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|  | Recognition of informally acquired professional skills - Toolkit | |  |
| Original language: German | Source: GIZ – Deutsche Gesellschaft für internationale Zusammenarbeit | Link: https://www.giz.de/fachexpertise/html/12702.html | Access date: Febr 9th, 2017 |
| Target group X Teacher / trainer <input type="radio"/> Counsellor <input type="radio"/> Social worker <input type="radio"/> Youth worker <input type="radio"/> future employer X other: learners | Type of best practice <input type="radio"/> initiative <input type="radio"/> campaign <input type="radio"/> project <input type="radio"/> website only <input type="radio"/> programme <input type="radio"/> model <input type="radio"/> training X learning material <input type="radio"/> other: | | Experiences <input type="radio"/> available for more than 5 years <input type="radio"/> available for less than 5 years <input type="radio"/> pilot phase / testing <input type="radio"/> in development <input type="radio"/> other: n.a. |
| Summary: This toolkit would like to help (potential) workers find employment. The award of qualifications is a form of social recognition because it makes competences visible and gives them validity, which ultimately is the goal of this approach. It may be that the non-formal or informally acquired competences do not immediately lead to a qualification. This can, for example, be the case if, in an evaluation of the competences, it is found that there are still gaps which have to be closed. The main objective of the recognition of non-formal and informal learning outcomes is, however, to give the persons concerned an official qualification / certificate. | | | |
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| Description: Recognition of non-formal and informal learning results is about recognizing all the competences of a person on the labor market, in lifelong training, and in society as a whole, regardless of where and how these competences were acquired. There are numerous approaches to the examination, assessment and recognition of competencies acquired outside schools, training institutions and universities. The objectives can be to gain access to formal training, a specific job, promotion or formal economy. Regardless of the goal, all these approaches are based on the same principle: the recognition that people learn at any time and everywhere! It is useful to recognize these learning outcomes so that those affected persons as well as society as a whole can benefit from the acquired competences. On the one hand, this is about economic efficiency, because if the society renounces the recognition of these competences, a large reserve of valuable human capital remains unused. In view of the fact that 67 million children do not attend school in 2009, an even greater number of children do not regularly go to school and 780 million adults are illiterate, recognition of these informally acquired skills is an important step towards education. | | | |