



Collection of EU projects working on the issue of „Validation of competencies resulting from non-formal and informal learning“

Validation and recognition of Non formal and Informal Learning in the Education System - 2011-1-IT1-LEO05-01879

The general objective of the Project is “to support the improvement of quality and innovation in systems of education and professional training, institutions and practice” starting from European and National experiences (Guidebook -Methodological practical Recommendations For Validation Of Non formal And Informal Learning); the proposed initiative deals with the recognition of non formal and informal learning in the Education System. The Project objective corresponds to the Leonardo Program objective of “improving the transparency and the recognition of the qualifications and competencies, including those acquired by means of non formal and informal learning”. It is attainable given that the Project, through its adaptation of the Guidebook contents 'Methodological practical Recommendations For Validation Of Non formal And Informal Learning', product of the Leonardo project, 'Innovative Tools and Procedures For Non-Formal And Informal Learning Validation', and their integration in the local Italian context, will lead to the construction of a procedure for the recognition of Learning Units, ultimately referencing them according to the System of Nomenclature of the Professional Units and the Map of the Professional Economic Areas, as well. The project Informedu will be implemented by a Consortium composed of National and European partners, which includes representatives from VET Systems, volunteer organizations, Chambers of Commerce and Public authorities with political responsibility in the theme of Instruction and training. These Institutions offer a vast amount of direct experience in theme of validation of non-formal and informal learning and their presence guarantees the necessary conditions to experiment, apply and promote the ECVET system.

The Project product is the development of operative and methodological indications, systematized in a procedure for the individuation, the recognition and the validation of informal and non formal learning for the purpose of re-entry into the Education System.

<http://www.informedu.it/>

<http://www.adam-europe.eu/adam/project/view.htm?prj=9074>

Recognition and validation of non-formal and informal competencies in the context of National Qualification Frameworks - DE/11/LLP-LdV/TOI/147413

The rapidly changing labour market, an ageing population, intensified global competition and current crises make it necessary to use all available knowledge, skills and competencies – irrespective of where and how they have been acquired. The interest in validation can be seen as closely linked to efforts to create more flexible qualification systems – making it possible for individuals to build learning careers stretching ‘from cradle to grave’.

The (traditional) training is part of the - much more comprehensive - professional skills development. Skills' development is one of the most important instruments to ensure our future. The future knowledge society is a society of competencies. It is a big challenge to measure these non-formally and informally acquired skills and to present their comparison in a scientific way.



The starting point of the project approach is the system KODE® (competence, diagnosis and development) developed and invented in 1997 by Erpenbeck/Heyse which has been under development since then. 64 fields of competencies (atlas of competencies) are the basis of this system which is mainly (also in other European countries) used for staff development in private business or within authorities.

The project is thus based upon the concept of adapting the KODE® system to the European Qualifications Framework and National Qualification Frameworks of Germany, Italy and Poland.

Key project objectives are:

- To adapt, to transfer and to validate the KODE® system to the eight levels in the EQF
- To modify the KODE® contents in order to adapt them to the requirements of the NQFs in Germany, Italy and Poland
- To adapt the materials and to develop educational instructions and support for trainers and consultants in the field of education and training

The main outputs of the project will be:

1. KODE-NQF tool /converted questionnaires for measurement and validation of non-formally and informally acquired competencies according to the eight levels of EQF and what follows responding NQFs.
2. Handouts with training pack - to inform users how to implement the tool in the counselling process.

The project will have impact on VET providers: counsellors, advisers, consultants, they will have materials on how to work with measurement, assessment and validation of competencies and skills acquired in non-formal and informal context and how to measure them in the context of NQFs and EQF.

The project will also have impact on people who do not only have formal education and professional qualifications but also highly developed non-formal and informal skills and competencies, who move at the European or even global labour market and who require comparable recognition of their competencies.

The consortium is made out of six institutions, most of them have great expertise in implementing European projects and new materials in vocational settings. The cooperation of partners in each country will be based on tandem and complementary work.

<http://www.kode-project.eu/index.php/en.html>

Recognition of the Value of Work - 2009-1-IS1-LEO05-00257

This project will seek to recognize and validate knowledge and skills acquired on the job and link the validated competencies to the NQF/EQF. This will strengthen the employee in the labor market and encourage 'reluctant learners', by building their confidence to engage with life long learning.

In "The Value of Work" (VOW) project, a model was developed for recognizing competencies acquired in the workplace. Transferable methods and tools were developed and tested in the banking sector and in two transfer sectors. The model and the transfer to other sectors proved successful. The main aim of this Transfer of Innovation project "Recognizing the Value of Work" (REVOW) will be to develop the VOW model in order to increase its dissemination and acceptance in the original countries, and to disseminate it to other countries. The new project will review and update the VOW methods and tools, analyze new sectors/occupations and develop standards for use in the validation process. The tools and



methods will be piloted in partner countries and the experience used to update the model/tools and create a new brochure for stakeholders based on the wider experience. Using their stakeholder networks partners will advocate for EU wide adoption of the standards and integration into the EQF.

The partnership will consist of one former partner in VOW: Iceland, a new partner organization in Denmark – who will focus on establishing the model in their countries and Ireland and Greece who implement the model in their own countries in sectors relevant to their landscape. The partners have strong connections with stakeholders and policy makers and can disseminate and promote valorization of the project's ideology and products.

The outcomes will be refined and updated VOW products, a development of the standards of competence for the new sectors/occupations and an updated guideline brochure for stakeholders involved in the validation process. Links to each partner's National Qualification Framework will be established to begin the process of having the competence standards formally recognized. Dissemination to relevant stakeholders at national, international and EU level will be led by ICTU through the ETUC.

Through the process of validating competencies acquired in the workplace, the target group (people with little formal education) will have their job related skills documented and recognized by relevant stakeholders. The process of validation of the individual's competencies has proven to be an empowering factor and a motivator for people to participate in lifelong learning. The linking of the validated competencies to the NQF/EQF will strengthen workers position in the labor market. For the employer it makes the skills of employees more visible, making it easier to make use of all the talent/skills that employees possess, and it aids in the identification of appropriate skills development within the company.

VOW project website: www.valueofwork.org

OBSERVAL-EUROPEAN OBSERVATORY OF VALIDATION OF NONFORMAL AND INFORMAL ACTIVITIES - 133980-LLP-1-2007-1-BE-LEONARDO-LNW

The main objective of this project is to create a database, regularly updated, available in a European Observatory accessible by Internet of documents and resources on validation of non formal and informal learning in European countries. The perspective is to provide documents useful for a large range of actors (decision makers at national and institutional level, social partners, human resources managers, people in charge of validation,...) which are usually confidential or limited in use and dissemination outside the country or the Region or this institution where they have been produced et to present them on common formats in a way that facilitate understanding and allowing comparison.

<http://www.observal.org/observal/>

- "Guidance Dialogue – Better opportunities for education and profession through counselling" (02/2011-01/2013) aims at giving impetus to trade union officers for the discussion of national reforms of VET counselling: www.guidance-dialogue.eu
- DISCO, the European Dictionary of Skills and Competences, (11/2010-10/2012) is an online thesaurus which describes more than 104,000 skills and competence terms. DISCO is available in 11 European languages: http://disco-tools.eu/disco2_portal/
- ICOVET (*Informal Competences and their Validation*; 10/2004-9/2006) aims at piloting measures for making visible the informal competencies of disadvantaged youth.
- LLC (*Lifelong Competences – informal learning in social fields*, 10/2004-9/2007) aimed at developing methods for documenting and utilising individual and informal learning in the social sector
- YOYO aimed at examining the role of informal learning of young people in the transition to the labour market
- TRANSFINE (*Transfer between Formal, Informal and Non-formal Education*) examined the results of interfaces between formal and informal learning at national and European level. A feasibility study on the accumulation and transfer of qualifications was conducted. (2002-2003)
- REFINE (*Recognising Formal, Informal and Non-formal Education*) was the successor project of Transfine and piloted a number of instruments for the recognition of non-formal and informal learning. (2004-2006). Results included the proposal of the VALIDPASS.
- VaLEx (*Valuing Learning by Experience*) (10/2003-9/2005) developed a teaching and learning model. This included a biographic "route" based on experiential and informal learning and a supporting system for documenting and validating these competencies as well as developing a personal training and career plan.
- VQTS (*Vocational Qualification Transfer System*) was a pilot project for the development of a transfer system for qualifications gained in the framework of secondary vocational education (VQTS, 10/2003-9/2006).
- DISCO (*European Dictionary on Skills and Competencies*) is a Leonardo project (10/2004-9/2007) which developed a thesaurus as a terminological support for the existing transparency instruments for the recognition of vocational qualifications and competencies.
- Between 1998-2000, the „Network of Austrian training providers“ coordinated the Sokrates project *Informal Learning in Volunteering* in which a portfolio was



developed. From 2003-2005, an ESF project was run with the aim of training employees of the training providers as „portfolio experts“ for competence development and informal learning. These efforts were continued in the framework of the Leonardo da Vinci project *Assessing Voluntary Experiences in a Professional Perspective* (2004-2006). From 2006 onwards, further projects were implemented and developed a self-assessment portfolio for volunteers and a portfolio for students of the University of Graz.