



Integration of non-formal and informal learning the German Qualification Framework: Work in Progress

Katrin Gutschow

Bundesinstitut für Berufsbildung

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The German Qualifications Framework (DQR)



Coordinated by

- **coordinating agency (B-L-KS DQR):** representatives from Federal Government (B) Länder Government (B),
- **DQR working group (Arbeitskreis DQR):** as above + representatives from General Education, Higher Education, VET, Social Partners and other experts

DQR/EQF-Level	Qualifications (simplified presentation)
1	<ul style="list-style-type: none"> Vocational Training Preparation
2	<ul style="list-style-type: none"> General Education School Leaving Certificate (at the end of grade 9) (Hauptschulabschluss) Vocational Training preparation Basic Vocational Training
3	<ul style="list-style-type: none"> General Education School Leaving Certificate (at the end of grade 10) (Mittlerer Schulabschluss) obtained at general education school General Education School Leaving Certificate (Mittlerer Schulabschluss) obtained or at full-time vocational school (Berufsfachschule) Dual Vocational Education and Training (2-year training courses)
4	<ul style="list-style-type: none"> Higher Education Entrance Qualifications (General, Subject-specific, for Universities of Applied Science) Dual Vocational Education and Training (3 and 3,5-year training courses) Full-Time Vocational Schools (Different Types of) (Berufsfachschulen)
5	<ul style="list-style-type: none"> Advanced Vocational Education and Training Certificates
6	<ul style="list-style-type: none"> Bachelor Advanced Vocational Education and Training Certificates (Master Craftsman, Commercial Specialist and others) Technicians and other State Certified Specialists
7	<ul style="list-style-type: none"> Master Advanced Vocational Education and Training Certificates
8	<ul style="list-style-type: none"> Doctoral Studies

Objectives of the German Qualifications Framework

- improve transparency of German qualifications system
- simplify recognition of qualifications obtained in Germany throughout Europe
- allocate qualifications on the understanding of comparability of general, vocational and higher education
- promote the mobility of learners between Germany and Europe and within Germany
- promote outcome orientation
- improve opportunities for validation of non-formal and informal learning, reinforce lifelong learning

Learning Outcome orientation in Germany

- General Education: competence-oriented education standards
- Higher Education: study courses accredited according to Bologna standards
- VET:
 - since 1990ies: concept of orientation towards the ability to act.
 - competence-based training regulations and curricula
 - Impact of QF: more attention to social and esp. personal dimension of competence

Integration of Non-formal and Informal Learning in the GQF

„All *formal* qualifications within the German educational system, including general, and higher education and vocational education and training – encompassing continuing training in each case – are to be included in the alignment of qualifications to the DQR. In addition, to this, a further aim is to promote the validation of non-formal and informal learning.“

The German Qualifications Framework for Lifelong Learning, 22. März 2011

Non-formal and Informal Learning and the German Qualifications Framework (DQR)

Activities up to now

2011	Reports on different aspects of inclusion of non-formal and informal learning in the DQR 2 working groups set up: <ul style="list-style-type: none">• Working group 1: general political and cultural education• Working group 2: selected vocational areas
2012	Recommendations of expert working groups commented by DQR board
2013	Workshop with international experts (10.10.2013)
2013	Federal Ministry of Education and Research (BMBF) sets up working group on validation of non-formal and informal learning
2013	Expert working group set up on inclusion of non-formal learning
2014	Working group delivers report in march 2014: Recommendations handed over to DQR board
2015	BMBF commissions project “VALIKOM” to develop a standardized procedure with which vocational skills can be identified, assessed and certified.
2017	July 2017: discussion paper by DQR-office, trial of mapping of 1 non formal qualification to start in 2017

Main recommendations of 2014 working group

Programmes from non-formal learning could be allocated to DQR if

- Substantial documentation on relevant areas is available (learning outcomes, assessment etc.
- Learning outcomes relate to DQR
- Assessment of learning outcomes is comprehensible
- Input criteria to be used only to check plausibility
- The organisation responsible for the programme is quality assured
- Relations to formal qualifications are described

Project ValiKom

German Confederation of Skilled Crafts (DHKT) and the German Chambers of Commerce and Industry (DIHK) develop a procedure which enables identifying and assessing non-formally and informally acquired skills

- Funded by Federal Ministry for Education and Research (BMBF).
- Vocational experts will examine the assessment based on the standards of recognised vocational qualifications.
- The chambers aim to develop and test a reliable and practical procedure for issuing certificates, which are accepted on the jobs market.

www.valikom.de

BIBB Research on conditions for implementation

- **BIBB-Expertenmonitor Berufliche Bildung 2015:** Recognition of informal and non formal learning in Germany (N = 324, survey 08/09 2015)

	Do not agree (more or less)	partly	Agree (more or less)	Do not know
A system for the recognition of informal learning is needed in Germany	15,7	13	70	1,2
Recognition of informal learning is an important factor for addressing skills shortage.	20,7	16	61,7	1,5
Existing instruments (external examination) are sufficient.	58,6	18,2	19,4	3,7
A legal basis is needed for the recognition of informal learning.	34,5	11,1	45,7	8,6

BIBB Research on conditions for implementation

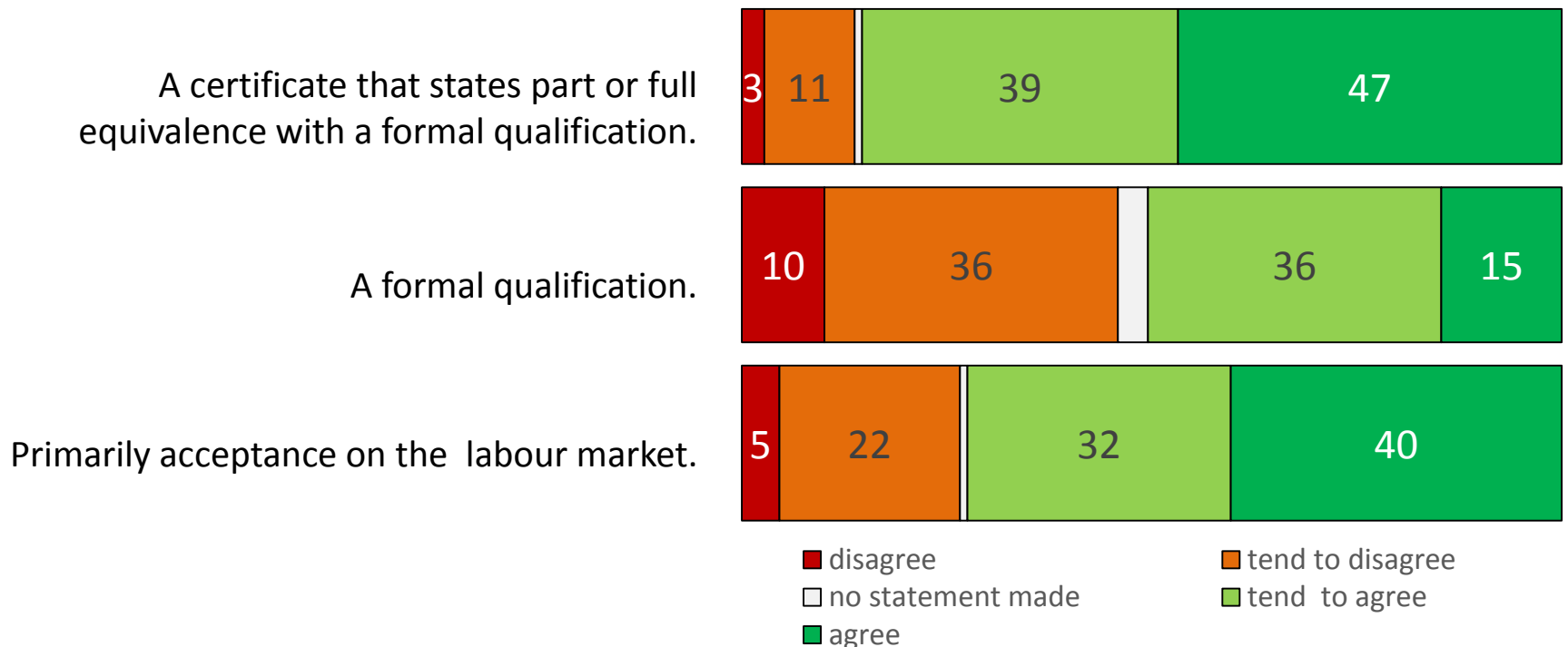
- **BIBB-Expertenmonitor Berufliche Bildung 2015:** Recognition of informal and non formal learning in Germany (N = 324, survey 08/09 2015)

As a result of the recognition of informal and non formal learning participants should receive ...	Do not agree (more or less)	partly	Agree (more or less)	Do not know
Access to regular examinations	9,2	14,8	74,3	1,5
Part qualifications that can be credited against full qualifications	18,8	16	63,3	1,9
Formal (vocational) qualification	36,7	20,7	38,9	3,7

BIBB Research on conditions for implementation

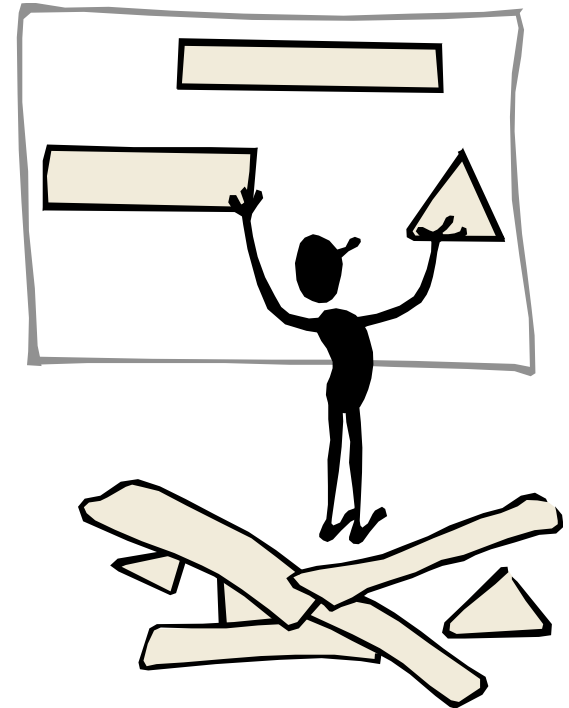
- Research project 4.2.452 „Introduction of systems for the validation of non formal and informal learning – Requirements and Options“ (Szenario-Delphi) (N = 109, survey 02/2017)

The result of a validation process should be



Conclusions

- Process for integrating non-formal learning into qualification framework is separated from introducing validation of informal learning.
- Central points of discussion
 - Ownership of German Qualification Framework
 - Part qualifications – certification - equivalence





Thank you for your attention.

Katrin Gutschow
Bundesinstitut für Berufsbildung
Robert-Schuman-Platz 3
D- 53175 Bonn
Tel.: ++ 49 228 107 1621
e-mail: gutschow@bibb.de