

# **Recognition of Real Competence**

**The Education and Training Centre, Iceland**

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# Recognition of Real Competence

- **International agenda of Lifelong Learning**
- **European point of focus**
- **Different ways, different stages**

# Objectives of recognition of RC

**All competencies and capacities count in order to**

- **Widen and facilitate access to education**
- **Provide basis for individual education plans**
- **Provide certification**

# What is Real Competence?

Modellen ind

# Memorandum on Lifelong Learning, Commission Staff Working Paper, 2000

- **Formal learning:**  
structured, facilitated, intentional, defined access level, certification,
- **Non-formal learning:**  
structured, facilitated, intentional, no certification
- **Informal learning:**  
not structured, more incidental than intentional, not recognized
- Lifelong and *lifewide* learning

# Why Recognition of RC?

- **promote national - and international - mobility and flexibility**
- **avoid overlap in educational initiatives**
- **support integration**
- **strengthen the competitive position of countries/companies.**

# Socio-economic gains

- **Completion time is reduced**
- **Double qualification is avoided**
- **Efficient use of resources**
- **Costs are not viewed as expenditures, but as investments**
  - **for the individual**
  - **for the companies,**
  - **for society**

# The process of recognition of RC

- **Information:** multiple responsibility
- **Guidance:** key factor in the process
- **Clarification/ collection of documentation:** Active participation/ individual responsibility
- **Recognition/ assessment:** variety of methods and tools
- **Certification phase:** what counts towards a specific education or a specific job function

# Recognition of RC reference

- **The standards and norms of the *formal educational system***
  - **Specific subject areas**
  - **Specific curricula**
  - **Specific levels**
  - **Specific progression**
- **The norms and standards needed to perform *in working life***
  - **Specific sectors**
  - **Specific functions**
  - **Specific jobs**

# How is it done?

## Variety of methods, variety of tools

- **Interview**
- **Portfolio**
- **Various types of evaluation**
- **Observation**
- **Tests, written or oral**

## **”The ideal way”: combination of methods**

- **Ensures validity and reliability**
- **Ensures consideration for the complex nature of RC as well as the individual candidate’s integrity**
- **Individual evaluation of each candidate has a formative effect – empowerment**
- **Improve the traditional ways of assessment?**

# Recognition of RC – key issues

- **A national system for recognition of RC is demanding**
  - innovative thinking, collaboration, comprehensive political process.
- **Bridge-building between different learning settings**
  - mutual understanding and respect for different conditions and possibilities in different sectors.
- **Education systems must adapt – certificates can be awarded exclusively on the basis of assessment of RC. Loss of monopoly.**
- **Costly societal initiative in all phases: development, implementation and actual operation – and continuous updating.**