



## Module V „Creating awareness on validation of the acquired competences“





## The aim

- ▶ **The aim of Module V** is to provide insights concerning the European context for implementation of validation and recognition of non-formal learning achievements, with a special emphasis on validation of the competences obtained by LSE's learners.



## The objectives

The Module will:

- ▶ Review the development of validation processes in EU countries.
- ▶ Analyse the methods, measures, procedures and benefits of validation of informal and non-formal learning.
- ▶ Create awareness on possibility to validate learner's competences to become a Lifestyle entrepreneur.



# Learning outcomes

At the end of the training course participants will be able to:

- ▶ Understand the context and benefits for validation and recognition of non-formal and informal learning;
- ▶ Apply the procedure of evaluating non-formal and informal learning outcomes at their national level;
- ▶ Encourage adult learners with disadvantaged background to validate their competences to become a lifestyle entrepreneur.



Validation is a process of confirmation by a competent/authorized body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard.

*Validation typically leads to certification.*



# Various reasons for establishing validation of learning in European countries

- ▶ Improving access to and efficiency in the formal education system;
- ▶ The need of the knowledge economy also reflected in enterprises;
- ▶ Providing opportunities for the disadvantaged or with fewer opportunities adults;
- ▶ Increasing ageing of the population and migration level;
- ▶ The development of new technologies and appreciation of technical skills gained through informal and non-formal means;
- ▶ Greater awareness has led to greater use and involvement of stakeholders in education systems.



# CEDEFOP

CEDEFOP

- Monitors regularly development of validation situation in member states
- Affects national policies on validation

CEDEFOP

- Prepared Common European principles for validation
- Prepared the European inventory on validation

CEDEFOP

- European guidelines for validating
- Carries out research and comparative analysis

# Common European tools and principles







## CEDEFOP, 2014: Existence of national strategy for validation

Comprehensive strategy in place	FI, FR, ES
Strategy in place but some elements missing	CZ, DK, EE, IT, IS, LU, LV, NO, NL, PL, RO
Strategy is in development	AT, BE-Flanders, CH, CY, DE, EL, LI, LT, MT, PT, SI, SK, TR
No strategy in place	BE-Wallonia, BG, HR, HU, IE, SE, UK- E&NI, UK-Scotland, UK-Wales



## CEDEFOP, 2014 : Existence of legal frameworks for validation

Countries that have a single framework for validation in place

FR, MT, TR

Countries that have multiple frameworks in place covering different sectors

AT, BE (Flanders & Wallonia), BG, CH, CZ, DK, FI, ES, EE, DE, IT, LT, LV, LU, NL, NO, PL, SE, SI

Countries that have a framework in place relating to other initiatives, also covering validation

IS (Adult education), IE, HU (HE, Adult education), PT (HE and non-HE), RO, SK

Countries that do not have a legal framework covering validation

CY, EL, HR, LI, UK (E&NI, Wales, Scotland)



## Validation through accredited bodies

**VALIDATION** is organised **inside an accrediting body (organisation) and** consists of several integral stages

Identification

Documentation

Assessment

Certification



# The methods of validation of informal and non-formal learning

*Knowledge portfolio*

Euro pass or CV

*Observation*



# The methods of validation of informal and non-formal learning

*Tests and examinations*

*Reflection in and on practice*

Interviews and talks



# Validation results

-Validation can lead to formal qualification

- to qualifications that are different from those awarded by education and training authorities

-To some form of certification without a qualification

- to access formal education and training courses



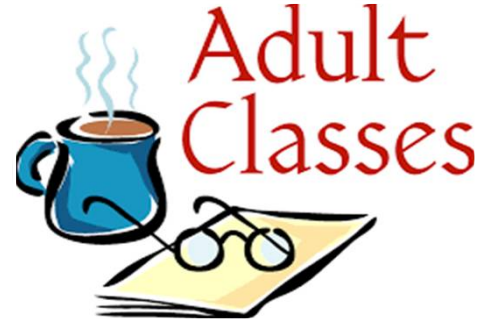
# Awareness on possibility to validate learner's competences



validation is still novel



open to a specific target group



lack of lifelong learning culture



validation is not understood by the general public



lack of nationwide promotion



## CEDEFOP, 2014: Awareness on possibility to validate learner's competences

Most of the general public	FI
Part of the general public	CZ, EE, LV, NO, PL, UK-Scotland
A small part of the general public	AT, BE (Wallonia & Flanders), BG, CY, DE, HR, IE, IS, MT, NL, TR, SE, SI, UK (E&NI).
A very small minority of the public	HU, IT, LT, RO, SK





# Lifestyle **Entrepreneurs**



## Individual choice

### Guidance and counselling

If a person is not interested in acquiring a formal qualification, more attention should be given on the identification and documentation phases



## Why Validation?

