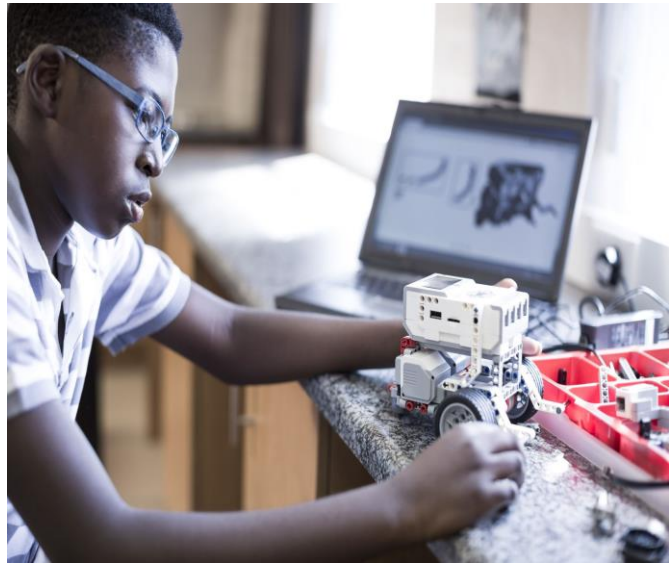
# Vexing Questions



WHOSE and WHAT learning matters?

and

WHAT and WHOSE recognition matters?





## More Questions

Are we defining quality narrowly by limiting recognition of learning to conserve and exclude or do we want to move to a more inclusive approach?



## Exclusion Criteria

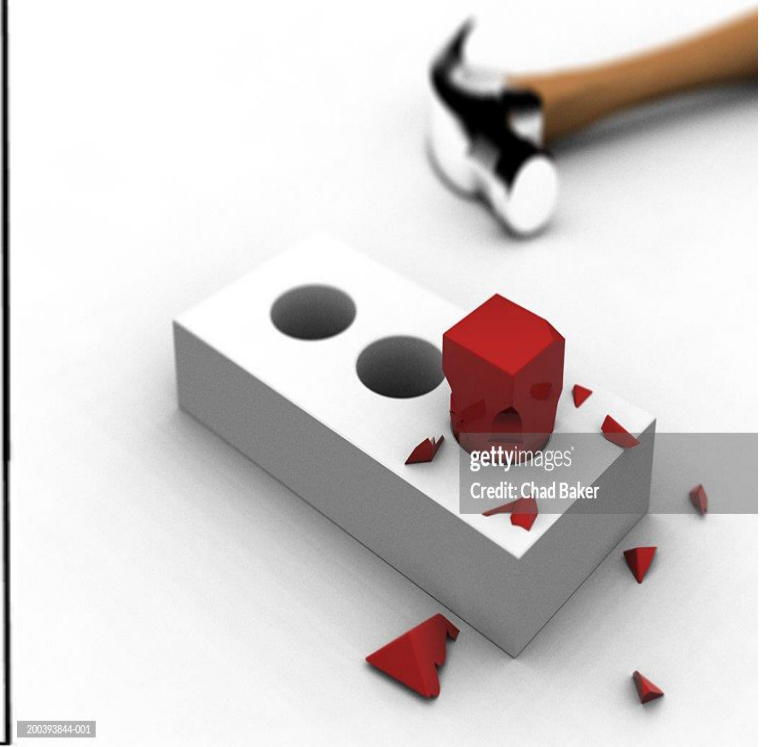
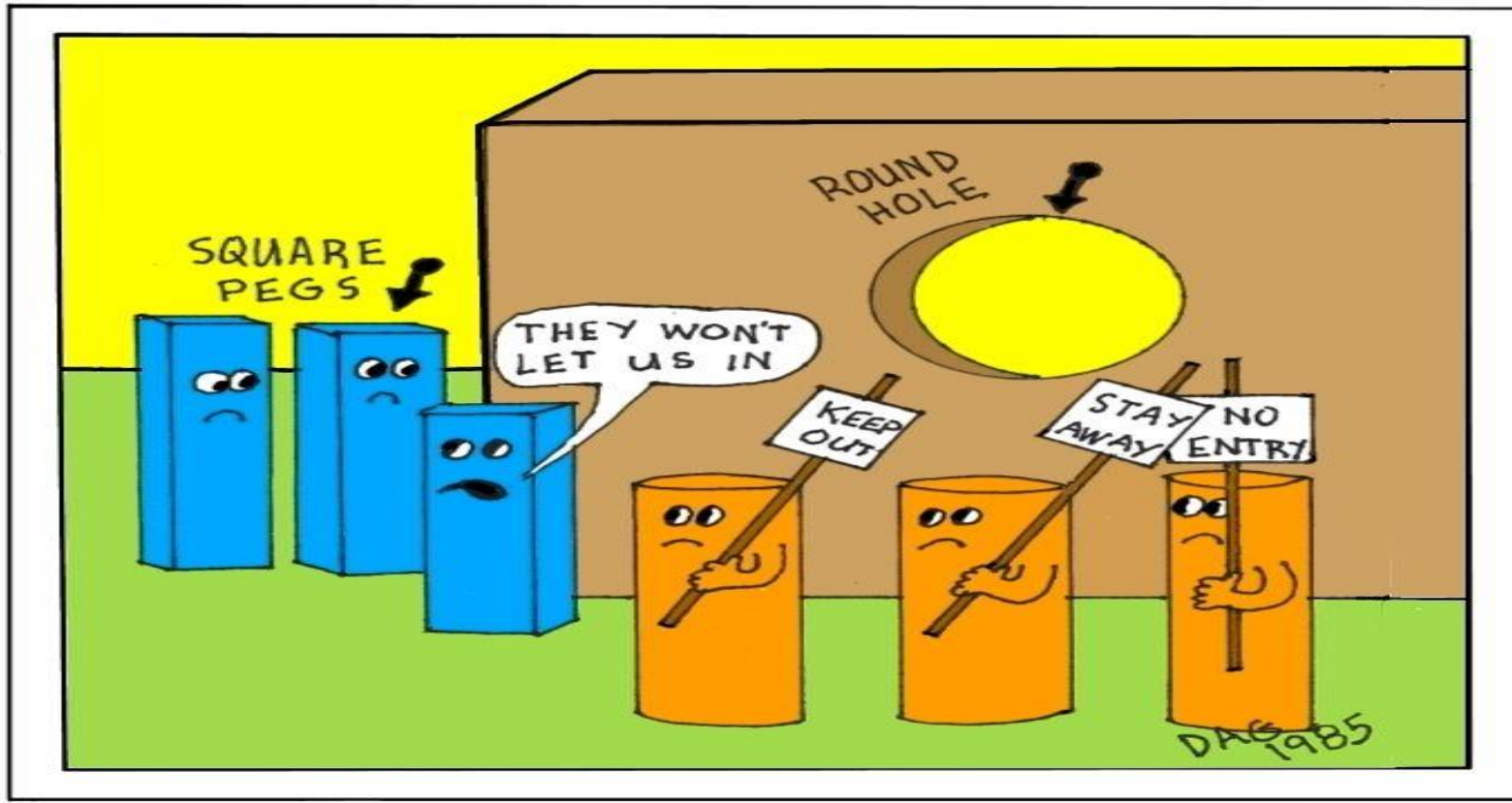


## More Questions

Are we trying to bring people with “other” credentials, that are not formal qualifications/credits into a more expansive and “open” recognition space, or are we unconsciously (or consciously) seeking to exclude them?

# A Final Question

Are we sticking to outdated approaches and practices and thereby trying to hammer “square pegs into round holes”?





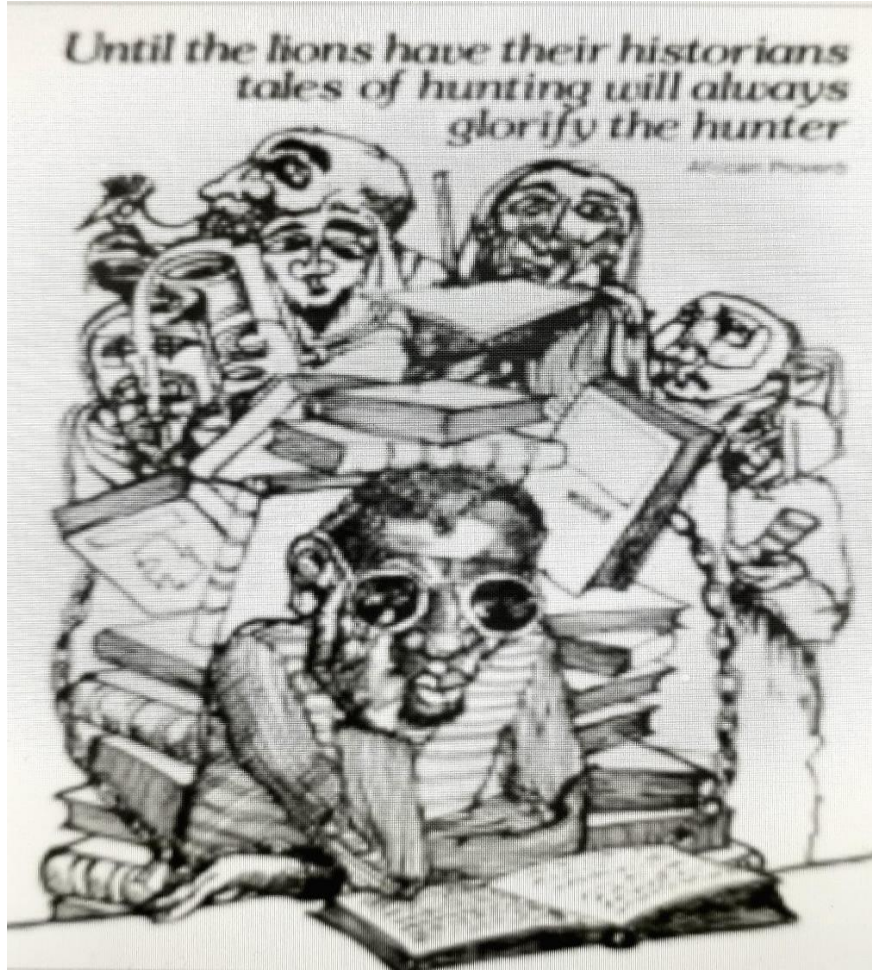




# Critical Awareness



What words mean and how they are spoken and written in  
dominant languages of assumed knowledge creation and  
approaches to assessment and recognition  
EXCLUDES rather than INCLUDES  
marginalised individuals and communities



What do you see in this picture?

What can we learn from this poster about our recognition of learning policies and practices?



# Thank You!!!

