



РЕГИОНАЛЕН ЦЕНТЪР
ЗА ПОДКРЕПА НА ПРОЦЕСА
НА ПРИОБЩАВАЩОТО ОБРАЗОВАНИЕ
СОФИЯ - ГРАД



Roma Community and Inclusive Education: Challenges and Opportunities 13-14 March 2024

ADVANCING PROFESSIONAL GROWTH: INTEGRATING NON-FORMAL EDUCATION, MICRO-CREDENTIALS, AND INDIVIDUAL LEARNING ACCOUNTS INTO CAREER DEVELOPMENT

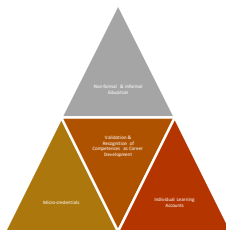
Luis Carro, PhD

University of Valladolid (Spain)

luis.carro@uva.es

13 March 2024, Hyatt Regency Hotel, Sofia (Bulgaria)

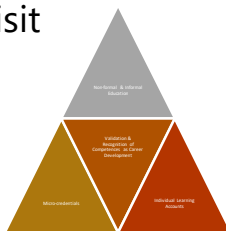
2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





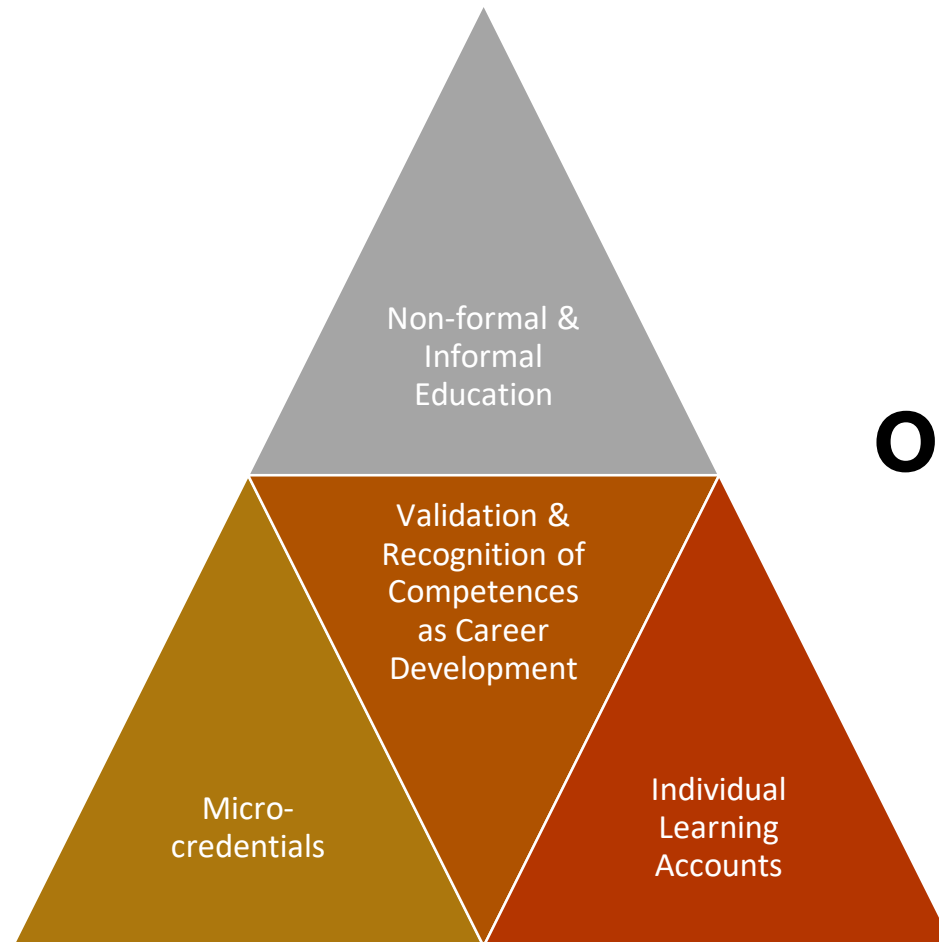
Advancing professional growth: integrating non-formal education, micro-credentials, and individual learning accounts into career development. Paper presented at the Conference *Roma Community and Inclusive Education: Challenges and Opportunities*. Organized by The Regional Centre for the Support of the Inclusive Education Process, Sofia, Bulgaria, 13-14 March 2024.

© 2024 by Luis Carro is licensed under Attribution-Non Commercial-No Derivatives 4.0 International. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>

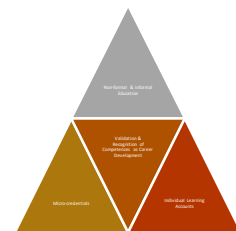




Advancing professional growth: integrating non-formal education, micro-credentials, and individual learning accounts into career development



Outline of presentation





Introduction to Professional Growth



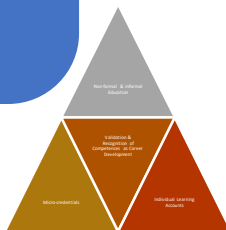
Embracing Non-Formal
and Informal Education
in Career Development



Advancing Professional
Growth

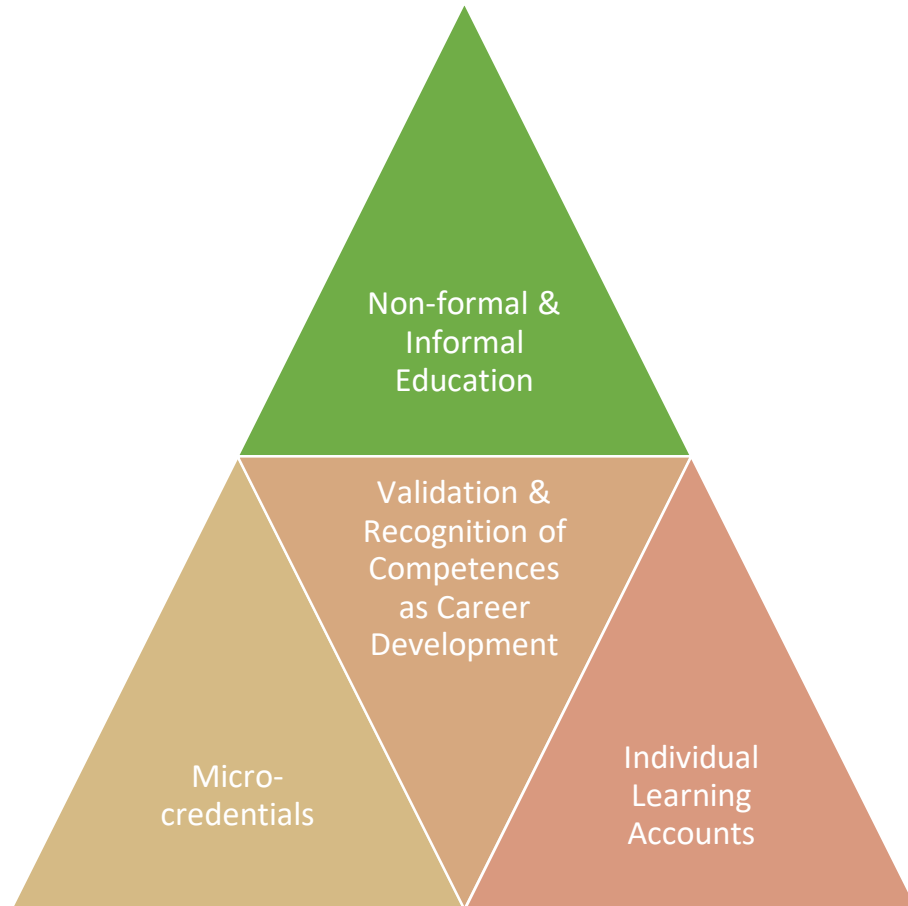


The Role of Micro-
Credentials and
Individual Learning
Accounts

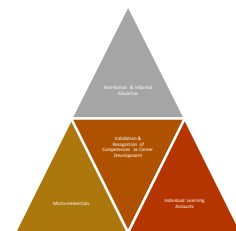




Advancing professional growth: integrating non-formal education, micro-credentials, and individual learning accounts into career development

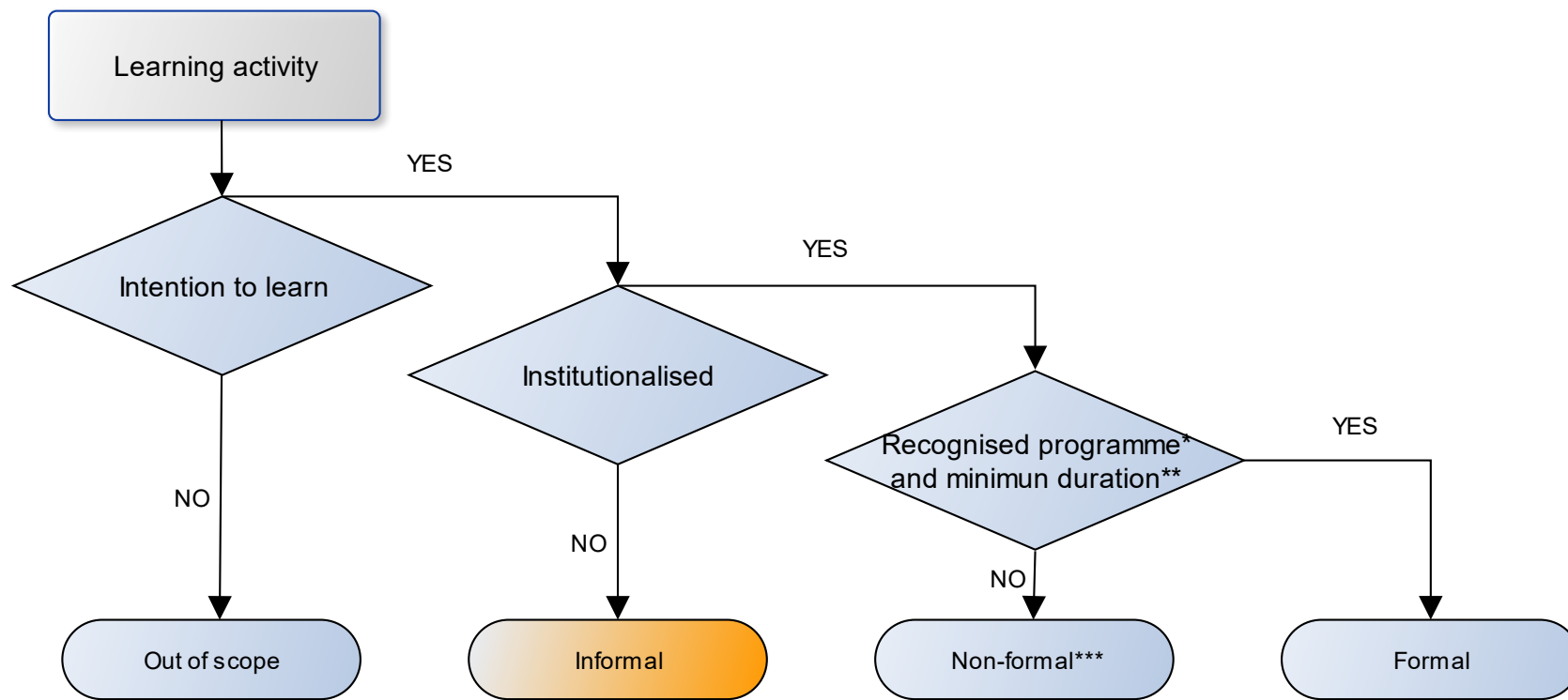


The context of non-formal and informal learning





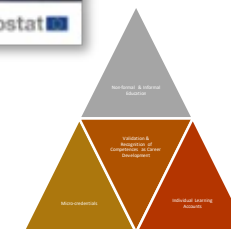
Classification of learning activities based on the three broad categories: Formal, Non-Formal and Informal Learning Activities



* Recognition by relevant national authorities
** Minimum duration of one semester
*** Non-formal programmes can sometimes lead to a formal qualification



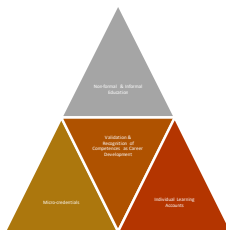
version 2016





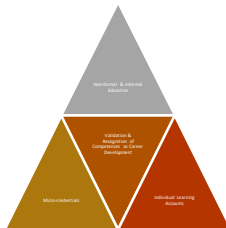
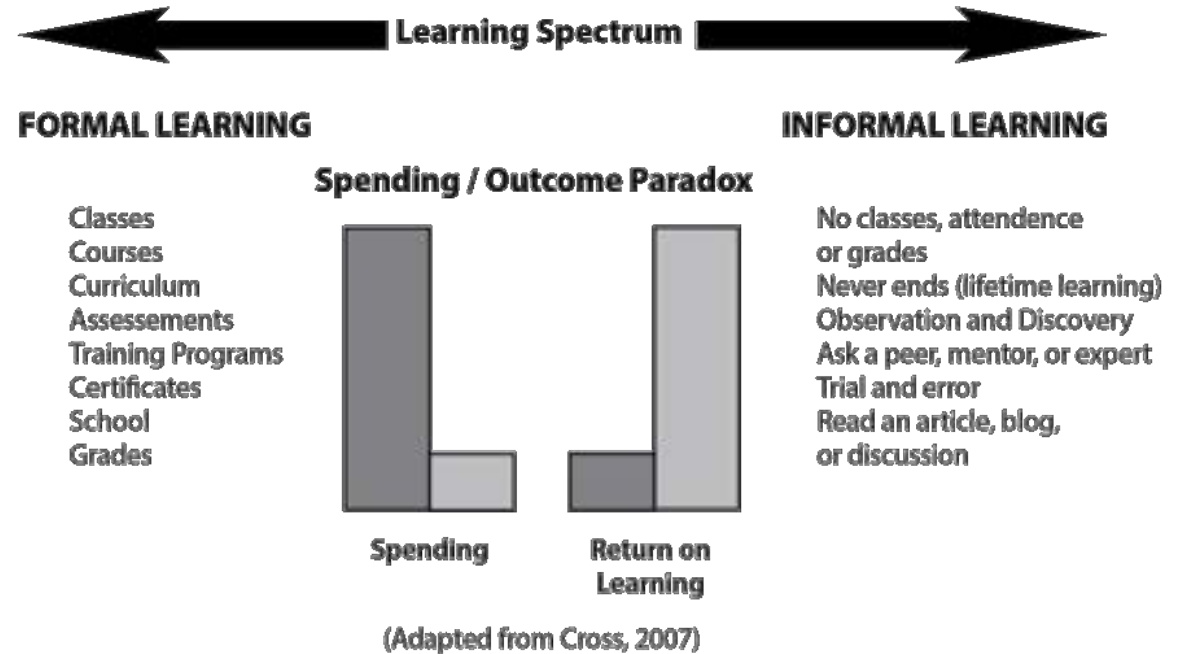
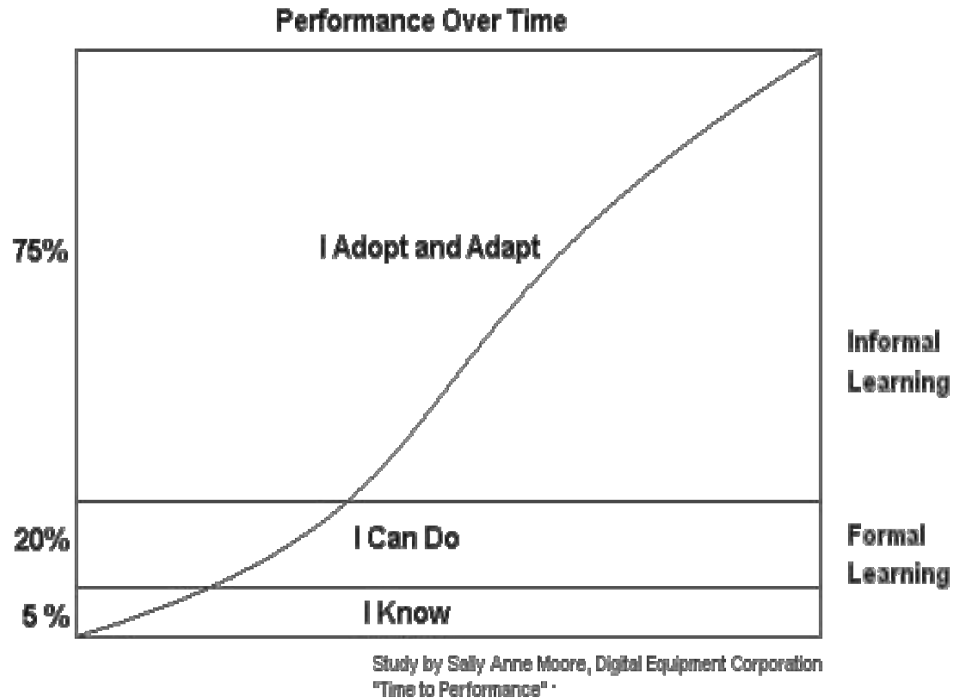
Classification of learning activities based on the three broad categories: Formal, Non-Formal and Informal Learning Activities

- **1. Formal education**
- **2. Non-formal education**
 - 2.1. Non-formal programmes
 - 2.2. Courses
 - 2.2.1. *Courses conducted via classroom instruction (including lectures)*
 - 2.2.2. *Combined theoretical-practical courses (including workshops)*
 - 2.2.3. *Courses conducted through open and distance education*
 - 2.2.4. *Private tuition (private lessons)*
 - 2.3. Guided-on-the-job training
 - 2.4. Other not specified elsewhere
- **3. Informal learning**
 - 3.1. Taught learning
 - 3.1.1. *Coaching / informal tuition*
 - 3.1.2. *Guided visits*
 - 3.2. Non-taught learning
 - 3.2.1. *Self-learning*
 - 3.2.2. *Learning-group*
 - 3.2.3. *Practice*
 - 3.2.4. *Non-guided visits*





Time to learning » 80% informal vs 20% formal





Seven and (other) Seven Principles of Learning

Institute for Research on Learning at TechLearn (Palo Alto, California, 90's)

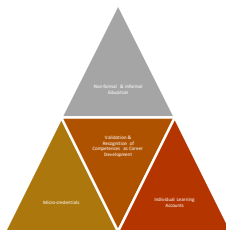
1. Learning is fundamentally social.
2. Knowledge is integrated in the life of communities.
3. Learning is an act of participation.
4. Knowing depends on engagement in practice.
5. Engagement is inseparable from empowerment.
6. Failure to Learn is often the result of exclusion from participation.
7. We are all lifelong learners.

Henschel, P. (2001). The manager's core work in the new economy. *On the Horizon*, 9(3), 1-5.

Insightworks (Canadá, 2017)

1. Adults must want to learn.
2. Adults need to learn what they feel they need to learn.
3. Adults learn by doing.
4. Adult learning focuses on problems and the problems must be realistic.
5. Experience impacts adult learning.
6. Adults learn best in informal settings.
7. Adults require guidance.

<https://www.insightworks.ca/post/7-principles-of-learning>



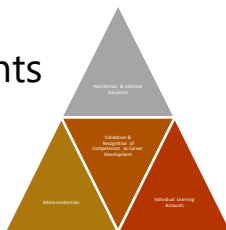


“... putting into practice the first principle of the European Pillar of Social Rights: access to education, training and lifelong learning for everybody, everywhere in the EU...”

The Skills Agenda

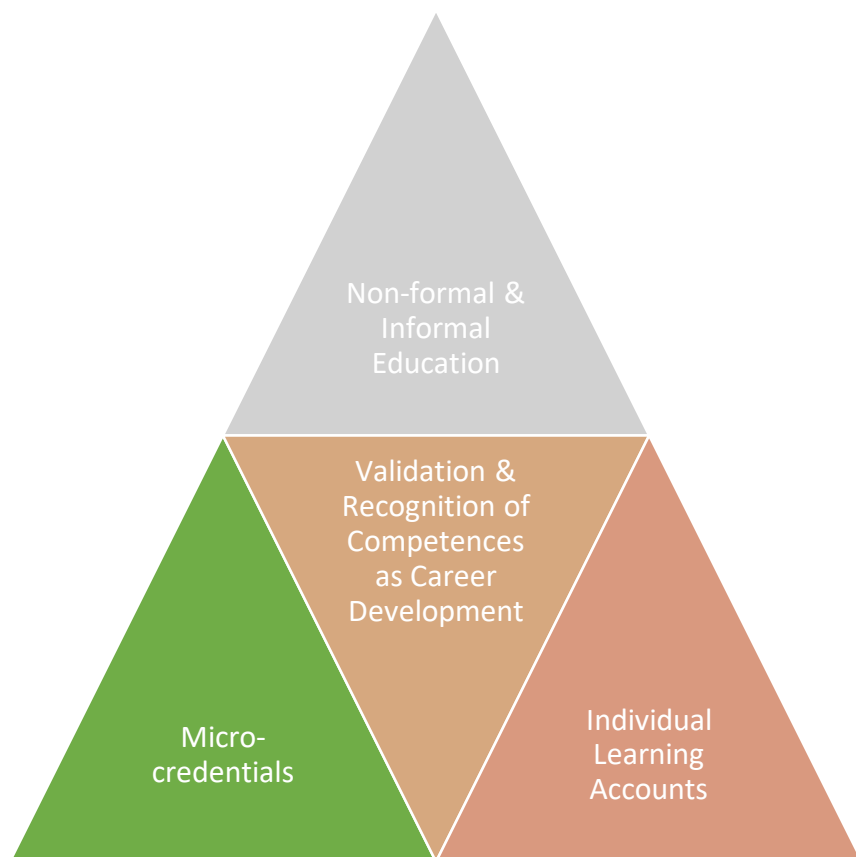


- A call to join forces in a collective action:
 - Action 01: A Pact for Skills
- Actions to ensure that people have the right skills for jobs:
 - Action 02: Strengthening skills intelligence
 - Action 03: EU support for strategic national upskilling action
 - Action 04: Proposal for a Council Recommendation on vocational education and training (VET)
 - Action 05: Rolling out the European Universities Initiative and upskilling scientists
 - Action 06: Skills to support the twin transitions
 - Action 07: Increasing STEM graduates and fostering entrepreneurial and transversal skills
 - Action 08: Skills for life
- **Tools and initiatives to support people in their lifelong learning pathways:**
 - **Action 09: Initiative on individual learning accounts**
 - **Action 10: A European approach to micro-credentials**
 - **Action 11: New Europass platform**
- A framework to unlock investments in skills:
 - Action 12: Improving the enabling framework to unlock Member States' and private investments in skills





Advancing professional growth: integrating non-formal education, micro-credentials, and individual learning accounts into career development



Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02

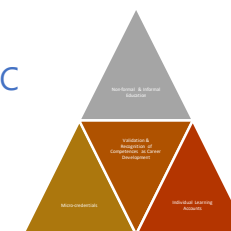




Micro-credentials



Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 (DO C 243 of 27.6.2022).

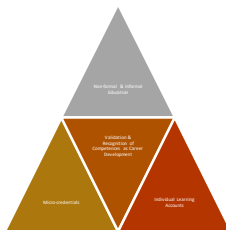




«Micro-credential»

- **The recording of the learning outcomes that a learner has achieved as a result of a small amount of learning.**
- These outcomes will have been assessed against transparent and clearly defined criteria.
- The learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences, which meet social, personal, cultural or labour market needs.
- Micro-credentials are owned by the learner, can be shared and are portable.
- They can stand alone or accumulate into broader credentials.
- They are backed by quality assurance against agreed standards in the relevant sector or field of activity;

[Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 \(DO C 243 of 27.6.2022\).](#)

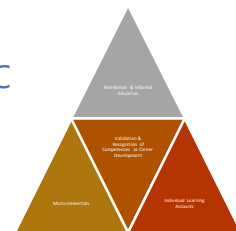




Building confidence and flexibility: Objective

- to enable **people to acquire, update and improve the knowledge, skills and competences** they need to thrive in a changing labour market and society, to fully benefit from a socially just recovery and fair transitions to the green and digital economy and to be better equipped to face current and future challenges;
- support the **preparedness of micro-credential providers** to improve the quality, transparency and flexibility of their learning offer in order to empower individuals to create personalised learning and career pathways;
- promote **inclusion, access and equal opportunities**, and contribute to achieving resilience, social justice and prosperity for all, in a context of demographic change and during all phases of economic cycles.

Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 (DO C 243 of 27.6.2022).

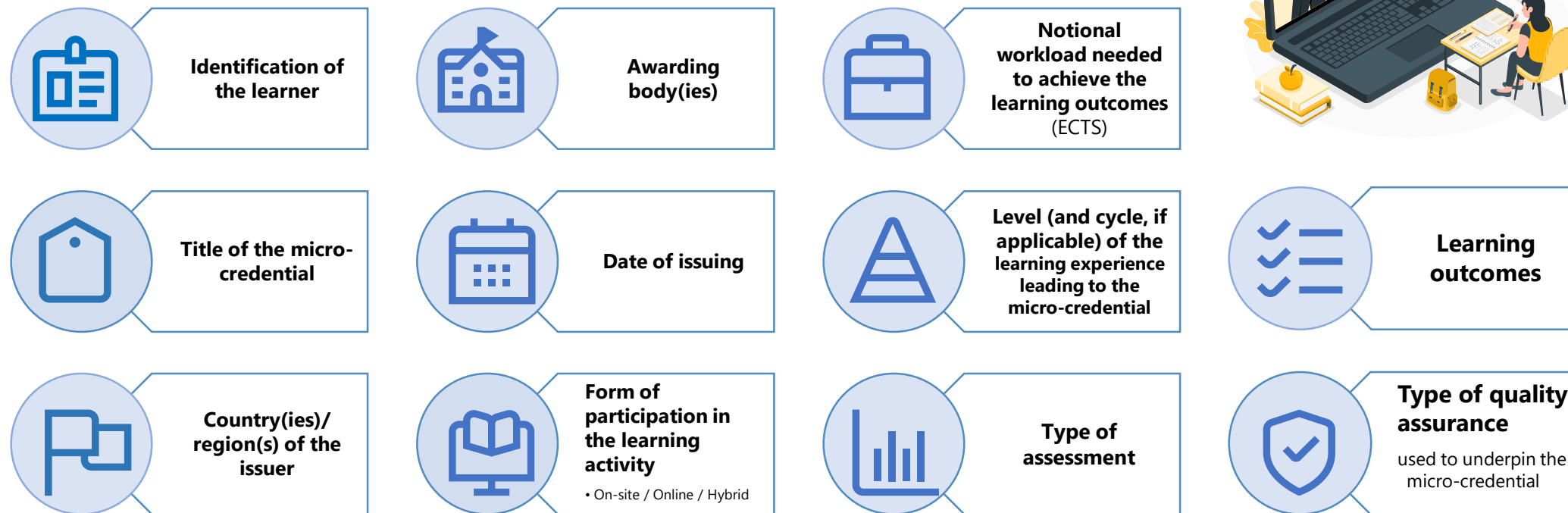




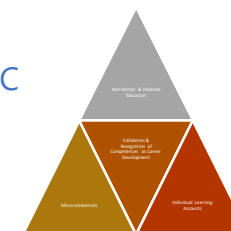
Micro-credential: Mandatory elements



Mandatory elements



Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 (DO C 243 of 27.6.2022).





Micro-credential: Optional elements



Optional elements

- May vary according to the institution or entity awarding the credential.
- Completion of courses or programs, previous experience or minimum educational level may be included.

Pre-requirements needed to enrol in the learning activity



- It can be one of three types:
 - unsupervised with no identity verification,
 - supervised with no identity verification,
 - supervised online,
 - or onsite with identity verification

Supervision and identity verification



- A qualification is obtained and reflected in the micro-credential that has been taken.

Grade achieved



- Combines micro-credentials and is facilitated by its modular design.
- It creates personalised learning paths.

Integration/stackability options

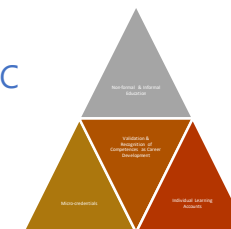


- Data can be added to complement the main information available.

Further information



Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 (DO C 243 of 27.6.2022, pp. 10–25).





European Principles for the design and issuance of micro-credentials



European Principles

- Subject to internal and external quality assurance.
- Fit for purpose and documented, accessible and responsive to needs and expectations.
- Supplier evaluation
- Compliance with standards

Quality



- With measurable, comparable and understandable criteria with information on learning outcomes (ECTS).
- Reference to the EQF.
- Clear and transparent information.

Transparency



- Differentiated and specific learning outcomes.
- Updated content.
- Collaboration with training organisations, employers, providers and users.

Relevance



- Learning outcomes assessed against transparent standards.

Valid assessment



- Designed to be cumulative and support flexible learning pathways.
- Validation of non-formal and informal learning.

Learning pathways



- For academic or employment purposes on the basis of standardised recognition procedures.
- Indicative value of learning outcomes for small modules.

Recognition



- They are the property of the credential holder.
- They can be shared through secure digital wallets.

Portable



- Designed to meet the needs of learners.
- Learners are involved in quality assurance processes.

Learner-centred



- It contains sufficient information to verify the identity, date and place of issue of the micro-credential.

Authentic



- They should be incorporated into lifelong learning guidance services and reach out to wider groups (inclusion).

Information and Guidance

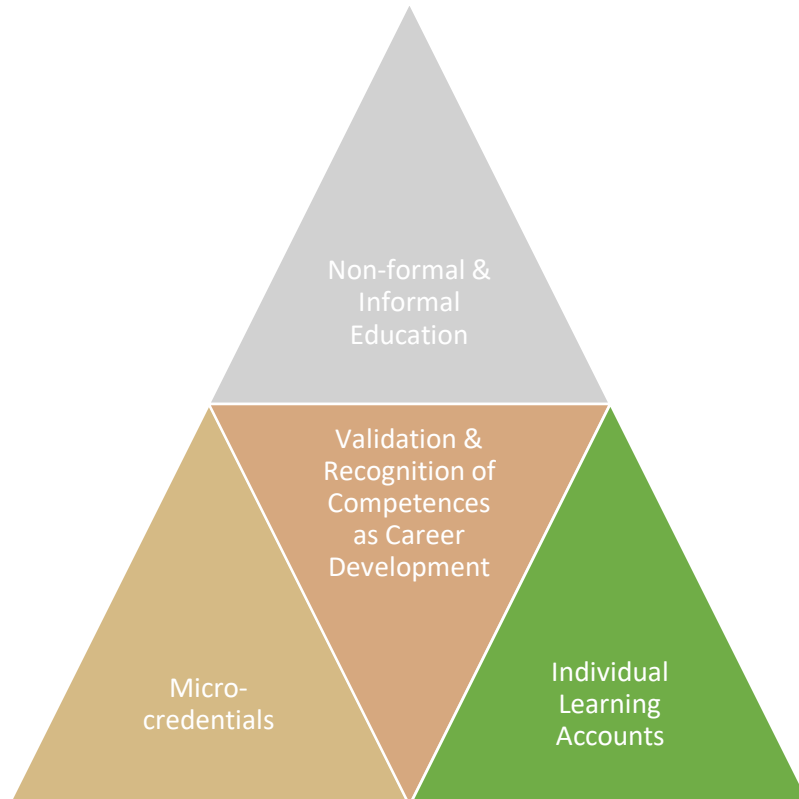


Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 (DO C 243 of 27.6.2022, pp. 10–25).





Advancing professional growth: integrating non-formal education, micro-credentials, and individual learning accounts into career development



Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03





Individual Learning Accounts



 Everyone is **EMPOWERED** to get the training they need to thrive in fast-changing labour markets

 Everyone is well-informed and can access **QUALITY GUIDANCE**

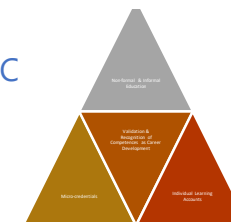
 Everyone can choose what, when, how they learn and get their learning **VALIDATED**

 **EVERYONE** has access to quality training throughout life irrespective of their employment status

 Everyone can **ACCUMULATE** and carry their training entitlements with them when they change jobs

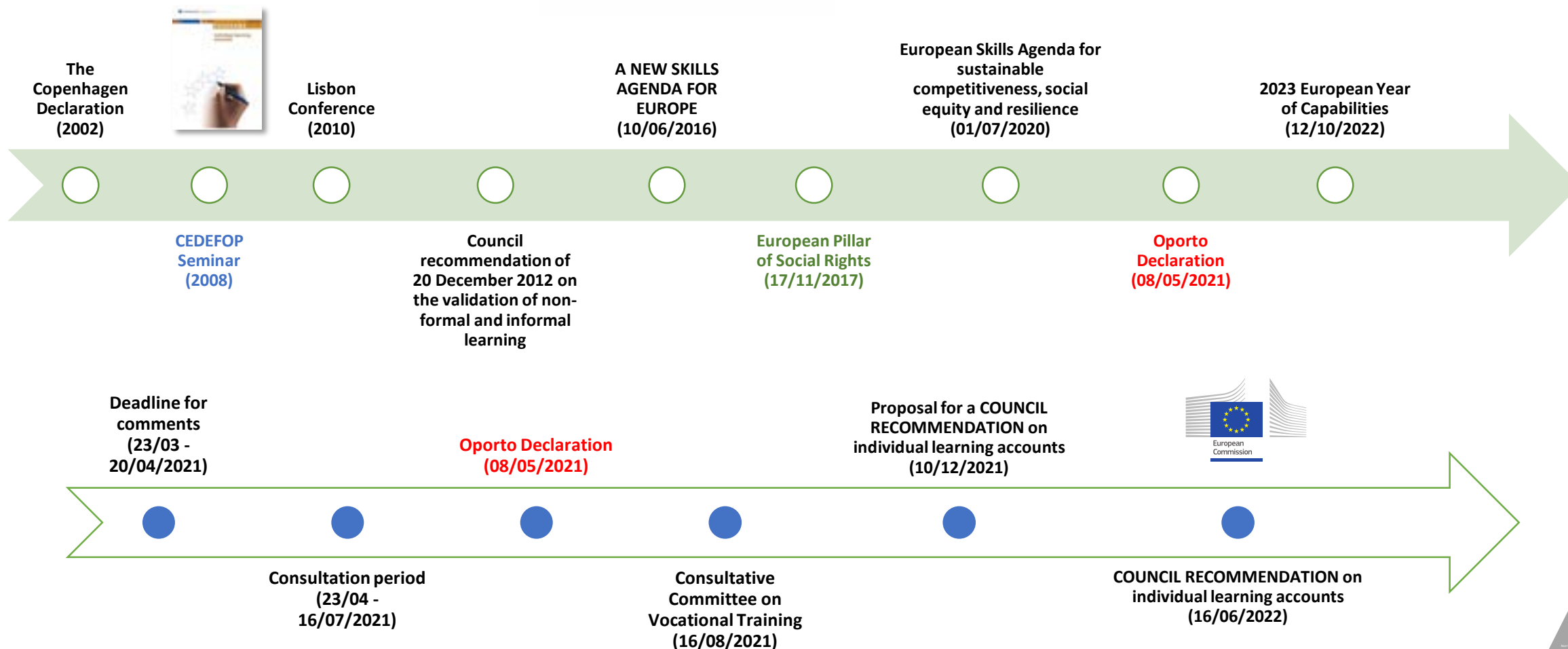
 Individual **LEARNING ACCOUNTS**

Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 (DO C 243 of 27.6.2022).





Individual Learning Accounts in Europe: Roadmap

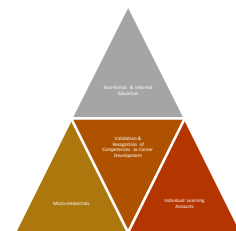




COUNCIL RECOMMENDATION OF 16 JUNE 2022 ON INDIVIDUAL LEARNING ACCOUNTS 2022/C 243/03

- Objectives
- Scope of application
- Definitions
- Individual learning account
- Facilitating framework
- Communication and awareness
- Monitoring and continuous improvement
- Funding
- Union support
- Reporting and evaluation

29 recommendations





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/C 243/03) : 1-2 **objectives**

1. The Recommendation seeks to support working-age adults by facilitating their **participation in training activities**, regardless of their employment status, to increase participation rates and reduce skills gaps:

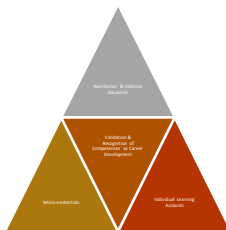
a) Access to Training for All:

- Provide support to all working-age adults to access training, including career transitions, regardless of their employment status.

b) Increased Incentives and Motivation:

- Increase incentives and motivation for individuals to seek training activities.

2. Focuses on providing support, increasing incentives and motivation, and recommends the establishment of individual learning accounts with a facilitating framework that includes **guidance and validation of learning**.

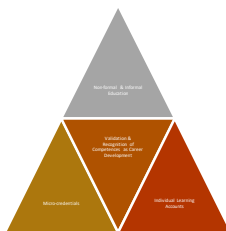




COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 3 **Scope**

3. This Recommendation covers working-age adults legally residing in a Member State, independently of their level of education and current labour force or professional status. **Member States are recommended to establish an individual learning account for each person** belonging to this group, in accordance with their national needs and circumstances.

It is recommended that **frontier workers and self-employed persons** who work in a Member State other than the Member State where they **legally reside be covered** in the Member State where they work.



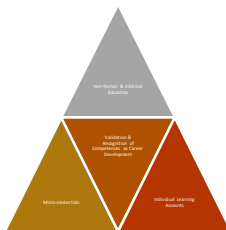


COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 4 **Definitions**



«individual training entitlement»

- means the right to access a personal budget at an individual's disposal to cover the direct costs of labour-market-relevant training, guidance and counselling, skills assessment or validation that are eligible for funding;

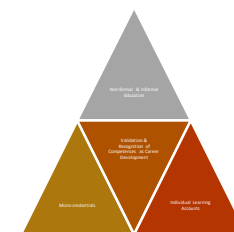




COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 4 **Definitions**

«individual learning account»

- is a **delivery mode** for individual training entitlements.
- It is a **personal account** that allows individuals to accumulate and preserve their entitlements over time, for whichever eligible training, guidance or validation opportunity they deem most useful and whenever they want to, in line with national rules.
- It grants the individual **full ownership** of the entitlements, irrespective of the funding source;



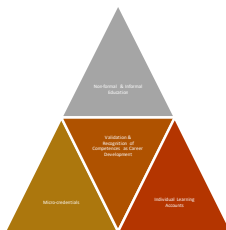
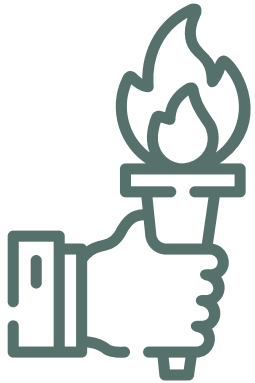


COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 4 **Definitions**

«**transferability**»

of individual training entitlements means that:

- once conferred, **such entitlements** remain in the possession of the individual concerned, including during transitions, such as between jobs, from job to learning, from employment to unemployment, and between activity and inactivity;

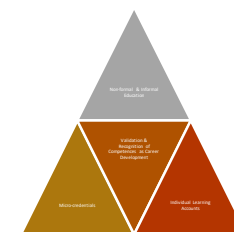
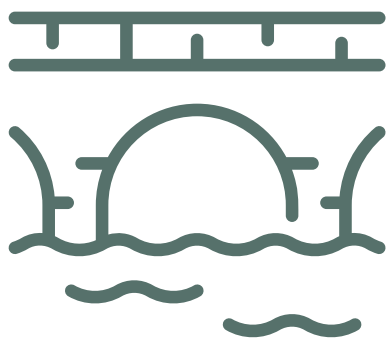




COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 4 **Definitions**

«enabling framework»

- comprises support that promotes the **effective take-up** of individual training entitlements.
- This **includes career guidance and validation opportunities**, a national registry of opportunities that are eligible for funding from individual training entitlements, a single national digital portal to access the individual learning account and national registry, and paid training leave.





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 5-11 **Enabling framework**

It is recommended that Member States, in line with national practices and needs:



5 Establish individual learning accounts post-consultation with social partners and stakeholders



6 Ensure adequate annual funding for each learning account for significant training.



7 Provide extra training entitlements to those most needing upskilling, after consultation



8 Encourage employers to add training entitlements to workers' learning accounts, supporting SMEs.



9 Urge employment services to enhance learning accounts for those needing skill upgrades.



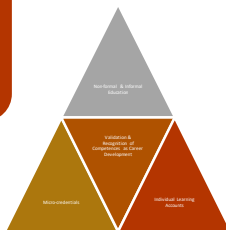
10 Establish training entitlements' storage and use conditions for lifelong learning balance.



11 Enable cross-border use of training entitlements in Member States.

Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03 (Official Journal of the European Union 243/03, 27 June 2022).

2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 12 **Enabling framework**

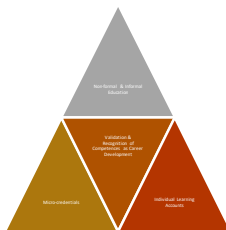
- **Career guidance and validation**

12 Member States are recommended to ensure that **career guidance services and validation opportunities**, including skills assessment opportunities, in person or online, are available and accessible to every owner of an individual learning account, free of charge or by using their individual training entitlements, in line with the **Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning**.



Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03 (Official Journal of the European Union 243/03, 27 June 2022).

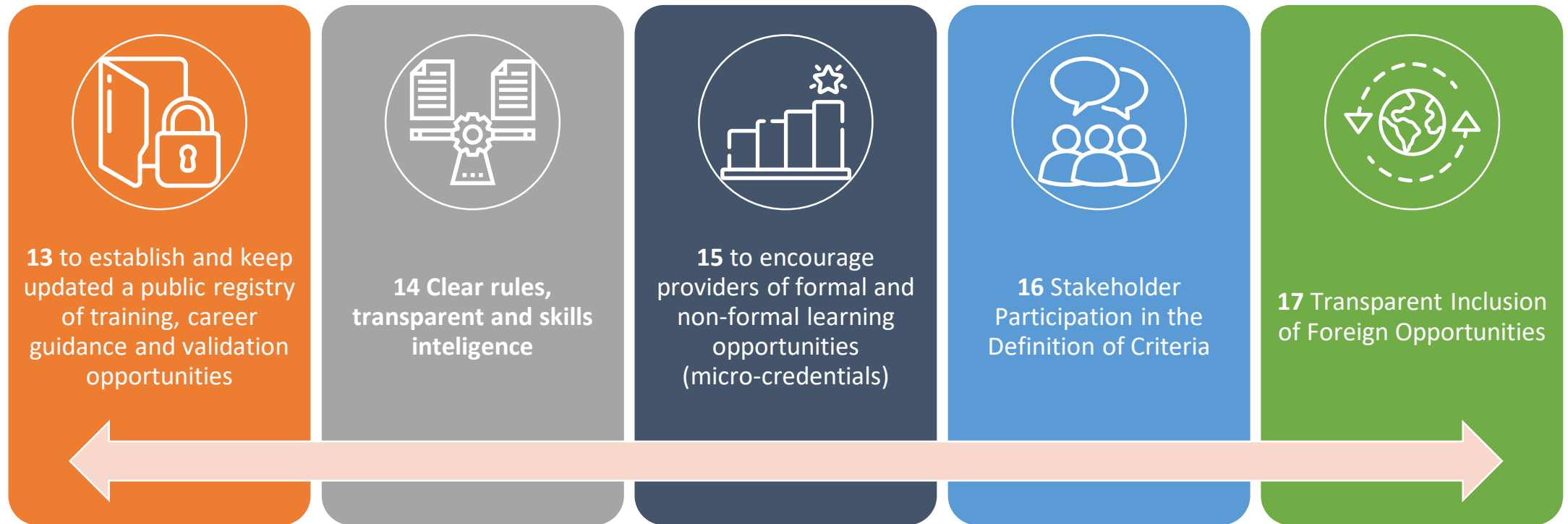
2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





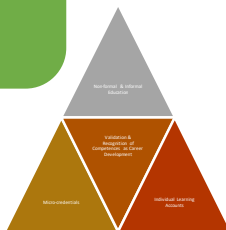
COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 13-17 **Enabling framework**

- **A national registry of eligible quality training, career guidance and validation opportunities**



Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03 (Official Journal of the European Union 243/03, 27 June 2022).

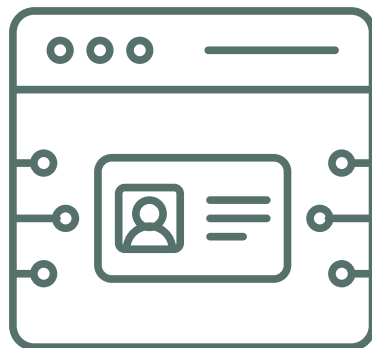
2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 18 **Enabling framework**

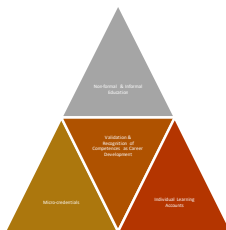
- **A single national digital portal supporting individual learning accounts**
- **18.** Member States are invited to allow and help individuals to access their individual learning account and navigate the registry easily through **secure electronic authentication on an accessible single national digital portal** that can be easily accessed from mobile devices and that, preferably, is interconnected with the Europass platform.



europass
Европейски съюз

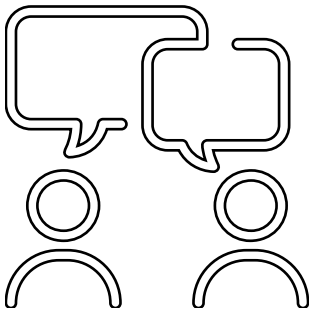
Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03 (Official Journal of the European Union 243/03, 27 June 2022).

2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 19-20 **Enabling framework**

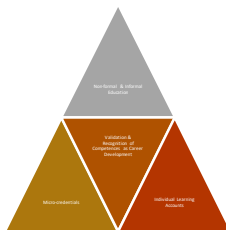


• **Paid training leave**

19. Member States are recommended to enter into dialogue with social partners on arrangements to allow employees to participate in **training during working hours** using their individual learning accounts.

20. Member States are recommended to introduce **paid training leave** or income replacement provisions or review the adequacy of existing provisions, considering:

- a) their coverage of all types of employment relationship, and the self-employed;
- b) financial and non-financial support for employers (in particular SMEs) whose employees make use of paid training leave;
- c) the need to ensure the effective implementation of such provisions..





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 21 **Outreach and awareness raising**

- **Extensive Communication and Awareness Raising Activities:**

- States are recommended to carry out communication and awareness-raising activities and campaigns.
- Participants: social partners, civil society, regional and local organizations, and other relevant actors.

- **Adaptation to the Needs of the Beneficiaries:**

- The importance of tailoring these activities to the needs of potential beneficiaries of the individual learning accounts system is emphasized.

- **Focus on People in Need of Upskilling and Reskilling**

- Special attention to persons most in need of upskilling and reskilling at the national level is emphasized.

- **Motivation and Information on Rights and Benefits:**

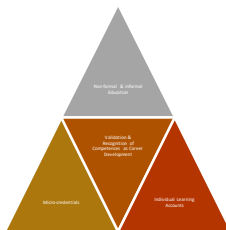
- The aim is to motivate people to participate in the system.
- Informing about the rights and advantages offered by the individual learning accounts and the facilitating framework.

- **Focus on SME workers:**

- Awareness-raising activities should target, among others, workers in small and medium-sized enterprises (SMEs).

Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03 (Official Journal of the European Union 243/03, 27 June 2022).

2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : 22 **Monitoring and continuous improvement**

- **National Monitoring and Evaluation:**

- Member States are encouraged to monitor and evaluate at the national level the performance of the individual learning accounts and the facilitating framework.

- **Adjustments for Efficiency and Meeting Objectives:**

- States should make adjustments necessary to achieve the Recommendation's objectives in an efficient manner.
- Examples of adjustments include the amount of training entitlements and the definition of persons most in need of upgrading and retraining.

- **Consultation with Social Partners and Stakeholders:**

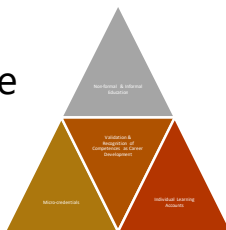
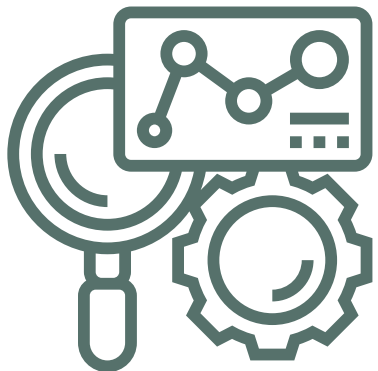
- In the monitoring and adjustment process, the importance of consulting with relevant social partners and stakeholders is emphasized.

- **Simplification of the Enabling Framework:**

- It is suggested to integrate the various elements of the enabling framework in a way that simplifies its use, seeking efficiency and ease of understanding.

- **Efficiency in the Use of Training Rights:**

- The need for efficiency in aspects such as the quantity of training rights to ensure effective use of the system is emphasized.



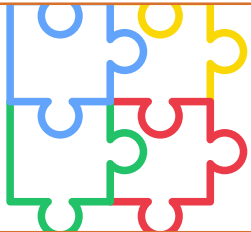


COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : **Funding**



23 Financing of Individual Accounts:

- Recommend to States measures to ensure **adequate and sustainable funding** of individual learning accounts, considering national circumstances and existing measures, with special attention to SMEs.



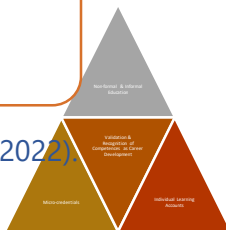
24 Combination of Funding Sources:

- Encourage combining **public and private sources** to contribute to individual training entitlements, including collective bargaining agreements.



25 Sustainable Funding for Enabling Framework:

- Recommend securing **sustainable funding** for the enabling framework and communication and awareness raising activities.





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : **Funding**



26 maximum and most efficient use of Union funds and instruments:

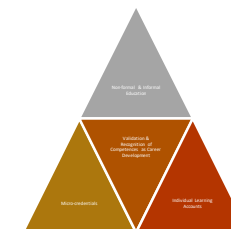
- Invite to Member States to make efficient use of Union funds, such as the European Social Fund Plus and others, in order to:
 - a) Establish national individual learning accounts and registers of recognized training.
 - b) Accredite additional rights for people with specific needs.
 - c) Offer professional orientation and validation of apprenticeships.
 - d) Carry out communication and awareness-raising activities.



Source: <https://ruralnet.bg> 7 April 2022

Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03 (Official Journal of the European Union 243/03, 27 June 2022).

2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





COUNCIL RECOMMENDATION of 16 June 2022 on individual learning accounts (2022/c 243/03) : **Union support**

27 The Council welcomes the Commission's intention, in line with the Commission's competence and with due regard for subsidiarity, to support the implementation of this Recommendation, using the expertise of



through the following means:

- 1. Facilitating mutual learning to implement the recommendation.**
- 2. Expanding knowledge and creating guidance material on learning accounts.**
- 3. Developing the Europass platform to ensure interoperability and visibility of educational and validation opportunities.**



Council Recommendation of 16 June 2022 on individual learning accounts 2022/C 243/03 (Official Journal of the European Union 243/03, 27 June 2022).

2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





Council Recommendation of 16 June 2022 on individual learning accounts (2022/c 243/03) : 28-29 **Reports and Evaluation**



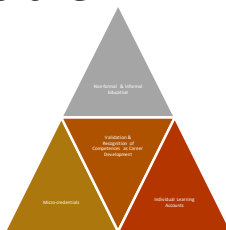
Adoption of Measures and Follow-up-Progress

28. Member States are urged to take action to achieve the objectives of the recommendation. Progress will be monitored in the context of the European Semester, minimizing the administrative burden.



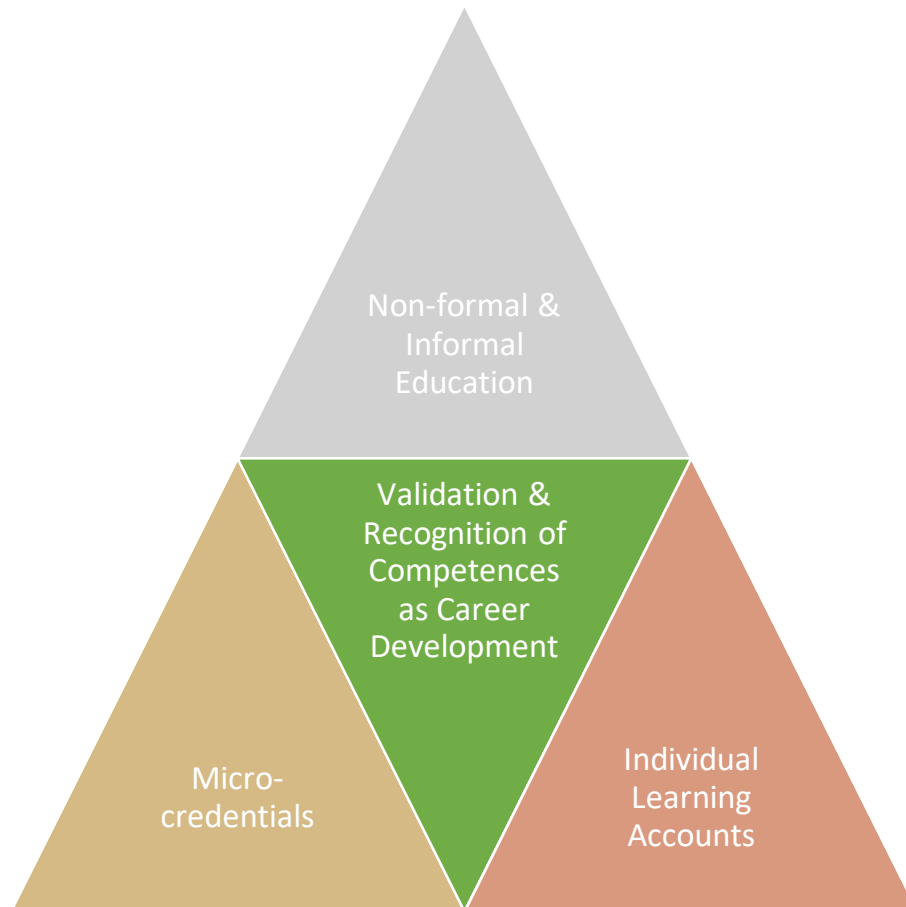
Evaluation and Assessment

29. The Commission should assess and evaluate progress in the implementation of this Recommendation, in cooperation with the Member States concerned and after consulting social partners and relevant stakeholders, **and report to the Council by 17 June 2027.**

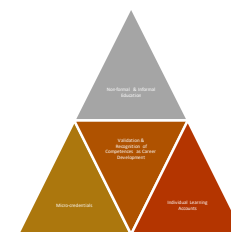




Advancing professional growth: integrating non-formal education, micro-credentials, and individual learning accounts into career development

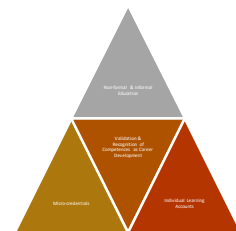
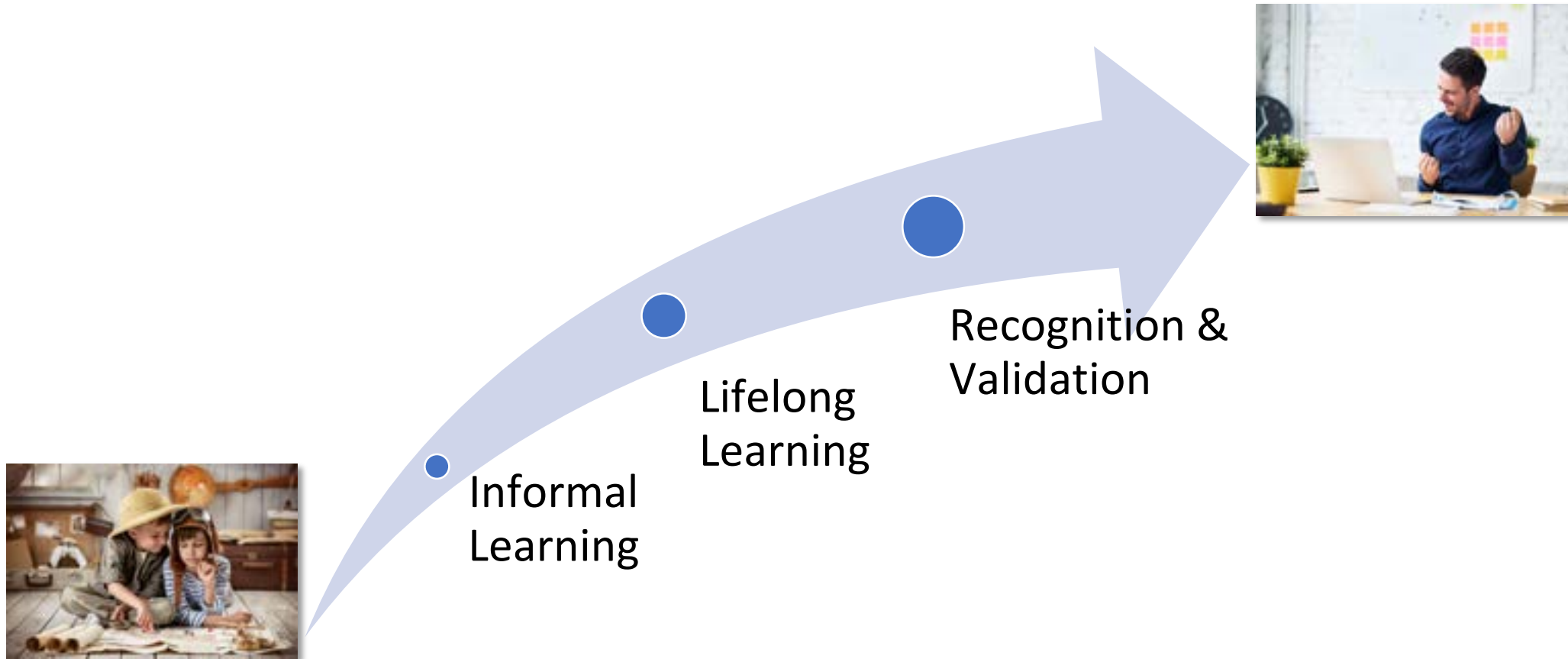


Validation & Recognition of Competences as Career Development



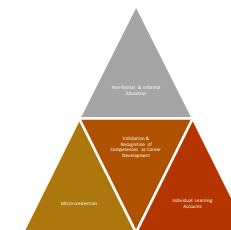
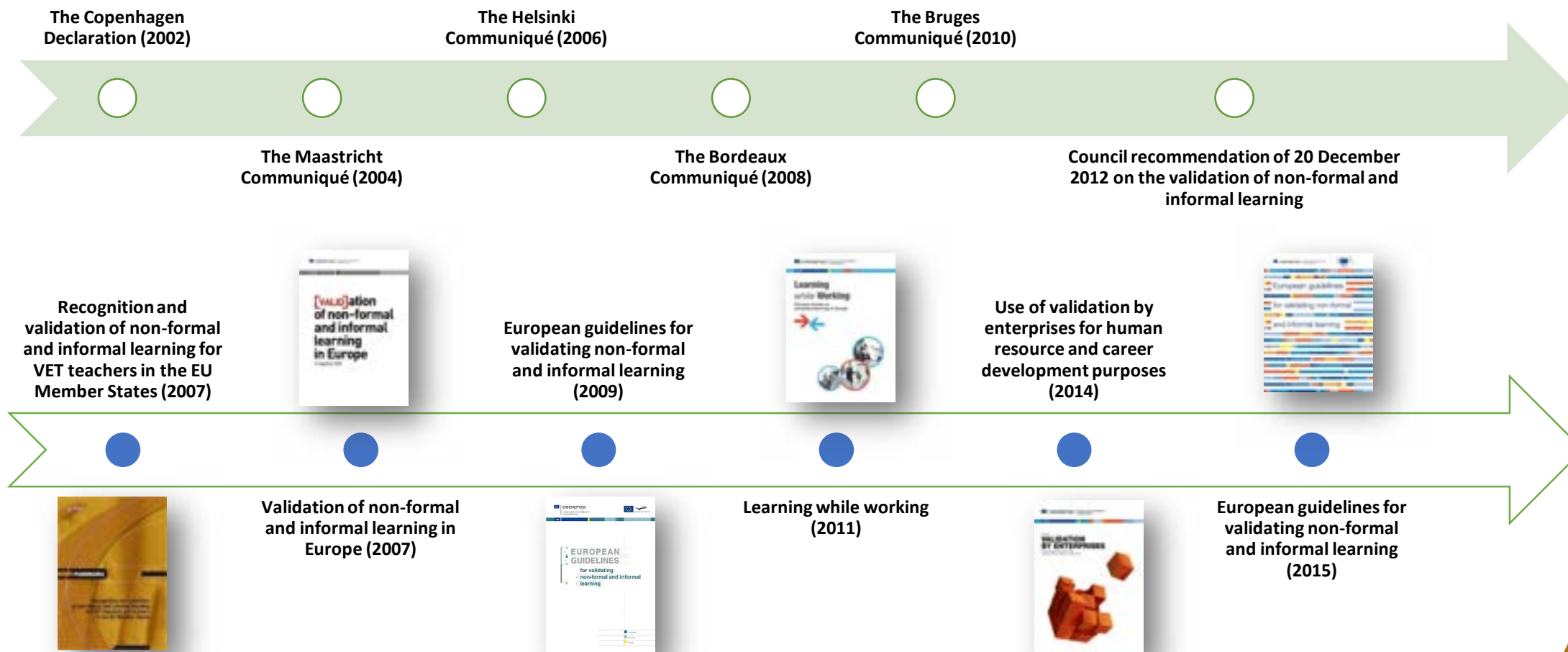


Validation of informal learning across the lifespan



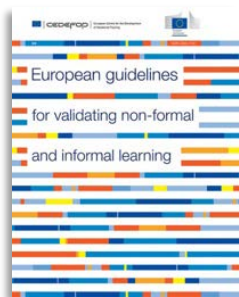


Validation of Non-Formal and Informal Learning (VNFIL) in Europe



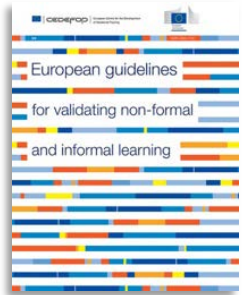


European Guidelines 2009 -> updated 2015 -> revised 2023

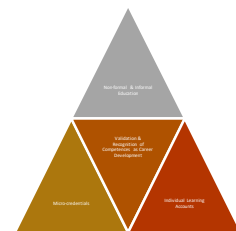
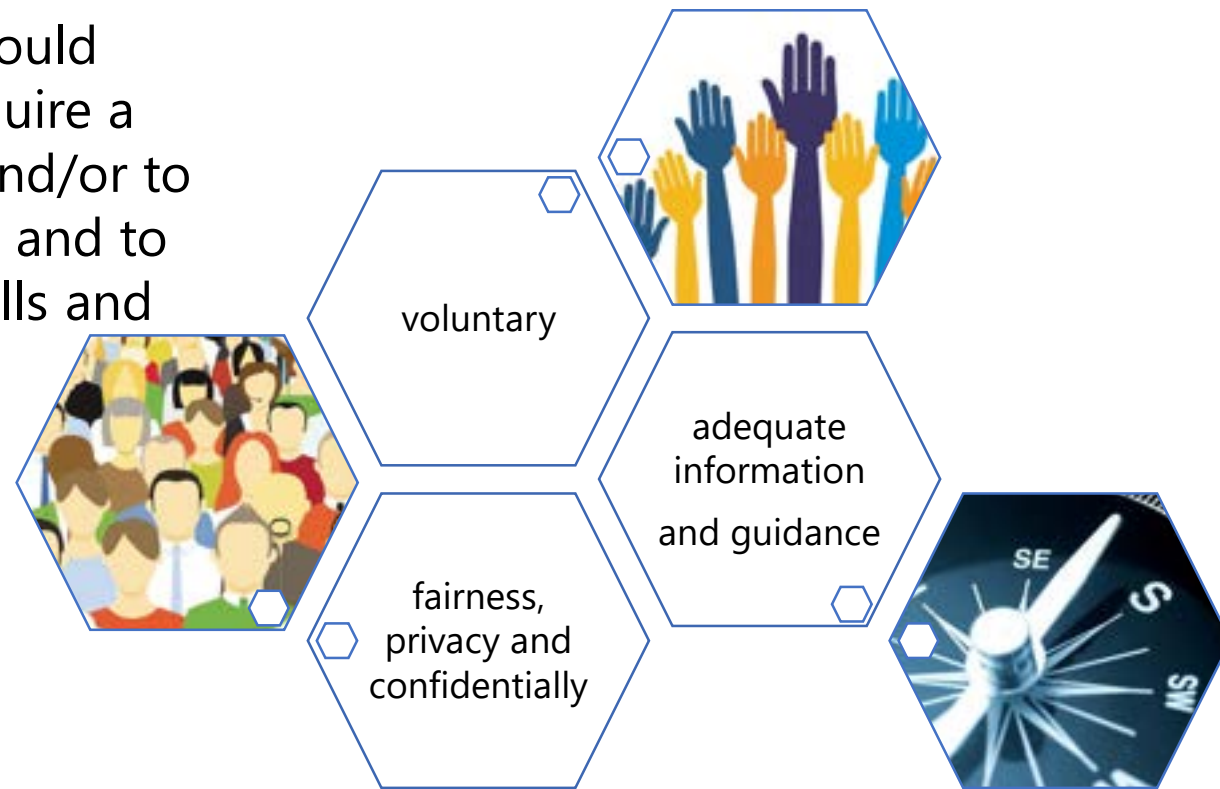


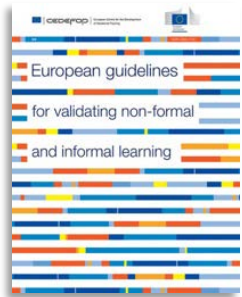


The centrality of the individual



- Validation arrangements should enable the individual to acquire a qualification (or part of it) and/or to make visible (to him/herself and to others) their knowledge, skills and competences.





The four phases of validation



Identification

- of an individual's learning outcomes acquired through non-formal and informal learning



Documentation

- of an individual's learning outcomes acquired through non-formal and informal learning



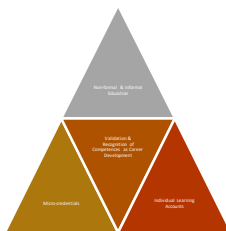
Assessment

- of an individual's learning outcomes acquired through non-formal and informal learning



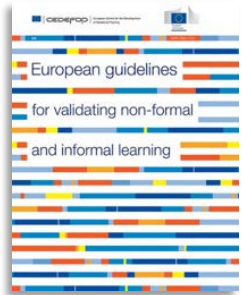
Certification

- of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.

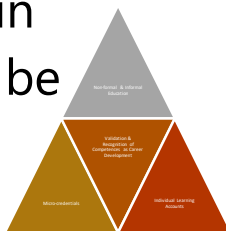




Identification phase

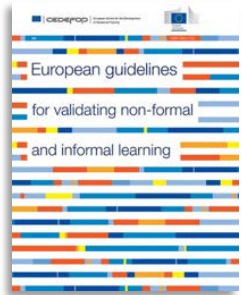


- Validation necessarily starts with the **identification of knowledge, skills and competence** acquired and is where the individual becomes increasingly aware of prior achievements.
- This stage is **crucial as learning outcomes** differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities.
- For many, **discovery and increased awareness** of own capabilities is a valuable outcome of the process.
- Identifying this non-standardised character of non-formal and informal learning is a considerable **methodological challenge**.
- Methods and approaches must be '**open to the unexpected**' and not be designed in ways which narrow down the range of knowledge, skills and competences that may be considered.

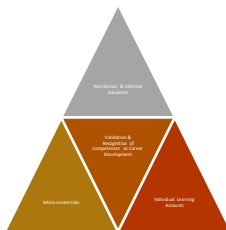




Documentation phase

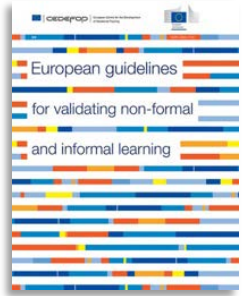


- Documentation will normally follow the identification stage and **involves provision of evidence of the learning outcomes** acquired.
- This can be carried out through the **'building' of a portfolio** that tends to include a CV and a career history of the individual, with documents and/or work samples that attest to their learning achievements.
- Validation needs to be **open to various evidence types**, ranging from written documents to work samples and demonstrations of practice.
- This evidence must provide **sufficient insight into the learning outcomes** acquired: simply listing job-titles or positions will not be enough.
- The **portability of evidence** is crucial and requires some degree of coordination at national and European level.

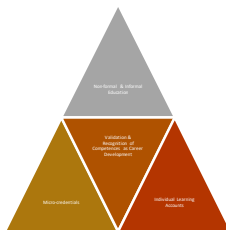




Assessment phase

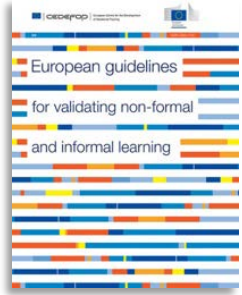


- Assessment is normally referred to as the stage in which an individual's **learning outcomes are compared** against specific reference points and/or standards.
- This can imply **evaluation of written and documentary evidence** but might also involve evaluation of other forms of evidence.
- Assessment is crucial to the overall **credibility of validation of non-formal and informal learning**.
- In some cases, certificates based on validation are **perceived as inferior** to those awarded by traditional courses and programmes.





Certification phase

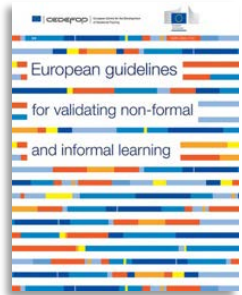


- The final phase of validation is **linked to the certification** – and final valuing – of the learning identified, documented and assessed. This can take different forms but is commonly the award of a formal qualification (or part-qualification).
- Whatever the case, validation reaching the stage of certification requires a **summative assessment** officially confirming the achievement of learning outcomes against a specified standard.
- It is crucial that this process is managed by a **credible authority or organization**.
- The value – or the currency – of a certificate or qualification acquired through validation largely depends on the **legitimacy of the awarding body or authority**.
- The use of summative approaches for validating non-formal and informal learning **needs to be strongly linked** – preferably integrated – **into national qualifications systems**.





Conditions for developing and implementing validation



Information, guidance and counselling



Stakeholder coordination



Links to national qualifications systems and frameworks



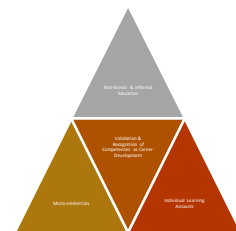
Standards and learning outcomes



Quality assurance

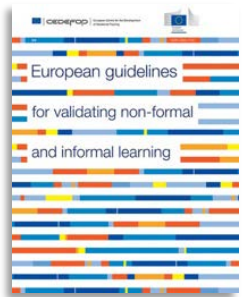


Professional competences of practitioners





Validation contexts



Validation in education and training

- Validation and open education resources



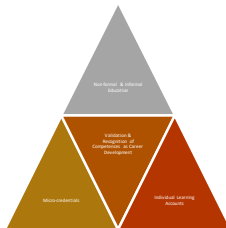
Validation in enterprises



“Bilan de competences” and the labour market

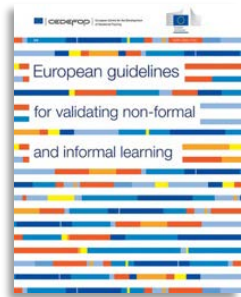


Validation in the voluntary sector





Validation tools



europass

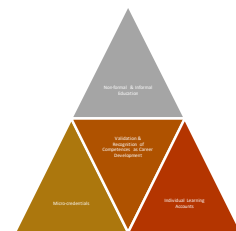
Tools for presenting evidence

- CVs and individual statement of competences
- Third party reports
- Portfolios



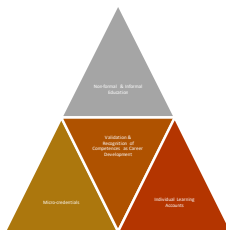
Tools for extracting evidence

- Tests and examinations
- Dialogue or conversational methods
- Declarative methods
- Observations
- Simulations
- Evidence extracted from work or other practice



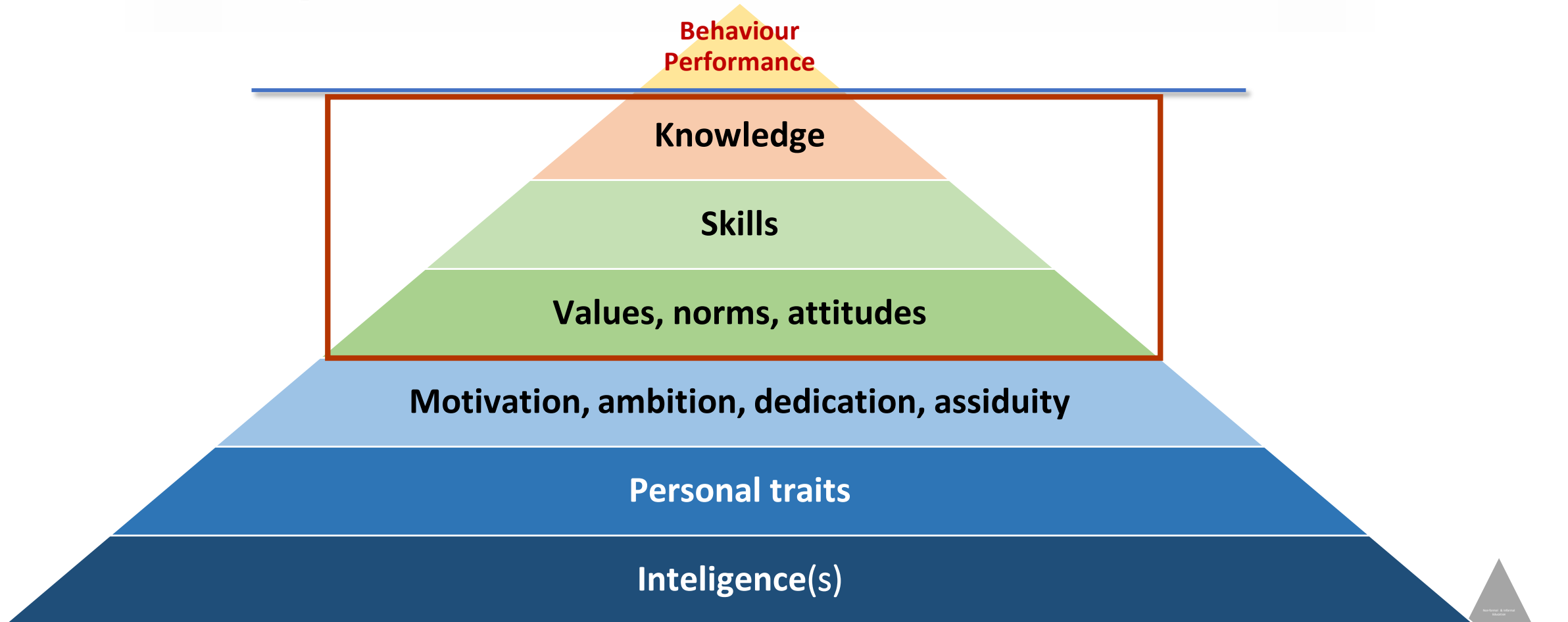


"A competency is the set of behaviour patterns that the incumbent needs to bring to a position in order to perform its tasks and functions with competence. " (Woodruffe, 1993)



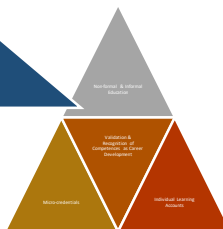


«Competences are much more than what is seen»



Fuente: Modelo Iceberg de las Competencias (adaptado de Spencer & Spencer, 1993)

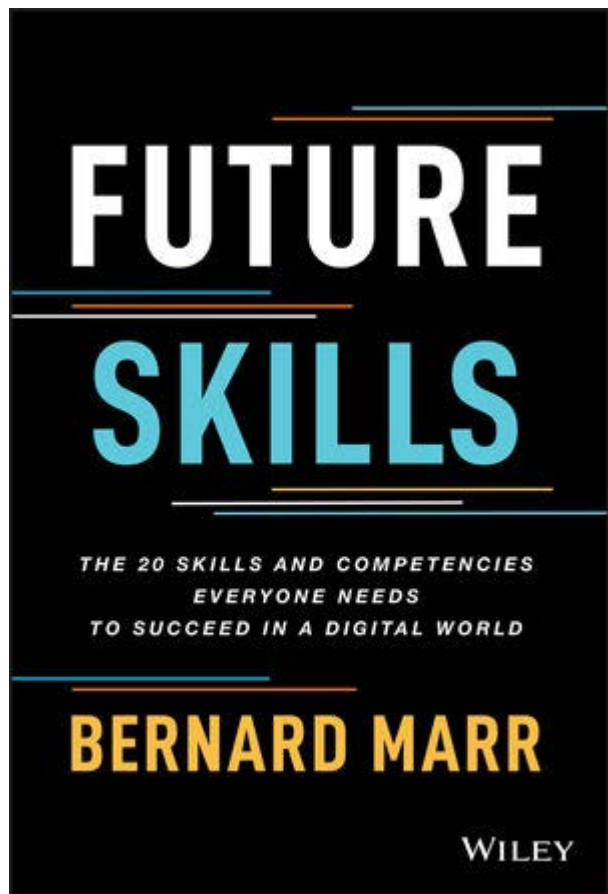
2024 Dr. Luis Carro «luis.carro@uva.es». Roma Community and Inclusive Education: Challenges and Opportunities. Sofia, Bulgaria.





Forbes

12 September 2022



Marr, B. (2022). *Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World*. Wiley

1. Digital Literacy
2. Data Literacy
3. Technical Skills
4. Digital Threat Awareness
5. Critical Thinking
6. Judgment and Complex Decision-Making
7. Emotional Intelligence and Empathy
8. Creativity
9. Collaboration and Working in Teams
10. Interpersonal Communication
11. Working in Gigs
12. Adaptability and Flexibility
13. Cultural Intelligence and Diversity Consciousness
14. Ethical Awareness
15. Leadership Skills
16. Brand of "You" and Networking
17. Time Management
18. Curiosity and Continual Learning
19. Embracing and Celebrating Change
20. Looking After Yourself





Transversal Competencies Frameworks



ILO (2014)



OECD (2014)



UNESCO (2017)



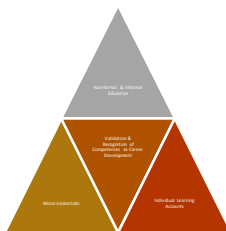
WEF (2021)



ESCO (2022)

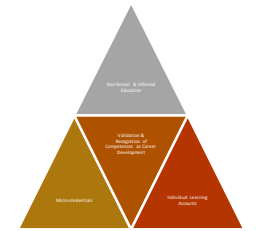
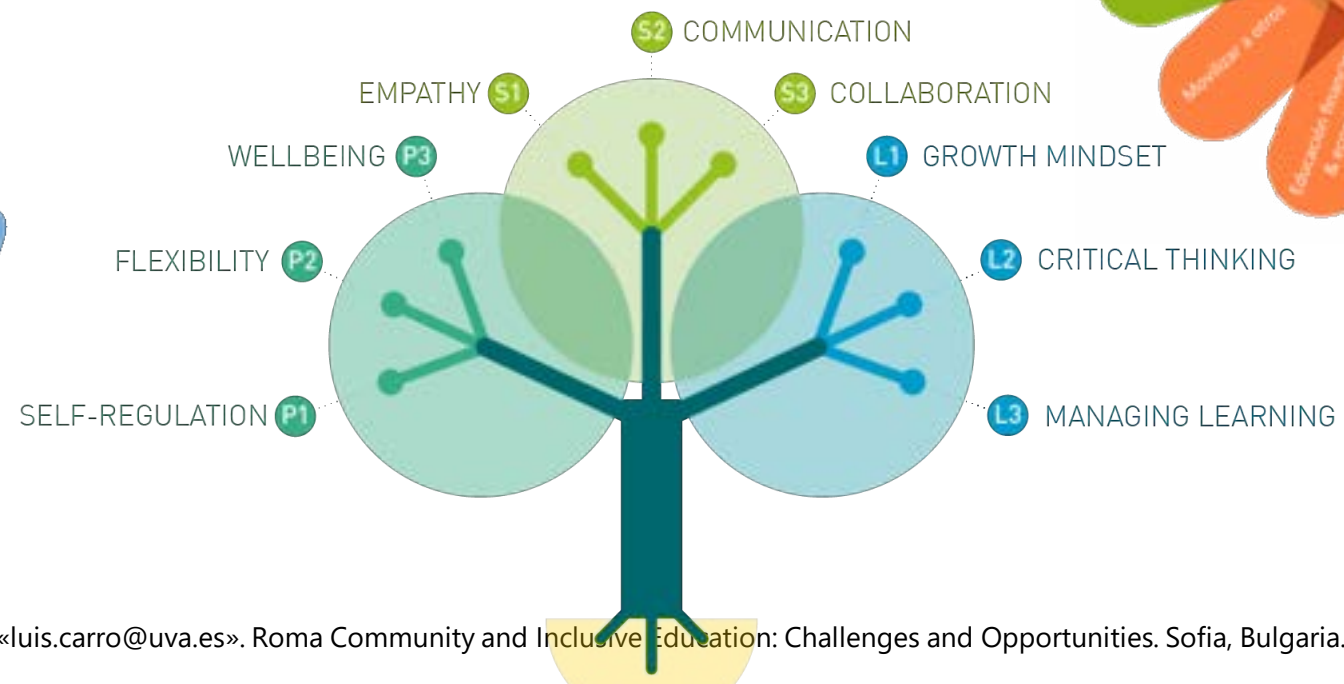
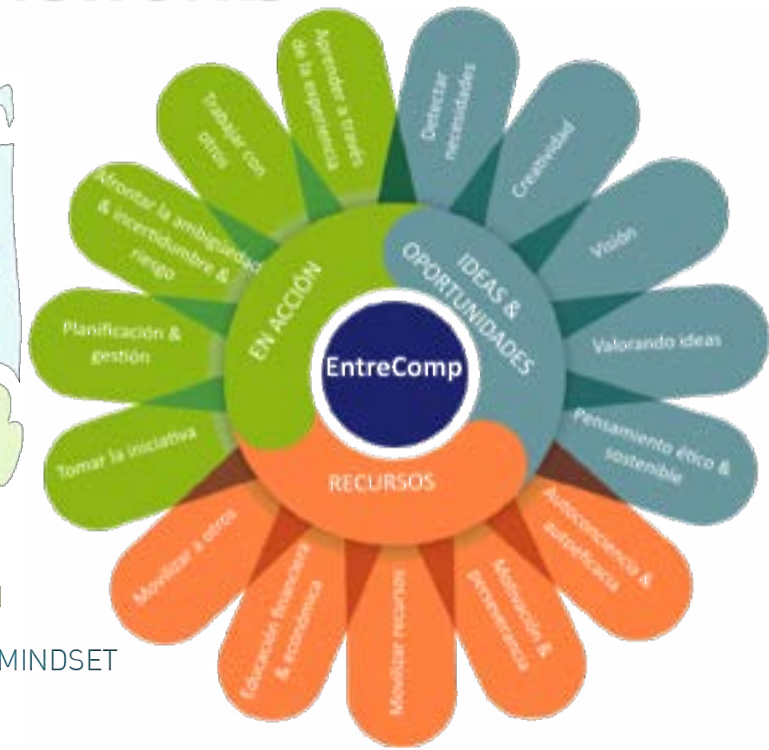
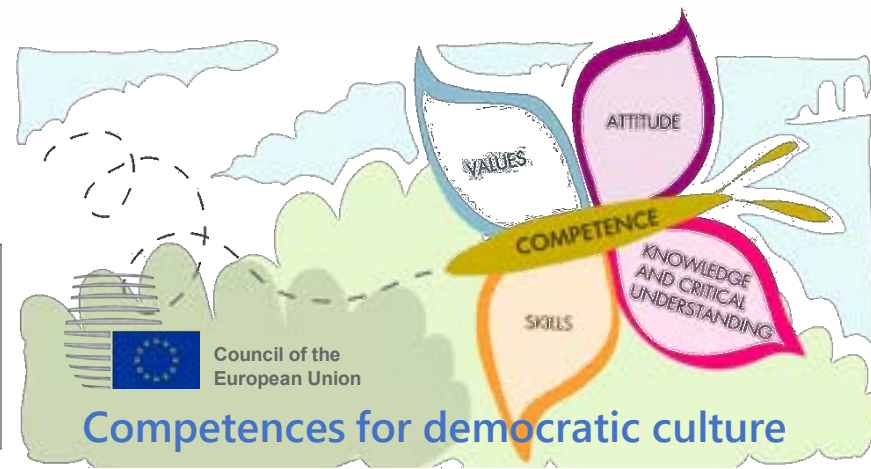
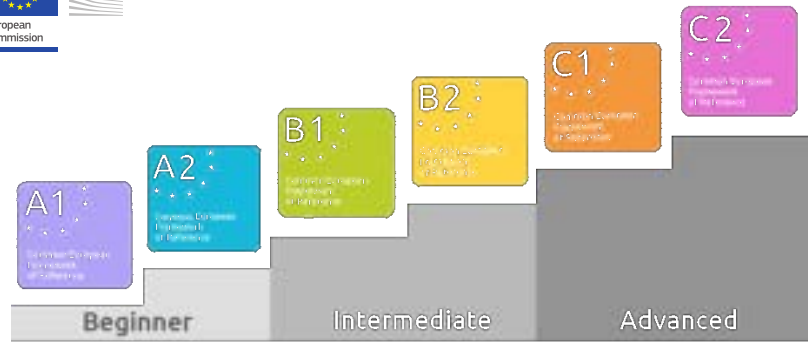


O*NET (2022)





European Transversal Competences Frameworks





Transversal Competencies Recommendations



UN (2022)



WorldSkills (2022)



ICCGLOBAL (2022)



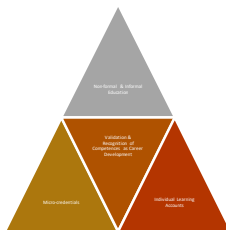
CASEL (2022)



LLLP (2022)

McKinsey
& Company

McKinsey (2022)

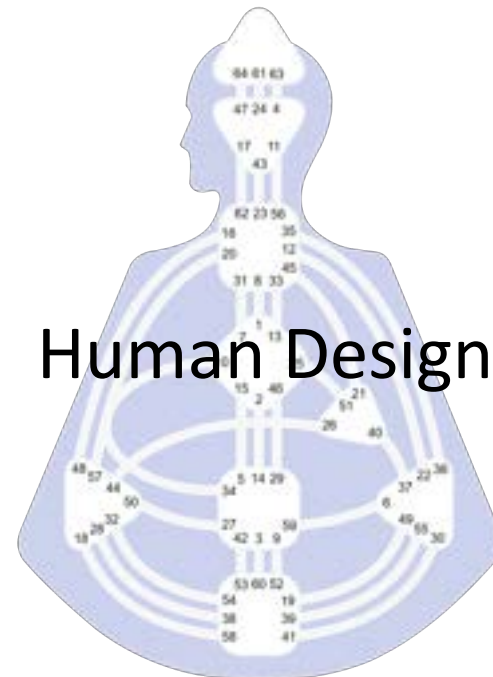




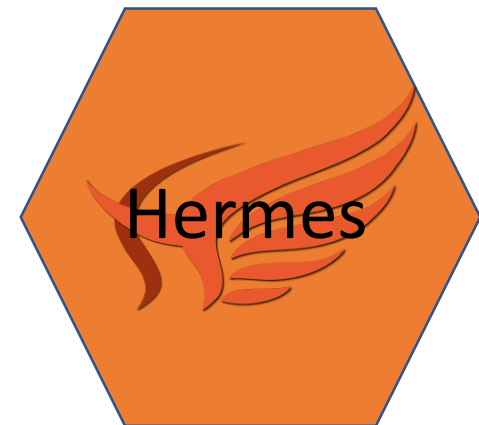
Transversal Competencies for Human Development Hermes Project (2022v2.5)



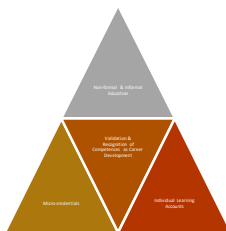
Tranversal
Competencies



Human Design

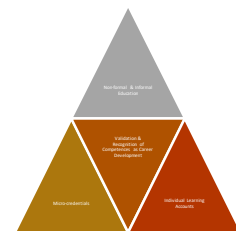
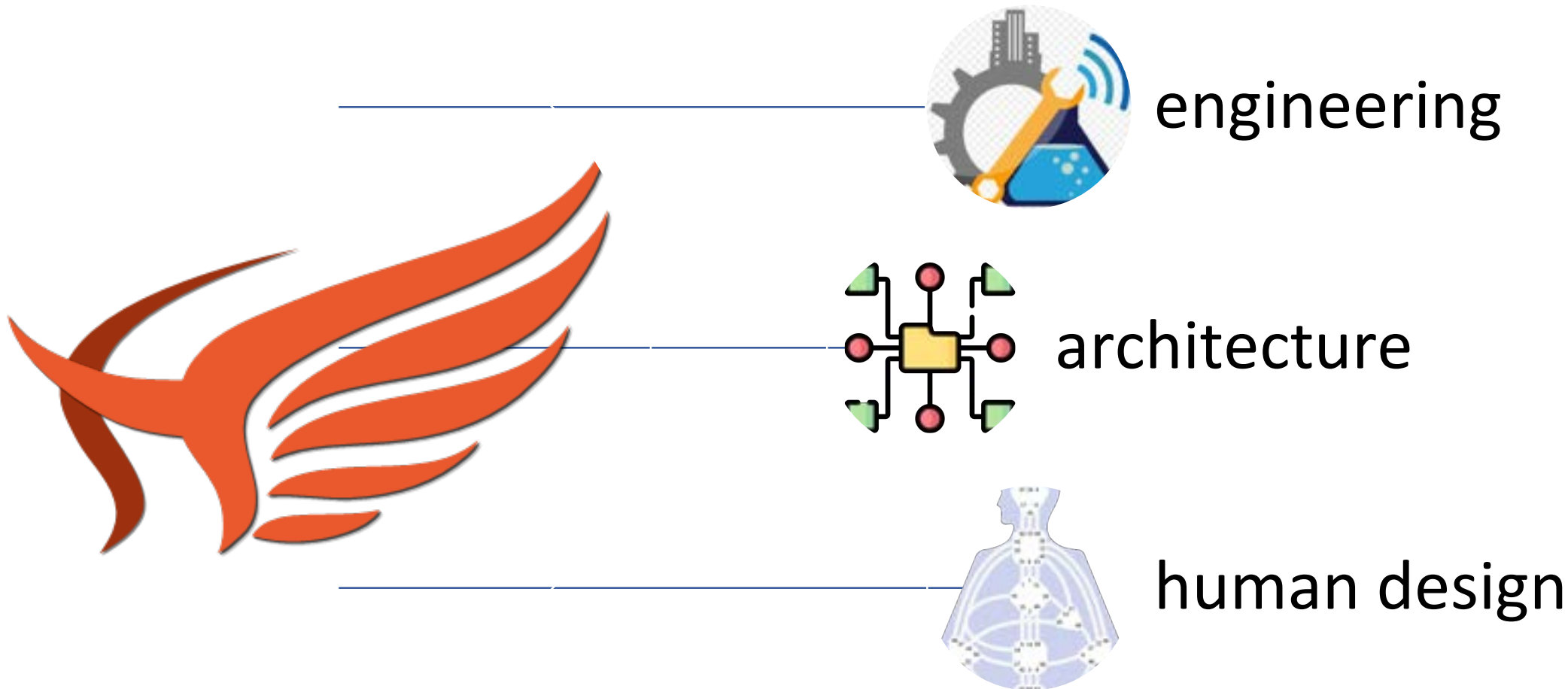


Hermes





Transversal Competencies for Human Development Hermes Project (2022v2.5)

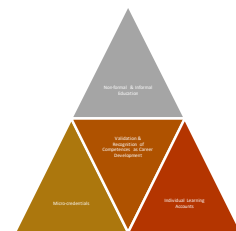
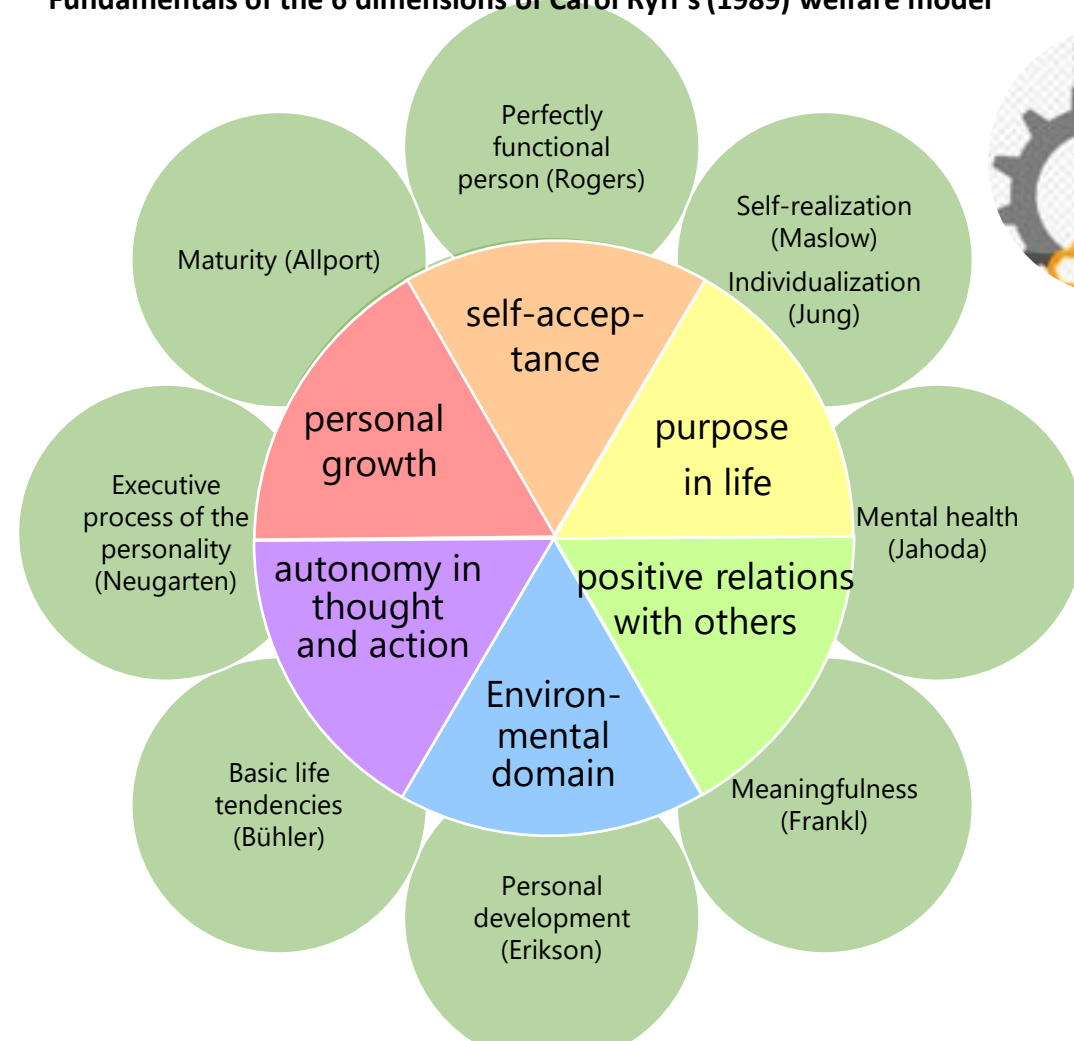




Transversal Competencies for Human Development Hermes Project (2022v2.5)

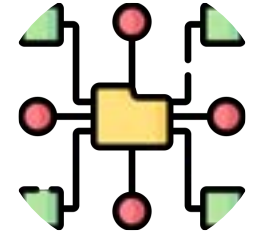


Fundamentals of the 6 dimensions of Carol Ryff's (1989) welfare model





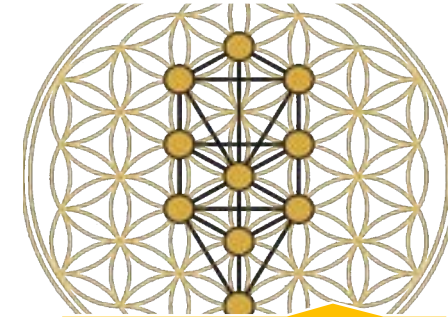
Transversal Competencies for Human Development Hermes Project (2022v2.5)



I Ching



Kin Maya



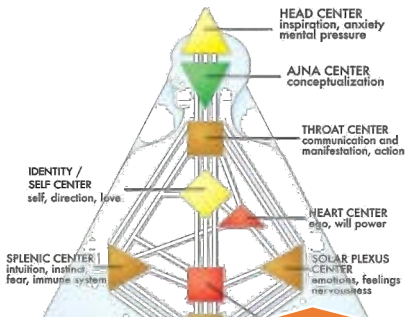
Kabbalah



Enneagram



Chakras



Human Design

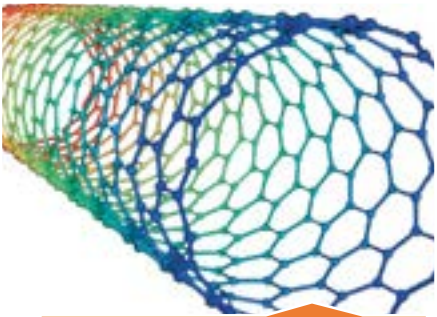


64 Gene Keys

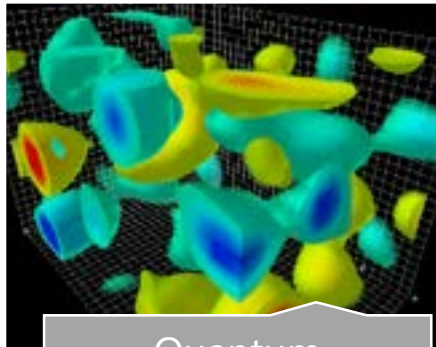




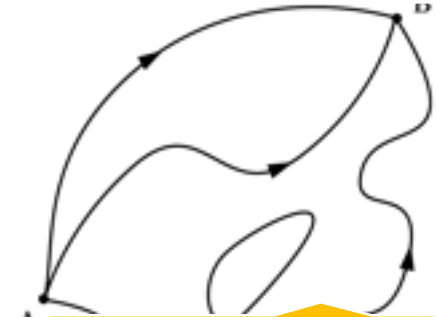
Transversal Competencies for Human Development Hermes Project (2022v2.5)



Nanotechnology



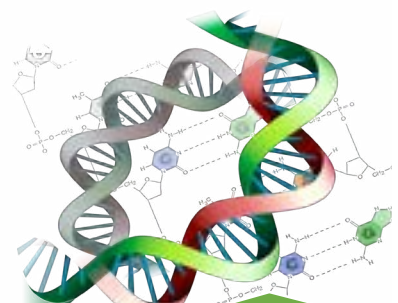
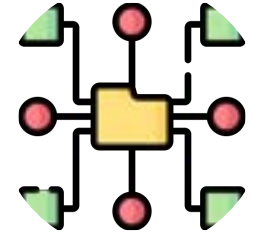
Quantum Chromodynamics



Quantum Mechanics



Acoustic



Epigenetics



Neuroreceptors



AI





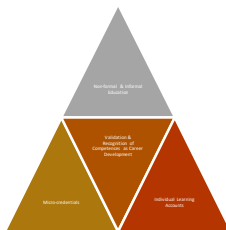
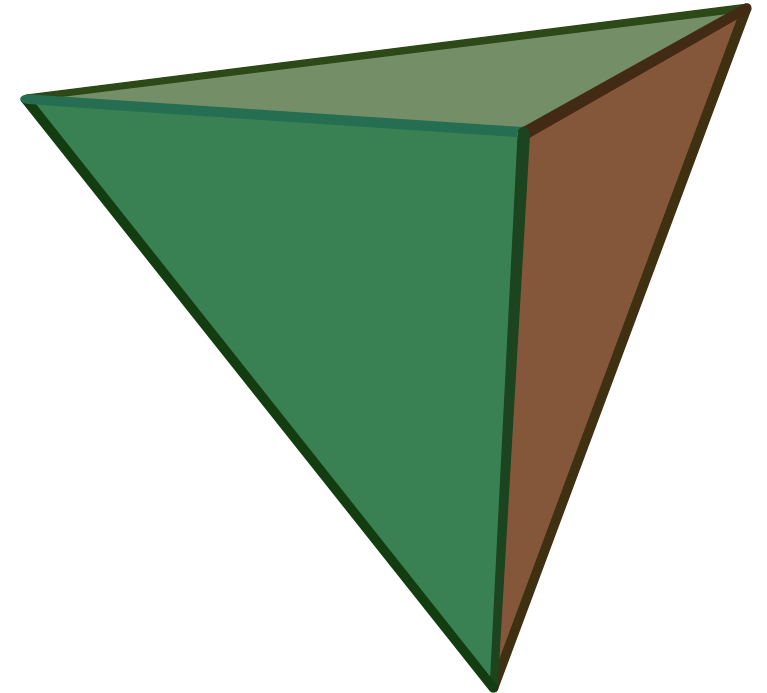
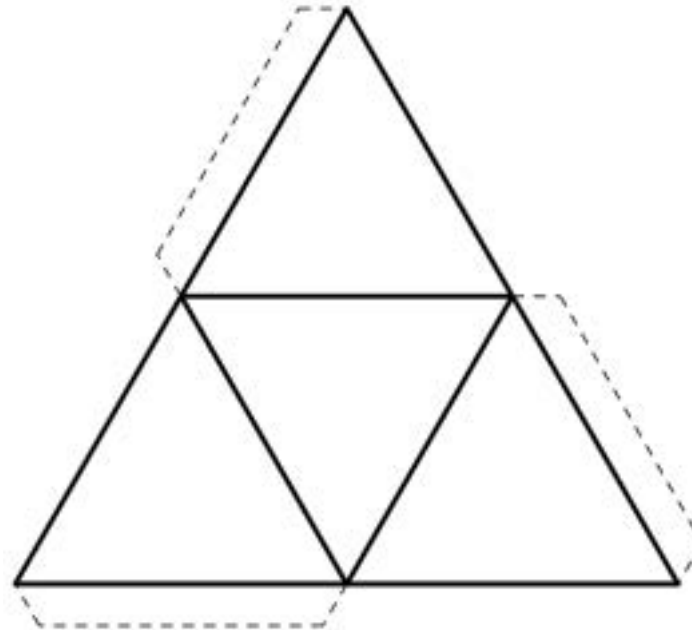
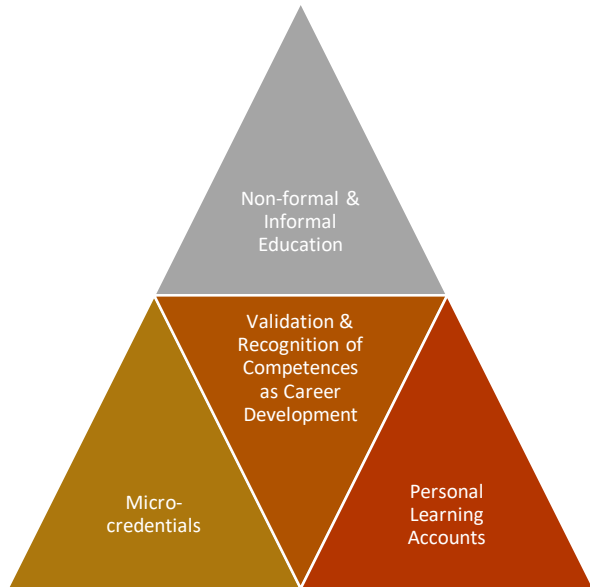
Transversal Competencies for Human Development Hermes Project (2022v2.5)

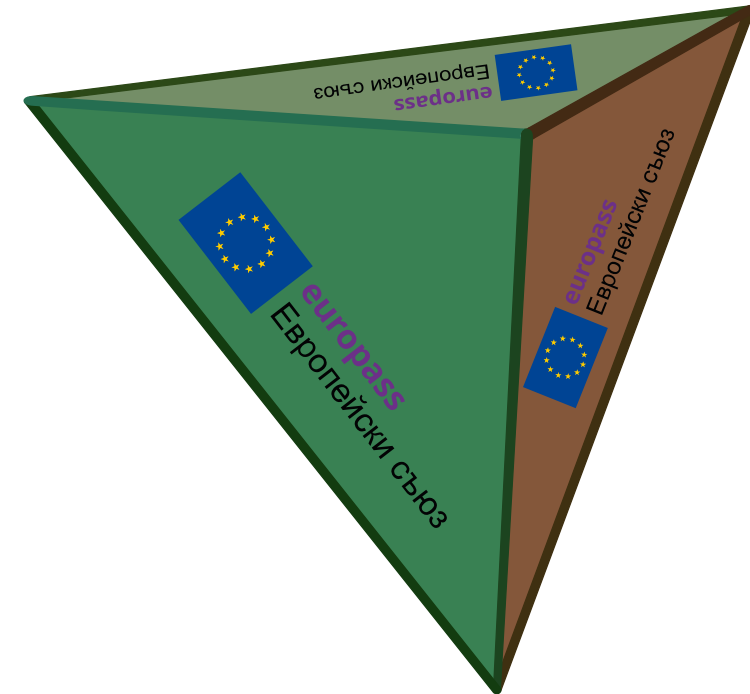
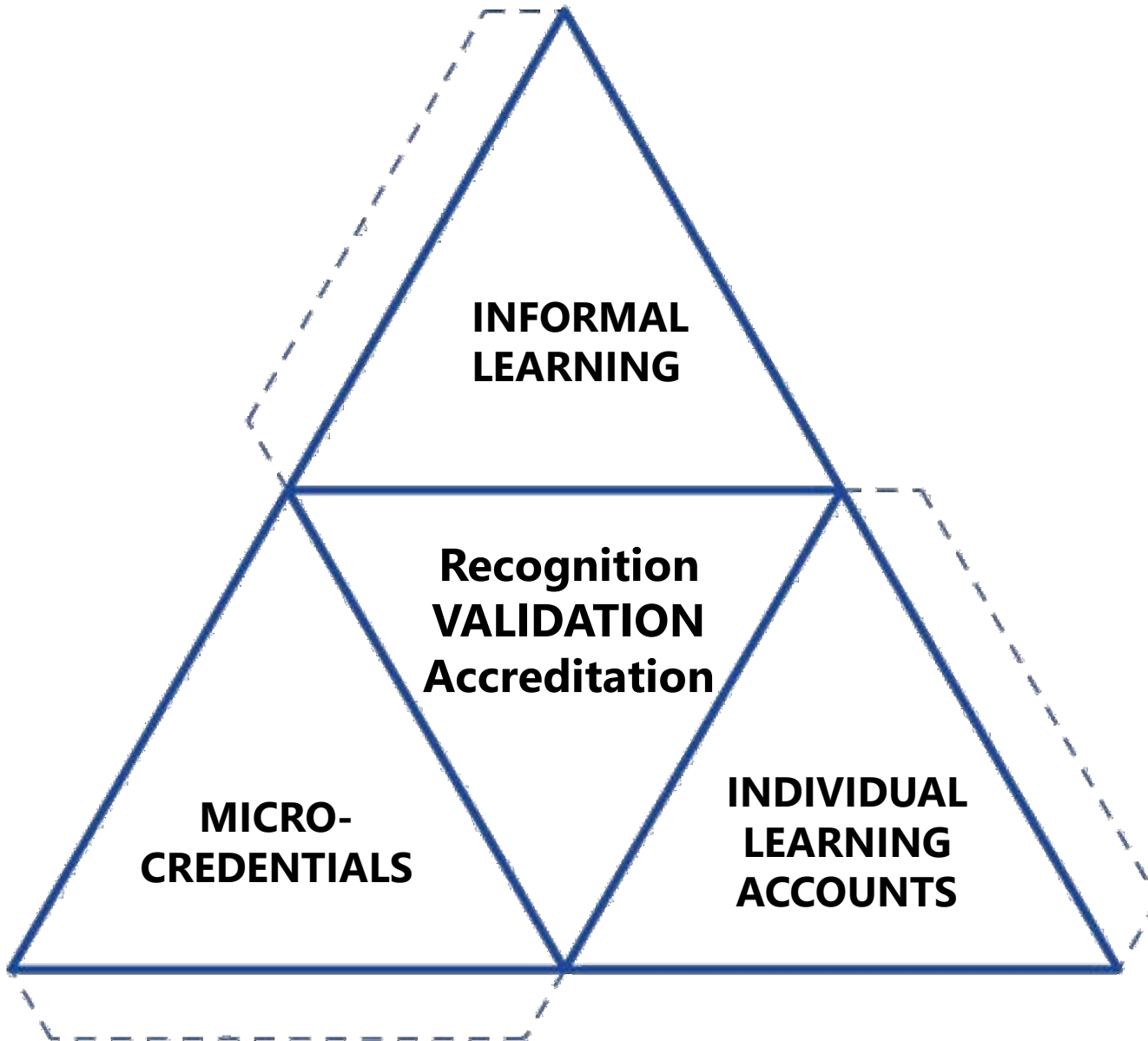
Multi-literacy	Self-agency	Social interaction	Participation in the environment	Sustainability	Lifelong learning
coping with uncertainty	focusing on the target	motivating others	building consensus	managing change	making the decision
working efficiently	having a dedication	cooperating with the plan	negotiating the agreement	seeking sustainability	producing continuous improvement
adapting to change	delivering the commitment	fostering team spirit	proposing the initiative	identifying the opportunity	solving the problem
Planing the action	developing autonomy	supporting the partner	promoting solidarity	respecting values	designing the strategy
communicating ideas	following the rule	managing conflict	managing resources	having consideration	undertaking an idea
managing knowledge	persevering in the task	leading people	being engaged	promoting equity	encouraging innovation





Conclusion

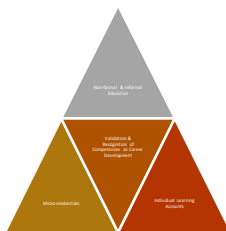




career development



europass
Европейски съюз





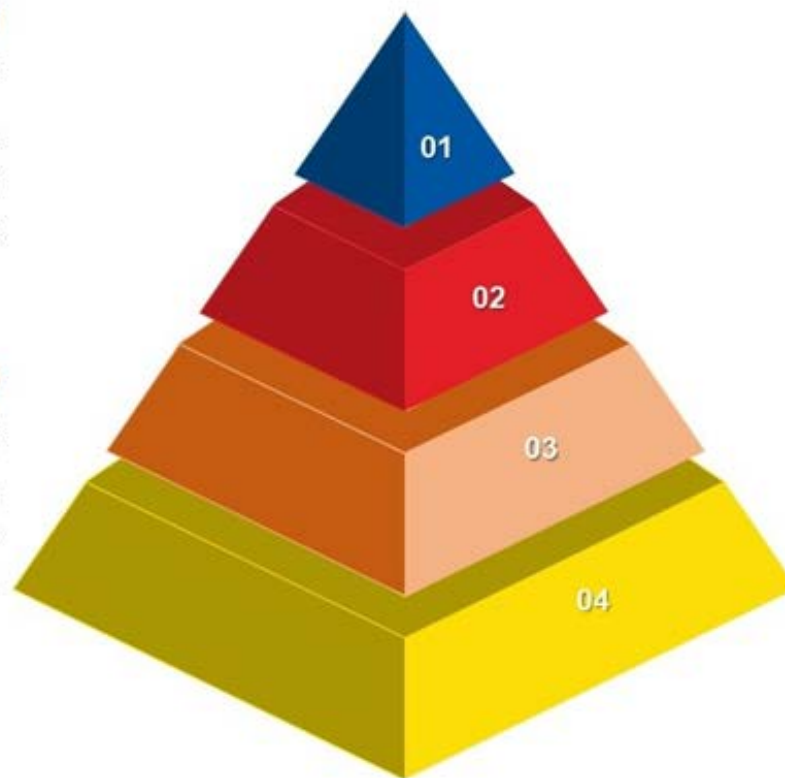
European Learning Model (ELM) » EUROPASS

01 European Information Model

Definitions and Standards in EQF Recommendation, Diploma Supplement, Europass Decision, etc. supplemented by glossaries for additional terms

03 Application Profiles

Specific sets of rules for publishing learning opportunities, qualifications, accreditations and credentials in Europass

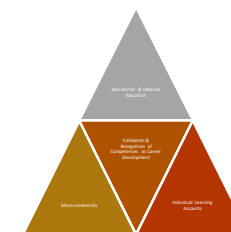


02 European Learning Model

A Linked Open Data publication of concepts to be used in educational and employment use cases throughout Europe

04 Extensions

National, Regional or Sectoral extensions of the data model & application profiles to deal with specific use cases

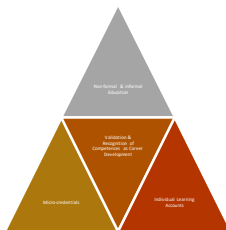




European Learning Model (ELM) » EUROPASS



europass





РЕГИОНАЛЕН ЦЕНТЪР
ЗА ПОДКРЕПА НА ПРОЦЕСА
НА ПРИОБЩАВАЩОТО ОБРАЗОВАНИЕ
СОФИЯ - ГРАД



Roma Community and Inclusive Education: Challenges and Opportunities 13-14 March 2024

ADVANCING PROFESSIONAL GROWTH: INTEGRATING
NON-FORMAL EDUCATION, MICRO-CREDENTIALS,
AND INDIVIDUAL LEARNING MOMENTS INTO
CAREER DEVELOPMENT

THANK YOU FOR YOUR ATTENTION
БЛАГОДАРЯ ВИ ЗА ВНИМАНИЕТО

Luis Carro, PhD

University of Valladolid (Spain)

luis.carro@uva.es

13 March 2024, Hyatt Regency Hotel, Sofia (Bulgaria)

