



**Validation procedures for recognition  
- formal and informally acquired competencies  
in Germany**

A manual for consultants

**Validierungsverfahren zur Anerkennung non  
- formal und informell erworbener  
Kompetenzen in Deutschland**

Handbuch für Berater/innen im  
Validierungsverfahren



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Target group

- Teacher / trainer
- Counsellor
- Social worker
- Youth worker
- future employer
- other:

Type of best practice

- initiative
- campaign
- project
- website only
- programme
- model
- training
- learning material
- other:

Experiences

- available for more than 5 years
- available for less than 5 years
- pilot phase / testing
- in development
- other: n.a.

Das Handbuch ist ein Leitfaden für Berater, die in der Anwendung eines bestimmten Validierungsverfahrens ausgebildet sind und Aspiranten helfen, nicht formale und informelle Kenntnisse mittels des Validierungsinstruments zu erwerben, um die Anerkennung der beruflichen Weiterbildung zu gewinnen. Gleichzeitig eignet es sich auch als Begleitmaterial in der Ausbildung von Beratern im Validierungsprozess. Es ergänzt und unterstützt das Curriculum der Beratung und ist Teil des Trainingskonzepts. Das Handbuch ist Arbeitsergebnis eines Innovationstransferprojekts, das ein Validierungssystem für die Erkennung nicht formaler und informell erworbener Kompetenzen adaptiert und getestet hat. Ein von der Schweizerischen Vereinigung für Weiterbildung (SVEB) entwickeltes System wurde erfolgreich auf die Validierung nicht formaler und informell erworbener beruflicher Kompetenzen zu Bedingungen und Anforderungen des deutschen Bildungssystems angewendet.

Es entstand im Projekt "ConCert (" Entwicklungs- und Vorbereitungsmaßnahmen zur Umsetzung eines Validierungssystems zur Beratung und Anerkennung formaler und informell erworbener Kompetenzen ").

## Validierungsverfahren zur Anerkennung non-formal und informell erworbener Kompetenzen in Deutschland



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### Handbuch für Berater\*innen im Validierungsverfahren

Anett Kromrei-Suwareh

Julia Stertz

Jacqueline Hennig

#### Description:

#### **Non - formal and informal competence acquisition**

The acquisition of vocational and trade-related education takes place both as a formal competence acquisition at institutions of vocational qualification (institutions of vocational training and further education, technical colleges and universities) as well as in a non-formal and informal way through experience knowledge. Through a steadily growing and differentiated task spectrum in the work process as well as through voluntary commitment outside the work process, people acquire experiences and abilities that go far beyond the competences in formal qualifications.

While formal learning is an intended, goal-oriented, organized and structured process, which success is documented by a certificate, the results of non-formal and informal learning processes cannot be demonstrated in this way. Non-formal learning is, from the learner's point of view (and of the teacher's), is an intended learning process, which, however, is embedded as a learning element in mostly practical activities.

The intended learning is subject to less stringent regulations regarding temporal structure and organization. An explicit follow-up test, which is shown in a certificate or certificate with a qualitative assessment, is generally not carried out. Informal learning takes place both in the workplace, in everyday life and in leisure time. It is not intended as learning, the learning effects arise, without this planned and purposeful strive.

However, in Germany, above all, the formally acquired knowledge is professionally usable and acknowledged, as these are demonstrable by certificates. At the same time, both the developments on the national labor market and the European free movement of persons require that all existing compulsory employment competences be made visible and comparable. Whatever the nature of the competency acquisition, existing knowledge and abilities are, they are to be documented, recognized and formally acquired. With the European Qualifications Framework (EQF) and the respective national implementation (the German Qualifications Framework DQR for Germany), the prerequisites for the European-wide comparability of qualifications were created. EQF and DQR are expressly designed to classify existing qualifications; regardless of the type of education, they have been acquired. This

includes non-formal acquired education as well as informal education.

In order to adequately represent non-formal and informally acquired competences, valid procedures for the competency assessment are required at the operational level. Formal educational approaches (test, examination, etc.) are not always optimal for this purpose. Above all, in continuing vocational training, it is often necessary to complete advanced training courses in order to obtain formal proof of existing knowledge.

This is the background of this guide, which provides practical help with validation.