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AGROSILVER
VALUE

Recognition methodology

AGROSILVER VALUE

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Content

1. Introduction to the recognition methodologies

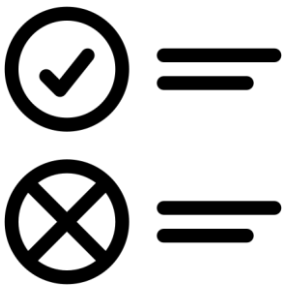
1.1 The recognition of knowledge

The recognition and accreditation of learning acquired in informal and non-formal contexts are not only becoming standard practice in developed countries, but they are also imposing changes on a great number of long-held beliefs and attitudes which are still present in the field of education today. From a conceptual point of view, we are referring to evaluating criteria consisting of the recognition and certification of the individual competencies that a person has, regardless of when, where and how they have been acquired. In practical terms, an expert group made up of professionals from the formal educational system will evaluate certain learning experiences that are equivalent to the competences of an official qualification. These competences could be acquired through formal, non-formal or informal learning.

The importance to Europe of skilled and knowledgeable citizens extends beyond formal education to learning acquired in non-formal or informal ways. Citizens must be able to demonstrate what they have learned, to use this learning in their career and for further education and training.

Countries need to establish systems that allow individuals to identify, document, assess and certify all forms of learning to use this learning for advancing their career and for further education and training.

The 2012 Council Recommendation (Council of EU, 2012) on validation encourages Member States to put in place national arrangements for validation. These arrangements enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities.



The European guidelines for validating non-formal and informal learning are written for individuals and institutions responsible for initiation, development, implementation and operation of validation. These stakeholders operate at different levels (European, national, sectoral and local) and in different contexts (in public, private and voluntary sectors; in education and training and in labour market services). The ambition and purpose of the guidelines is to clarify the conditions for implementing validation, highlighting critical choices to be made by stakeholders at different stages of the process. Validation arrangements must be fit for purpose and designed according to their particular operational context, so the guidelines do not promote a single 'correct solution' but strive to identify relevant actions to create sustainable solutions. The purpose is to clarify choices facing stakeholders when implementing validation arrangements, and point to possible steps to be taken and the implications of these.

A first set of European guidelines for validating non-formal and informal learning were published jointly by the European Commission and Cedefop in 2009 (Cedefop and European Commission, 2009). Acknowledging the positive reception of these, the Council recommendation of 20 December

2012 on validation of non-formal and informal learning invited the European Commission – in consultation with Member States and stakeholders – regularly to review the guidelines. The recommendation provides a strong platform for European cooperation in validation of non-formal and informal learning. Member States, education and training institutions, social partners and other relevant stakeholders have been invited to intensify work in this area and, by 2018, put in place appropriate national arrangements allowing individuals to value and make visible the outcomes of learning at work, at home, during leisure time and in voluntary activities.

CEDEFOP

European Centre for the Development of Vocational Training

The recommendation identifies a few critical issues, both political and practical, which have to be addressed for validation to become fully integrated and accepted nationally. To add detail and value to the recommendation, the revised guidelines closely mirror and are structured according to the themes it promotes, with detailed guidelines for each. The themes identified by the recommendation should not be read in isolation but as building blocks which, when combined, can provide the basis for a coherent approach to validating non-formal and informal learning. The following questions, linked to each theme, are crucial.

1.1.1 The VET qualification in other countries

Countries such as Austria, Germany and Poland record data at the national level on the use of external examinations to obtain an initial VET qualification, which can be considered as a form of VNFIL. In Austria, the Chamber of Commerce publishes annual data on the apprenticeship-leave exam (LAP) or exceptional admission to the apprenticeship examination across the country (Dornmayr and Nowak, 2014). Data concern the number of successful and unsuccessful candidates by economic sector, compared to the rest of candidates taking this exam through the standard route (apprenticeship training).

In Germany, data on the number of candidates taking an external examination in initial VET (Externenprüfung) are centralised at national level by the Federal institute for vocational education and training (BIBB) and is available in an annual report (BIBB, 2015). In this case, data are collected on the number of people approved to take the external examination (by gender, basis for admission in external examination, prior qualification, and type of sectors) and the share of people successfully completing the external examination.

In Poland, the central examination board is in charge of the examinations confirming a qualification in a profession, including extramural exams for people who have completed basic education and have been trained or worked for at least two years in a profession. Annual data are available for 2013 and 2014 on the number who took the external exam and passed or failed, for 5 the written part, the practical part and the whole exam.

Centralised data collation is not common for validation processes leading to the awards of credits or full IVET qualifications. According to the information provided by the country experts, this only takes place in France, Luxembourg, Latvia and Switzerland. In France, statistics on the take-up of the VAE procedure (validation des acquis de l'expérience) also covers initial VET qualifications.

In Luxembourg, the Ministry of National Education, Childhood and Youth compiles data on the take-up of VAE in initial VET, which has been operational since 2010. The ministry's 2013 annual activity report presents annual and cumulative data on the use of VAE between 2010 and the end of 2013 (Ministry of National Education, Childhood and Youth, 2014). Data was collected at different stages of the procedures: number of requests submitted (first step of the application); number of applications considered eligible; number of candidates who submitted the second part of the application which had been assessed by a validation commission; number of candidates entitled to validation of their learning outcomes (full qualification or partial validation) and number of candidates entitled to validation of their learning outcomes by type of diploma. Cumulative data covering the period between 2010 and 2014 are also available from the ministry.

In Latvia, the State Service of Education Quality delegates responsibility for validation to education institutions and examination centres which oversee data collection. The latest available report from the Ministry of Education and Science (Ministry of Education and Science, 2014) provides data on the number of persons successfully acquiring professional qualifications (in IVET, CVET, adult education and HE) through assessment of the professional competences acquired in non-formal learning activities. It also details the number of professional qualifications that can be acquired through validation and the number of institutions authorised to perform validation.

Some cantons in Switzerland have developed indicators and systematically collect data which are available on request. At national level, two working groups (one each for the German- and French-speaking communities) of the Swiss conference of VET offices follow the evolution of validation practice, but the data are not released to the general public.

Currently, validation in initial VET is possible for 16 titles of the Federal diploma of vocational education and training. Through centralised statistics regarding validation are not available, information has been collected by the validation service from the canton of Geneva, concerning the number of users and successful validation procedures, and the characteristics of users (years of professional experience, language, gender and age, nationality and occupational status).

The question on measuring validation success in IVET provides information about several additional countries. Data are collected centrally on the number of certificates/diplomas/qualifications issued as a result of the validation of non-formal and informal learning (Belgium-Flanders, Finland), and on the number of learners using the validation approach (Liechtenstein, Norway).

In Estonia, validation in IVET has grown over the years. A survey conducted in 2014 (Kose, 2014) to monitor implementation of validation in IVET reported that 28 of the institutions surveyed were implementing validation and had developed validation procedures. Most institutions reported having validation professionals for guidance and assessment and half of them collected statistics on validation, though the data are not centralised. Similarly, Bulgaria, has data on the number of documents they have issued as a result of validation of non-formal and informal learning though this is not centralised.

In continuing VET, 25 countries are currently offering VNFIL procedures. Mechanisms for the collation of data at the regional or national level on the take-up of VNFIL have been identified in eight countries as part of this thematic review: BE-Wallonia, the Czech Rebublic, Denmark, Finland, Latvia, Malta (in relation to childcare) described above, Norway, and Spain.

In these contexts, data are generally collected on the characteristics of participants, number of qualifications or credits awarded. In Belgium-Wallonia, the consortium for the validation of competences (validation des compétences (VDC) gathers and releases data on validation in continuing VET through publication of annual reports. Data are collected in relation to the number of sessions organised, participation, characteristics of participants, achievement and success rate.

The national institute for education in the Czech Republic collects data on the number of applicants and certificates awarded in relation to the national qualifications' framework (narodni soustava kvalifikaci (NSK)) vocational qualifications (recognised qualifications which differ from those awarded through formal education and training). Data on the applicants differentiates between different types and levels of qualifications (levels 2 to 7 NSK/EQF) but is not broken down by gender or prior qualification of applicants. Success rate (percentage of applicants succeeding in the certification) is also measured. Data are collected on the number of entities (ministries) which can authorise persons/entities to provide assessment and certification and the number of individual persons and/or organisations authorised to provide examination, assessment and certification.

In the continuing training system in Finland (competence-based qualifications system (CBQ)), validation is embedded within the training model. All participants start with an assessment of their prior learning; they can gain credits or a full qualification directly through validation. The national board of education collects data on the number of applicants, gender, region, qualification and partial qualifications achieved, but no data are collected on the number of credits achieved through validation.

In Norway, annual data on the number of individuals admitted to post- secondary VET on the basis of prior non-formal and informal learning have been released since 2011 by the Ministry of Education and Research, as part of annual reports on post-secondary VET. In Spain, the National Institute for Qualifications (Instituto nacional de cualificaciones (INCUAL)) gathers annual data on calls for

validation across the country. Data are collected on the number of positions opened, the number of calls launched by type of administration, the professional field targeted by the call, and the length of the procedure. Data are also collected on the characteristics of applicants (age, level of educational attainment and employment status).

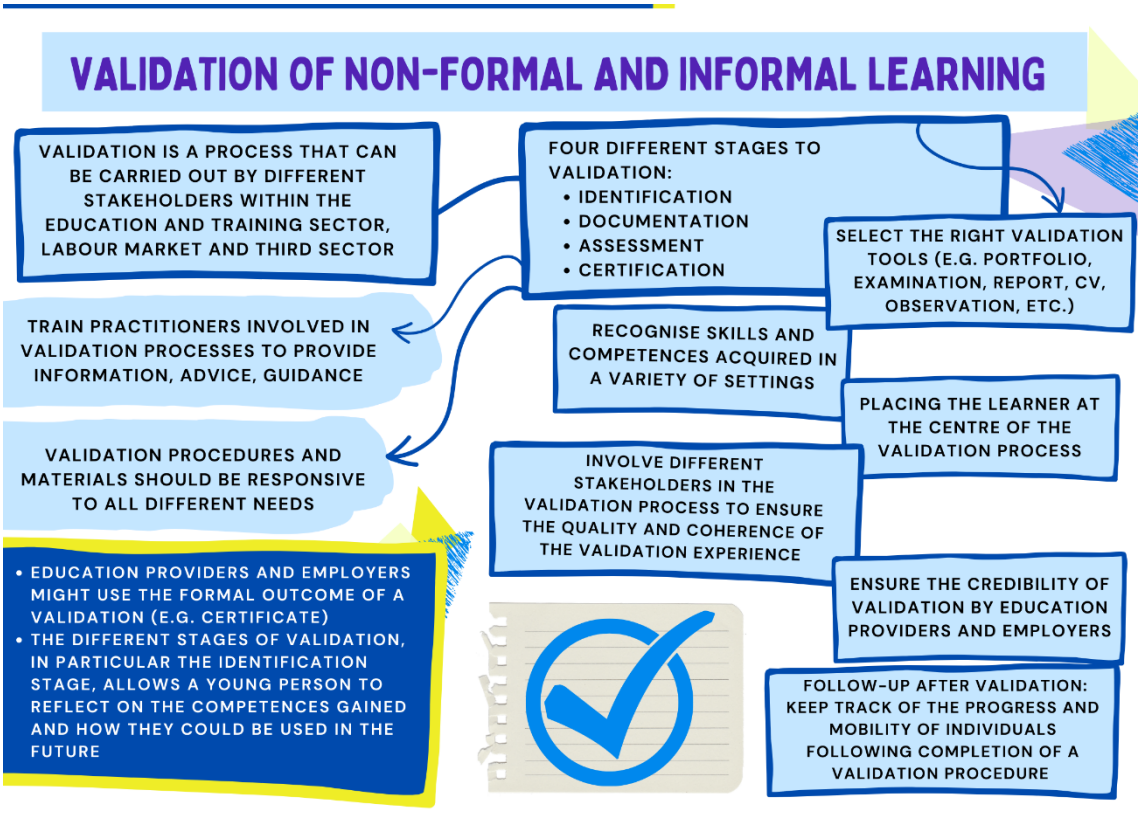
According to the information collected for the inventory, 15 countries across Europe have VNFIL arrangements for adult education, but only Austria, Belgium-Wallonia, Iceland, Ireland and Latvia report some form of structured data collation process. In Austria, the Academy of Continuing Education (Weiterbildungsakademie, WBA) offers validation leading to the award of a qualification, different from those awarded through formal education and training. Data are collected on participation (number of registered participants by gender, age, Bundesland), number of qualifications awarded by level and thematic areas (education management, teaching/training, counselling, and library and information management), and duration and cost of the procedure. Data on the number of participants and qualifications awarded are frequently updated on the website. In Ireland, regarding, data are collected annually for the Writeon procedure by the National Adult Literacy Agency (NALA) with respect to participation, achievement, success rates, length and cost of the procedure. In Iceland information on the number of applicants and of credit points validated is collected, while Belgium-Wallonia also records applicant numbers, with 14 775 candidates undertaking VAE in 2013/14.

NALA
National Adult Literacy Agency

1.2 The most extended system

The most extended system is the validation. The process of validation of learning outcomes refers to the knowledge, skills and competencies that have been acquired through non-formal and informal learning. This process can have an important role to improve employability and mobility, as well as in increasing motivation for lifelong learning, especially for people with socio-economic problems or low skills. The validation process is understood as a process of confirmation by an authorized body that an individual has acquired learning outcomes measured against a relevant standard. It enables individuals to have knowledge, skills and competencies that have been acquired through validated non-formal and informal learning, including through open educational resources, and/or to obtain a full or partial qualification based on validated non-formal and informal learning experiences (Council of the European Union, 2012).

The purpose of validation is to generate evidence of learning that can be exchanged for future learning or work. The competence validation process aims to make people's learning visible. This learning usually takes place outside formal education (at home, in the workplace or in leisure activities) and is often ignored. Validation consists of assigning a value to people and learning, regardless of the context in which it took place. This process helps the individual to exchange non-formal and informal learning outcomes for future learning or employment opportunities. Validation should be a process that builds trust, by attesting to what reliability, validity and quality assurance requirements have been met.



The validation process is often carried out within the educational environment, but institutions and stakeholders outside the educational environment also develop this. To unify the characteristics and steps to be followed in the validation process, the Council of the European Union has developed the 2012 Recommendation on the validation of non-formal and informal learning, which identifies the four phases that make up the validation process: identification, documentation, assessment, and certification (Council of European Union, 2012).

These phases are combined and balanced in different ways, depending on the specific purpose of the validation process. In the case of obtaining a formal qualification, the strength and credibility of the assessment phase is crucial. On the other hand, if you want to validate a volunteer experience, the emphasis will be more on the identification and documentation part and less on the formal assessment and accreditation part. All four phases are likely to be present in the validation.

The purpose of the validation process, as mentioned above, is to create evidence that reflects learning that has been acquired by the individual and can be used in future learning or employment. It is therefore necessary that the identification, documentation, and assessment phases refer to benchmarks or accepted standards. When you want to obtain a formal qualification, the reference standards that have been used by the system or institution will determine the requirements of the validation process. In the case of companies, internal or less formal benchmarks are often used. The

transfer or exchange of results of the validation process depends on whether the resulting document, portfolio of competencies or certificates are seen as reliable by stakeholders and external interested persons, depending in turn on how the four phases have been designed and developed (CEDEFOP, 2015).

A) Identification

The validation process begins with the identification of knowledge, skills and competencies acquired in non-formal and informal settings. The individual becomes increasingly aware of what the adult has achieved and what the adult has learned. This phase is crucial, learning outcomes differ from person to person, as they are acquired in different contexts. It also involves the discovery of their capabilities and their awareness of them, constituting valuable results in the validation process. The identification of nonformal and informal learning is a major methodological challenge. Identification methods and approaches must be open to the totality of knowledge, skills, and competencies. In some countries, there are ICT tools that allow self-assessment. Although these tools can reach more people and are cheaper, they may not be able to identify and assess the specific combination of skills and competencies acquired by the individual. Therefore, it is necessary to be accompanied by professionals who are actively involved to have direct communication with the person and to be able to guide them towards the most appropriate tools for their situation. The use of dialogue through interviews and other methods is more valuable for the candidate. The adult in that stage should be aware of the costs and benefits of participating in a validation process from the perspective of continuing their education and training.

B) Documentation

The documentation phase follows the identification phase. It consists of providing evidence of the learning outcomes that have been acquired. This can be done by means of a portfolio of competencies in which the person's curriculum vitae and career path are compiled, together with the documents or evidence accrediting the learning outcomes. The validation process should be open to different documents, from written documents to work samples and practical demonstrations. These documents must contain sufficient information on the learning outcomes acquired, a simple list of work performed is not sufficient. Regarding the provision of documents, it is necessary to work in a coordinated manner at national and European level. If assessment professionals use different documents, depending on the location, it will be difficult for the candidate to present and obtain acceptance of his/her acquired competences and skills. In response to this problem, Europass provides common formats for the presentation of learning experiences to promote transferability, better understanding of results and comparability, as it promotes the way knowledge, skills and competences are expressed in different economic sectors and education and training qualifications. This phase, in some countries, is grouped with the identification phase, as part of the collection of evidence of the learning outcomes acquired by the candidate to create the portfolio with the necessary material for the counsellor.

C) Assessment

The assessment is the phase in which the learning results acquired by the adult are compared with specific benchmarks or standards. This evidence may be composed of written and documentary

evidence, but also of evidence expressed by other means. The performance of the assessment is essential to give credibility to the learning validation process. Sometimes, the certificates generated from the validation process are considered lower than those obtained after passing traditional courses are and programs are. To avoid this perception, the tools and processes used in the evaluation phase should be presented as transparently as possible. It is important to have mechanisms in place to ensure the quality of the assessment to provide more confidence in the process. This phase depends on the standards or benchmarks used. It is believed that contrasting the evidence with the reference standards benefits the validation process. Assessment based on learning outcomes focuses on what the individual knows, understands, and can do, and facilitates reflection and respect for individual variations in learning paths. Many of the tools used in this process are like those used in formal training processes. Since the validation process makes use of individual experiences, the tools used for evaluation must be designed to capture and assess the specific learning of each individual and the context in which that learning process has taken place. The difference between these tools and those used in formal education is that they are applied to large cohorts of the population and give less priority to the needs of each subgroup. To identify the individual specificity of learning outcomes it is necessary to use a variety of tools, such as the use of written tests and practical tests. Practical demonstrations, simulations or the collection of past practical evidence will often be necessary.

D) Certification

Certification is the last stage of the competency validation process, in which a final assessment is made of the learning that has been identified, documented, and assessed. Certification can take various forms, but the most common is the awarding of a formal qualification. In the business or work environment, certification can also be the issue of a license that allows the adult to perform specific tasks. The validation process, at the certification stage, requires a summative assessment that formally confirms the achievement of learning outcomes against specific standards. It is necessary that this certification process be developed by a credible entity. The value of a certificate issued in a validation process depends on the legitimacy of the issuing body. When the validation process is based on summative methods of non-formal and informal learning, there must be a strong connection with national qualification systems. In some countries, it has been decided to issue specific certificates for non-formal and informal learning. This alternative may be a solution for some contexts, but there is a risk of creating multi-category certificates where the certificates issued from the validation process would be worse. The establishment of the process of validation of non-formal and informal learning as another alternative for obtaining a diploma gives a legal right to the validation process. This right is already recognized in some countries and guarantees access to the qualification without specifying the learning process used to achieve it.

1.3 Some samples

Recognizing and accrediting learning in informal and non-formal contexts often involves various methods and approaches to acknowledge the skills and knowledge individuals acquire outside of traditional formal education. Here are some samples of recognition and accreditation mechanisms for informal and non-formal learning:

- **Digital Badges**: Digital badges are visual representations of achievements or skills acquired in informal or non-formal settings. They can be issued by educational institutions, employers, or online learning platforms. Individuals can display these badges on their online profiles, such as LinkedIn, to showcase their expertise.
- **Prior Learning Assessment (PLA)**: PLA is a formal process used by colleges and universities to evaluate and award credit for knowledge and skills gained through informal or non-formal learning experiences. It may involve assessments, interviews, or portfolio submissions.
- **ePortfolios**: Individuals can create electronic portfolios to document their learning experiences, accomplishments, and evidence of skills acquired outside of formal education. These portfolios provide a holistic view of an individual's capabilities.
- **Open Education Resources (OER) Certifications**: Some organizations and initiatives offer free, open-access educational resources and certifications. Learners can complete courses, earn certificates, and use them for self-improvement or job applications.
- **Professional Development Certificates**: Employers often provide certificates or recognition for completing in-house training, workshops, or seminars. These certificates can be included on resumes or shared with future employers.
- **Online Course Certificates**: Many online learning platforms and massive open online course (MOOC) providers offer certificates of completion for informal online courses. These certificates can be used to demonstrate expertise in specific subjects.
- **Competency-Based Education (CBE)**: Some educational institutions offer competency-based programs that allow learners to earn credits based on their demonstrated mastery of specific skills and competencies, regardless of where or how they acquired them.
- **Industry Certifications**: Various industries have certifications that recognize specific skills and knowledge, such as IT certifications (e.g., CompTIA, Cisco) and project management certifications (e.g., PMP, PRINCE2).
- **Recognition by Professional Associations**: Many professional associations offer recognition and accreditation for learning achieved in informal and non-formal contexts. For example, engineers can earn credits from associations like IEEE.
- **Open Recognition Frameworks**: Initiatives like the Open Recognition Framework aim to establish standards for recognizing and accrediting informal and non-formal learning across different contexts and institutions.
- **Peer Assessment and Peer Review**: In informal learning communities or collaborative projects, peers can assess and acknowledge each other's contributions and skills through peer evaluations or reviews.
- **Microcredentials**: These are small, specialized credentials that validate specific skills or knowledge areas. They are often issued by educational institutions or organizations and can be stacked to build a more comprehensive portfolio of skills.
- **Lifelong Learning Records**: Some platforms and tools allow individuals to track and document their lifelong learning journey, including informal and non-formal learning experiences, achievements, and acquired skills.

- **Recognition of Voluntary Work**: Volunteering can provide valuable skills and experiences. Some organizations recognize and provide certificates or references for volunteer work, which can be beneficial when seeking employment.

Efforts to recognize and accredit learning in informal and non-formal contexts are essential for promoting lifelong learning and ensuring that individuals' diverse skills and knowledge are valued and utilized in education and the workforce. These methodologies can help bridge the gap between formal education and real-world learning experiences.

2. The proposal of recognition in Agrosilver

As it was displayed in the project description, the share of farm holders having any kind of training is less than 30%, with less than 10% having full agricultural training. In some of the partner regions the figures are even worse, with Bulgaria showing less than 0.4% of farm managers having full training, or Greece with a 0,6%. Just France is the best sample in Europe with 35% of farm managers having full agricultural training, while Spain and Malta are below 2%.

In this context, **creating tools for the recognition of the non-formal and informal training is necessary in order to recover farmers to the formal VET**. These tools will have to be mixed with a proper teaching system more attractive and work-based.

AgrosilverValue proposes a methodology to recognize the agroecology knowledge of farmers, in order to introduce them in the VET system. This system will have to be accessible and easy to implement, in order to facilitate the recognition in a sector low skilled in ICT tools.

For this reason, the recognition process will be also based on video recording, either through interviews or by free speaking about specific knowledge. The farmers will record videos and these videos will be processed by the software in order to identify the learning outcomes that the farmer is proving to have.

Depending on the knowledge identified through the videos, the recognition methodology will propose automatic recognition levels or complementary training required in order to introduce the farmer in a formal itinerary.

As many levels of knowledge can be validated and recognised, the consortium will identify some specific topic, material and level of knowledge to be validated by the methodology. This validation process will be used in the TG5 in parallel to the pilot courses.

INNOVATION OF THE OUTPUT

The recognition methodology will provide a new tool for the recovery of learners to the VET system, creating a system that is not currently available in the project organisations.

Moreover, the integration of the methodology in the software and the validation of knowledge through the software add a value non exiting at EU level. This innovative character will be unique and it will allow to facilitate and accelerate the recognition of knowledge.

TRANSFERABILITY AND IMPACT

The recognition methodology and its implementation to one specific knowledge or group of knowledge, will allow the recognition of farmers in the specific developed topic. However, the tool could be used to validate any level of knowledge if properly configured, so the application potential is larger than the initial impact achieved in the consortium.

The validation process is expected to be tested on 5 farmers during the pilot courses (as a parallel and independent process).

Additionally, it is expected that project partners and other VET centres will use the recognition system and validate another 20 farmers outside of the project, by modifying the recognition tool in order to cover other topics and knowledge.

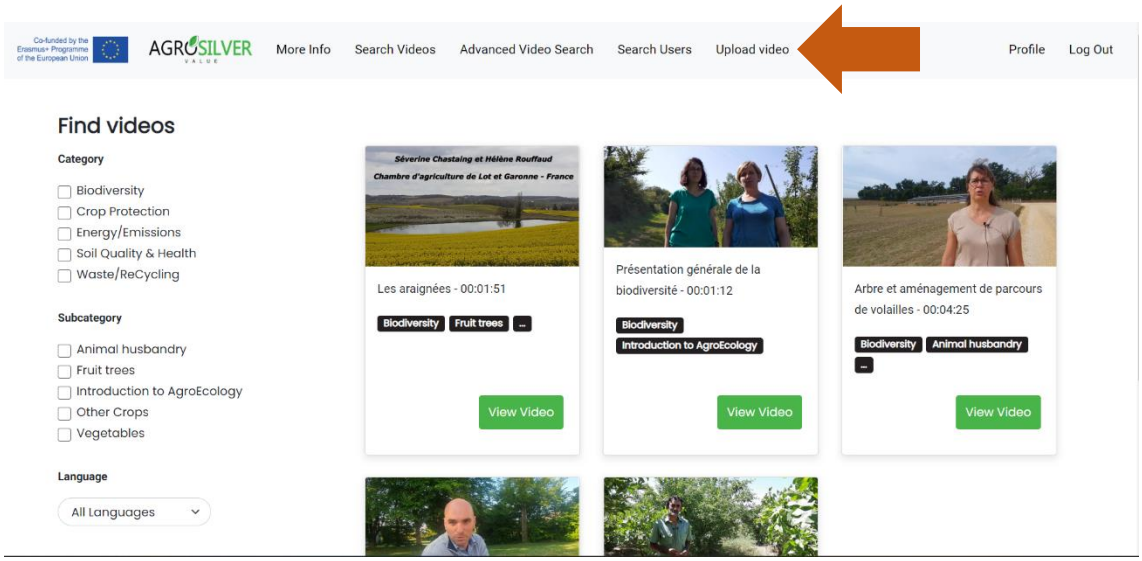
3. The implemented proposal of recognition in Agrosilver

The project has developed a methodology for recognition and validation of informal and non-formal training. The objective will be to ease the recognition process by recording farmers in their daily work and interviews, and use the software to process the recorded data and obtain semi-automatic recognition reports.

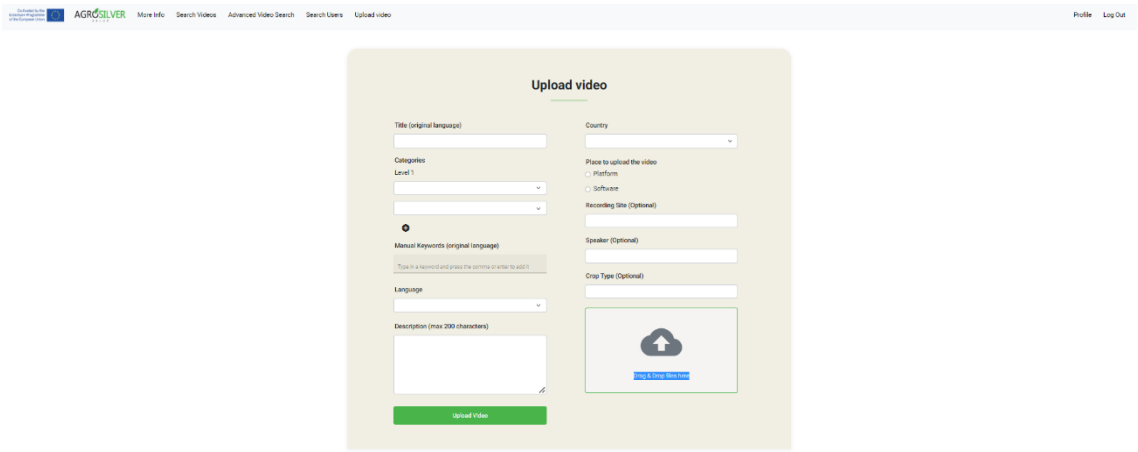
Regarding the part of the interview of farmers, 5 farmers (one per partner) will validate their knowledge in the specific developed topic. The questions for validation of knowledge in these Recognition testimonials would be:

- Can you summarise your core knowledge in *chosen topic* e.g. soil fertilisation/organic farming/etc.?
- What is the origin of your knowledge?
- What are the potential limitations of relying solely on traditional educational institutions instead of transmitting knowledge by experienced people working into the field?
- How do you address transferring of knowledge to the younger generation?
- Is it valuable to use video tutorials and practice sharing as a dominant way to introduce different knowledge systems?

These 5 videos will be uploaded on the platform. This is the way to do it successfully.

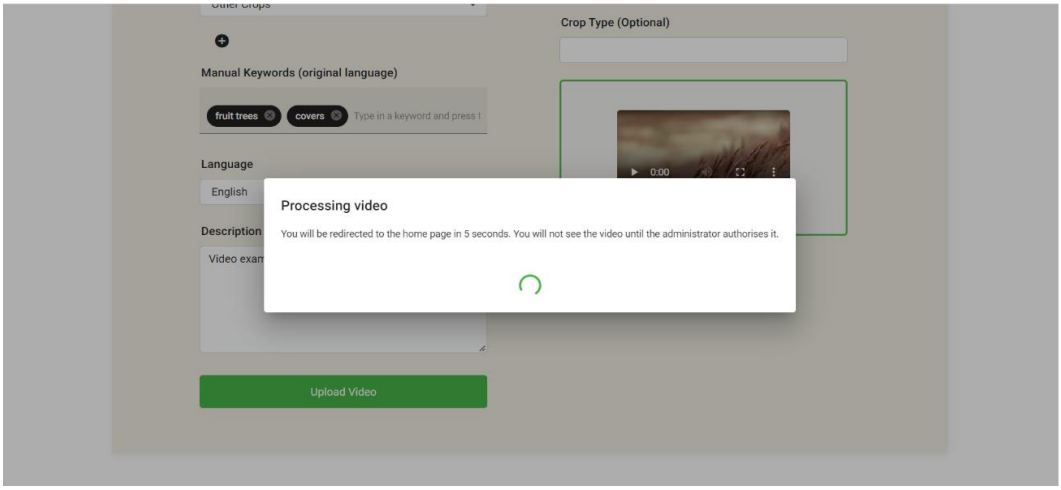


Next step is to complete the video data:



The videos uploaded in the data platform will be processed by the software, which will produce the following results:

- To read the audio contents of the videos, converting the audio into encoded text information, in any of the country languages. The text resulting from the audio will be displayed in the video as subtitles.
- The subtitle could be displayed or hidden.
- The text of the audio from the original language of the video will be automatically machine translated into any other EU language, allowing to show subtitles in any different language while keeping the audio in the original language.
- The text in the original language and the text of the other languages translations will be linked to the exact moments when the text is explained in the video. This linking between any language and the image of the video will allow future searches in any language.
- The text information, and encoded video, will be gathered in a big data system which will compare it with the rest of encoded information coming from other videos, in order to look for patterns of answers, links between information, users, etc.
- The system will be able to analyse the encoded information and provide automatic key topics, which are included in the video, based on data repetition, proposing automatic labelling and keywords which will provide categories and subcategories to the video.
- The system will look for the specific categories defined in the data platform, trying to match the video to other existing categories that were not selected by the user. So, in order to label the video, some specific categories and key words will be searched and detected.



After the automatic indexing, the user will be able to modify the automatic keywords selected by the machine, choosing other labels or categories.

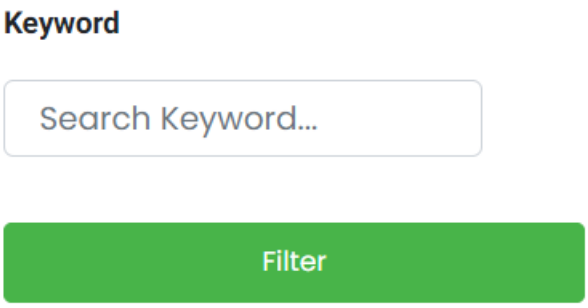
The system will show other existing videos with similarities to the user video, and request if the content is similar to the other video, so the user can confirm the relation between videos. This will improve the results in the searching portal.

Thanks to the machine translation, the key words used for searches, in any language, will be linked to videos in other languages.

This after-production process will be made in the same input interface used to upload the video.

The output mode will be similar to the data platform, but adding some new features to the interface:

- The users will be able to receive the results of the searches in the screen mode or in report mode.



Screen mode is composed by 2 screens: screen 1 with search result lists and screen 2 with detailed information of one selected video.

- Screen mode 1, the result search list. Based on the most common labels automatically registered in each video, the search system will have to show on the screen a result list with a minimum information of each video. This list will show a video image, with the information such as more mentioned words of the video, length of video, views and likes of the video, etc.
  These search results will show videos in any language, independent from the language of the search, thanks to the machine translation of the encoded text of every video.

Search Videos

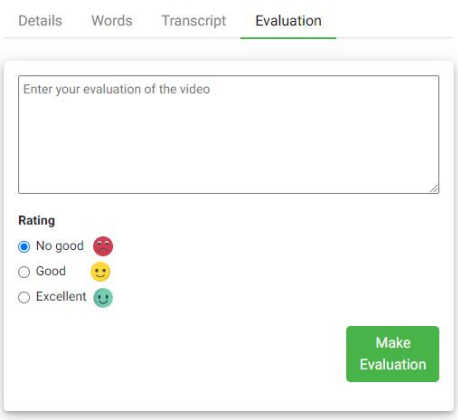
- Screen mode 2, the display of the video selected. Once one video is selected to be analysed, the application will provide the user with a new window with larger information about the video and a visualization screen. In this new screen, the user will be able to move from parts of the videos to other parts, just using the links of the keywords, or the text displayed.
  Partial part of the text where the keywords are mentioned will be displayed, with links allowing to preview the video.

Advanced Video Search

- The platform will allow users to score or reinforce the labelling of the videos, by allowing each user to “like” the label and introduce a scoring system for the videos.

- Reports. The results of the queries could be also displayed as a report in a pdf, where the different results coming from different countries are displayed and compared. Users will be able to include several related searches, like an index of learning units, and the software will provide the report with the results of every potential content to be used in the teaching of these topics.

About the evaluation of the interviews, a button will be added in the page of the videos to be evaluated, located in the “Recognition testimonies” section. It will appear as in the following image:



The consortium will count on one official evaluator per partner allowed to evaluate the interviews. Each interview will have evaluations from at least two different EU countries, which will lead to a valuable transnational assessment.

It is expected that project partners and other VET centres will use the recognition system and validate another 20 farmers outside of the project, by modifying the recognition tool in order to cover other topics and knowledge.

The innovation applied to the international recognition.

One of the most important aspects in this recognition methodology has been the creation of a system which allow the multi evaluation of skills in parallel through the participation of several teachers or validators.

Thanks to the Software, and the application of the Methodology in the Software, the recognition of skills from farmers, or even teachers, can be done at international level, with the participation of teachers from different countries evaluating the same knowledge from their location.

Indeed, this can be done by any teachers having the proper English knowledge, if the farmers is delivering the interview in English, but in 99% of times this will not be the case.

Thus, the recognition of knowledge was confronted with simple barriers:

- Farmers are not usually multi-language skilled
- Teachers, in a so specific field as agroecology, are not necessarily skilled in English.
- Translations of exams, materials or CV was costly and not efficient.

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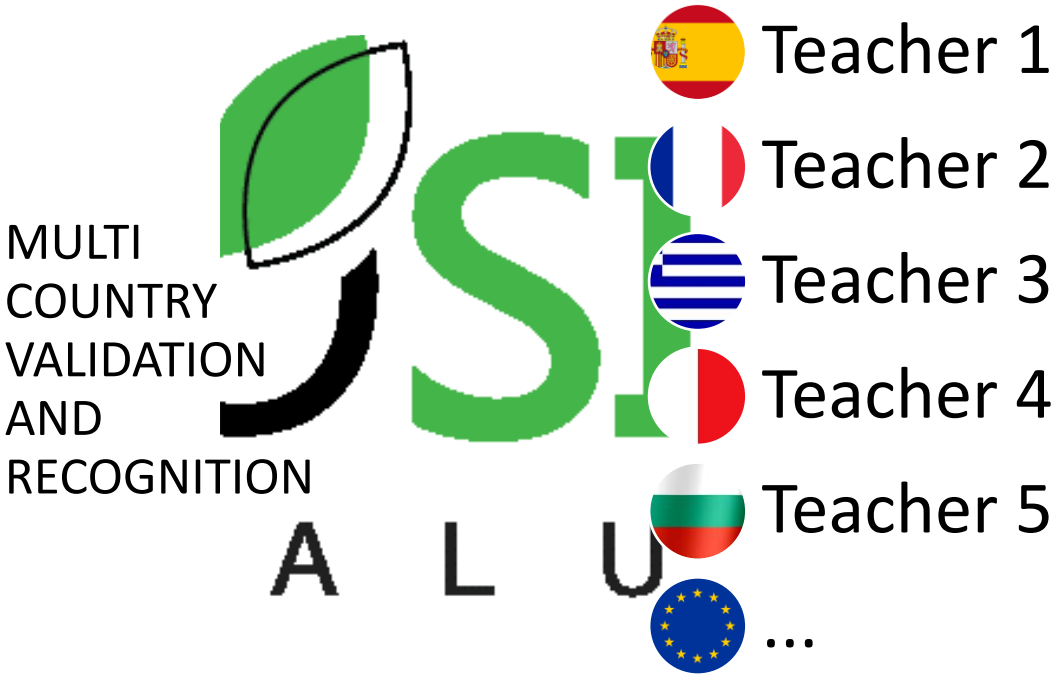
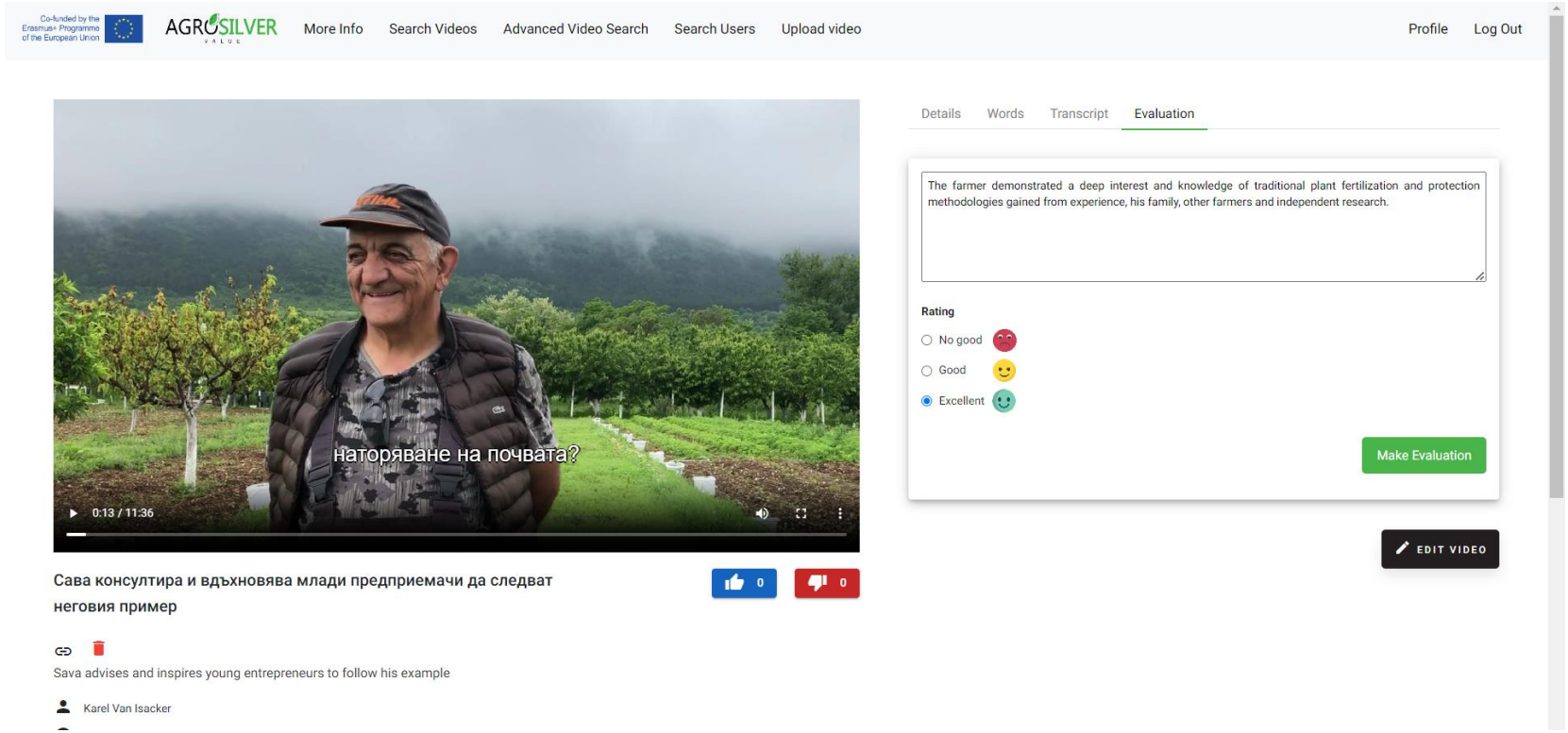

MULTI
COUNTRY
VALIDATION
AND
RECOGNITION
A L U
Teacher 1
Teacher 2
Teacher 3
Teacher 4
Teacher 5
...

RECOGNITION METHODOLOGY. Transferability and impact

Presentation of the recognitions carried out:

From Bulgaria: Sava advises and inspires young entrepreneurs to follow his example

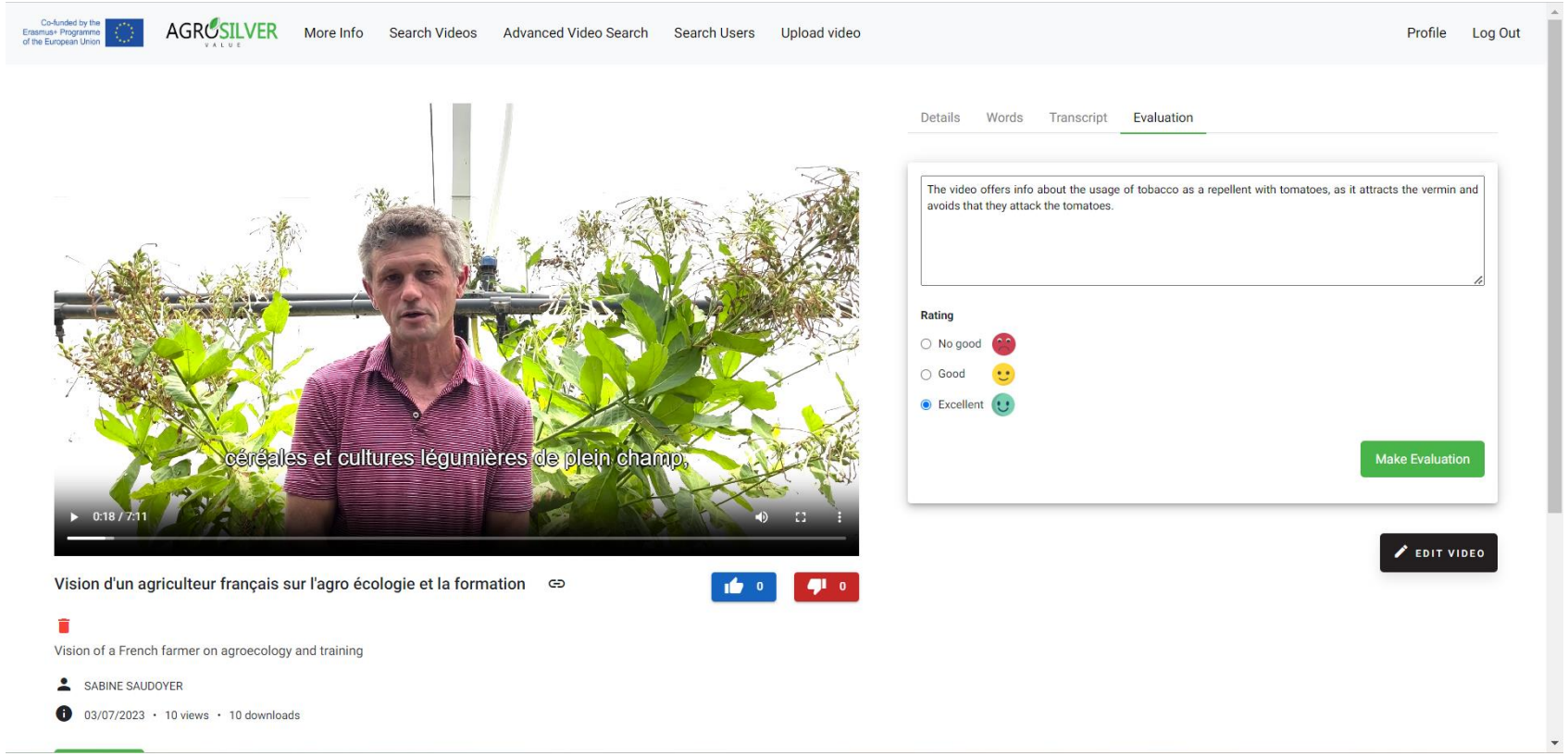


Evaluation made by Greece and Malta

RECOGNITION METHODOLOGY. Transferability and impact

Presentation of the recognitions carried out:

From France: Vision of a French farmer on agroecology and training

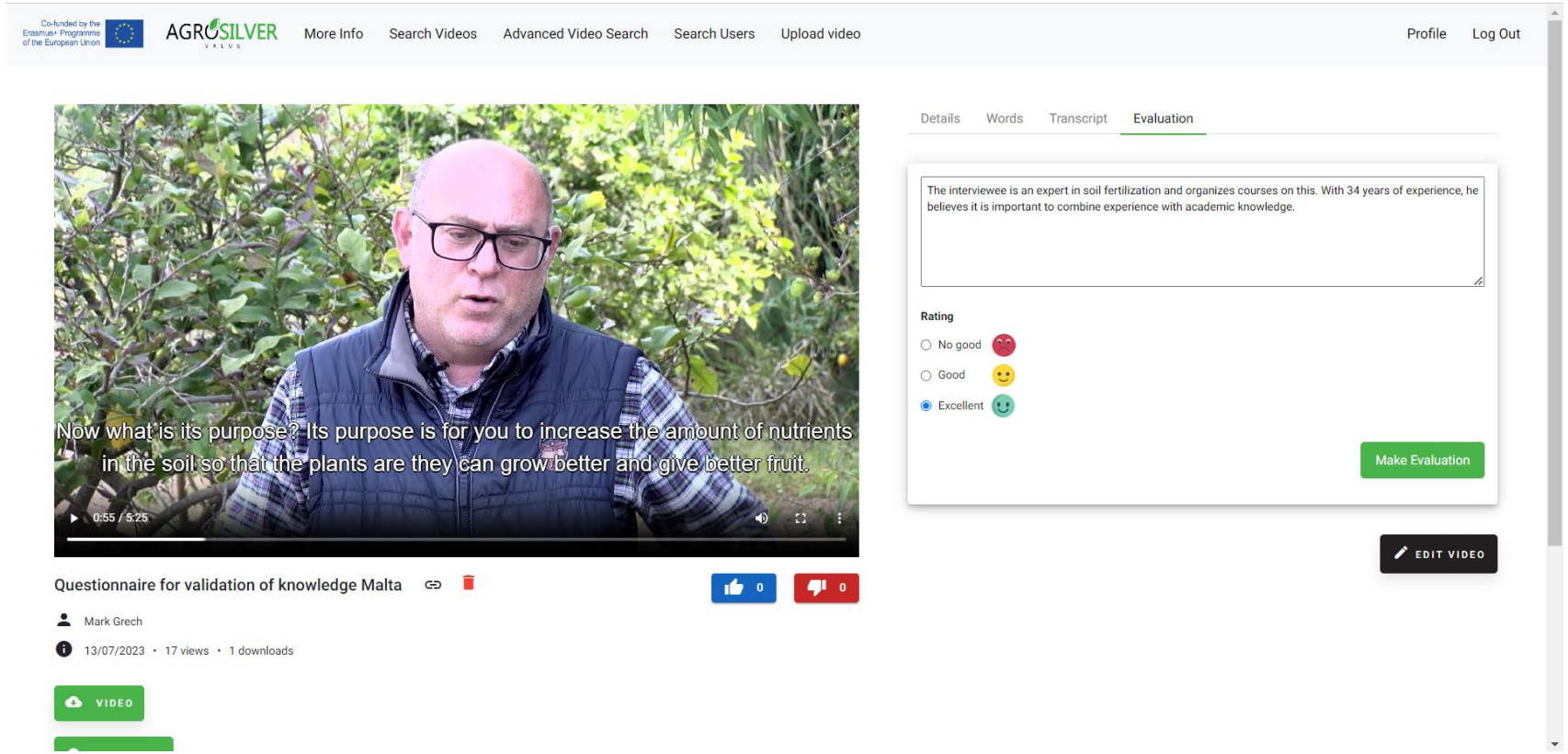


Evaluation made by Bulgaria and Spain

RECOGNITION METHODOLOGY. Transferability and impact

Presentation of the recognitions carried out:

From Malta: Questionnaire for validation of knowledge Malta

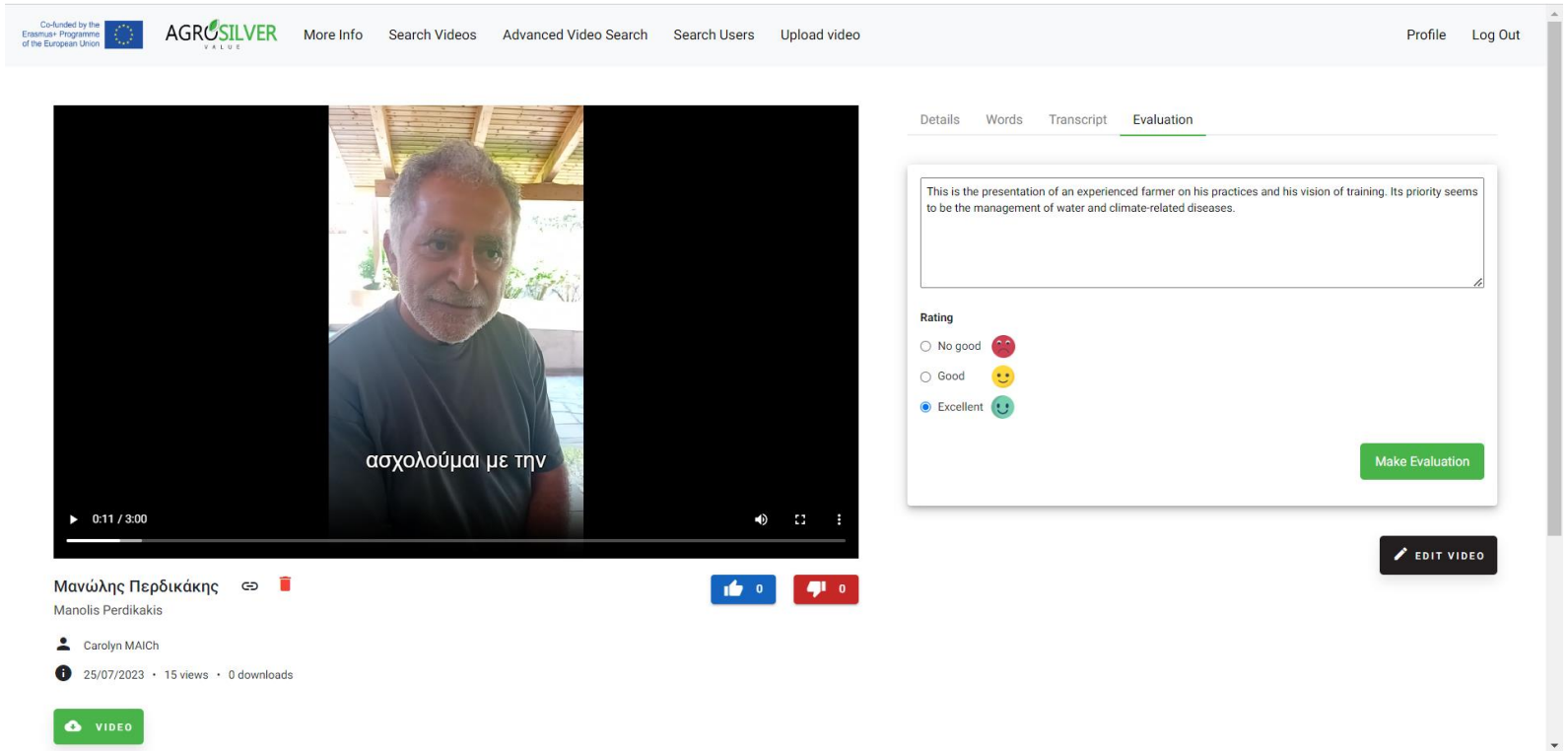


Evaluation made by Greece and Spain

RECOGNITION METHODOLOGY. Transferability and impact

Presentation of the recognitions carried out:

From Greece: Mr. Manolis Perdikakis, an organic farmer with empirical knowledge of agriculture, talks about the acquisition and dissemination of this knowledge in the field.

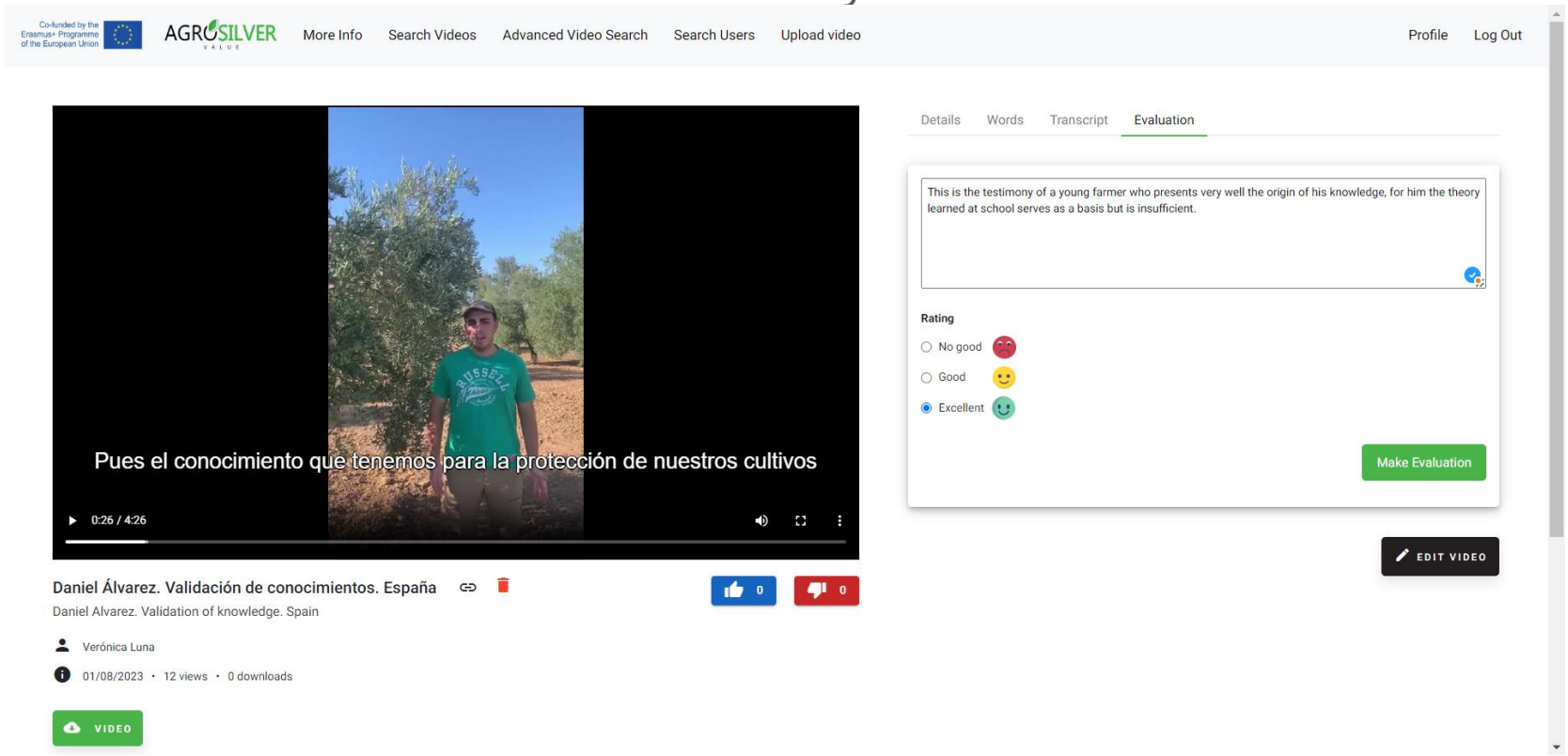


Evaluation made by Bulgaria and France

RECOGNITION METHODOLOGY. Transferability and impact

Presentation of the recognitions carried out:

From Spain: Daniel Álvarez, a young farmer from Extremadura, tells us about his experience and knowledge in the cultivation of olive trees and vineyards.



Evaluation made by:
Spain
Malta
France

RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

The share of work in the development of the recognition methodology and its implementation in the software is:
- Ecologykm, CALeG and Maich have identified the formal contents and topics to be validated in the recognition process. These partners have leaded the selection of topics from the national formal itineraries with more potential to be validated by a video interview, or a video on-site experience.
- INPLA has coordinated the integration of the methodology in the software, in cooperation with FundeuTAD, and accommodate it to the topics and knowledge selected by the consortium.
- INPLA has leaded all partners with pilots in the selection of 1 or more farmers having basic experience and non-formal training. The selected farmers has tested the methodology by recording interviews.
The partners have leaded the farmers in the process, guiding them in the topic and knowledge to be explained in the videos.
- Every partner have introduced the videos in the software and have achieved a report of knowledge certified in the videos.
- INPLA has gathered the results of the testing.
- JuntaEX and GOZ have validated the final report in terms of usability by administrations.

RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

The recognition methodology is the intellectual outputs consuming less resources of all the outputs, **with 62 days of technicians work and 69 of teachers.**

The involved tasks for the delivery of this intellectual outputs are:

TG2. MARKET ANALYSIS (Preparation) leader FundeuTAD.
GT3 DATA PLATFORM (M1 to M9) leader Maich
GT4 SILVERKNOWS SOFTWARE (M2 to M16) leader FundeuTAD
TASK 4.1. Development of SilverKnows Software (M1-M16)

RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

GT5 RECOGNITION TOOL, LEARNING UNITS AND PILOT COURSES (M16 to M30) leader Ecologykm

TASK 5.1. Recognition Tool (M12-M23)

Partners have promoted recognition methodology to be integrated in the software. Consortium has identified the formal contents and topics to be validated in the recognition process.

The methodology has been applied to the selected topics and integrated in the software for video processing.

The objective is to easy the recognition process by recording farmers in their daily work and interviews, and use the software to process the provided answers and obtain recognition reports.

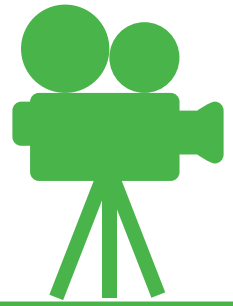
RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

TASK 5.3. Pilot courses (M23-M30)
In order to test the software usability, one pilot course has been developed in 5 countries, involving a minimum of 20 teachers per pilot course.

In addition to the teachers, the pilot has carried out the testing of the validation methodology, taking 1 farmer per country and checking the usability of the recognition tool.

INPLA has coordinated the process with the partners, which has selected the farmers to participate in the knowledge validation process. 5 farmers has tested the software and have got a validation report.

INPLA has gathered the results from the testing of the methodology in a final report.



RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

MILESTONES OF THE OUTPUT

- Recognition methodology (M23, validated in workshop 4)
- 5 farmers testing the recognition system and validating their knowledge. (M30)
- 1 report with results of the recognition testing results (M30)

INNOVATION AND BENEFITS

One of the most important aspects in this recognition methodology has been the creation of a system which allow the multi evaluation of skills in parallel through the participation of several teachers or validators.

Thanks to the Software, and the application of the Methodology in the Software, the recognition of skills from farmers, or even teachers, can be done at international level, with the participation of teachers from different countries evaluating the same knowledge from their location.

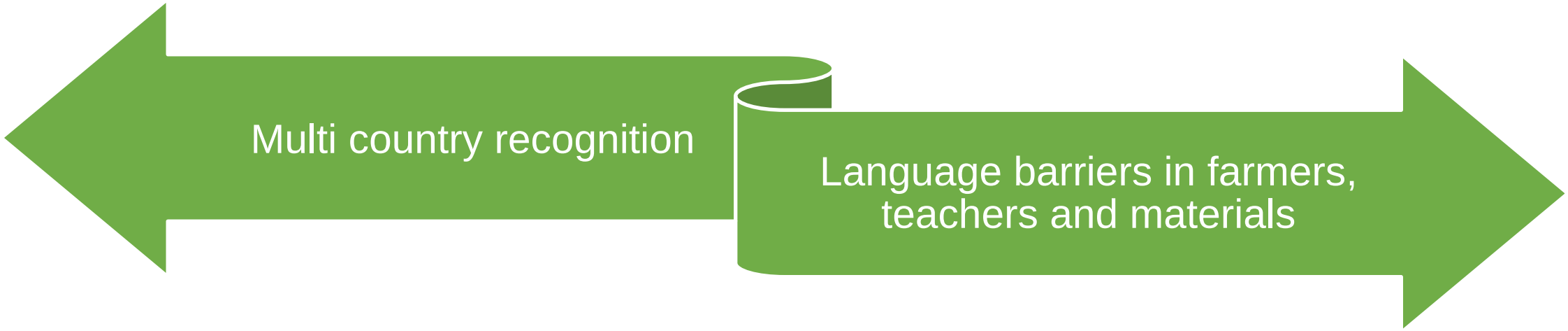
Indeed, this can be done by any teachers having the proper English knowledge, if the farmers is delivering the interview in English, but in 99% of times this will not be the case

RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

INNOVATION AND BENEFITS

Thus, the recognition of knowledge was confronted with simple barriers:

- Farmers are not usually multi-language skilled
- Teachers, in a so specific field as agroecology, are not necessarily skilled in English.
- Translations of exams, materials or CV was costly and not efficient.



RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

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RECOGNITION METHODOLOGY. Tasks leading to the production of the intellectual output and the applied methodology

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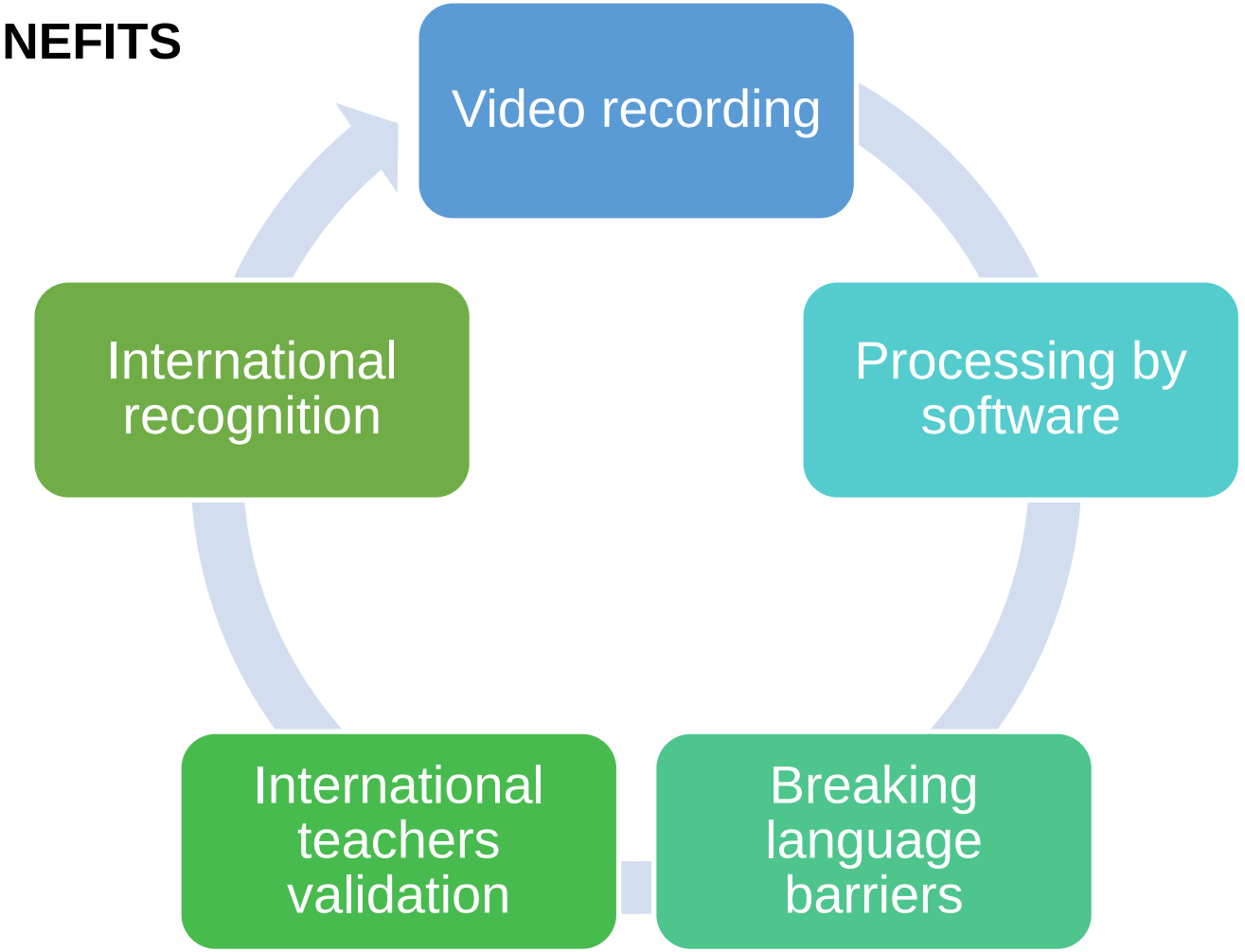

With the support of the Erasmus+ Programme of the European Union

INTELLECTUAL OUTPUT 4. RECOGNITION METHODOLOGY

AGROSILVER VALUE

Integrating silver knowledge from agricultural sector into the VET systems