



Savatech, d.o.o.

Družba za proizvodnjo in trženje gume-
notehničnih proizvodov in pnevmatike
Industrial Rubber Products
And Tyres



R3

THE REPORT ON NATIONAL VALIDATION STANDARDS OF NON-FORMAL KNOWLEDGE

GERMANY

The European qualification framework (EQF) as a European standard is the basis for the German standard, the German qualification framework on lifelong learning (Deutscher Qualifikationsrahmen für lebenslanges Lernen, DQR).

This report gives an overview on the inclusion of informal and non-formal learning in the DQR because from an analytical and conceptual point of view it is not always reasonable to separate these two forms of learning.

In Germany, there are no generally valid definitions of the different forms of learning but the terms are usually understood as follows:

- Formal learning usually takes place in institutions of general education or vocational training and is characterized by structured learning outcomes, learning times and the facilitation of learning. The learner perceives it as goal-oriented and it ends with a certification.
- Non-formal learning does usually not take place in institutions of general education or vocational training and does usually not lead to a certification. The learner, however, perceives it as intentional and it is characterized by structured learning outcomes, learning times and the facilitation of learning.
- Informal learning takes place in every-day life, at the workplace, at home or in the learner's free time. It is not structured and does usually not lead to a certification. In most cases, the learner does not perceive it as intentional.

This report is not based on a survey which was conducted especially for this purpose but it is founded on the evaluation of ongoing relevant projects and initiatives as well as documents, studies, publications, documents and papers which deal with this subject from a scientific and methodical point of view.

In Germany, the facilitation of lifelong learning is seen as an appropriate answer to the current questions concerning educational policy.

The implications of recognition of competences that have been acquired through informal and non-formal learning are reflected in areas that are of high priority for educational policy, such as:

- Integration of low qualified people in the labor market: The identification and recognition of competences that have been acquired in different ways are the precondition for further qualifications. They enable an access to and a permanent integration into professional life.

- Using the potential of migrants: The recognition of professional qualifications that have been acquired abroad is the precondition for finding an adequate job and for being integrated into the labor market.
- Increase in labor mobility: The recognition of competences that have been acquired in an informal or non-formal way supports labor mobility. It facilitates career changes and thus contributes to strengthening individual paths of professional development, to securing jobs and to finding the appropriate candidate for a position.
- Increasing the number of people that are qualified to attend university: The experience of countries with differentiated and transparent possibilities of university admission for people with work experience show the tendency of an increase in the number of university students through the recognition of learning results that have been acquired in other circumstances.

The validation of formal and informal learning

In a formal context, learning is characterized by structured learning outcomes, learning times and the facilitation of learning. The learning result, however, is assessed by examinations that are based on the learning outcomes and confirmed by a certificate issued by a competent authority. When there are no structured contexts, the learning results must be assessed differently and in a differentiated manner. Informal learning has special characteristics: It is individual, it refers to a certain context and it occurs incidentally. Consequently, there are no structured learning outcomes which can be assessed and evaluated. Instead, the results of the learning process are the focus.

During the respective discussions in Germany, five steps for the identification and assessment of informally acquired learning results are becoming apparent:

- Information, advice and guidance,
- Identification,
- Assessment,
- Validation,
- Certification.

The combination of identification, assessment and validation is generally considered as validation. The validation of non-formal and informal learning is thus based on an assessment of an individual's learning results and can lead to the issuing of a certificate or a diploma.

On competence assessment

In Germany, there are three approaches for a validation process which are relevant for all kinds of trainings and activities:

1. assessment-based procedures (partly or fully standardized tests)

- Examples:
- test for people who are interested in learning a certain profession/aptitude test,
 - manual-motoric aptitude test,
 - personality test,
 - evaluation of the performance at school,
 - knowledge and intelligence test.

2. biographically oriented procedures (biographic interview, guided evaluation, self assessment, analysis of strengths and weaknesses)

- Examples:
- Analysis of strengths and weaknesses for people who return to their jobs,
 - Kompetenznachweis Kultur (breakdown of cultural competences and activities for young people),

- ProfilPASS (German confirmation of qualifications for vocational education and further training),
- TalentKompass NRW (tool for discovering one's own skills; helps with professional orientation; developed in the German region of North Rhine-Westphalia).

and

3. action-oriented procedures (assessments, procedures that are similar to those in assessment centers, analyses of potential)

- Examples:
- Kasseler-Kompetenz-Raster (oral competence assessment procedure for teams and employees in companies; it was developed at the university of Kassel),
 - Kompetenzreflektor (procedure for the analysis of and reflection on individual competencies),
 - Assessment centre
 - "Taste for girls" (assessment of the potential and aptitude of female high school graduates for certain jobs)
 - Profil AC (Competence analysis and development for young people).

Securing the validation

In Germany, the validation of informal and non-formal learning cannot be implemented without an institutional and organizational framework. The institutions that are involved and responsible are in particular:

BIBB Bundesinstitut für Berufsbildung (Federal Institute for Vocational Education and Training),

BMBF Bundesministerium für Bildung und Forschung (Federal Ministry of Education and Research),

DGB Deutscher Gewerkschaftsbund (Confederation of German Trade Unions),

BAQ Forschungsinstitut für Beschäftigung, Arbeit und Qualifikation (Research Institute for Employment, Labour and Qualification),

HRK Hochschulrektorenkonferenz (Conference of University Presidents)

Central Organisations of German Economy

VLW Verband der Lehrerinnen und Lehrer an Wirtschaftsschulen (Association of Teachers at Commercial Colleges).

The so-called "Third Sector" and adult education are considered to be very important in when it comes to a validation that is backed by official institutions. Adult education, which largely corresponds to the terminology used in general, vocational and scientific further training in German-speaking countries, includes all kinds of learning by adults after they have completed their first general and vocational training.

Recognition and transfer of credits in Germany

The following chart gives an overview:

Procedure	Description
Nichtschülerprüfung ("non-student examination": examination for receiving a general admission to attend an institution of higher education)	
Objective	High school diploma (all)
Requirements	In most regions e.g.: <ul style="list-style-type: none">○ minimum age○ main residence in the respective region○ preparing for the examination
Preparation	Special preparation courses (adult education)
Recognition through	Proofs
Responsibility	Länder (regions of Germany)
Rules	Länder (regions of Germany)
Examination for externals according to section 45 (2) of the German Vocational Training Act [BBIG] and section 37 (2) of the German Handicrafts Regulation Act [HWO]	
Objective	Admission to the final examinations of the recognized occupation that require formal training
Requirements	Respective working experience <ul style="list-style-type: none">- at least 1 ½ times the length of the regular formal training- or proof by the candidate that s/he has the competencies that justify an admission- formal training for a respective occupation is also considered as work experience- foreign diploma and work experience abroad are also considered
Preparation	Optional preparation courses
Recognition through	Proofs
Responsibility	Competent authorities
Rules	Federal German Government
Higher Education without university-entrance diploma	
Objective	Admission to a course of studies (general or subject-related qualification for university entrance)
Requirements	Successfully completed vocational training and several years of work experience or a qualified further education
Recognition through	Proofs and subject-related aptitude test, interview or studying on a trial basis
Responsibility	Universities/Institutions of Higher Education
Rules	Länder (regions of Germany)

Begabtenprüfung (Examination for talented people)

Objective	General qualification for university entrance
Requirements	In most regions e.g.: <ul style="list-style-type: none">- completed vocational training- several years of professional experience- minimum age
Preparation	Optional preparation courses
Recognition through	Examination
Responsibility	Schools of the Länder (regions of Germany)
Rules	Individual Länder (regions of Germany)

Examination for externals in the area of vocational schools (Fachschulen) for the field of social studies and health services in the German region of North Rhine-Westphalia (School Act of North Rhine-Westphalia APO-BK Anlage B/E, i.D.F. from 5th May 2006 and PO-Nsch-BK 2006)

Objective	Admission to the theoretical final examination
Requirements	<ul style="list-style-type: none">- qualification to attend a technical secondary school- vocational training or respective professional experience (at least 5 years)- satisfactory performance in the practical examination- proof of preparation for the examination
Preparation	
Recognition through	Documents and examination
Responsibility	Vocational colleges
Rules	German region of North Rhine-Westphalia

**Examination for externals
in the field of Universities/Institutions of Higher Education**

Objective	Academic degree
Requirements	Proofs
Preparation	-
Recognition through	Examination
Responsibility	Universities/Institutions of Higher Education
Rules	Individual Länder (regions of Germany)

**Entrance exam
in the field of Universities/Institutions of Higher Education**

Objective	Admission to a higher semester
Requirements	Proofs
Preparation	-
Recognition through	Examination
Responsibility	Universities/Institutions of Higher Education
Rules	Länder (regions of Germany)

Transfer of credits**in the field of Universities/Institutions of Higher Education**

Objective	Transfer of credits/examinations for a certain course of studies (modules)
Requirements	Proofs
Preparation	-
Recognition through	Credit transfer systems
Responsibility	Universities/Institutions of Higher Education
Rules	Individual Länder (regions of Germany)

As a reference system for all kinds of learning outcomes, the German qualification framework on lifelong learning should be a connection between different formal, non-formal and informal learning and qualification paths in the context of lifelong learning. It supports the development of a new plural culture of learning and of recognition/transfer which considers new learning paths and their results as equal and encourages the appraisal and recognition of learning results that have been acquired in alternative ways.

SLOVENIA

Institute of the Republic of Slovenia for Vocational Education and Training is the central Slovenian institution dealing with development, research and counselling in the field of vocational and technical education.

The Institute is achieving new goals through its numerous activities. Their work is guided by the fundamental principles of further development and quality in vocational and technical education:

- fundamental vocational qualification with the possibility of additional education for every Slovene citizen,
- linking education with the labour market,
- employability,
- lifelong learning and
- equal opportunities irrespective of gender and other characteristics.

Following these fundamental activities the cooperation amongst all European countries in the field of vocational and technical education became stronger in 2002, with the Köbenhavn declaration, which principal aims are:

- ***European dimension***

Strengthening the European dimension in vocational education and training with the aim of improving closer cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives,

- ***Transparency, information and guidance***

Increasing transparency in vocational education and training through the implementation and rationalization of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma supplements, the Common European framework of reference for languages and the EUROPASS into one single framework.

Strengthening policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment,

- ***Recognition of competences and qualifications***

Investigating how transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels, could be promoted by developing reference levels, common principles for certification, and common measures, including a credit transfer system for vocational education and training.

Increasing support to the development of competences and qualifications at sectoral level, by reinforcing cooperation and co-ordination especially involving the social partners.

Developing a set of common principles regarding validation of non-formal and informal learning with the aim of ensuring greater compatibility between approaches in different countries and at different levels.

- ***Quality assurance***

Promoting cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training. Giving attention to the learning needs of teachers and trainers within all forms of vocational education and training.

The following principles will underpin enhanced cooperation in vocational education and training:

Cooperation should be based on the target of 2010, set by the European Council in accordance with the detailed work programme and the follow-up of the Objectives report in order to ensure coherence with the objectives set by the Council of the European Union (Education, Youth and Culture).

Measures should be voluntary and principally developed through bottom-up cooperation.

Initiatives must be focused on the needs of citizens and user organisations.

Cooperation should be inclusive and involve Member States, the Commission, candidate countries, EFTA-EEA countries and the social partners.

The legal base for validating of formal and non-formal knowledge in Slovenia is the following:

- the Law on vocational and expert education (Official Gazette RS, 79/06),
- the Law on education of adults (Official Gazette RS, 110/06),
- the Regulations on evaluating of knowledge in vocational secondary education (Official Gazette 78/07),
- Instructions on adjustment of external vocational and expert education.

Individual secondary schools are in the framework of the prescribed legislation and following the main principles of Köpenhagen Declaration free to implement their own manner of validation of non-formal knowledge.

Since the cooperation in the field of vocational education between Savatech and Tehniški šolski center Kranj has started a long time ago and has a very long tradition, we shall focus on their regulations on evaluation in external education. The regulations hold the regulations covering the field of formal and informal knowledge as well.

The evaluation regulations hold:

1. Detailed measures and procedure of validating of formally and non-formally acquired knowledge,
2. A plan of evaluation of knowledge,
3. Manners and deadlines for completing the obligations,
4. Manners to fulfill the publicity of evaluation,
5. Manners to prepare the personal educational plan in cooperation with the student,
6. Manners to prepare the folder of educational achievements,
7. Insight and delivery of evaluated products,
8. The highest allowed number of written exams per day and per week,
9. The conditions of obligatory repetition of evaluation,
10. A procedure of elimination of faults in evaluation,
11. Examination (registration, deregistration, conditions, the currency of oral and written exam, etc.),
12. Preparation of examination materials (tasks, responsible, deadlines),
13. Violation of regulations at evaluation and precautions,
14. Other rules and procedures.

For every external student, a personal plan of education is prepared by the school. The plan holds all the findings on achieved and of missing knowledge. It sets the volume, the manner, the deadlines of evaluation or validation of knowledge and fulfillments of other obligations set in accordance with the educational program.

MEASUREMENTS AND PROCEDURES OF VALIDATION OF FORMALY AND NON-FORMALY ACQUIRED KNOWLEDGE

INTRODUCTONAL DISCUSSION

The school provides to each and every external adult student/candidate an introductory discussion, where the candidate gets acquainted with:

- Measures and procedures for validating of non-formal knowledge,
- A folder of educational achievements and a possibility of forming a personal (individual) educational plan.

VALIDATION OF FORMALLY ACQUIRED KNOWLEDGE

Based on public documentations on publically valid educational programs (diplomas, notifications, certifications etc.) the candidate is validated the acquired comparable knowledge.

VALIDATION OF NON-FORMALY ACQUIRED KNOWLEDGE

In the procedure of validation of non-formal knowledge the relevance of non-formally acquired knowledge is determined in comparison with standards of knowledge set in individual program unit by evaluating of knowledge of the candidate.

The proofs to validate the non-formally acquired knowledge are:

Evidence on trainings, certificates issued in relation with the regulations on validation of professional qualifications, evidence on acquired knowledge and completed obligations by individual parts of the educational program, certificates of employers on trainings with work, reference letters of employers and other evidence, demonstrating working experiences.

MEASURES

The following measures are respected:

- If 70% comparison contents are found, the knowledge of an individual program unit is validated as a whole,
- If the volume of the knowledge values 1 credit point comparing to the similar area of knowledge, the knowledge is validated as a whole,
- Practice performed in the company is validated if the field of work is compared to the relevant educational program.

If knowledge, acquired with working experience is used for validation of common educational or professional theoretical subject or module, the test of knowledge should be performed and passed.

Other measures are set by the program andragogical assembly:

- Comparison of non-formally acquired knowledge with a professional standard
- Obligatory possession of certain competencies, skills,
- Validation of part of program unit, if special conditions are set,

EVIDENCE OF NON-FORMALY ACQUIRED KNOWLEDGE

The candidate must describe in the application the manner of acquiring of competencies and skills. The application for validation of non-formally acquired knowledge must have the following enclosures:

- Evidence on trainings,
- Certificates issued in accordance with the regulations settling the validation of professional qualifications,
- Evidence on acquired knowledge and completed obligations by parts of educational program,
- Reference letters of employers,
- Certificates of employers on trainings with work and,
- Other detailed proofs which candidate demonstrate his/her working experiences.

Enclosures must hold:

- Information on the performer of non-formal education,
- Information on place and time of performance of non-formal education,
- Detailed description of contents, acquired competences and skills,
- Information if the training was completed with the test, or without the test.

When validating the occasionally acquired knowledge, the enclosures must have a detailed description of acquired competencies and a description of the manner of their acquisition (for example: management or participation in projects; the candidate's contribution must be clear and evident, etc.).

PROCEDURE OF VALIDATION

The application for validation of non-formal knowledge can be filed only by the candidates, i.e. students of TŠC Kranj.

The candidate is obligated to pay the costs of the validation procedure.

Written application is filed in the "Adult Education Unit" with all obligatory enclosures.

The Commission for validation of non-formally acquired knowledge evaluates the candidate's knowledge on the base of the enclosed proofs.

If the Commission is not able to fully validate the acquired knowledge, or the rating cannot be set, the candidate performs the test examination. The candidate can be tested orally, written, with discussion, with interview, through the seminar, through the prepared project, demonstration, simulation, etc.

After the evaluation procedure is closed, the validated knowledge is evidenced in the school documentation

The candidate is excused to perform obligations from the validated part of educational program.

In cooperation with the TŠC Kranj the evaluation of knowledge from the field of rubber manufacturing industry will follow the above mentioned regulations as much as possible, especially when the evidence of non-formally acquired knowledge is concerned. The evaluation of knowledge and the internal diploma will be executed and prepared according to their instructions to fulfill the requirements of the regulations and the procedure. Especially since in 2010/2011 TŠC offered their students a module "POLIMERS" in the framework of their opened curricula.

In the framework of the National Vocational Qualifications Agency in Slovenia the qualifications standard "PREDELOVALEC GUME" was validated in year 2010 (Appendix 1). We will try to follow this standard as much as possible in accordance and in the framework with the needs of our production.

Kranj, Leuchammer, 31. 12. 2010

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POVZETEK V SLOVENSKEM JEZIKU

NEMČIJA

Za neformalno pridobljeno znanje je značilno predvsem: je povsem individualno, treba ga je obravnavati v ustreznem kontekstu, pridobi se na podlagi izkušenj, z delom. Posledično je tako znanje težko ovrednotiti in formalizirati. V Nemčiji validiranje neformalnega znanja poteka nekako v petih korakih:

- informiranje, svetovanje, usmerjanje,
- ugotovitev, identifikacija,
- presoja (ocenjevanje)
- priznavanje
- certificiranje

Sklop ugotavljanja, presoje (ocenjevanja) in priznavanja se smatra za validacijo neformalno pridobljenega znanja, ki ima za cilj certifikat ali diplomu.

SLOVENIJA

Iz Pravilnika o ocenjevanju znanja z šolskim letom 2010/2011 določba priznavanja znanja črtana, vsaka šola definira postopek in merila v šolskih pravilih.

V postopku priznavanja neformalno pridobljenega znanja se z vrednotenjem znanja udeleženca ugotavlja ustreznost neformalno pridobljenega znanja s standardi znanja, ki so opredeljeni v posamezni programski enoti.

Dokazila, na podlagi katerih se priznava neformalno pridobljeno znanje, so: dokazila o usposabljanju oziroma izpopolnjevanju, certifikati, izdani v skladu s predpisi, ki urejajo priznavanje poklicnih kvalifikacij, dokazila o pridobljenem znanju in opravljenih obveznostih po delih izobraževalnega programa, potrdila delodajalcev o usposabljanju z delom, referenčna pisma delodajalcev in druga dokazila, s katerimi kandidat dokazuje delovne izkušnje.

ZUSAMMENFASSUNG IN DEUTSCHER SPRACHE

DEUTSCHLAND

Typisch für informelles Wissen ist vor allem: solches Wissen ist individuell, es muss in entsprechendem Kontext behandelt werden, man kriegt solches Wissen mit der Erfahrung, mit dem Arbeit. Deswegen ist solches Wissen nur schwer zu bewerten. Validation informelles Wissens in Deutschland ist in fünf Schritten gemacht

- Informierung, Beratung, Berufslenkung,
- Feststellung, Identifizierung,
- Beurteilung,
- Anerkennung,
- Zertifizierung.

Mit der Feststellung, Beurteilung und Anerkennung ist informelles Wissen validiert und man kriegt ein Zertifikat oder ein Diplom.

SLOWENIEN

Ordnung über Einschätzung von Wissen- Die Bestimmung über die Anerkennung von Wissen würde gestrichen. Mit dem Jahr 2010/2011 muss jede Schule ihr eigenes Verfahren und ihren eigenen Beurteilungsmaßstab definieren;

Zuerst macht man eine Validierung informellen Wissens- So kann man die Eignung von informellen Wissen einschätzen und solches Wissen mit die Wissen-Standards in jedem einzelnen Einheit vergleichen.

Als Prüfe mit denen man das informell Wissen nachprüfen kann sind die folgenden Urkunden anerkannt: Ausbildungsprüfungen, Zertifikaten gemäß Slowenische Vorschriften, Prüfen von informelles Wissen und gemachten Pflichten gemäß des Bildungsprogramms, Bestätigungen der Arbeitgeber, Referenzbriefe der Arbeitgeber und andere Prüfe der Arbeitserfahrung.