



European Validation Festival

14-15 June 2018, The Egg, Brussels

Marketplace stand descriptions

Stand 1

Open Recognition Alliance

Initially designed to make informal learning visible (previously only formal learning was visible through diplomas and certificates), we have since discovered that Open Badges also have the power to make informal recognition visible! Communities of learners and citizens are now empowered to establish local and global open recognition ecosystems making visible their achievements, competencies, talents and aspirations.

Open Badges have already been adopted with success by a range of actors: IBM, to transform their human resource management (Over 500,000+ badges); Cineca, a consortium of Italian institutions of higher education has developed .Bestr, an Open Badge platform, the meeting point between students, educators and employers; Badgeons la Normandie (France) to lay the foundations of a learning region. European actors are engaged in MIRVA an Erasmus+ project (Making Informal Recognition Visible and Actionable) which is designing an Open Recognition Framework.

The technology supporting Open Badges is rapidly maturing. For example ESCObadges, an open source platform can issue over 14,000 different Open Badges in 26 languages using the ESCO framework. The Open Recognition Week (October 22-28) will be the opportunity to participate in the creation of a world wide web of recognition, using the latest advances in Open Badge / recognition technology.

Further information:

- <http://escobadges.eu/>
- <http://www.badgeonslanormandie.fr/>
- <http://bestr.it/>
- <http://mirva.openrecognition.org>
- <http://www.openrecognition.org>
- <http://week.openrecognition.org>
- <http://epic.openrecognition.org>
- <https://openbadgefactory.com/>
- <https://openbadgepassport.com/>



Stand 2

European Youth Press

The European Youth Press (EYP) is a strong umbrella of 28 Member Organisations gathering 60.000 young media makers from across Europe. It's active in the field of youth media production (it publishes online Orange Magazine) and non-formal education. The EYP organises numerous events for young journalists and other media makers, promotes youth e-participation and importance of youth media and freedom of press in Europe, and takes part in discussions about journalistic education standards and media policies throughout the EU. Last but not least, the EYP contributes to intercultural exchange in Europe by facilitating direct contacts between young journalists through international activities.

Through its activities, the EYP has been supporting the personal and professional development of young aspiring or already practicing media makers in the form of their participation in seminars, training courses, contact-making events, study visits for nearly 10 years. Participants obtain certificates and EYP can also provide them with reference letters for employers or universities. As the EYP strives for professionalism and excellence in media making, it also advocates for formal validation of skills those participants get. Therefore EYP establishes partnerships with educational institutions and develops initiatives such as the European Youth Press card.

Visitors of the EYP's stand will explore YouthMetre training on youth advocacy and interactive maps, European Youth Media Days, EYP's advocacy activities, as well as Stars4Media and European Youth Press Card initiatives.

Further information:

- www.youthpress.org
- www.youthmetre.eu
- www.orangemagazine.eu

Stand 3

Volonteurope

Volonteurope is an international network promoting volunteering, active citizenship & social justice in Europe and beyond. It comprises over 50 members and associate organisations in over 20 European countries. Our members are volunteer involving organisations and several of them are involved in the work for recognition of non-formal learning and specifically the role of volunteering as a tool for informal learning. We create links between organisations and amplify the work of our members that have developed several tools and practices for validating skills and competences of volunteers, on national level as well as on the EU-level.

Volunteering not only provides a platform for helping others & contributing to the common good, it also supports people through their life to develop useful skills as it is an important tool of informal learning.

An example of a validation tool is the ProfilPass developed within the Erasmus+ project EuroVIP that aimed at validating the skills and competences of young adults during volunteer activities and to promote them as valuable for entrance into the labour market. We aim to champion the role of volunteering and its validation showcasing its role in society.

Further information:



- Volonteuropa website: www.volonteuropa.eu
- Eurovip project and Profilpass portfolio: <http://www.eurovip-erasmusplus.eu/>

Stand 4

Lifelong Learning Platform

The **Lifelong learning stand** presents a series of projects tackling **barriers and enablers of validation mechanisms and assessment methods for vulnerable groups** such as migrants, long time unemployed, low qualified and disadvantages. We have collected good practices and conducted interesting research you might be interested on. The stand will host the presentation for three projects: [Innoval](#), [Vince](#), and the [European Badge Alliance](#).

Schedule of project presentation at the stand:

09:45-10:45 **INNOVAL project** by the Lifelong Learning Platform

10:45-11:45 **VINCE Project** by Solidar and EUCEN

11:45-12:45 **EUROPEAN BADGE ALLIANCE project** by Youth for Exchange and Understanding

12:45-13:45 **INNOVAL's best practices** EDGE Open Badges, EUROTEST and ProfilPASS by Dafni Kek

13:45-14:45 **INNOVAL project** by the Lifelong Learning Platform

INNOVAL - Innovative Assessment Methods for Validation ([Lifelong Learning platform](#) and [Dafni Kek](#))

Innoval project (Erasmus+, KA2) aims to address the urgent need to offer valid and reliable assessment methods that allow all learners to have a chance at validation with a special focus on disadvantaged groups such as migrants, long-term unemployed, and those who have had an adverse experience with formal education including with school-based assessments. The 2012 Council Recommendation gave a strong political impulse to the goal of having national validation arrangements in all countries by 2018. Yet, according to the CEDEFOP 2016 Validation Inventory Report, EU countries still greatly diverge in terms of mechanisms in place. In order to ensure the validity and reliability of assessment procedures, and to avoid additional costs, many educational institutions prefer to use standardised tests. The use of alternative methods such as portfolios, declarative methods and simulations, is on the increase but remains limited. The partners believe that the use of standardised tests hinders learners' take up in validation and represents one of the strongest obstacles to their development in Europe. InnoVal aims to foster a change in practices related to the assessment of non-formal and informal learning across Europe and across sectors.

A few best practices of innovative assessment methods will be presented at the stand: [EDGE Open Badges](#), [EUROTEST](#) and [ProfilPASS](#).

Further information:
<http://inno-val.eu/>

VINCE - Validation for inclusion of new citizens of Europe ([Solidar](#) and [EUCEN](#))



VINCE project, financed by Erasmus+, identifies barriers and mitigating factors for the inclusion of refugees and migrants in higher education (HE). The consortium partners, coming from 12 different countries, will develop university staff training in Validation of prior learning (VPL), adapting existing proven VPL methods to meet the specific needs of newcomers so that they can access HE and more easily integrate into European society. The process will include the design of a set of [guidelines](#), containing fundamental information on the culture and expectations of Europe, the host country, HE in general, the HE institution in particular, and the VPL processes and will represent a key tool in designing the training course for HE staff, advisors and administrators involved in the validation process. The adapted VPL procedures will be trialled with candidates who are themselves, newcomers. NGOs will be actively involved in the project, as full or associate partners, to ensure that the target users and the ultimate beneficiaries are reached at the grassroots level and that their interests are represented in all the project phases. The outputs of the project will form the basis of policy recommendations targeted at decision makers and institutional learners.

Further information:

<https://vince.eucen.eu/>

EBA - The European Badges Alliance ([Youth for Exchange and Understanding](#) and [European Federation for Intercultural Learning](#))

EBA project started with an Erasmus KA2 “Strategic partnerships” project run by a partnership of 8 European Organizations. It has been implemented in 2015 to 2017. The project aimed at developing the use of digital Open Badges to innovate the recognition, validation and communication processes of key competences acquired by young learners and staff through experiences of learning mobility abroad. Badges communicate professional attitude while adding extra layer to learning experiences. All mobility badge systems are linked to specific European instrument to validate and recognise learning (e.g. Youthpass, Europass Mobility Certificate, etc.). For learners, Open Badges help to capture experiences and to visualise progress. Badges can create new opportunities to advance in education, careers and lifelong learning possibilities. For organisations, badge systems help to map learning process. Bases on the development of the partnership, the Alliance has become open to new members and will continue its’ work and development for the use of Open Badges to support validation processes and to foster further recognition of learning within mobility experiences.

Further information:

- www.ebawebsite.net
- Video: [EBA](#)

Stand 5

European Association for the Education of Adults (EAEA)

The European Association for the Education of Adults (EAEA) welcomes the proposal sees validation as a key tool in order to promote lifelong learning, to ensure more flexible learning pathways, to encourage learners and build their self-confidence as well as to create a more comprehensive understanding of competences. EAEA will present two successful projects at its Validation Festival stand: [Action Plan for Validation and Non-Formal Adult Education](#) (AVA) and [Peer Review VNFIL Extended](#) project.

By analysing tools and methodologies in different countries and proposing solutions from the civil society perspective,



the AVA project contributed to reducing the fragmentation of VNFIL systems in Europe. It showed how validation systems could be more inclusive and accessible and explored the best practices and policy strategies for validation for the disadvantaged. The main result of the project is an [Action Plan](#) that lists evidence-based recommendations for validation arrangements and sets out concrete proposals for their implementation. AVA run between September 2014 and August 2016, but its results are still relevant for VNFIL stakeholders from all over Europe.

The Peer Review VNFIL Extended project aims to increase the transparency, market relevance and transferability of VNFIL across Europe. It provides common standards and tools for Peer Review in VNFIL and enables Member States and providers to improve, monitor and evaluate their quality assurance policies and practices. In the framework of the project, 10 transnational Peer Reviews were organised. At the European level, the project supports mutual trust in transnational use of VNFIL and alignment of quality assurance methods across Member States. The main results of the project are inventories, national strategy papers and a European policy paper. The project runs until June 2018.

Stand 6

FOCSIV

The *“EaSY – Evaluate Soft skills in international youth volunteering”* is a two years project funded by the Italian National Agency in the frame of the Erasmus Plus Programme. The project aims to create an more objective evaluation process to recognize Soft Skills competencies acquired through international volunteering, raising self-awareness among volunteers and supporting their future employability. The project is run by FOCSIV in collaboration with the partners FEC (Portugal) and LA GUILDE (France), organizations with long term experience in international volunteering, and Elidea (Italy), I-O psychologists.

Through a mapping activity on Youth International Volunteering a list of 7 soft skills were identified as characterizing Youth International volunteering, namely: Clear communication, Context reading and adaptation, To create and maintain good relationships, To organize and manage resources, Coordinate people, Followership- support to the boss, Manage frustration.

This list of competencies with their definition and grading composed the “EaSY Model”.

On the basis of the Model, three tools are developed to support youth workers and volunteers, specifically:

- **A Pre departure training tool for youth workers** to raise soft skills awareness in the planning of pre-departure trainings for young volunteers;
- **An online self-assessment test for volunteers** (<http://www.easy-softskills.eu/en/>)
- **A Return Guide for youth workers** to support returned volunteers’ orientation upon their international assignment.

In particular through the online self-assessment test the volunteer obtains a personal report stating if and how much she\he has developed the 7 soft skills in his\her international experience.

Further information:

- Useful link: <http://www.easy-softskills.eu/en/>
- Presentation video : https://drive.google.com/open?id=1c-bgLFEwkmXztC3ZIKfLVy4xi_GRFAQR



Stand 7

EDOS Foundation

In EDOS Foundation we gather over 40 years of experience in working with volunteers. EDOS Foundation is specialized in validation services for the voluntary sector since 7 years. On European level we have coordinated 2 Erasmus+ projects for this target group, and participated in 5 other Erasmus+ projects for the same target group.

We have worked with the European Volunteer Centre and the European Alliance for Volunteering, and with national volunteer platforms in several member states. In The Netherlands we have close cooperation with organizations working with volunteers, mainly in the welfare and youth sector.

At the Validation Festival Market we present our validation services. For this purpose we give you the opportunity to experience validation yourself. We also present some examples of validation tools for the voluntary sector. We inform you about relevant projects and websites on validation in the voluntary sector.

Further information:

www.edosfoundation.com

Stand 8

Fræðslumiðstöð atvinnulífsins/Education and Training Service Centre

The ETSC has since 2004 coordinated a national VPL system for people with little formal education. VPL developments are based on a tripartite agreement between the social partners (owners of the ETSC) and the ministry of education, science and culture. Since 2010, VPL is a part of the Law on Adult Education. So far, 4391 have undergone VPL towards shortening of studies on Upper Secondary School level, against job standards and employability skills. A quality assurance system is in place and cost analyses are regularly conducted. The ETSC trains validation staff through a 2 day course and provides support to centers offering VPL. The process developed is highly based on the former EU principles - now EU guidelines on VPL. Career guidance is embedded in the process to provide support and motivation. The process is free of charge for the individuals and offered at LLL centers located around the country. Statistics reveal that VPL benefits the target group towards continuing learning.

The Icelandic national system of VPL, for people who have not completed upper secondary school level education, will be presented, along with the key elements underpinning the system and the defined VPL process.

Validation has proven to be the most efficient tool in motivating the target group towards participation in lifelong learning. Statistics on participants will be shown and the payment model presented. A general brochure presenting the VPL process can be found here: http://frae.is/wp-content/uploads/2017/11/B%C3%A6klingur-enska_1342453022.pdf

A video will be running at the stand which was made by the ETSC with support from EPALE. It aims at presenting the VPL system to potential users and stakeholders. It includes interviews with people who have undergone the validation process (see: <https://ec.europa.eu/epale/is/node/21735>). It is in Icelandic but with English subtitles.

Career guidance is an integral part of the national system and has proven to be an important factor for people going through the process. The element of guidance in the VPL process will be presented at the stand.

The ETSC took part in conducting a study on guidance in validation within the Nordic region through the Nordic Network on Adult Learning. The results of the study can be found in a report here: <https://nvl.org/Content/Guidance-in->



[validation-within-the-Nordic-region](#)

Stand 9

Consortium de validation des compétences

The 'validation of competences' (Skill validation) aims at recognizing the professional knowledge and know-how acquired outside of typical training channels. When successful, the validation procedure leads to the issuing of a Titre de compétence (Skills Certificate), which is a legal document, recognized by the French Governments in Belgium.

Award of a Skill Certificate which can be used to access the labour market and/or to access further training in adult learning or vocational training.

Core principles included ease of access to the scheme (no cost to individuals), confidentiality and solid quality assurance processes (to guarantee the recognition of the scheme on the labour market). Cooperation with the French-speaking Professions and Qualifications Service (SFMQ) also open validation to new occupations. Efforts to address the 'social' recognition of VDC have been done, by social partners and employers

Further information:

- Videos:
 - https://youtu.be/dl_fefBW6QQ (What's is skill validation ?)
 - <https://youtu.be/GP8sOfFKS-w> (Quality approach)
- Site www.cvdc.be
- Document: <http://www.cvdc.be/sites/default/files/public/uploads/common/6%20panneaux%20UK.pdf>

Stand 10

Meramo Verlag GmbH Tür an Tür - Integrationsprojekte

Meramo Verlag GmbH

check.work – Identify the work experience and potential of people with a migration background

Check.work is an online application to support institutions with the identification and realistic assessment of people's professional backgrounds and strengths. It is a translation aid for all 327 vocations of the German labour market that is understood across cultures and supports people with migration background on their first steps in the labour market

Further information:

- <https://check.work>
- E-Mail: lizenzen@check.work

Tür an Tür - Integrationsprojekte



Das “KompetenzenPanorama” – The “CompetencePanorama”

The target group of the “CompetencePanorama” is individuals with a wide range of foreign qualifications. We counsel migrants on topics such as professional training and skills development and we support our clients in achieving recognition of their foreign qualifications in Germany.

In this context, our “Competence Panorama” is a successful tool for assessing and mapping formal, non-formal and informal competences as well as social skills, intercultural skills and language skills. During an in-depth counselling process, we discuss our clients’ wishes, ideas and career goals, check them for feasibility and thereby contribute to our clients’ empowerment and career orientation.

Since good German skills are required in Germany for qualification measures as well as for entry into the labor market, the “Competence Panorama” is only available in German.

Further information:

- <https://migranet.org/beratungsangebote/qualifizierungsberatung>
- Another successful tool, which refers to the “KompetenzenPanorama”: <http://kombi.performplus-group.de/>

Stand 11

Adult Education - Leibniz Centre for Lifelong Learning

GRETA – acting competently in training, course & seminar

Teachers and trainers in adult and continuing education contribute greatly to the quality and success of continuing educational programmes. At present, universal standards for the ability to teach in the field of adult and continuing education do not exist. In addition, professional teaching activities receive little recognition.

The overall aim of the German research and development project GRETA is to recognise competences of teachers and trainers in adult education. To achieve this aim, we first created a competence model regarding the teacher’s professional competences in adult and continuing education. The competence model is the basis for validating and strengthening educators’ professional activities.

The project describes two paths:

1. The PortfolioPlus to assess and validate adult educators’ informally and non-formally acquired competences. The results are outlined in a competence balance.
2. Train-the-Trainer programmes are mapped to the GRETA competence model and the contents become more transparent.

We are looking forward to many interested visitors at the GRETA stand!

Further information:

- <https://www.die-bonn.de/institut/forschung/professionalitaet/greta.aspx?lang=en&>
- <https://www.die-bonn.de/id/32375/about/html/?lang=en&>
- <https://ec.europa.eu/epale/en/blog/greta-competence-model-teachers-continuing-training>
- <https://www.die-bonn.de/default.aspx?lang=en&>
- <https://www.die-bonn.de/institut/default.aspx?lang=de&>



Stand 12

Vormingsfonds voor Uitzendkrachten - Fonds de Formation pour les Intérimaires

Stand 13

ValiKom - Validating vocational skills in Germany

Show your vocational skills - Validating non-formally and informally acquired skills in Germany

The stand will show the German solution for validating non-formally and informally acquired skills for vocational qualifications.

The core elements of the validation process are:

- advice and support during the whole validation process
- self-assessment to reflect the acquired skills with regard to a vocational qualification of the dual system (reference occupation)
- assessment of vocational skills by professional experts using practical tests
- certificate which states the equivalence of the acquired skills with the reference occupation issued by a Chamber of Skilled Crafts or a Chamber of Industry and Commerce

The validation process was developed and tested by the project »Validating non-formally and informally acquired skills« (ValiKom), which is a national joint initiative of Chambers of Skilled Crafts, Industry and Commerce and is initiated by the Federal Ministry for Education and Research.

Further information:

- www.validierungsverfahren.de/en
- Video: <https://youtu.be/t2ZJeLdn90s>

Contact person:

Tina Rapp

West German Chambers of Crafts and Skilled Trades' Council

E-Mail: tina.rapp@whkt.de

Stand 14

Cork Institute of Technology

CIT Extended Campus works to stimulate and support all interactions between CIT and external partner organisations. Our stand will display the variety of interactions we have in the space of validation, including interactions with industry, potential students and registered students. It will also display the supports we have in place for the learners, internal staff and workplace mentors who may be involved in the validation of learning. One example of support material is the [Student handbook](#).

We recognise the workplace as a valid and valuable centre of learning and we work with companies to support the



recognition of non-formal and informal learning of individuals and of cohorts of workers and to plan learning pathways that incorporate work-based learning. This provides context-sensitive relevant and current opportunities for upskilling and re-skilling ensuring that existing learning is built upon and not repeated. Our stand will have case studies of the interactions with industry and examples of outcomes of our partnership approach. [Irish Naval Service](#) ,[Thomas Crosbie Holdings](#) and [SR Technics](#) .

The representatives at the stand can speak as to the processes required to move from an initial query at the identification stage to the final result at certification. Examples of some of the customised courses will be available at the stand including [Boston Scientific](#) . As validation is applicable to all our courses we will have information about the system we implement within the institution which will also include the precedence database for data collection and quality assurance supports.

Further information:

- www.cit.ie
- <http://extendedcampus.cit.ie>
- www.cit.ie/rpl

Stand 15

IDAN Educational centre

IDAN education centre managers validation for certified trades in Iceland. We received first prize on the VPL conference in Aarhus last year for our work in validation. We have validating for 11 years now on national scale in most fields in certified trades. The work force in Iceland counts about 200.000 people and of them 2.100 have gone through the validation process or about 1%. We will be presenting our work at our stand and are looking forward to introducing that.

Stand 16

Skilllab

Skilllab is a *social enterprise* that actively partners with public, private, and civil society actors to empower third country nationals including refugees to *define their own professional value* to host countries' labour markets through new, more personalised skill assessment tools.

We use *mobile applications and advanced data analytics* to effectively capture the employable skills and competencies that third country nationals have acquired before arriving in their host country. Our mobile platform generates *detailed skill profiles* beyond what any traditional resume or CV can capture, and maps those profiles to local labour markets to provide *personalised pathways to employment* and career development based on existing local training and employment opportunities.

At the stand, Skilllab will show a live demo of the beta version of the application combined with a full visual explanation of how we use the ESCO framework. We will share the result of our Human Centred Design activities, our validation mechanisms as well as other aspects of our tool with other participants. The combination of advanced statistical methods and modern design methodology will be of high interest and inspiration to all participants



Stand 17

Youthreach

The SMART Project (Second Chance Schools Working with Systematic Measurement of Outcomes)

Limerick and Clare Education and Training Board (LCETB)

Limerick and Clare Education and Training Board (LCETB) is the state education and training authority for the Limerick and Clare region in Ireland. It is one of 16 statutory regional education authorities established by the Education and Training Boards. Limerick and Clare Education and Training Board deliver educational services to over 34,000 students and learners annually. The authority employs 2,500 staff. It has an average annual budget of €130 million across all its divisions and its capital programme will see an investment in excess of €90 million in the region over the next 4 years. The authority has responsibility for: 18 post primary schools, 2 outdoor education centres, co-ordination of youth work provision in the region, 33 further education and training centres, 2 Music Generation programmes and works with community groups in approximately 300 locations throughout Limerick and Clare. The Youthreach programme is managed by LCETB in Clare and Limerick.

Information and Background to the SMART Project

The SMART project created a quality framework of quality criteria, indicators and benchmarks that measures developments of learners, impacts of informal and non-formal learning methods and evidences success factors of second chance education. The aim of the project was to build an evidence base of outcomes and impacts of second chance education and to enhance the quality and relevance of learning offered in education, training & youth work through the active transfer of second chance teaching methodologies and practices.

What is clear within the SMART project was that educational organisations had a vast array of knowledge and information regarding students' academic progress through grading systems and other areas. Though clear information and knowledge gaps existed for organisations in relation to the development of the student's social and personal skills, while being enrolled at the school/centre. That is why the SMART Measurement System was developed and its focus is on validating the informal learning and the distance travelled by students within programmes. The SMART project developed a quality framework, for use by providers of second chance education that will evidence their success factors, enhancing the quality and relevance of learning offers in education, training and youth work. Raising awareness of second chance methodology and validation of second chance learning can only be achieved through the establishment of a common framework of quality criteria, indicators and benchmarks that measures qualitative and quantitative data. SMART brings together good practices in quality monitoring and measuring including examples from existing second chance schemes/programmes that already self-evaluate and adapts them to meet the needs of second chance education thus ensuring recognition, parity of esteem and value of informal and non-formal methods that are characteristics of second chance education.

The aim of the SMART project was to develop an evidence-based quality management system for providers of second chance education & training that will ensure continuous improvement and adaptability to the needs of all stakeholders and demonstrate the efficiency of second chance approaches, methods and activities in reducing Early School Leaving.

The partnership researched existing measurement systems in non-formal/informal learning and the training needs of teachers and trainers. Through a bottom up approach the stakeholders identified indicators and learning outcomes and contribute to the development of an online measurement system, including tools and methods which was tested



by providers of informal and non-formal learning in second chance education and training.

Outputs included a set of measurable objectives and standards, guidelines for adapting measurable outcomes to individual school needs, quality assurance cycle including policy & procedures, Train the trainer programme, tools for self-monitoring and evaluation, E-platform for quality management system and Guidelines for implementing the Total Quality Management System.

The following are outputs of the SMART project:

All these reports are located on the SMART project's Website: <https://www.edu-smart.eu/about-us>

- Literature Review of Soft Skills Measurement
- Training Needs Analysis
- Teachers Handbook
- Organisational Guidelines
- Handbook for Policy Makers

The following organisations/partners were involved in the SMART Project:

- Kobenhavns Kommunes Ungdomsskole / Copenhagen Youth School
- EURICON
- Art 27
- CESIE
- Limerick and Clare Education and Training Board: Youthreach O' Connell Avenue
- Alborg University / AAU.

Stand 18

Bertelsmann Stiftung

"Competence Cards and my-professional-experience.org for assessing skills with migrants and the so-called low-skilled":

People with migrant backgrounds still suffer significant disadvantages with respect to educational and professional opportunities. However, many newcomers have valuable experience and qualifications. In cooperation with her partners, Bertelsmann Stiftung has developed Competence Cards (for transversal skills) and the online tool www.my-professional-experience.org (for vocational skills) to help immigration and job counsellors speed up the recognition and utilization of skills, qualifications and experiences.

At the market stand a job coach will present both instruments and perform live counselling sessions with candidates from the audience in order to show how to use them.

The 46 Competence Cards use images and 7 languages to visualize social, personal, and methods skills. They can be downloaded for free and carry a CC BY SA 4.0 license, in order to be adaptable to the needs of different counselling contexts. My-professional-experience.org uses 20-40 photos of real life work actions in each of currently 8 (soon 30) VET-professions and asks candidates in 6 languages how often they have carried out the respective action. After 3-5 minutes a result page can be downloaded that aggregates the answers in 5-7 professional action fields corresponding to actual jobs in the respective profession.



Further information:

- Competence Cards: <https://www.bertelsmann-stiftung.de/competence-cards>
- My-professional-experience.org: <https://www.bertelsmann-stiftung.de/my-professional-experience>
- Videos:
 - Competence Cards instruction video: https://www.youtube.com/watch?time_continue=1&v=y-wKoXILBfA
 - My-professional-experience.org instruction video: <https://www.youtube.com/watch?v=QaOlyfaEgu4>
 - My-professional-experience.org promotion video: https://www.youtube.com/watch?v=1aUem_Hr1xA

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Stand 19

European Federation for Welding, Joining and Cutting

Let's Make It Happen Stand present information about a Model for Recognition of Prior Learning and a set of tools developed among 5 EU partners to enhance the VET career development by using a European sector-oriented qualification system.

MAKE IT project addresses the shift into learning outcomes and the validation of skills for the “Welding Practitioner” qualification, as primary goals.

Come to our stand to show you how we
Make-IT Happen in 5 steps
Make-IT Harmonised Training Curriculum based on LOs approach

Our project representatives will be happy to support you to:

- ➔ Step 1: **Get to know how** was developed the **sectorial validation process** in the welding case!
- ➔ Step 2: **Understand** the **recommendations** based on the skills gap highlighted in the needs analysis report
- ➔ Step 3: **Discover** the **know-how** of a **successful training implementation** with the national VET systems!
- ➔ Step 4: **Clear your doubts** and **ask** your questions!
- ➔ Step 5: Take your Make-IT Happen bag!

Further information:

<http://makeitproject.eu/index.html>

Additional Information / Dissemination Materials in the stand



Stand 20

Nordic Network for Adult Learning – NVL, Expert group for validation

Validation and the Value of Competences – Roadmap 2018

The NVL Expert group for validation saw the need for a comprehensive outlook on different mechanisms, processes and policies that steer VNFIL. The group took the initiative in 2015 and created an easy to use benchmarking tool and handbook for developers and practitioners in the field of VNFIL.

Validation and the Value of Competences – Roadmap 2018, first and foremost, aims to ensure that an operational VNFIL system meets with the 2012 Council Recommendations. This year, as Europe is taking stock on VNFIL systems' status quo, it is more relevant than ever.

The aim of the Roadmap 2018 is to illustrate the validation process from mapping and assessment of prior competences all the way to how these results can benefit the individual and society. The report highlights the central aspects that must be covered to facilitate a functional and smooth validation system.

The topics of the *Validation and the Value of Competences – Roadmap 2018* cover:

- National systems for validation – what can the government do?
- Stakeholders' responsibility and cooperation
- Organisation on a national, regional and local level
- Information, education and supporting mechanisms
- Quality, follow up and evaluation
- EU's framework as a starting point for further development

Each section comes with *key indicators and key questions* that can be used for benchmarking between systems (countries' or organisations' or sectors'). They can also be used for evaluation and further development purposes of VNFIL practices on a national and/or organisational level.

Further information:

Download the document [here](#).

More related NVL documents and tools: www.nvl.org

Stand 21

European Vocational Training Association

EVTA (European Vocational Training Association) and EVBB (European Association of Institutes for Vocational Training) are glad to present the most relevant initiatives and practices on validation of informal and non-formal learning that actively involve their major members, AFPA (Agence Nationale pour la Formation Professionnelle des Adultes - France) and ENAIP NET (Ente Nazionale ACLI istruzione professionale, consortium of regional bodies in Northern Italy).

Visiting the stand, you will have the opportunity to discuss with the experts coming from the two VET organisations and learn more about practices at regional level (regional system of formalization and certification of competences in Emilia Romagna; ["Mon métier de demain"](#)), national level ([Validation of the achievements of collective skills \(Validation des acquis de compétence collective\)](#)), and EU funded projects ([VIC – Validating Integration competencies](#)).



[of refugees; EMBRACE – Enhancement of migrants' abilities and recognition of their acquired competencies in Europe](#)).

More information on other practices as well as on the four organisations represented at the stand will be available during the marketplace.

Further information:

- www.evta.eu
- www.evbb.eu
- www.enaip.net/en/
- www.afpa.fr/
- ... or write to info@evta.net

Stand 22

Salto Training & Cooperation Resource Centre

Youthpass

Youthpass is the European recognition tool and an educational process within the Erasmus+: Youth in Action projects. It is there to support the identification and documentation of individual non-formal and informal learning outcomes gained in international mobility activities, such as youth exchanges, volunteering activities, and mobility of youth workers. Participants are supported by mentors/trainers/youth leaders in their reflection, self-assessment and personal formulation of what they have learned in the project, using the EU Key Competences framework as basis and structure for the description in the Youthpass Certificate, after the process is completed.

At the stand, the visitors are invited to explore the Youthpass concept and the certificate. We will present the supportive publications and other materials developed for the organisations that facilitate the learning of their participants, as well as information and testimonials about the impact of the tool. We will also be happy to explain our work on developing recognition of learning outcomes in youth work in broader sense.

Further information:

- More information about Youthpass: www.youthpass.eu
- Youthpass is also explained in videos: www.youthpass.eu/en/about-youthpass/video

Stand 23

European Volunteer Centre

The European Volunteer Centre (CEV) believes that it is important to recognise volunteering as a source of non-formal and informal learning through tools that will allow for better recognition and validation of learning achieved whilst volunteering. In this way, ensuring that the role of volunteering in fostering the development of skills and competences needed within a knowledge-based society, and in contributing to employability, is better acknowledged.

Volunteering provides informal and non-formal learning opportunities and is therefore a crucial instrument in the life-long learning strategy within the EU and is an outstanding source of learning as well as a contributor to personal and professional development. Appropriate tools should be developed at the European level to facilitate and encourage citizens who have acquired skills and competencies through volunteering to be able to demonstrate that fact when



needed and desired by the volunteer concerned.

The CEV stand in the European Validation Festival 2018 will showcase some examples of these:

LEVER UP - A multi-sectoral tool for the validation of transversal competencies acquired whilst volunteering (www.leverproject.eu)

Cvol - Volunteer skills portfolio: Accompaniment and advice for the enhancement and validation of skills acquired in volunteering (<http://www.volabo.it/cvol-libretto-delle-competenze-del-volontario/>)

Voyce - Volunteering Youth: Routes and tools for competencies emersion (<http://voyceproject.eu/es/english-resources/>)

VOI+ - Improving employability of volunteers in Spain through validation of skills and competencies (<http://plataformavoluntariado.org/vol-plus.php>)

C-Stick - Digital portfolio providing insights into volunteers' key competencies helping them to better plan their learning and increase employability in Belgium (www.jes.be/C-Stick/index.php?TK=En)

Stand 24

Haaga-Helia University of Applied Sciences

Launching Work & Study for VNFIL

Work & Study is the process developed for work-integrated learning at Haaga-Helia University of Applied Sciences (Helsinki, Finland), as a complementary option to conduct UAS studies and to obtain full benefit of working alongside higher education studies. It englobes the entire study process: information from pre-entry level to graduation phase, process management, validation of work experience, documentation, training of practitioners, counselling and guidance, cooperation with stakeholders (companies, organisations, Haaga-Helia Start Up School and alumni) and quality assurance.

Together, the student and the lecturer decide on the schedule, assignments, portfolios, possible theoretical background to be studied alongside working and on the type of demonstration of acquired competences. All competences are validated towards the requirements of the degree program. Feedback from the workplace is also an essential element of the process, yet the final assessment is assured by lecturers in charge of the course, with the same criteria as the regular course is assessed. A unique element in the W&S concept are Demonstration Days, where competences are assessed from a number of perspectives: lecturer, alumni and peer students, as well as the student herself. The Demonstration Day becomes thus a forum of exchanges and sharing knowledge for all parties, disseminating good practices and enhancing professional networking. For the alumni participating in Demonstration Days, a special training is provided, in order to enhance their pedagogical competence and assessment skills.

The aim of the initiative is to improve students' employability, which is one of the most important quality factors in higher education and an essential component in the funding mechanism of UAS institutions nationally. The mission for Haaga-Helia UAS states: "We open the doors to future careers." There is a dual meaning: our task is to open the doors for students, young and of more mature age, and to keep the doors open to the actors of work life itself. This networking context is strengthened by the contribution of our alumni acting as co-assessors of learning.



Further information:

- Link for a video presentation on our initiative, with subtitles in English: <https://we.tl/xThAbz75rk>
- Website www.workandstudy.fi and <http://www.workandstudy.fi/en>
- Link to a general presentation of Haaga-Helia in English: <https://www.youtube.com/watch?v=6HffuQgVjk4>
- Link to YouTube videos in English, targeted for applicants: <http://www.haaga-helia.fi/en/for-applicant?userLang=en>

Stand 25

FEDEC

FEDEC supports the development and evolution of training, education and creation in the field of circus arts.

The stand will allow FEDEC to present the main publications and projects developed by the network recently:

- Recent publications
- Information on our members and schools
- Last study on professional integration

Fedec is a network gathering all types of education providers; secondary, vocational and higher education. Recognition of skills has been in fedec's missions for 20 years and specific focus for 5 years. Thus, Fedec has developed a sector specific designed project to establish a grassroots European competency framework of circus arts teachers, for whom no initial training is available across the world, so no specific degree. This makes the circus sector very impacted by non-formal and informal learning. ([SAVOIRS01 project](#): European profile of the profession of circus arts teacher/professor)

This is also the case for educational directors of circus schools. FEDEC is approaching these problematics since 2010 through [Maillons Project \(MAILLONS 01 ; MAILLONS 02 ; MAILLONS 03\)](#)
<http://www.fedec.eu/en/158-directors-skills>

As for circus artists themselves, only a tiny offer of continuing training is available and barely any certifications. We are now facing the development of training offers for all circus professionals, hence the necessity to support recognition of informal and non-formal learning. These are the main reasons why fedec has started its reflection about skills validation.

Stand 26

Beratungszentrum für MigrantInnen / Counselling Centre for Migrants

There are 1.6 million foreign-born people living in Austria (approx. 19%). The rate of foreign-born people in Vienna is even higher (approx. 35%). The Counselling Centre for Migrants in Vienna (est. 1983) is one of the oldest and biggest counselling facilities in Austria. The main issues are labour-market policy, immigration law and social law. As information on recognition of foreign qualification became more relevant, new initiatives within the Counselling Centre such as “contact points for people who gained professional qualifications abroad” (AST) and education-counselling project “Check In Plus” were launched.

Both of them are addressing highly relevant problems of recognition of foreign qualifications and are specialized in



providing support during the validation-process. If required, clients must run through a recognition process, which includes several steps.

The AST addresses immigrants who gained professional qualifications abroad. Main objectives are:

- to inform them about recognition of their qualifications
- to make their competences visible
- to improve their integration into the labour market and utilisation of skills and qualifications.

Since its founding (2013) we have counselled more than 35,000 migrants in Austria.

The targets of Check In Plus as part of the Counselling Centre for Migrants are:

- to find bridging courses, internships, etc., which fits the individual recognition-process
- to cover the costs for those sourcing PES Vienna
- to provide assistance during the recognition process.

Since its launch, Check In Plus helped more than 3,000 academic/professional-qualified migrants (nurses, medical doctors and dentists, other medical professions, lawyers, teachers etc.) in Vienna and in Lower Austria to complete their recognition procedure and avoid deskilled employment.

Further information:

- Organisation chart of Counselling Centre for Migrants in Vienna: http://www.migrant.at/wp-content/uploads/organigramm_home.pdf
- Flyer of Check In Plus for clients: http://media.anlaufstelle-erkennung.at/checkin_flyer.pdf
- Description of the offer Check In Plus on homepage of AST: <http://www.anlaufstelle-erkennung.at/articles/view/14>
- Offer of Check In Plus in product-catalogue of social services in Vienna, Page 120-121: <http://www.arbeitplus-wien.at/katalog.pdf>
- Contact points for people who gained professional qualifications abroad with description of the offer: <https://anlaufstelle-erkennung.at/anlaufstellen>
- Description of AST contact points on the homepage of Federal Ministry of Labour, Social Affairs, Health and Consumer Protection: https://www.sozialministerium.at/site/Arbeit_Behinderung/Arbeitsmarkt/Arbeit_Migration/Anerkennung_von_Qualifikationen/

Stand 27

The REVEAL Network

REVEAL is the European Network for Competence Oriented Learning and Validation (COL&V). It currently consists of institutions from 27 European States.

The network was founded in 2008 to offer the LEVEL5 validation system and the related products and services in Europe.

The LEVEL5 approach



LEVEL5 was developed in 2005 as unique system to validate competences and competence developments in non-formal and informal learning contexts.

It is based on a three-dimensional model which maps the development of

- Knowledge (cognitions)
- Skills (actions) and
- Attitudes (emotions and values)

along five quality levels.

LEVEL5 is especially suitable to validate social, personal and organisational competences. It has been successfully applied in 25 European and more than 150 local learning projects with more than 1.500 learners in all educational sectors (youth, schools, VET, HE and AE).

On the stand we will demonstrate the holistic web-based LEVEL5 learning and validation system and the offers of the REVEAL community.

The REVEAL stand at the Validation festival:

Apart from the dissemination materials related to the LEVEL5 procedures, exemplary informal learning and validation projects and information on the REVEAL network, courses and conferences we will show:

1. The open learning space (**my-VITA**) with exemplary projects in the school, VET, Higher Education (**REBUS**, CBHE) and Adult Education Sector
2. The **LEVEL5** validation software
3. The showroom for courses for Continuing Professional Development of AE staff (**PROVIDE**) and

Further information:

Relevant websites of exemplary LEVEL5 and REVEAL projects:

- www.reveal-eu.org (REVEAL website)
- <http://rebusproject.net/> (Capacity Building in *Higher Education*; COL&V Entrepreneurship Competences)
- <http://www.threec.eu/> (*School Education*: THREE C: Competencies for a circular economy, Extracurricular COL&V school project on the Circular Economy)
- <http://eellss.eu/> (*School Education*: European Experiential Learning Lab on Soil Sciences, Extracurricular COL&V school project on Soil science)
- <http://www.sassi-project.eu/> (AE: COL&V, Competences of trainers and employers support older learners and workers more effectively)
- <http://provide-eu.org/> (AE and VET: COL and V. Approach for Professionalisation of AE and VET staff)
- <http://vita-eu.org> (VET: COL&V-project on competences needed in the service economy)
- <http://www.supermanproject.eu/en/> (VET: COL&V-project on customer relation management for mentally disabled customers of European supermarkets)

REVEAL video: <https://youtu.be/FvIYCcZvEHg> (video on LEVEL5 in mobility actions (2012))



Stand 28

European Youth Forum

The European Youth Forum will present its report called “VALIDATION OF NON-FORMAL EDUCATION IN THE YOUTH SECTOR: KEY SUCCESS FACTORS & RECOMMENDATIONS” . The European Youth Forum is the platform of youth organisations in Europe representing 104 youth organisations. We firmly believe that youth organisations provide valuable learning opportunities to hundreds of young people in a daily basis by providing them spaces to develop key competences for life.

Recognising the value of youth organisations as quality education providers, as well as their impact on young people’s competences development, is a necessary step in implementing lifelong learning policies and ensuring quality education is accessible to everyone in different settings. With this goal in mind, youth organisations have also developed, either independently or in tandem with national authorities, many different systems for validation of the competences acquired in non-formal education and informal learning contexts.

This publication contains more than 20 different youth-led projects at national and European level dedicated to the validation of non-formal and informal learning and highlights the crucial role that youth organisations and civil society in general have in the implementation of the 2012 Council recommendation.

Further information:

- <https://www.youthforum.org/sites/default/files/publication-pdfs/Publication-Validation-NFE.pdf>
- <https://www.youthforum.org>

Contact:

Manuel Gil (manuel.gil@youthforum.org) and Andrea Casamenti (andrea.casamenti@youthforum.org)

Stand 29

GMIT, IT Sligo and LYIT National Adult Literacy Agency

GMIT, IT Sligo and LYIT

National Adult Literacy Agency

Stand 30

Kerry Education and Training Board Donegal Education and Training Board Waterford Institute of Technology: recognising nonformal learning

Kerry Education and Training Board

Donegal Education and Training Board



Waterford Institute of Technology: recognising nonformal learning

Programme: Higher Certificate in Arts in Literacy Development, NFQ Level 6, EQF Level 5.

Waterford Institute of Technology is a higher-education institution in the Republic of Ireland. The Literacy Development Centre of the Institute works in partnership with NALA, Ireland's National Adult Literacy Agency, to provide third-level qualifications for adult literacy tutors.

The Higher Certificate in Arts in Literacy Development recognises the nonformal learning provided in approved Adult Literacy Schemes by giving 10 credits out of the 120-credit Certificate to adults who complete the programme and can provide evidence of their practice. This is an access route into higher education used by approximately 200 adults.

Contact:

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Waterford Institute of Technology, Ireland
mogrady@wit.ie

Stand 31

**RPL Practitioner Network
AONTAS - The National Adult Learning Organisation**

RPL Practitioner Network

AONTAS - The National Adult Learning Organisation

Stand 32

**"AVRIL, la VAE facile"
Pôle emploi : "10 000 VAE pour les demandeurs d'emploi"
Centre Inffo: vae.gouv.fr**

"AVRIL, la VAE facile"

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Stand 33

INTERVAL project - DAVA Lille
VAE : une réponse aux besoins économiques DAVA Toulouse
Accompagner à distance - DAVA Versailles

INTERVAL project - DAVA Lille

VAE : une réponse aux besoins économiques DAVA Toulouse

Accompagner à distance - DAVA Versailles

Stand 34

Plateforme de certificateurs de la Région Auvergne Rhône Alpes
Parcours intégré validation-formation - Université du Mans
Accompagnement publics fragiles – Ateliers d'écriture

Plateforme de certificateurs de la Région Auvergne Rhône Alpes

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Accompagnement publics fragiles – Ateliers d'écriture

Stand 35 & 36

**Italian regions – National Agency for the Active Labour Market Policies (ANPAL)
and TECNOSTRUTTURA**

The Stand in his particular composition, represents how hard Italy is working at the implementation of the National Certification System considering that just few years ago there used to be 21 Regional Qualifications Systems. Only since 2013 the National Law (Government Decree n. 13) set up the standards of the certification system, attestation and process concerning formal, non-formal and informal learning which have to be applied all over the Country. According to our Law, Regions are "ENTITLING BODIES" for validation and this is why you will find 4 Regions which have come together as one bringing their own experiences within an institutional delegation supported by ANPAL (National Agency for the Active Labour Market Policies) and TECNOSTRUTTURA (Technical Assistance for Regions).

Toscana presents the CITIZEN TRAINING BOOKLET a validation instrument used in the first phase of the process - IDENTIFICATION. From 2011 to 2018 monitoring reports indicate 56.000 booklet released.

Emilia Romagna illustrates its long experience, having implemented a system for validation and certification since 2006 and having already applied it in active labour market policies and in educational and vocational training policies. In 2013 Lombardia carried on the non-formal and informal certification system and included it in the framework of



active policies defining also an hourly cost and the duration of the process.

Piemonte will have an initiative about validation of migrant's competences in a international project founded by FAMI: DISCORSI MIGRANTI. You will find more about this project: have a look at the video and DO NOT MISS the WORKSHOP n. 7 in the afternoon! (round 2).

here the link for the video:

Further information:

- <http://www.regione.toscana.it/>
- <https://www.regione.emilia-romagna.it/>
- <http://www.regione.lombardia.it/wps/portal/istituzionale>
- <http://www.regione.piemonte.it/formazione/competenze/sistema.htm>
- DISCORSI MIGRANTI: <https://migrazionicop.wordpress.com/> (
- <https://www.youtube.com/watch?v=XefBNJEWjTw> (you just need to activate the subtitles by a click on the first icon in the corner down to your right)

The contacts of coordinators of the stand:

Toscana: Roberto Trainito (roberto.trainito@it.pwc.com)

Emilia Romagna: Ishiwa Aki (Aki.Ishiwa@regione.emilia-romagna.it)

Lombardia: Antonello Rodriguez (antonello_rodriguez@regione.lombardia.it)

Piemonte: Teresa Valentino (teresa.valentino@regione.piemonte.it)

Tecnostruttura: Costanza Bettoni (c.bettoni@tecnostruttura.it)

ANPAL: Michela Bastianelli (michela.bastianelli@anpal.gov.it)

Stand 37

Learning Machine Technologies

Learning Machine is the world's most trusted brand for issuing, receiving, and verifying credentials that have been anchored to a blockchain ("Blockcerts"). Blockcerts is an open standard (free and open source) developed with the MIT Media Lab.

Blockcerts can be issued to any blockchain, making them flexible, tamper proof and providing identity verification of both issuer and recipient. Vendor-independent verification means that Blockcerts remain verifiable regardless of which vendor's solution was used to issue them. Anchoring records to the blockchain provides the most advanced form of digital document security and will be in widespread use by 2020.

Any government, company, and school system that wants to issue Blockcerts can either build their own applications using the free Blockcerts open source libraries (available at blockcerts.org) or license the best-in-class Learning Machine Issuing System. The Issuing System allows any organization to quickly and easily design their credentials, import recipient data, and issue batches of certificates.

Learning Machine's European Office is located in Valletta, Malta. We have partnered with the Ministry for Education and Employment on a nationwide rollout of Blockcerts across all Maltese educational institutions.



Further information:

- Short Video: "[Introducing Blockcerts](#)"
- Link: [Malta Case Study](#)
- Blockcerts Universal Verifier: [Blockcerts.org](#)
- Example Blockcerts: <https://www.learningmachine.com/examples/>

Stand 38

ANAF (Association Nationale des Apprentis de France) & Skillogs

The French Association ANAF (Association Nationale des Apprentis de France) and the French EdTech Skillogs propose their innovative platform on validation of informal and non-formal learning.

ANAF owns and manages the filmetonjob.com video platform, allowing apprentices to post short videos (1 minute 30 maximum) to present an error, its consequence and solution, their Training Center, their company or their job, but also good practices.

These videos are analyzed by Skillogs' Intelligent Tutoring Platform named ACARYA ("The Teacher" in Sanskrit), which validates all skills and competencies through the European classification of European Skills, Competences, Qualifications and Occupations ESCO.

The platform obtained in 2016-2017 more than 390 000 visits and can potentially validate all informal and non-formal learning.

Further information:

- <http://www.francealternance.fr/association-nationale-des-apprentis-de-france/>
- <http://skillogs.com/>
- The Validation Web App: <https://app.skillogs.com>
- Vidéo presentation: <https://youtu.be/Bd17ftPdg9w>

Stand 39

BIBB

Prototyping Transfer and Recognition in Germany at EU Validation Festival's Marketplace:

The project "Prototyping Transfer" was launched in January 2015 in order to increase the number of skills analyses. Skills analyses are used as an instrument within the recognition process in Germany, based on the EU Recognition Act. Holding a formal vocational qualification from abroad is an important requirement for starting a recognition procedure. However, under certain circumstances, a recognition procedure may also be carried out **without documents - by means of a skills analysis.**

The project is financed by the German Federal Ministry of Education and Research (BMBF) and coordinated by the Federal Institute for Vocational Education and Training (BIBB). It is being implemented by seven project partners (mainly different Chambers of Craft Trades and Chambers of Industry and Commerce). They are working together to



improve the awareness of skills analyses and to provide specific support for its implementation in the relevant sectors in each part of Germany.

What may differ from other projects at the EU Validation Festival: Successfully completing a skills analysis leads to a formal qualification in Germany. However, the procedure itself may be regarded as a pioneer procedure, which can be used for the validation of informal or non-formal qualifications. On the stand we want to inform you about the recognition act and procedure in Germany, focussing on the procedure of the skills analysis. Therefore, we provide flyers and brochures, information graphics, some small presents and most importantly: We are looking forward to sharing our knowledge with you, answering your questions and hearing about your approaches.

Further information:

- General information about Recognition in Germany: www.recognition-in-germany.de
- Skills analysis as part of the recognition process: <https://www.erkennung-in-deutschland.de/html/en/skillsanalysis.php>
- Project description and video: Prototyping Transfer supports skills analyses (just in German) <https://www.erkennung-in-deutschland.de/html/de/2012.php>
- Video on YouTube (same as on the webpage above): <https://youtu.be/syYR2tUpQRo>

Contact stand coordinators:

- Daniela Wiemers, Federal Institute of Vocational Education and Training (BIBB), Project manager “Prototyping Transfer”
- Leonie Tillmanns, Federal Institute of Vocational Education and Training (BIBB), Project staff “Prototyping Transfer” and “Recognition in Germany”

Stand 40

ICF

ICF makes big things possible

ICF is a global consulting and technology services provider with more than 5,000 professionals focused on making big things possible for our clients. We are policy specialists, social scientists, business analysts, technologists, researchers, digital strategists and creatives. Engage with us at <https://www.icf.com/company/locations/european-region>

At the European Validation Festival, we will present two projects:

1. 2018 Update of the European Inventory on validation of non-formal and informal learning

The European Inventory is an ongoing project to collect information on current practice in the validation of non-formal and informal learning. The 2018 update of the Inventory will cover 36 countries. This includes the EU 28 plus Iceland, Liechtenstein, Norway, Switzerland, Turkey, Montenegro, Kosovo, and Former Yugoslavian Republic of Macedonia. The update will include 39 country reports and fiches as well as 5 thematic reports, 3 case studies and a final synthesis report.

The thematic topics include:



- How social partners and other labour-market related stakeholders are involved in validation arrangements
- Bridging the gap: How validation can create routes between sectors
- How digital forms of assessment and self-assessment might place a new challenge and opportunity for assessment methodologies;
- The role of validation as an upskilling pathway for low qualified
- Validation and migrants/refugees

2. Skills audits: tools to identify talent

The objective of the study was to create a better knowledge base about the availability of skills audits to different target groups, the variations in how skills audits are carried out, what they entail, who is involved and which identification and assessment methods are being used. It also aims to collect evidence on the demand and supply of skills audits across the EU and the effectiveness of different types of practices. The study covers skills audit initiatives from 16 EU countries: Austria, Belgium (Belgium-nl, Belgium-fr), Croatia, Czech Republic, France, Finland, Denmark, Germany, Italy, Ireland, Luxemburg, Malta, the Netherlands, Poland, Sweden and the UK.

The study identifies four types of skills audits:

- Skills audits for self-development – to build self-awareness
- Skills audits for education advancement – to decide on training or education
- Skills audits for labour market integration – to find a suitable job
- Skills audits for talent management – to manage workforce and professional development

More information about both projects will be available at the ICF stand!

Contact us

Are there any examples of validation projects / practices in your country? If so, please share your experiences with us! Alternatively if you have any questions about the 2018 update of the European Inventory, please do not hesitate to contact the Inventory core team at 2018-European-Inventory@icf.com. For questions regarding the skills audit study, please contact the project manager at anette.curth@icf.com.