Validation of professional development in AE

GRUNDVIG IST
GINCO & LEVEL5

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GINCO
GRUNDTVIG INTERNATIONAL NETWORK of COURSE ORGANISERS

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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 cooperation 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 Çalışmaları 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)
  — 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 Grundvig IST
courses 1/1/2011 - 31/12/2012 situation 15/01/2012
1057 different courses / 3354 different sessions
750 organisers

<table>
<thead>
<tr>
<th>Type and origin of the course</th>
<th>Course resulting from a LLP or previous Socrates project (YES)</th>
<th>Course not resulting from a LLP or previous Socrates project (NO)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Main language used for the course</th>
<th>Main language used for the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>74.6%</td>
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<tr>
<td>German</td>
<td>10.5%</td>
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<tr>
<td>Italian</td>
<td>4.5%</td>
</tr>
<tr>
<td>French</td>
<td>4.2%</td>
</tr>
<tr>
<td>Spanish</td>
<td>3.0%</td>
</tr>
<tr>
<td>Greek</td>
<td>2.9%</td>
</tr>
<tr>
<td>Finnish</td>
<td>0.1%</td>
</tr>
<tr>
<td>Polish</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thematic field of the course</th>
<th>Thematic field of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>General in-service training</td>
<td>41%</td>
</tr>
<tr>
<td>In-service training in arts &amp; social sciences</td>
<td>12%</td>
</tr>
<tr>
<td>In-service training in sciences</td>
<td>3%</td>
</tr>
<tr>
<td>In-service training for staff in other fields</td>
<td>2%</td>
</tr>
<tr>
<td>In-service training in languages</td>
<td>42%</td>
</tr>
</tbody>
</table>
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??

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

What is to be validated in Grundvig IST?

- Specific professional competences
- Social competences
- Intercultural competences
- European added value

- ??? Erasmus mobility ???
Key competences for Adult Educators

**Generic competences:**

A1 Personal competence: being a fully autonomous lifelong learner
A2 Interpersonal competence: being a communicator, team player and a networker
A3 Professional competence: being responsible for the further development of adult learning
A4 Expertise (theoretical/practical knowledge: being an expert in a field of study/practice*)
A5 Didactical competence* *
A6 Competence in empowering the adult learners
A7 Competence in dealing with heterogeneity and diversity in groups

**Activities**

- Competence in facilitating the learning process for adult learners
- Competence in designing an adult learning process
- Competence for assessment of prior experience, learning needs, demands, motivations and wishes of adult learners
- Competence in managing human resources in an adult learning institute
- Competence in managing and leading the adult learning institute in general and managing the quality of provision

**Context**

- Competence in advising on career, life, further development and if necessary, the use of professional help
- Competence in designing and constructing study programmes
- Competence in facilitating ICT-based learning environments and support adult learning professionals and adult learners in using these learning environments
- Competence in dealing with administrative issues involving adult learners and adult learning professionals
- Competence in marketing and public relations

**VIP competence areas**

- Evaluation and reflection
- Virtual communication
- Advocacy
- Leadership
- Teamwork
- European scope
- Project management
- Networking
- Diversity management
- Intercultural communication
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](http://www.vilma-eu.org)
• [www.vip-eu.org](http://www.vip-eu.org)
• [www.ginco.eu](http://www.ginco.eu)
• [www.reveal-eu.org](http://www.reveal-eu.org)
• [www.sealll.eu](http://www.sealll.eu)

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

<table>
<thead>
<tr>
<th>Level Titles</th>
<th>Individual description/ explanatory statement</th>
<th>Indicators</th>
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<th>Individual description/ explanatory statement</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intuitive transfer</td>
<td>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.</td>
<td>Developing/ Constructing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Implicit understanding (know when)</td>
<td>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.</td>
<td>Discovering/ Acting independently</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distant understanding</td>
<td>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.</td>
<td>Application, Imitation</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Know that</td>
<td>Knowing that there are other cultures with people having different habits and living a different socio-cultural life.</td>
<td>Perception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COGNITIVE/KNOWLEDGE**

**AFFECTIVE**

**ACTIVITY**

1. Know-that: Knowing that there are other cultures with people having different habits and living a different socio-cultural life.
2. Know why: Distant understanding of cultural differences 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.
3. Know how: Acknowledgement of cultural difference with regard to behaviour and values of host and other cultures. Good skills of interpreting and relating events of other cultures to one’s own culture.
4. 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.

Indicators:

- Developing/Constructing
- Discovering/Acting independently
- Application, Imitation
- Perception
- Self centred
- Empathetic concern
- Regulating (with) others
- Affective self-regulation
- Perspective taking

**COGNITIVE/KNOWLEDGE**

**AFFECTIVE**

**ACTIVITY**

- Intuitive transfer
- Implicit understanding (know when)
- Distant understanding
- Know that
- Perceiving
- Imitating, Applying
- Deciding/Selecting
- Discovering
- Acting Independently
- Developing/Constructing

**Indicators**

- Developing/Constructing
- Discovering/Acting independently
- Application, Imitation
- Perception
- Self centred
- Empathetic concern
- Regulating (with) others
- Affective self-regulation
- Perspective taking
**Advocacy**

<table>
<thead>
<tr>
<th>Level</th>
<th>Title</th>
<th>Cognitive/Knowledge</th>
<th>Activity</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Intuitive Transfer</td>
<td>Knowing which advocacy techniques are appropriate in specific situations and to help other people to implement them.</td>
<td>Developing your own advocacy styles and techniques and applying them in different situations</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Know when (Implicit understanding)</td>
<td>Knowing when and how to apply the appropriate advocacy techniques in order to influence decision making.</td>
<td>Doing research on advocacy techniques, trying out different approaches and apply them in appropriate circumstances</td>
<td>To find it important to gain insight in advocacy strategies and techniques. To find it important to improve your own advocacy competences.</td>
</tr>
<tr>
<td>3</td>
<td>Know how</td>
<td>Knowing different advocacy strategies and techniques. Knowing how policy makers and decision makers should be approached in order to get your relevant information introduced.</td>
<td>To choose for and to apply different advocacy techniques in order to promote your ‘case’ and to feed information into decision making.</td>
<td>To find it important that other people see advocacy and ‘consultation rounds’ as a necessary phase in decision making.</td>
</tr>
<tr>
<td>2</td>
<td>Know why (Distant understanding)</td>
<td>Knowing that in decision making structures at all levels information, promotion, advocacy and/or lobbying play a role in the decision making process.</td>
<td>Occasionally applying advocacy techniques as offered from theory or from a role model.</td>
<td>To feel the importance of advocacy as a necessary phase in decision making. Generally feeling the need to apply advocacy techniques</td>
</tr>
<tr>
<td>1</td>
<td>Know that</td>
<td>Knowing that advocacy exists as a skill for professionals to promote their case(s).</td>
<td>Recognising situations where advocacy could make a difference in decision making.</td>
<td>To feel the need to join a team, related to a professional or personal situation you are in.</td>
</tr>
</tbody>
</table>

**Teamwork**

<table>
<thead>
<tr>
<th>Level</th>
<th>Title</th>
<th>Cognitive/Knowledge</th>
<th>Activity</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Intuitive Transfer</td>
<td>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.</td>
<td>Developing a results-driven structure and to operate in a manner that produces results within a team.</td>
<td>To feel the need to inspire others to take part in a team and to accomplish goals through mutual support.</td>
</tr>
<tr>
<td>4</td>
<td>Know when (Implicit understanding)</td>
<td>Knowing how and when to oin/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.</td>
<td>Actively reaching out to join or help create a team according to one’s interest.</td>
<td>To generally feel the need to be part of a team. Being interested in taking part in a team.</td>
</tr>
<tr>
<td>3</td>
<td>Know how</td>
<td>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.</td>
<td>Deciding/selecting</td>
<td>To feel the need to take your own role in a team and to develop skills to be able to perform accordingly.</td>
</tr>
<tr>
<td>2</td>
<td>Know why (Distant understanding)</td>
<td>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.</td>
<td>Occasionally joining an existing team that you are invited to, to try to work with them, to build trust and common goals.</td>
<td>To feel the need to have a team spirit’ introduced in your work. To find it important that your colleagues also see the value of proper teamwork.</td>
</tr>
<tr>
<td>1</td>
<td>Know that</td>
<td>Knowing that teamwork is a work performed by a group of people.</td>
<td>Recognising a situation n which teamwork is most appropriate.</td>
<td>To feel the need to join a team, related to a professional or personal situation you are in.</td>
</tr>
</tbody>
</table>
Tools for assessment
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.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Responsive</th>
<th>Productive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Emoticons: colour your mind</td>
<td>Atmosphere cards (card based reflection)</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>Telling a story</td>
<td>Play</td>
</tr>
<tr>
<td>Self-evaluation profile</td>
<td>Mental map</td>
<td>A group painting</td>
</tr>
<tr>
<td>SWOT analysis</td>
<td>Flow-charting</td>
<td>Presentation</td>
</tr>
<tr>
<td>Observation and recording</td>
<td>Presentation</td>
<td>Working with scenarios</td>
</tr>
<tr>
<td>Analysis of documents</td>
<td>Letter addressed to yourself</td>
<td>Critical incidents method</td>
</tr>
<tr>
<td>Learning questions related to personal development plans</td>
<td>Writing an article</td>
<td>Debate</td>
</tr>
<tr>
<td></td>
<td>Creating a website</td>
<td>Prioritizing with tokens</td>
</tr>
<tr>
<td></td>
<td>Reflective silence STAR</td>
<td>Bulls eye</td>
</tr>
<tr>
<td></td>
<td>Serving as a consultant in other similar projects</td>
<td>Sculptures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body sculptures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using objects as symbols</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systemic Representation</td>
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Collective

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