



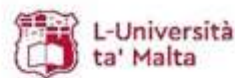
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European University of the Seas  
**White paper on recognition of non-formal and  
informal learning**

University of Split  
report written by Prof. Mile Dželalija with a  
support of the SEA-EU UNIST team

October 2022





## Background of the document

In order to prepare young people for life's challenges, we should take into account that not only formal education can support achievement of the knowledge, skills and competence of an individual that are in demand on the labour market today, but also non-formal and informal learning have an important role in development of competences of individuals.

Universal access to quality education with lifelong learning programmes and different ways of learning opens an additional opportunity to increase knowledge and skills needed for today's changing labour market. Formal education is no longer able to respond to these challenges using only its own strengths and values. Thus, there are needs to strengthen the form of non-formal and informal learning practices. For this reason, higher education institutions (HEIs) are forced to open up to more flexible ways of securing educational paths.

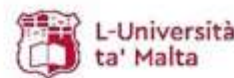
Accordingly, it is time to reconsider the possibilities of changing the process of development, validation and recognition of acquired knowledge, skills and competence.

If we consider the prediction that 50% of all employees will need retraining by 2025 (European Commission, 2019, p. 7) and that new technologies will reshape millions of jobs, it is clear that there is a need to develop tools that can upgrade traditional formal higher education.

There are many differences between the national legislations of the countries participating in the implementation of the SEA-EU alliance, as well as the institutional ones, but we would like to draw attention to the concept of the non-formal and informal learning and the validation of achieved competences.

The main objective of the *White Paper on the recognition of non-formal and informal learning* is to offer an insight into the theoretical basis of the concept and to encourage SEA-EU partner universities to formalise the process presenting the example of validating student learning which occurred through two types of activities that were organised within the alliance Ocean hackathons and SEA-EU Makeathon. Both activities involved teams of students that had to solve a particular challenge and had the opportunity to interact with academics, representatives of companies, public sector institutions and NGO's.

The idea behind this document is to assist the SEA-EU alliance, and other academic institutions in validating the non-formal and informal learning which occurs in the many challenge-based activities and student projects.





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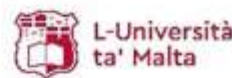
Output	OP5.5. Report of best practices and learnings workshops, mission-based hackathons, white-paper on recognition of non-formal and informal learning, position paper on new EIT Inno. Comm.
Leader	University of Split
Task	Task 5.5.
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## 1. Three types of learning

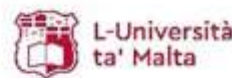
All types of learning are valuable. Non-formal and informal learning complement and work together with formal education, mutually reinforcing elements of lifelong learning processes.

**Formal education** refers to the structured education system that runs from primary (and in some countries from pre-primary) school to university, and includes specialised programmes for vocational, technical, and professional education and training. Formal education often comprises a standardised assessment of individuals' acquired competences and is based on a programme or curriculum which can be more or less closed to adaptation to individual needs and preferences. Formal education usually leads to formal recognition and certification.

**Non-formal education (or learning)** refers to planned, structured programmes and processes of personal and social education for people designed to improve a range of knowledge, skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet and act according to planned and structured programmes, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

**Informal learning** refers to a lifelong learning process, whereby each individual acquires knowledge, skills, attitudes, and values from the activity influences and resources in his or her own environment and from daily experience. People informally learn from family and neighbours, in the marketplace, at the library, at art exhibitions, at work and through playing,





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reading and unorganised sports activities. The mass media are a very important medium for informal learning, for instance through non-intended plays and film, music and songs, televised debates and documentaries. Learning in this way is often unplanned and unstructured.<sup>1</sup>

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A definition of non-formal education (or learning) from UNESCO:

**Education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal learning is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal learning mostly leads to certifications that are not recognised as formal qualifications by the relevant national educational authorities or to no certification at all. Non-formal learning can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.**

*Source definition: ISCED 2011*

*<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>*

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## 2. Non-formal and informal learning strategies

Political interest of this practice-based educational processes has mostly been focused on quality standards, validation and strategies for recognition.

According to the Council of Europe (2002) in 1998, the European Ministers responsible for Youth confirmed, in the final declaration of their 5th conference, declared non-formal education as a priority working area in the Council of Europe's youth field. Considering non-formal education as a means of integration into society, the ministers called for recognition and valorisation of the competences and qualifications acquired through non-formal education.

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<sup>1</sup> <https://www.coe.int/en/web/european-youth-foundation/definitions>





Throughout the years, non-formal and informal learning were repeatedly confirmed as key priorities of the Council of Europe; in 2005, the European Ministers responsible for youth expressed once more that the recognition of non-formal education competencies should be reinforced. In its Agenda 2020, the Conference of Ministers highlights that the recognition of non-formal and informal learning makes a strong contribution to young people's access to education, training and working life.

Complementary to the Council of Europe's policy on development and educational work on non-formal and informal learning, the European Union has undertaken its own efforts to strengthen the recognition of non-formal and informal learning, guided by the European Commission's White Paper "A New Impetus for Youth" and contextualised by the "Memorandum on Lifelong Learning".

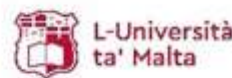
The European Youth Pact reaffirmed the focus on the recognition of non-formal and informal learning, which has again been confirmed and underlined in the renewed framework for European cooperation in the youth field (2010-2018):

"As a complement to formal education, non-formal and informal learning for young people should be promoted and recognised, and better links between formal education and non-formal learning should be developed."

Both European institutions have given non-formal and informal learning an increasingly high status and considerable momentum with high-level resolutions: The Council of Europe with Resolution (2003) of the Committee of Ministers on the promotion and recognition of non-formal education/learning of young people; the European Union with Resolution 2006 / C168 on the recognition of the value of non-formal and informal learning within the European youth field.

Embedded in this policy framework, two key instruments were developed to facilitate the validation and recognition of skills and competencies acquired through non-formal and informal learning. The European Union launched *Youthpass*, and the Council of Europe introduced the European Portfolio for youth leaders and youth workers. Both tools are meant to support users in identifying, describing and assessing competencies and as such intend to contribute to the recognition of non-formal and informal learning.

In 2004, the two institutions joined forces and published, under the auspices of the partnership on youth between the European Commission and the Council of Europe, the milestone working paper "Pathways towards validation and recognition of education, training and learning in the youth field". The paper provides a comprehensive overview of the political context and relevant policy frameworks surrounding non-formal and informal learning, describes essential features and characteristics of non-formal and informal learning in the youth field and sets out pathways





towards validation and formal recognition. Having remained a key text over the years, the working paper has recently been updated to a new version titled "Pathways 2.0" which is replacing the original working paper. It attempts to re-define a new strategy for the better formal, social and political recognition of non-formal and informal learning and to stimulate ideas for discussion about concrete steps, strategies and tools to strengthen recognition.

The European Youth Forum, representing youth organisations as spaces of non-formal and informal learning and providers of non-formal education, has made significant contributions to the European policy discourse. Considering the recognition of non-formal and informal learning a prerequisite for making lifelong learning a reality across Europe, the European Youth Forum has adopted several policy papers, developed numerous reports on the issue and organises regular dialogue events on non-formal and informal learning.

Beyond the youth sector and strongly linked with the lifelong learning strategy of the European Union, the validation and recognition of non-formal and informal learning plays a significant and strategic role in the work of the Organisation for Economic Co-operation and Development – OECD and the **European Centre for the Development of Vocational Training – CEDEFOP**. Both organisations have published extensive documents on non-formal and informal learning, most recently "Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices" (OECD, 2010) and the "European guidelines for validating non-formal and informal learning" (CEDEFOP, 2009, and the new one drafted in 2022).

Additionally, CEDEFOP has — through the **European inventory** on validating non-formal and informal learning — provided a series of valuable insights into national policies and practices in validating non-formal and informal learning<sup>2</sup>.

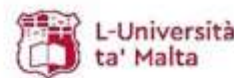
The main Strategic documents for the concept foundations are given in annex and we here highlight the three latest:

**Strategic documents for the concept foundations:**

**Council conclusions on the European Universities initiative (2021) - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education**

It is written there that although not deviating from and undermining the core principle of full degree programmes, micro-credentials could help widen learning opportunities

<sup>2</sup> <https://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning>







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to accommodate non-traditional learners and the demand for new skills in the labour market.

### **Council Recommendation on building bridges for effective European higher education cooperation (2022)**

It is written there that it should be enabled for higher education institutions to further develop and implement, where appropriate, innovative joint transnational educational activities by allowing and encouraging them to test and implement suitable approaches and measures in relation to allow, where appropriate, recognition of prior learning and validation of non-formal and informal learning based on transparent and fair quality requirements and the organisation of appropriate assessment of learners, and awarding relevant credits for such learning.

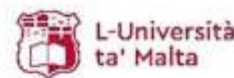
### **European guidelines for validating non-formal and informal learning (drafted in 2022 and should be publicly available in 2023)**

The new (draft) European guidelines for validating non-formal and informal learning are meant as a source for inspiration and reflection that signpost the most relevant aspects to consider when taking forward policies and practices in this area. The guidelines are written for those responsible for the initiation, development, implementation and operation of validation. While operating at different levels (European, national, sectoral and local) and in different contexts individual practitioners and institutions face many of the same challenges. Addressing these challenges, and the need for coordination across institutional and national borders, these guidelines are based on the principles agreed in the 2012 Council Recommendation on Validation.

## 2.1. European platforms created to foster “different types of learning”

### **European Pillar of Social Rights**

The right to education, training and lifelong learning is enshrined in the European Pillar of Social Rights. In line with the headline target of the European Pillar of Social Rights Action Plan, 60% of all adults should be participating in training every year by 2030. Too few people participate in regular learning after initial education across Europe.





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## The European Skills Agenda

The European Skills Agenda for sustainable competitiveness, social fairness and resilience includes ambitious actions to help people to develop their skills throughout life.

The proposals for a Council Recommendation on individual learning accounts and for a Council Recommendation on micro-credentials for lifelong learning and employability are two of the twelve flagship actions of the European Skills Agenda.

### Career guidance

Career guidance describes the services which help people of any age to manage their careers and to make educational, training, and occupational choices that are meaningful for them.

It helps people to reflect on their ambitions, interests, qualifications, knowledge, skills and talents and to relate these competences about who they are to who they might become in life and work<sup>3</sup>.

### European Digital Credentials for learning

European Digital Credentials for learning include diplomas, diploma supplements, transcripts of records and a wide variety of other types of certificates of learning achievement. They are multilingual and signed with a unique electronic seal (that is the digital equivalent of an institution's rubber stamp). This allows education and training institutions to easily authenticate, validate and recognise credentials of any size, shape or form<sup>4</sup>.

### ESCO (European Skills, Competences, Qualifications and Occupations)

ESCO is the European multilingual classification of skills, competences, qualifications and occupations. ESCO works like a dictionary, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training area and systematically showing the relations between those occupations and skills. It is available in an online portal where its dataset of occupations and skills can be consulted and downloaded free of charge.

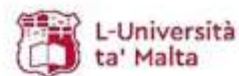
Its common reference terminology helps make the European labour market more effective and integrated and allows the worlds of work and education/training to communicate more effectively with each other<sup>5</sup>.

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<sup>3</sup> <https://education.ec.europa.eu/education-levels/adult-learning/adult-learning-initiatives>

<sup>4</sup> <https://europa.eu/europass/en/european-digital-credentials-learning>

<sup>5</sup> <https://ec.europa.eu/social/main.jsp?catId=1326&langId=en>





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## 3. Challenges in the non-formal and informal learning

### 3.1. Validation of non-formal and informal learning

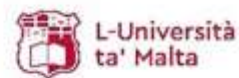
A skills validation process allows individuals to identify, document, assess and certify their skills. Such a process may result in receiving a partial or complete qualification. This can increase their chances in the labour market and open up new professional opportunities. It can also give better access to further education and training and exemptions from certain parts of the training module or degree course.

Validation increases social inclusion and can empower people, including early school leavers, unemployed individuals, low-skilled adults, and third-country nationals, by giving visibility to their skills.

According to it, there are obligations that have been developed for the Member States. The 2012 Recommendation on validation invites Member States to put in place national arrangements for validation by 2018. These arrangements should enable individuals to increase the visibility and value of their knowledge and skills acquired outside of formal education and training: at work, at home or through voluntary activities. The European Commission and the European Centre for the Development of Vocational Training (Cedefop) assist the Member States in this process.

The European guidelines on validation provide policy and practical advice to policy-makers and stakeholders on implementing validation. Using good practice cases and thematic analyses, the European Inventory illustrates how validation is used at national, regional and local levels in Europe. The Guidelines and the Inventory support dialogue between all stakeholders in their continued efforts to develop validation in Europe.

The new European guidelines for validating non-formal and informal learning, which have been drafted in 2022, are meant as a source of inspiration and reflection that signpost the most relevant aspects to consider when taking forward policies and practices in this area. The guidelines are written for those responsible for the initiation, development, implementation, and operation of validation. While operating at different levels (European, national, sectoral and local) and in different contexts individual practitioners and institutions face many of the same challenges. Addressing these challenges, and the need for coordination across institutional and national borders, these guidelines are based on the principles agreed upon in the 2012 Council Recommendation on Validation. The new guidelines seek 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 different users and needs. The guidelines do not promote a single ‘correct solution’ but strive to identify possible actions and the implications of these. The themes presented in these new guidelines should not be read in isolation but as building blocks that, when combined, can provide the basis for a coherent approach to validating non-formal and informal learning. These themes are discussed in detail, allowing for identification of issues to be considered by those involved in developing and implementing validation across Europe. The intention of new guidelines is to create an interactive tool that allows exploration of the guidelines together with the European inventory and practices. These will be made available in the electronic version of these guidelines on the Cedefop web page. Links to Cedefop’s handbook on the definition and description of learning outcomes, a topic underpinning and supporting validation will also be provided where relevant. This will allow the guidelines to be enriched and act together with the inventory as an integrated tool directly supporting the work of policymakers and practitioners, including universities.

Countries present one-off reports to the *Europass Advisory Group* on their policy response to the Recommendation. The reports discuss progress made as well as challenges faced.

The European Qualifications Framework (EQF) Advisory Group follows up on the implementation of the Council Recommendation. Minutes and meeting documents are available in the Register of Commission Expert Groups.<sup>6</sup>

### 3.2. Changing relationship between higher education and non-formal and informal learning

The traditional approach that clearly separates formal ways of acquiring education from non-formal and informal ones is changing. Europe is aware of the global challenges that the changing labour market brings with it and, in comparison, the need to educate students who can meet these needs. Syllabuses cannot be changed at the speed with which the needs of the labour market change, therefore this shortcoming can be compensated precisely by opening the possibility to recognize both informal and informally acquired education in the context of formal education. Traditionalists in education oppose this approach, wanting to preserve the value of formal higher education. But the question arises, what is the main function of higher education? If the function is education for the labour market, then it is clear that this type of education should be prepared for changes.

<sup>6</sup> <https://europa.eu/europass/en/validation-non-formal-and-informal-learning>





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### 3.3. The appearance of micro-credentials in higher education

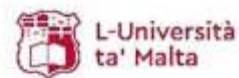
Micro-credentials are an opportunity to fundamentally change the role of universities in transforming learning as well as being a promising means of aligning universities with wider societal perspectives and valued social goals. Micro-credentials redefine the types of awards and qualifications offered by universities. They can align universities' missions with wider societal, economic and environmental goals<sup>7</sup>.

In the document *Council Recommendation on building bridges for effective European higher education cooperation (2022)* it is highlighted that it should be enabled for higher education institutions to further develop and implement, where appropriate, innovative joint transnational educational activities by allowing and encouraging them to test and implement suitable approaches and measures in relation to:

- a) Admission and enrolment criteria for students and lifelong learners;
- b) Defining the languages of learning and teaching while respecting multilingualism as appropriate;
- c) The share of online learning in the overall educational offer; the share of student mobility (physical, virtual or blended) embedded in the joint educational activity; and the share and organisation of internships, work-based learning activities, challenge-based and inter-disciplinary approaches;
- d) The inclusion of flexible learning pathways, such as small learning experiences which could lead to micro-credentials where relevant;
- e) The rules for credit allocation and transfer, and transparency in grading, in accordance with the European Credit Transfer and Accumulation System (ECTS) Users' Guide, as the basis for transnational joint programmes, without additional rules or limitations.

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<sup>7</sup> ECIU(2021), PAVING THE ROAD FOR THE MICRO-CREDENTIALS MOVEMENT ECIU UNIVERSITY WHITE PAPER ON MICRO-CREDENTIALS





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## 4. Basic characteristics of the validation of non-formal and informal learning

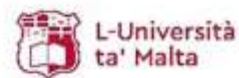
### 4.1. Quality assurance, relevance and the centrality of the individual

The relevance and the value associated with the output of a validation process depend on the quality standards, tools used, as well as the quality assurance process in place. **Quality assurance** is fundamental in ensuring trust in the results of the validation arrangements. The Quality assurance process must be systematic, take place on a continuous basis and be an integrated part of the validation arrangement. This requires an explicit and agreed quality strategy within the parameters dictated in the strategic vision of validation. The quality strategy must be known to the public, including candidates as to manage expectations. A quality strategy should include both internal quality mechanisms and prepare the ground for external quality assessment and review. A system for feedback from users should be considered to make sure that users' voices are considered. Using consistent and coherent reference quality standards across all validation phases of identification, documentation, assessment and certification will improve the overall efficiency and quality of validation and allow for a more integrated, individual-centre approach.

In addition, validation arrangements have to comply with standard individual data protection and privacy rights, ensuring strict confidentiality and fair treatment. For this to happen, and to avoid conflict of interests, a clear distribution of roles and responsibilities is necessary. Those who manage the validation process must not enter into personal deliberations beyond a point which makes the individual vulnerable or uncomfortable.

The individual and their specific circumstances need to be considered in all elements of a validation arrangement. While this is connected to and dependent on the political, institutional, financial and legal arrangements, focusing on the end-user requires considering the implications of all these aspects (political, institutional, financial, etc.) for the individual. In this way, the individual at the centre becomes an element of design, embedded in all elements of the validation arrangement, so that individuals can fulfil their full potential. To make validation a reality for individuals, strategies and policies need to be translated into real practical possibilities for individuals.

While often promoted to support individuals at risk of unemployment or social exclusion, validation can also take on a broader role facilitating lifelong learning and supporting transfer between education, civil society and the labour market. This means that there are no one-size-fits-all, and that validation needs to serve a wide variety of individual conditions and needs to fulfil different objectives at different moments in an individual's life, in a lifelong learning





perspective. The wide variety of experience needs to be identified, documented and translated to learning outcomes so that they can be assessed and certified. The validation arrangement has to embrace this complexity and accompany the individual in their validation journey.

Validation is usually described as a journey of self-discovery that empowers the individual. The individual should be able to take control of the process and decide at what stage to end it as well as control on what to do with its results. However, he or she will require guidance before, during and after as well as financial support. Throughout the whole process, it is fundamental to have well-trained professionals that understand the specific circumstances of the individual, sensitive to cultural and individual differences, able to listen and can empower the individual in making their learning visible.

The credential obtained should allow the individual to transfer and use results across contexts for different purposes. Individuals should be able to access the validation processes at different stages of their lives and stack different learning results to build their own profile. Credentials obtained in different ways - through the traditional formal system or through validation - should be able to be combined and stacked, so that individuals can make full use of all their learning throughout their whole lifespan. ICT and new technological tools can facilitate this transfer of learning results across sectors and systems need to be developed with the individuals in the centre.

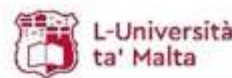
## 4.2. Objectives of the validation – the four phases

The traditional approach that clearly separates formal ways of acquiring education from non-formal and informal ones is changing.

The EU Recommendation identifies four distinct phases of the validation, which also represent the key objectives:

1. identification,
2. documentation,
3. assessment and
4. certification.

These four phases have become common reference across Europe and provide a backbone for the validation process. These phases can be mixed and balanced in different ways, reflecting the particular purpose of each validation arrangement. The purpose and objective of validation will differ depending on the context. A validation process to obtain a formal diploma, and official quality standards used by the higher education institution will largely define the requirements of





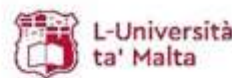
the process. When working towards a formal diploma, the robustness and credibility of the assessment stage and certification are crucial.

The validation of non-formal and informal learning necessarily starts with the **identification** of knowledge, skills and competence acquired. This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities. In this initial phase, the individual must be made aware of the costs and benefits of validation, compared to further education and training. If validation is the preferred option, the appropriate form has to be chosen. This phase is also sometimes connected to profiling in the career guidance processes.

**Documentation** follows the identification stage and involves provision of evidence of the learning outcomes acquired. This can be carried out through the 'building' of a portfolio that tends to include a CV and a career history of the individual, with documents and/or work samples that attest to their learning achievements. Validation needs to be open to various evidence types, ranging from written documents to work samples and demonstrations of practice. This evidence must provide sufficient insight into the learning outcomes acquired: simply listing job titles or positions will not be enough.

**Assessment** is crucial to the overall credibility of validation of non-formal and informal learning. Assessment is referred to as the phase in which an individual's learning outcomes are compared against specific standards. Validation is about capturing diverse individual learning experiences. Assessment needs to be designed to capture and assess the learning specific to each individual. This necessarily means that a variety of tools need to be used to capture this rich, diverse range of experiences. This can imply evaluation of written and documentary evidence but might also involve evaluation of other forms of evidence. Many of the tools and methods used for assessing non-formal and informal learning are based on those used in formal education. However, the individual specificity of learning outcomes concerned may require more than one tool, for example, a combination of written tests and practical challenges. Tools will frequently need to apply practical demonstrations, simulations or gathering of evidence from past practices. This is different from formal education where assessment tools can be applied across larger groups of students and where less priority is given to the particular needs of individuals.

**Certification** is the final phase of the validation process, which creates the final valuation of the learning identified, documented, and assessed. This can take different forms but is commonly the award of a formal qualification (or part-qualification). In certain economic sectors, certification may also involve issuing a licence allowing the individual to carry out specific tasks.







The value of a credential acquired through validation depends on the legitimacy of the awarding body that certifies the learning outcomes, which requires the responsibility from the universities.

## 5. Non-formal and informal learning in the SEA-EU alliance community

The SEA-EU Alliance is a European University alliance that fosters the transition of knowledge economy building on “quintuple helix” (model based on the knowledge triangle innovation core with added dimensions of societal and environmental responsibility. This alliance fosters quintuple helix. Among the SEA-EU Alliance, a number of activities of non-formal and informal learning have been organized. Some of them are:

- staff weeks
- Blue Talks
- workshops
- conferences
- entrepreneurship competitions
- research cruise
- co-creation events like hackathons, makeathons, co-creation workshops, Living Labs
- ...

Many of them have been organized in cooperation and with the active participation of different stakeholders, in line with the identified missions and in response to challenges in the expert and pedagogical areas.

### 5.1. Example of good practice: SEA-EU co-creation events

Another good example to share is the case of the Ocean Hackathon and *SEA-EU Makeathon* as examples of non-formal education organised by the SEA-EU partner universities. Both activities are examples of challenge-based approach where teams of students, researchers and companies or NGOs compete with their solutions to challenges corresponding to the competition mission. Ocean Hackathon® is 48 hours non-stop event to develop a prototype in a team and to think





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about its use, using various digital data related to the sea<sup>8</sup>. Three SEA-EU Universities joined the competition in 2020 and 2021 (UBO, UCA and UNIST). In 2021/22 SEA-EU alliance created and organised the SEA-EU Makeathon competition. As part of the competition, teams needed to design and develop a digital or physical prototype of a product or service that is in line with at least one of the UN's Sustainable Development Goals and that can be implemented on campus.

During the first Ocean Hackathon, we already realised that students develop valuable learning in the process and that we should develop the process of validating the non-formal learning that occurs through the competitions.

In order to establish the process Rector of the University of Split created a special working group tasked with developing the Rulebook for validating non-formal learning at the University of Split. The process leading to the final adoption of the Rulebook is presented in Image 1.

We were taking into account that the process should have all four crucial elements, identification, documentation, assessment and certification. These elements will now be shortly discussed through the example of SEA-EU Makeathon.

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<sup>8</sup> <https://www.campusmer.fr/Home-4185-0-0-0.html>





**Image 1. The process of adopting the necessary legal documents for validation of non-formal learning at the University of Split**

The process  
of the  
validation  
of non-  
formal  
learning -  
new created  
model

1. Rector of the University of Split made a special decision, where, based on the expertise, special working group at the University of Split was created with the aim to define the ways on how to validate non-formal learning at the University of Split. The group consisted of the experts from the field of teaching office, international office, quality office, law office and members of the internal SEA-EU team.
2. Working group met twice with a clear instruction on what's the need and purpose of this initiative.
3. After second expert meeting and iteration from the Law office regarding the final look of the Rulebook, a main draft of the Rulebook was sent to be presented at the meeting of the University Senate
4. On the meeting held on 30th June 2021, Rulebook for validation of extra-curricular activities at the University of Split was presented at the university level
5. After their positive attitude and conformation of the need, the Rulebook was adopted by the Senate members and published at the university website
6. Law Office created a form that can be signed by the head of the activity or the student who participated in the activity in order to ask for an approval of the non-formal learning and request for a ECTS credits
7. In accordance with the Rulebook, Rector nominated the Committee for recognition of extra-curricular activities of the University of Split, which is presided by the Vice-rector for education. The committee evaluated the presented evidence and decides on the validation.
8. In the case of positive validation, and according to their national and institutional rules (if they are coming from other universities) or just institutional rules (if they are coming from different component of the University of Split), the individuals with a validated non-formal learning can, with this decision, request their institutions:
  - to be recognise validated learning in the diploma supplement
  - to exchange some of the elective courses with the validated informal learning
  - other...



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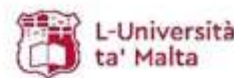
First, participating academic and the staff involved in the activity **identified** the learning outcomes of participants, according to the ESCO classification (European Skills, Competences, Qualifications and Occupations). The outcomes were introduced in the report which was submitted by the leader of the activity Prof. dr. Leandra Vranješ Markić to the relevant committee. The report also described the **documentation** part of achieving the learning outcomes, as the participants needed to develop a solution, create and deliver a five-minute presentation. In the case of Makeathon the presentation described the developed solution, business model, comparison with the competition, eventual possibilities of intellectual property protection, description of the use of digital data, with which UN Sustainable Development Goals the project is in line with and the applicability of the solution on campus. Also, the validation process included the **assessment** step, because the presentations were evaluated by the jury, according to the criteria: innovation, team, business model, sustainability, applicability to SEA-EU alliance university campuses. Finally, the last phase, **certification**, is also in process, since the participant will get a certificate detailing the acquired ESCO learning outcomes (example given in Annex 7).

An analogous procedure was followed for the second edition of local Ocean Hackathon organised in Split.

Through this example of a jointly organized SEA-EU activity, the University of Split successfully tested the newly adopted *Rulebook on the validation of the extracurricular activities at the University of Split* (Annex 3.).

In conclusion, many extracurricular activities students are undertaking, especially in cooperation with different external stakeholders, bring them valuable learning, which when validated increases their employment opportunities. As we are striving to develop the co-creation activities in our alliance it is important to assist the student in achieving the full benefit of non-formal and informal learning that occurs in these activities. With the example of this pilot activity, we hope to initiate further institutional development in our alliance and beyond.

In the future, it would be beneficial to develop a system of validation of both non-formal and informal learning that can use 4 phases for the interest of the students. For some students, it may be enough to be able to identify the learning outcomes, while for others it might be useful to have one or more additional steps. Most students will need some support in the process, which could involve for example counselling in different phases of the process or organisation of assessment.





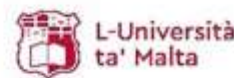
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## Appendix 1: Recommendation of the Parliamentary Assembly of the Council of Europe (2000)

On 24 January 2000, the Parliamentary Assembly of the Council of Europe adopted recommendation 1437 on non-formal education.

1. The Assembly recognises that investment in education and welfare is an effective measure for the promotion of active citizenship and the prevention of social exclusion.
2. The Assembly acknowledges that formal educational systems alone cannot respond to rapid and constant technological, social and economic change in society and that they should be reinforced by non-formal educational practices.
3. Non-formal education is an integral part of a lifelong learning concept that allows young people and adults to acquire and maintain the skills, abilities and outlook needed to adapt to a continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities taking place outside the formal educational system. An important part of non-formal education is carried out by non-governmental organisations involved in community and youth work.
4. The Assembly recalls the Final Declaration of the 5th Conference of European Ministers responsible for Youth in which European countries were encouraged to promote equality of opportunity by recognising the training and skills acquired through non-formal education and by finding various ways of endorsing the experience and qualifications acquired in this way. It welcomes the setting-up of a "working group on non-formal education" in the Council of Europe.
5. The Assembly encourages all those who will shape educational policies to acknowledge that non-formal education is an essential part of the educational process and to recognise the contribution that can be made by non-governmental organisations (NGOs) involved in non-formal education.
6. The Assembly also encourages the application of new information technologies to non-formal education and stresses the need to ensure easy access to them at national and international levels.
7. The Assembly, therefore, recommends that the Committee of Ministers call on governments and the appropriate authorities of member states:





7.1. to recognise non-formal education as a de facto partner in the lifelong learning process and in youth policy and to elaborate effective systems for evaluating it (this could be done by the certification of non-formal educational activities so that they can also be mentioned in curricula vitae as professional experience and cited as internationally recognised skills and qualifications). A quality label could be given to the educational activities of recognised organisations providing non-formal education;

7.2. to make non-formal education accessible for all, through measures such as flexible working conditions (for workers who would not otherwise be able to attend, unpaid leave facilities, etc.), measures for people in remote areas (travel grants), measures for socially disadvantaged persons (poor people, marginalised youngsters, the disabled, minorities);

7.3. to provide or improve training and re-training for trainers and teachers in non-formal education in co-operation with non-governmental organisations and especially youth NGOs;

7.4. to support financially non-formal education activities (grants, tax reductions for non-governmental organisations involved in non-formal education activities, or for each participant at training courses, free use of official buildings or training centres, etc.) and the production and distribution of non-formal education manuals and training materials; to create a library/lending service of non-formal education materials;

7.5. in parallel with the above measures, to provide support and encourage more people, in particular young people, to educate and be educated in a non-formal way ("peer education");

7.6. to monitor the implementation of the above measures.

8. The Assembly further recommends that the Committee of Ministers promote non-formal education in the work programme of the Council of Europe, in particular in the youth sector, and consequently that it:

8.1. study whether any legislative restrictions exist in the different member states which might hinder the development of non-formal education, and assist in the elimination of these restrictions;

8.2. compare non-formal education activities in the different member states and publish a catalogue of "good practice";

8.3. develop programmes of non-formal education that promote equal opportunities in cooperation with the social partners concerned and the non-governmental organisations working on these questions;





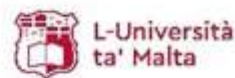
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8.4. co-ordinate its work in the field of non-formal education with that of the OECD, Unesco, the European Union and the United Nations Volunteers programme.<sup>9</sup>

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<sup>9</sup> <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-EN.asp?fileid=16762>





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## Appendix 2. Strategic documents for the foundation of the concept of non-formal and informal learning

### Lisbon Recognition Convention (1997)<sup>10</sup>

The development goal of all changes in the sphere of education, economy and society in the countries of the European Union is to increase the quality of education and training in

in accordance with the new requirements of the knowledge-based society and the modernization of the teaching and learning process.

### Report of the Committee for Culture and Education at the Council of Europe (1999)

Basic purpose and intent documents of the European Union is that the European educational area, which is organized at the national and regional level, and is basically extremely heterogeneous due to cultural, educational, political, economic and other social characteristics, functionally uniform in terms of organization, management and employment conditions.

### A Memorandum on Lifelong Learning (2000)<sup>11</sup>

The goal of the Memorandum is to create a dynamic economy with economic growth and a society in which cohesion is strong so that in the center EU policy should include education and training policy.

### Lisabon Declaration of the EU Council (2000)<sup>12</sup>

Declaration "Employment, economic reforms, and social cohesion - on the way to innovation and knowledge" has as a strategic goal that the EU develops into the most dynamically developing space, which is based on its achievements on knowledge.

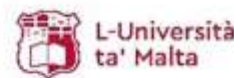
### Parliamentary Assembly of the Council of Europe (2000)

On 24 January 2000, the Parliamentary Assembly of the Council of Europe adopted the recommendation 1437 on non-formal education.

<sup>10</sup> <https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention>

<sup>11</sup> <https://uil.unesco.org/document/european-communities-memorandum-lifelong-learning-issued-2000>

<sup>12</sup> <https://portal.cor.europa.eu/europe2020/Profiles/Pages/TheLisbonStrategyinshort.aspx>







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The Assembly acknowledges that formal educational systems alone cannot respond to rapid and constant technological, social and economic change in society and that they should be reinforced by non-formal educational practices. Non-formal education is an integral part of a lifelong learning concept that allows young people and adults to acquire and maintain the skills, abilities and outlook needed to adapt to a continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities taking place outside the formal educational system. An important part of non-formal education is carried out by non-governmental organisations involved in community and youth work

### **The Prague Communiqué (2001)**

It emphasizes that in a Europe built on a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies, and to improve social cohesion, equal opportunities and quality of life.

### **Recommendations of the Copenhagen European Council (2002)<sup>13</sup>**

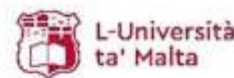
The recognition of non-institutional and informal learning, as part of the system lifelong education and professional development. The recommendation on the policy of higher education in lifelong learning (2002) is the result of a series of adopted and accepted convention, declaration and recommendation of the Council of Europe on education policy.

### **The London Communiqué (2007)**

It reports that some elements of flexible learning exist in most countries, but a more systematic development of flexible learning paths to support lifelong learning is at an early stage. Ministers have therefore asked the Bologna Follow-up Group to increase the sharing of good practice and work towards a common understanding of the role of higher education in lifelong learning.

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<sup>13</sup> [https://www.cvce.eu/content/publication/2004/4/20/ff7ff228-fa3b-4f89-b552-808f7eb2c5b3/publishable\\_en.pdf](https://www.cvce.eu/content/publication/2004/4/20/ff7ff228-fa3b-4f89-b552-808f7eb2c5b3/publishable_en.pdf)





### **8th Council of Europe Conference of Ministers responsible for Youth (2008)<sup>14</sup>**

Recognition of non-formal education and learning makes a strong contribution to young people's access to education, training and working life.

### **European guidelines for validating non-formal and informal learning (2009)<sup>15</sup>**

The main objective of the document is to make the outcomes of this common learning process

available to a wider audience to support further development of validation of non-formal and informal learning at European, national and local levels. The document is delivered after two years of intensive exchange of experiences - involving representatives from more than 20 European countries - in validating non-formal and informal learning.

### **"Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices" (OECD, 2010)<sup>16</sup>**

Policymakers in OECD countries have become increasingly aware that non-formal and informal learning represents a rich source of human capital.

### **The European Youth Pact (2010-2018)<sup>17</sup>**

As a complement to formal education, non-formal learning for young people should be promoted and recognised, and better links between formal education and non-formal learning developed.

### **The Bucharest Communiqué (2012)**

It reaffirmed the role of lifelong learning as one of the important factors in meeting the needs of a changing labour market and stressed the central role of higher education institutions in transferring knowledge and strengthening regional development, including the continuous development of competencies and reinforcement of knowledge alliances<sup>18</sup>.

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<sup>14</sup> [https://pjp-eu.coe.int/documents/42128013/47261806/Agenda2020\\_Declaration\\_EN.pdf/a95702e2-dcd0-4d2a-b5a7-980046e2a25e](https://pjp-eu.coe.int/documents/42128013/47261806/Agenda2020_Declaration_EN.pdf/a95702e2-dcd0-4d2a-b5a7-980046e2a25e)

<sup>15</sup> [https://www.cedefop.europa.eu/files/4054\\_en.pdf](https://www.cedefop.europa.eu/files/4054_en.pdf)

<sup>16</sup> <https://www.oecd.org/education/innovation-education/recognisingnon-formalandinformallearningoutcomespoliciesandpractices.htm>

<sup>17</sup> [https://pjp-eu.coe.int/documents/42128013/47261806/Youth\\_Pact\\_Springs\\_council.pdf/726353fe-15ca-4231-aff4-53ac0fccf42a](https://pjp-eu.coe.int/documents/42128013/47261806/Youth_Pact_Springs_council.pdf/726353fe-15ca-4231-aff4-53ac0fccf42a)

<sup>18</sup> <http://www.ehea.info/pid34427/lifelong-learning.html>



**Council conclusions on the European Universities initiative (2021) - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education** It is written there that although not deviating from and undermining the core principle of full degree programmes, micro-credentials could help widen learning opportunities to accommodate non-traditional learners and the demand for new skills in the labour market.

**Council Recommendation on building bridges for effective European higher education cooperation (2022)**

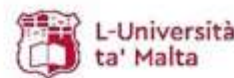
It is written there that it should be enabled for higher education institutions to further develop and implement, where appropriate, innovative joint transnational educational activities by allowing and encouraging them to test and implement suitable approaches and measures in relation to allowing, where appropriate, recognition of prior learning and validation of non-formal and informal learning based on transparent and fair quality requirements and the organisation of appropriate assessment of learners and awarding relevant credits for such learning.

**European guidelines for validating non-formal and informal learning (drafted in 2022 and should be publicly available in 2023)**

The new (draft) European guidelines for validating non-formal and informal learning are meant as a source of inspiration and reflection that signpost the most relevant aspects to consider when taking forward policies and practices in this area. The guidelines are written for those responsible for the initiation, development, implementation and operation of validation. While operating at different levels (European, national, sectoral and local) and in different contexts individual practitioners and institutions face many of the same challenges. Addressing these challenges, and the need for coordination across institutional and national borders, these guidelines are based on the principles agreed in the 2012 Council Recommendation on Validation.

**Appendix 3. Rulebook on the validation of the extracurricular activities at the University of Split**

Pursuant to Article 34, paragraph 1, item 10 of the University of Split Statute, the Senate of the University of Split at its 49th session held on 30 June 2021 has brought a





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## RULEBOOK ON THE VALIDATION OF EXTRACURRICULAR ACTIVITIES AT THE UNIVERSITY OF SPLIT

Subject matter of the Rulebook and the aim of standardization

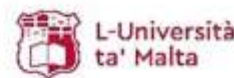
### Article 1

Rulebook on the Validation of extracurricular activities at the University of Split (hereinafter: Rulebook) standardizes requirements for the validation of ECTS credits for student extracurricular activities to encourage self-improvement, creativity and professional activism of students.

Terms

### Article 2

- (1) For the purpose of this Rulebook, extracurricular activities are considered all forms of active participation in student competitions, professional trainings, scientific, artistic or professional meetings, projects, workshops, courses, seminars or other activities performed at the University of Split, i.e. at all its constituent units, university studies, Rectorate, university offices; at any other university or outside academic community, whether domestically or abroad (hereinafter: organizers of the extracurricular programs), provided that the following applies:
- it is not a part of the compulsory or elective course defined by a study program
  - it is delivered according to the publicly available program plan and led by a person holding the science or science-teaching title (hereinafter: leader)
  - as its goal has accomplishing appropriate learning outcomes corresponding to study level or appropriate general (generic) skills
- (2) Gender-specific terms in this Rulebook are neutral and apply equally to both men and women.





## The scope of application

### Article 3

- (1) This Rulebook will not evaluate extracurricular activities which can be accredited with less than 1 (one) or more than 10 (ten) credits.
- (2) For the purpose of this Rulebook 1 ECTS represents 25 to 30 hours of student active work.

## Initiating procedures for the validation of ECTS credits

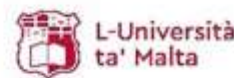
### Article 4

- (1) The procedure for the validation of ECTS credits for extracurricular activities is initiated at student's home institution, i.e. at the constituent unit or the Rectorate of the University of Split where the student has participated in the extracurricular activities or at the Rectorate of the University of Split.
- (2) The procedure referred to in paragraph (1) of this Article is being initiated at the request of a student or extracurricular program leader.
- (3) The request referred to in paragraph (2) of this Article is being submitted to the protocol of the student's home institution, i.e. the constituent unit or the Rectorate of the University of Split within a 3-month period after completion of extracurricular activities, on the special request form provided on the web pages of the University of Split and all its constituent units.
- (4) In addition to the request referred to in paragraph (2) of this Article, other supporting documentation is to be enclosed, these including evidence on the acquired competencies and learning outcomes, as well as the amount of ECTS credits awarded by the provider of the extracurricular program.

## Decision on validation of ECTS credits

### Article 5

- (1) Decision on the request referred to in Article 4 of this Rulebook received at the constituent unit of the University of Split is made by the committee appointed by the head of the constituent unit or faculty / academy / expert council of the constituent unit,





by following general provisions of the constituent unit, and chaired by vice-dean, i.e. assistant to the head department responsible for teaching and study programs.

- (2) Decision on the request referred to in Article 4 of this Rulebook received at the Rectorate of the University of Split or some other constituent unit is made by the committee appointed by the rector of the University of Split, in accordance with general provisions of the University of Split, and chaired by a vice-rector responsible for teaching and study programs.
- (3) The committee from paragraph (1) i.e. paragraph (2) of this Article performs the following procedures: receives the request for the validation of extracurricular activities, evaluates whether there are grounds for initiating the validation procedure, conducts assessment and evaluation, determines if learning outcomes are in line with the accredited and other study programs, if necessary, conducts examinations to measure the attainment of the learning outcomes and other activities with a purpose to complete the validation process, and brings a signed reasoned decision on the validation of the extracurricular activities.
- (4) The committee referred to in paragraph (1) i.e. paragraph (2) of this Article can upon completing the procedure for the validation of extracurricular activities bring one of the following decisions: fully accredited, partially accredited or not accredited.
- (5) In deciding on the request, the committee referred to in the paragraph (1) i.e. paragraph (2) of this Article is not obliged by the ECTS credit regulations set by the organizer of the extracurricular program.
- (6) If deemed necessary, before bringing a decision on the validation of ECTS credits, the committee referred to in the paragraph (1) i.e. paragraph (2) of this Article can obtain an opinion from the Quality Assurance committee of the University of Split constituent unit.
- (7) The committee referred to in paragraph (1) i.e. paragraph (2) of this Article is required to bring a decision on the student's request within 30 (thirty) days from the day of the receipt of a complete request containing all necessary information and documents.
- (8) Constituent unit of the University of Split/study division of the University of Split / Rectorate of the University of Split is required to inform the Teaching office of the University of Split about each request for ECTS validation and the concerning decision within 15 (fifteen) days from completion of the procedure.
- (9) If the validation refers to foreign students, the Teaching office of the University of Split is required to inform immediately, and no later than 3 (three) days from the date of





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constituent / study division / Rectorate of the University of Split receiving the request, the International Relations Office of the University of Split.

(10) If the validation refers to the foreign students from SEA-EU partner universities, the Teaching office is required to inform immediately and no later than 3 (three) days from the date of receiving the request from the constituent unit / study division / Rectorate of the University of Split from the paragraph (8) of this Article, the International Relations Office and the European University of the Seas (SEA-EU) project office of the University of Split.

### ECTS grading scheme

#### Article 6

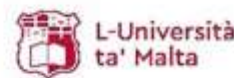
- (1) ECTS credits for extracurricular activities can be awarded to a student provided that this is regulated by student's home institution studying system and that there is a matching teaching course within student's study program that can be replaced by extracurricular activities, but it cannot replace a compulsory course.
- (2) In cases referred to in paragraph (1) of this Article applicable are only those regulations addressing the studying system and the matters of international mobility.
- (3) If the possibility referred to in paragraph (1) of this Article is not foreseen by regulation, ECTS credits are to be included in the diploma supplement.

### Final provisions

#### Article 7

- (1) The constituents of the University of Split are required to harmonize their general acts with the provisions set in this Rulebook, i.e. to bring their own general acts addressing the issues of this Rulebook within 60 (sixty) days upon entry into force of this Rulebook.
- (2) This Rulebook will enter into force on the eighth day following its publication on the University of Split notice board.

RECTOR





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This rulebook was published on the notice board and web pages of the University of Split on 1 July 2021 and came into force on 9 July 2021.

HEAD SECRETARY

CLASS: 003-05/21-02/01

REG. NO: 2181-202-2-1/1-21-1

Members of the working group for the development of regulations at the University of Split:

- Prof. Dr. Đurđica Miletić
- Prof. Dr. Goran Kardum
- Prof. Dr. Željko Radić
- Prof. Dr. Joško Božić
- Dr. Ivana Jadrić
- Ana Ćosić
- Emanuel Čulić







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## Appendix 4: An example of the filled form - REQUEST FOR RECOGNITION OF EXTRA-CURRICULAR ACTIVITIES AT THE UNIVERSITY IN SPLIT

### O B R A Z A C

#### ZAHTJEV ZA PRIZNAVANJE IZVANNASTAVNIH AKTIVNOSTI NA SVEUČILIŠTU U SPLITU

#### PODNOŠITELJ ZAHTJEVA (STUDENT / VODITELJ AKTIVNOSTI)

Ime i prezime: prof. dr. sc. Leandra Vranješ Markić

OIB: \_\_\_\_\_

Adresa: \_\_\_\_\_

E-mail adresa: lvmarkic@unist.hr

Studijski program: \_\_\_\_\_

Godina studija: \_\_\_\_\_

#### SASTAVNICA SVEUČILIŠTA U SPLITU / SAMOSTALNI STUDIJ / REKTORAT:

Sveučilište u Splitu, Rektorat

#### INSTITUCIJA / ORGANIZATOR IZVANNASTAVNE AKTIVNOSTI:

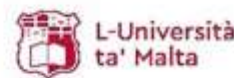
Sveučilište u Splitu (Odjel za znanost i inovacije), Ruđera Boškovića 31, 21 000 Split, OIB: 29845096215

#### PUNI NAZIV AKTIVNOSTI NA HRVATSKOM JEZIKU / ENGLESKOM JEZIKU:

Ocean Hackathon – natjecanje za razvoj rješenja vezanih za more i priobalno područje korištenjem digitalnih podataka.

#### VRSTA IZVANNASTAVNE AKTIVNOSTI

Ocean Hackathon je 48-satno događanje koje se istodobno odvijalo na 5 kontinenta i 14 gradova diljem svijeta. Tijekom natjecanja timovi su imali jedinstvenu priliku za razvoj inovativnih ideja koristeći digitalne podatke vezane uz more i obalno područje. Natjecatelji su rješavali izazove koji su mogli biti ideja ili potreba bilo kojeg korisnika mora i obalnog područja. Također, izazov je mogao biti i projekt koji je već u razvoju, a za koji su potrebne nove ekspertize i znanja za daljnji razvoj. Rješavanje predloženih izazova se temeljilo na korištenju dostupnih digitalnih podataka.





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Izazov se prijavljivao putem online platforme Ocean Hackathon ispunjavanjem kratkog obrasca na engleskom jeziku. Prijavljeni izazovi odabrani su na temelju nekoliko kriterija: povezanost s morem, korištenje podataka o moru, originalnost i inovativnost izazova, povezanost izazova i ciljevima održivosti oceana, pristankom vlasnika izazova na prisustvovanje završnom natjecanju.

Natjecanje se odvijalo u tri faze: prva faza je bila prijava izazova za rješavanje nakon čega se temeljem unaprijed određenih kriterija vršio odabir izazova koji su bili ponuđeni ostalim zainteresiranim sudionicima za rješavanje tijekom 48 sati, od 5. do 7. studenog 2021. U trećoj fazi pobjednički tim iz svakog od 14 gradova koji su sudjelovali u natjecanju je nakon toga sudjelovao u finalnom natjecanju koje se održalo u Brestu (Francuska) 15. i 16. prosinca 2021.

Lokalno natjecanje na Sveučilištu u Splitu održalo se u SPINIT tehnološkom inkubatoru u periodu od 5. do 7. studenog. Studenti su tijekom natjecanja imali na raspolaganju mentore iz Odjela za znanost i inovacije, Studentskog poduzetničkog inkubatora te Državnog hidrometeorološkog zavoda koji su natjecatelje savjetovali i mentorirali vezano za pitanja intelektualnog vlasništva, razvoj poslovnog modela, istraživanje tržišta, korištenja digitalnih podataka i prezentaciju samih ideja.

Rješenja razvijena tijekom natjecanja je zadnjeg dana tijekom prezentacija ocjenjivao stručni žiri. U petominutnoj prezentaciji timovi su predstavili svoja rješenja, poslovni model, kratko se usporedili s konkurencijom, naveli eventualne mogućnosti zaštite intelektualnog vlasništva te opisali na koji način su koristili digitalne podatke. U žiriju su bili prorektorica za znanost i inovacije, prof.dr.sc. Leandra Vranješ Markić, direktor SPINIT inkubatora i profesor FESB-a, prof.dr.sc. Svena Gotovca, pobjednik Ocean Hackathona iz 2020. i direktor tvrtke Sailboat RC, Josip Marasović i direktor tvrtke Plurato Sailfin, Nino Mijač. Na našem Sveučilištu je sudjelovalo ukupno 6 interdisciplinarnih timova u kojima je sudjelovalo 30 sudionika među kojima su bili studenti, znanstvenici i članovi udruga civilnog društva.

Ishodi učenja definirani su prema ESCO klasifikaciji (eng. *European Skills, Competences, Qualifications and Occupations*), sukladno aktivnostima i procesima u koje su sudionici bili uključeni tijekom pripreme za natjecanje, samog natjecanja i prezentacija. Prijedlog ishoda učenja priložen je zahtjevu.

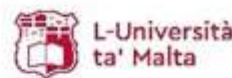
Period trajanja izvannastavnih aktivnosti: lokalno natjecanje od 5.11.2021. do 7.11.2021. Period od objave poziva za izazove do završetka natjecanja: od 1. lipnja 2021. do 7. studenog 2021.

NAPOMENA: aktivnost se priznaje u akademskoj godini u kojoj je odrađena.

**TRAŽENI BROJ ECTS BODOVA ZA IZVANNASTAVNU AKTIVNOST: 2**

**PRILOZI KOJI SE DOSTAVLJAJU UZ ZAHTJEV:**

(detaljno naznačiti priloge)





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1. Izvještaj o događanju
2. Prijedlog izlaznih kompetencija i ishoda učenja prema ESCO klasifikaciji

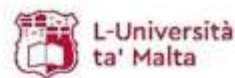
**Split, 18. srpnja 2022. godine**

**Podnositelj zahtjeva**

**Student / voditelj aktivnosti:**

**IME I PREZIME**

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## Appendix 5: Report on the event that was submitted for a validation

IZVJEŠTAJ O PROVEDENOJ AKTIVNOSTI			
NAZIV AKTIVNOSTI	Natjecanje za razvoj rješenja vezanih za more i priobalno područje korištenjem digitalnih podataka – Ocean Hackathon		
Nositelj aktivnosti	prof. dr. sc. Leandra Vranješ Markić	Bodovna vrijednost (ECTS)	2
OPIS AKTIVNOSTI			
Ciljevi aktivnosti	Glavni cilj aktivnosti je stjecanje znanja i vještina u rješavanju problema iz područja plave ekonomije korištenjem interdisciplinarnog pristupa, baza podataka, digitalnih alata i timskog rada.		
Uvjet za sudjelovanje na natjecanju	Uvjet za sudjelovanje je prijavljen i prihvaćen izazov ispunjavanjem kratkog obrasca na engleskom jeziku putem online platforme Ocean Hackathon. Prijavljeni izazovi odabiru se na temelju sljedećih kriterija: povezanost s morem, korištenje podataka o moru, originalnost i inovativnost izazova, povezanost izazova i ciljeva održivosti oceana.		
Sadržaj aktivnosti	<p>Ocean Hackathon je 48-satno događanje koje se istodobno odvija na 5 kontinenta i 14 gradova diljem svijeta. Tijekom natjecanja timovi imaju jedinstvenu priliku za razvoj inovativnih ideja koristeći digitalne podatke vezane uz more i obalno područje. Natjecatelji rješavaju izazove koji mogu biti ideja ili potreba bilo kojeg korisnika mora i obalnog područja. Također, izazov može biti i projekt koji je već u razvoju, a za koji su potrebne nove ekspertize i znanja za daljnji razvoj. Rješavanje predloženih izazova se temelji na korištenju dostupnih digitalnih podataka.</p> <p>Studenti tijekom natjecanja imaju na raspolaganju mentore iz Odjela za znanost i inovacije, Studentskog poduzetničkog inkubatora te Državnog hidrometeorološkog zavoda koji ih vode proces razvoja rješenja te savjetuju vezano za pitanja intelektualnog vlasništva, razvoj poslovnog modela, istraživanje tržišta, korištenja digitalnih podataka i prezentaciju samih ideja.</p> <p>Tijekom zadnjeg dana natjecanja timovi imaju zadatak predstaviti razvijena rješenja u petominutnoj prezentaciji. U prezentaciji su opisuju razvijeno rješenje, poslovni model, usporedba s konkurencijom, eventualne mogućnosti zaštite intelektualnog vlasništva te opis korištenja digitalnih podataka.</p>		



Ishodi učenja	<p>Ishodi učenja definirani su prema ESCO klasifikaciji (eng. <i>European Skills, Competences, Qualifications and Occupations</i>), sukladno aktivnostima i procesima u koje su sudionici bili uključeni tijekom pripreme za natjecanje, samog natjecanja i održanih prezentacija rješenja.</p> <p>S 5.5.1. Pronalaženje, pretraživanje i filtriranje digitalnih podataka S 5.6.0. Korištenje digitalnih alata za suradnju, kreiranje sadržaja i rješavanje problema T 2.1. Obrada informacija, ideja i koncepata T 2.3. Rješavanje problema T 2.4. Kreativno i inovativno razmišljanje T 4.1.1. Obraćanje publici u svrhu predstavljanja i interpretiranja rješenja T 4.3.3. Rad u timovima</p>
Način vrednovanja (provjere)	<p>Tijekom zadnjeg dana natjecanja sudionici trebaju u petominutnoj prezentaciji predstaviti rješenje razvijeno tijekom natjecanja. Prezentacije ocjenjuje žiri te temeljem nekoliko kriterija odabire najbolji. Kriteriji za odabir najboljeg rješenja: inovativnost, tim, korištenje digitalnih podataka, poslovni model, održivost.</p>
Članovi žirija	<p>prof. dr.sc. Leandra Vranješ Markić prof. dr. sc. Sven Gotovac Nino Mijač Josip Marasović</p>



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## Appendix 6: The rector's decision on the establishment of the Committee for recognition of extra-curricular activities of the University of Split



**SVEUČILIŠTE U SPLITU**  
UNIVERSITAS STUDIORUM SPALATENSIS

KLASA: 003-05/21-02/01  
UR.BROJ: 2181-202-2-1-22-2  
Split, 7. rujna 2022. godine

Na temelju članka 16. Statuta Sveučilišta u Splitu i čl. 5. Pravilnika o priznavanju izvannastavnih aktivnosti Sveučilišta u Splitu rektor Sveučilišta u Splitu donosi sljedeću

### ODLUKU

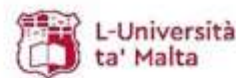
#### O OSNIVANJU POVJERENSTVA ZA PRIZNAVANJE IZVANNASTAVNIH AKTIVNOSTI SVEUČILIŠTA U SPLITU

I. Imenuje se Povjerenstvo za priznavanje izvannastavnih aktivnosti Sveučilišta u Splitu u sljedećem sastavu:

- a) prorektor za nastavu i studijske programe (po položaju), predsjednik
- b) prof. dr. sc. Mile Dželalija, član
- c) doc. dr. sc. Suzana Tomaš, član

II. Ova odluka stupa na snagu s danom donošenja.

  
REKTOR  
  
prof. dr. sc. Dragan Ljutić





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## Appendix 7: Example of the certificate

**SVEUČILIŠTE U SPLITU**

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 Pursuant to Article 16 of the Statute of the University of Split, Article 5 of the Rulebook on the recognition of extracurricular activities of the University of Split, and the decision of the Expert Committee for the Recognition of Extracurricular Activities, the Rector of the University of Split awards a

**CERTIFICATE OF RECOGNITION OF EXTRACURRICULAR ACTIVITIES**  
to  
**name and surname**  
who participated in the event

**SEA-EU Makeathon competition  
aimed at developing solutions in line with the UN Sustainable Development  
Goals that can be used on SEA-EU Alliance campuses**

Number of ECTS: 2  
Learning Outcomes:  
S 5.5.1. Finding, searching and filtering digital data  
S 5.6.D. Using digital tools for collaboration, content creation and problem solving  
T 2.1. Processing of information, ideas and concepts  
T 2.3. Troubleshooting  
T 2.4. Creative and innovative thinking  
T 4.1.1. Addressing the audience for the purpose of presenting and interpreting solutions  
T 4.3.3. Work in teams

Place and date of issue  
Split, \_\_\_\_\_

RECTOR  
Prof. Dragan Ljutić, PhD

