AGENDA

TITLE:

Recognition/validation of prior learning - Stakeholder engagement and governance of qualifications systems

SUBJECT:

DARYA THEMATIC MODULE 2 – STAKEHOLDER DRIVEN FLEXIBLE AND PERMEABLE APPROACHES TO QUALIFICATIONS

DATE AND LOCATION: 19- 21 JUNE 2023, KAZZHOL PARK HOTEL, NAURYZBAI BATYR ST 108, ALMATY, KAZAKHSTAN

SUMMARY:

The seminar on 19 – 21 June will focus on the latest developments, priorities and ongoing practices in the field of recognition/validation of prior learning in the countries of Central Asia and the European Union. The event is part of a series of capacity building and peer learning activities in DARYA Module 2. They are aimed at facilitating an exchange and learning from each other, and improving the capacity of stakeholders in Central Asia on the key areas of qualifications systems reforms.

The area of qualifications development (DARYA thematic Module 2) aims at responding to the needs of the countries for relevant skills and qualifications that allow people to realise their personal and professional aspirations, and companies to prosper. It will cover familiarisation, peer-learning, capacity development and piloting activities in the core areas of development of national qualifications systems:

- Methodologies for the development of learning outcomes-based qualifications,
- Implementation of national and sectoral qualifications frameworks,
- Validation/recognition of formal, non-formal and informal learning,
- Stakeholder engagement in the implementation of national qualifications systems,
- Regional cooperation in the field of professional qualifications in Central Asia

Objectives of the meeting

- To learn about policy priorities and latest developments in the area of recognition/validation across Central Asian countries,
- To exchange on the ongoing recognition/validation practices in selected economic sectors and in education context across Central Asia,

- To familiarize with the EU approach and latest developments on VNFIL – at the EU level and in selected EU Member States,
- To exchange on the governance arrangements and stakeholders engagement in recognition/validation and interlinks with wider qualifications systems - across Central Asia and in selected EU member States,
- To engage in self-assessing own country practices and getting feedback from Central Asian and EU peers.

Participants, speakers, moderators:

Approximately 50 representatives of the five Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan): Ministries and institutions responsible for NQSs and NQFs, RPL/validation; organisations implementing validation in the labour market (employer organisations, professional associations); Chambers of commerce; peers from France: Alex Lenoir (AFPA- EVTA (European Vocational Training Association) – EVBB (European Association of Institutes for Vocational Training)), Brigitte Bouquet (General Secretariat of the French social ministries); international experts (Olav Aarna, Estonia, Baiba Ramina, Latvia, Vidmantas Tūtlys, Lithuania), ETF, Cedefop

CONCEPTUAL EXPLANATIONS:

People learn anytime, everywhere. Outcomes of prior learning in all contexts of life can be validated, recognised, certified to give people wings to new perspectives and opportunities in education and training, employment, entrepreneurship, better jobs. Across the world, countries and regional communities increasingly recognise the value of non-formal and informal learning and many are establishing systems to acknowledge competencies gained through nonformal and informal modalities.

Recognition of prior learning (RPL)/ Validation of non-formal and informal learning (VNFIL) are terms with equivalent meaning, used internationally across countries and regions with some differentiation of concepts, scope and methods.. (ACQF thematic brief, Eduarda Castel Branco, 2022).

In the countries of Central Asia, the issues of recognition of prior learning / validation of non-formal and informal learning occupy an important place in the development of national qualifications systems and related strategies. At the workshop on 19-21 June 2023, in the framework of Module 2 of the DARYA project, participants from Central Asian countries will exchange experience, practices, plans and challenges in the field of recognition of prior learning / validation of non-formal and informal learning.

According to International Labour Organization (ILO), RPL acknowledges that learning outcomes can be acquired in different ways, forms and settings, with a distinction between formal, non-formal and informal learning contexts as follows:. (ILO RPL learning package 2018)

On December 20, 2012, the Council of the European Union recommended that Member States of the European Union establish mechanisms for the validation of non-formal and informal learning that allow people:

(a) have knowledge, skills and competences which have been acquired through non-formal and informal learning validated, including, where applicable, through open educational resources;

(b) obtain a full qualification, or, where applicable, part qualification, on the basis of validated non-formal and informal learning experiences (COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)

Definitions used by the European Union and ILO

European Union	ILO
Formal learning: learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education	*Formal learning:* instruction given in education and training institutions or specially designed training areas, including within enterprises in formal apprenticeship systems. Training is structured and has precise learning objectives.
Non-formal learning: learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public	*Non-formal learning:* learning taking place in activities not exclusively designated as learning activities, but which contain an important learning element
Informal learning: learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child)	*Informal learning*: learning resulting from activities undertaken daily at work, in the family or in leisure activities
Validation means process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant	*Recognition of prior learning* – process of identifying, documenting, assessing and certifying formal, non-formal and informal learning outcomes against standards used in

standard and consists of the following four distinct phases: 1. IDENTIFICATION through dialogue of particular experiences of an individual; 2. DOCUMENTATION to make visible the individual's experiences; 3. a formal ASSESSMENT of these experiences; and 4. CERTIFICATION of the results of the assessment which may lead to a partial or full qualification;	formal education and training. Thus, RPL provides an opportunity for people to acquire qualifications or credits towards a qualification or exemptions (from all or part of the curriculum, or even exemption from an academic prerequisite for entering a formal study programme) without going through a formal education or training programme

AGENDA

Day 1, 19 June 2023

Time	Sessions
08:30 – 09:00	**Registration**
09:00 - 09:30	**Welcome and opening** **Setting the scene** *Representatives of Kazakhstan's institutional partners* *EU Delegation Kazakhstan* *ETF*
09:30 – 09:45	**Ice breaker**
09:45 – 11:15	**Panel discussion - Policy priorities and latest developments in validation/recognition of learning in Central Asia: contexts, stakeholders, governance, regulations – developments in the countries** *Representatives of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan* The session will be followed by questions and discussion
11:15 – 11:35	*Tea/coffee break*
11:35 – 13:00	**Marathon of practices - Recognition/validation in action – experience from the labour market and education contexts in Central Asia** *Representatives of Central Asian countries* The session will be followed by questions and discussion
13:00 – 14:00	*Lunch*
14:00 – 14:15	**Energizing activity**
14:15 – 15:15	**Lessons learnt from the validation inventory in the ETF Partner countries** *Maria Rosenstock, Human Capital Development Expert, ETF (joining online)* The presentation will be followed by questions and discussion
15:15 – 15:45	**Setting the scene for site visits of Day 2: Introductory panel discussion with Skills certification centres** *Zaituna Ahiyarova, Certification center of hospitality industry under the "Kazakh tourist association" "Kazakh association of hotels and restaurants"* *Esen Ayzhan Setbaikyzy, Certification center under "Union of food enterprises of Kazakhstan"* Background information, programme of the visits, clarification questions
15:45 - 16:05	*Tea/coffee break*
16:05 – 16:30	**Setting the seen for the peer visits of Day 2: expectations from participants**
16:30 – 16:40	**Closure of Day 1**
19:00 – 21:00	*Official dinner*

Day 2, 20 June 2023

Time	Sessions
09:00 – 12:00	**Peer visits in sectoral skills certification centres** 1. Certification center of hospitality industry under the "Kazakh tourist association" and "Kazakh association of hotels and restaurants" 2. Certification center under "Union of food enterprises of Kazakhstan" Discussions with practitioners: assessors, certified people, sectoral representatives/employers - Questions, discussion - Reflection session on the presented practice
12:00 – 12:30	*Return to seminar venue*
13.00 – 14:00	*Lunch*
14:00 – 14:15	**Energizing activity**
14:15 – 14:45	**EU approach and guidelines on VNFIL, lessons learnt, latest developments** *Ernesto Villalba-Garcia, Cedefop (joining online)* The presentation will be followed by questions and discussion
14:45 – 16:15	**Example of Estonia, Latvia, Lithuania** *Vidmantas Tūtlys, DARYA project Expert on Qualifications Frameworks, Lithuania* *Olav Aarna, DARYA Project Expert on the Governance of National Qualifications Systems, Estonia,* *Baiba Ramina, DARYA project expert on validation and recognition of learning, Latvia* Validation policy and practice in Lithuania, Latvia, Estonia. The presentation will be followed by questions and reflection. The reflection exercise in country working groups is focused on how presented practices could be relevant in the CA countries context **Reporting from country groups and discussion** *Coffee in the room*
16.15 – 16:30	**Wrap up and closure of Day 2**
17:00 – 19:00	*Walking city tour*

Day 3, 21 June 2023

Time	Sessions
09:00 – 09:10	**Plan for Day 3** *ETF*
09:10 – 10:40	**Country case – France**

Time	Sessions
	EVTA (European Vocational Training Association) – EVBB (European Association of Institutes for Vocational Training) *Alex Lenoir, National Agency for Adult Vocational Training (AFPA)* *Brigitte BOUQUET, General Secretariat of the French social ministries* Policy and practice in the area of recognition of prior learning in France. Methodological approach to the design of vocational qualifications, involvement of companies and social partners in the quality of the system. The presentation will be followed by questions and reflection. The reflection exercise in country working groups is focused on how presented practices could be relevant in the CA countries context **Reporting from country groups and discussion**
10:40 – 11:00	*Tea/coffee break*
11:00 – 12:00	**Conditions for developing and implementing validation** The presentation will look at important links and underlying conditions for successful validation practices, such as stakeholder coordination mechanisms, links to national qualifications systems and frameworks, quality assurance mechanisms **Expert presentation** The presentation will be followed by questions and discussion
12:00 – 12:20	**Panel discussion with peers from France and international experts** Reflections and observations on the developments in Central Asian countries. Constructive feedback and recommendations.
12:20- 12:30	**Next steps and closure of the seminar** *ETF*
12:30 – 13:30	*Lunch*