



Welcome to the fifth newsletter of the ERASMUS+ project RAFT (Work-Based Learning Recognition)

ABOUT THE PROJECT

The project **RAFT “Work-Based Learning Recognition”** (“Reconnaître les Acquis en Formation par le Travail”) is working towards the formal assessment of knowledge and skills acquired in a work-based training situation with a view to certifying such skills while preserving the general informal context of training. This new approach will enable formally low-qualified people to achieve efficient training pathways and to get the formal recognition of acquired skills.

The project also promotes workplace learning and encourages the social inclusion of disadvantaged groups.

INTRODUCTION

It is hard to imagine, but the valuable and productive collaboration in RAFT is coming to an end. The end of the project is now already in sight. We will meet one last time on 23 and 24 October 2023 in Paris. There we will review our successful collaboration.

The national multiplier events to disseminate the results are also being planned. In time for this dissemination at national level, the third Intellectual Output is now being finalised. For the partners University of Klagenfurt and INUK, spring and summer were particularly dedicated to the work on the third project outcome. With the committed involvement of all RAFT partners, **RAFT guide no 3**, the quality guide for recognition systems with a view to work-based learning (WBL), is now completed.



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Let's have a closer look at RAFT guide no 3.

EVERY FORM OF LEARNING IS VALUABLE

The concept of validation is an “issue of values”, as noted by Villalba and Bjørnåvold in a review of the validation of non-formal and informal learning in Europe (2017).

All learning, regardless of where and when it takes place, is valuable for the individual and for society.

Therefore, formal learning needs to be complemented by validation of non-formal and informal learning to make visible and value the rich, diversified learning of individuals.

QUALITY DIMENSIONS FOR RECOGNITION OF WBL

RAFT guide no 3 is dedicated to the quality dimensions for the recognition of WBL. Quality is key to the provision and the validation of non-formal and informal learning. Both need to be highly responsive to the needs of the learners and the requirements of the workplace/labour market.

WBL providers, such as the non-formal training initiatives associated with the RAFT project, provide access to learning for disadvantaged and vulnerable adults, and offer a structure for the validation of non-formal and informal learning.

For this purpose, the RAFT project has developed an appropriate framework:

- assessment standards and
- quality guidelines for assessment and validation.

In this way, practitioners are not only experts for WBL. They are validation professionals who contribute significantly to professionalisation in the field of WBL.



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HIGH PRIORITY: VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

European policy has clearly acknowledged the potential of validation of non-formal and informal learning for disadvantaged and vulnerable groups regarding robust and inclusive systems of education and training (E & T) and Vocational Education and Training (VET). Indeed, validation can improve access to lifelong learning and the labour market.



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This, however, requires appropriate inclusive learning settings that promote individual development and put the individual at the centre.

WBL is such a learning setting, where experienced practitioners conceptualise and provide practical learning in a structured, supportive and emancipatory way. Thus, this form of practical training promotes access to learning for disadvantaged adults who face barriers to learning and supports personal and vocational development. Non-formal training providers are an ideal setting for the assessment and validation of non-formal and informal learning. High-quality assessment and validation procedures, in line with official requirements, are the warrant for the official recognition of these learning achievements.

ALIGN NATIONAL E & T/VET SYSTEMS WITH EFFECTIVE RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

High-quality assessment and validation provide the basis for recognition. External stakeholders must implement the structural and, above all, legal frameworks so that validated learning achievements actually lead to official certification.

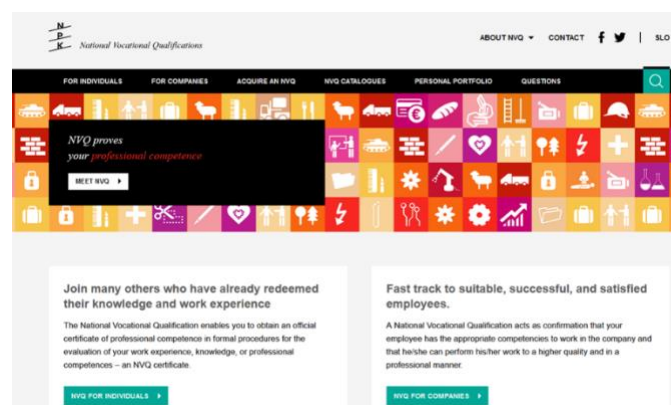
To this end, two case studies were analysed in the RAFT project.

National Vocational Qualifications (NVQ) system in Slovenia

The NVQ system demonstrates how non-formal and informal learning is validated and officially recognised by certifying individuals with a national vocational qualification:



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KomKom in Austria

KomKom is both a training curriculum for WBL and an assessment tool. KomKom allows for awarding six basic vocational qualifications from the non-formal training sector. These non-formal qualifications have been mapped to the Austrian National Qualifications Framework (NQF) through a standardised mapping process. Doing so, the learning outcomes are made visible and WBL is recognised officially, because an official qualification is obtained.

In addition, it is beneficial that KomKom qualifications are located *below* the formal apprenticeship qualification, for this opens up accessible and supportive training pathways for disadvantaged and vulnerable groups.



In the case of formal qualifications (i.e. qualifications that are regulated by law or regulation), the responsible ministry or the responsible office of the state government submits the request for the mapping directly to the OeAD | NQF Coordination Office. In the case of non-formal qualifications (qualifications not regulated by law or regulation), an NQF service point together with the qualification provider submit the request for the mapping to the OeAD | NQF Coordination Office. The template for a request for the mapping of a qualification can be found at [Downloads](#).

Downloads
[Overview mapping process](#)

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PROJECT PARTNERS



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