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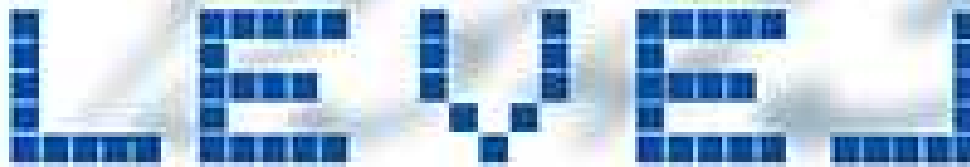


# About

## *Research and Evaluation group for Validating, Evidencing and Assessing informal and non-formal Learning*

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- **Transnational** community of European experts and practitioners working in **25 organisations from 20 European member states**.
- Assessing and evidencing with a unique **validation approach specifically designed for:**
  - **informally acquired competences**
  - **personal and social skills and competences**



LEVEL

- **piloted in more than 60 learning projects** and scientifically evaluated in the framework of two European PhD thesis.
- to serve especially target groups that learn **outside or beside formal education contexts** and their learning facilitators: adult learning providers, care organisations, grass-root projects, mobility projects, youth organisations, learners on the job ...

# reveal Projects

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## **Scope of REVEAL activities in EU-projects:**

Validating, Training Counselling, Practice-Research

From informal learning to rather formalised vocational training  
(incl. School and Higher Education)

## **REVEAL projects and informal learning contexts**

ACT: Active Citizenship

VIP: EU-projects

VILMA: Mobility activities

VITA: Validation of service-oriented learning outcomes

RIVER: Senior volunteers

EYE5: Entrepreneurship Education (KC7)

PREVAIL: Learning on the Job

PROVIDE: CPD for Educational professionals

# Validation = Top Priority on the EU Agenda

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## Studies on the State of Validation (System Research level)

- Inventory 2005, 2007, 2010
- > 1000 Pages, 32 Countries, 34 reports, 10 case studies
- CEDEFOP studies on validation practice, learning outcomes
- Projects on ECVET, ECTS etc.

## Conferences

2011:

- Brussels (EUCEN, Observal)
- Warsaw
- Paris (NAs)
- Brussels (ERASMUS Cluster meeting on Validation)
- Leuven (REVEAL)
- Thessaloniki (REVEAL)

2012

- Oslo (Northern countries meet EU)
- ...

# Validation - One (!) Definition

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## Validation of learning outcomes

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



CEDEFOP

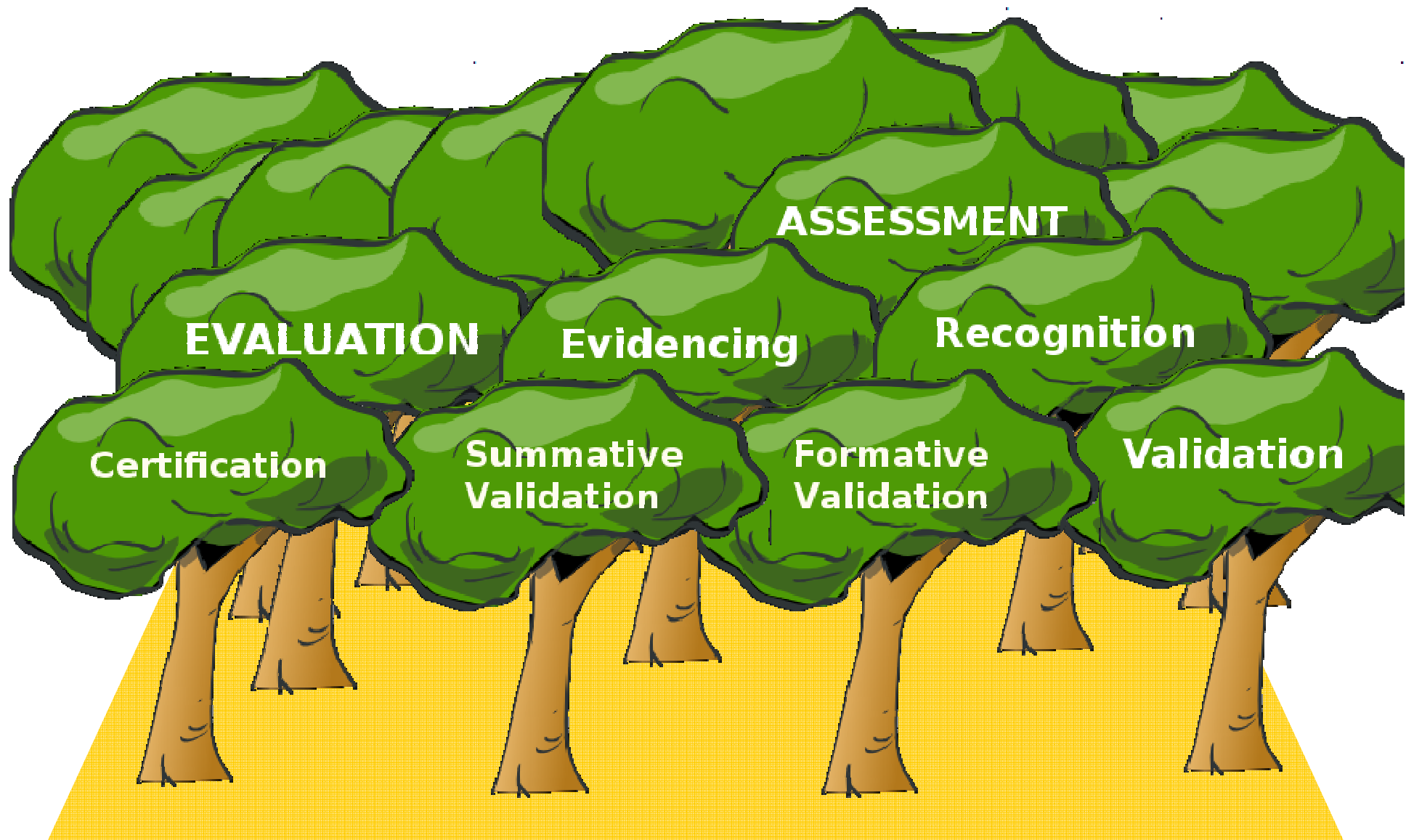
European Centre for the Development  
of Vocational Training



Education and Culture DG

# The Validation Terminology Jungle

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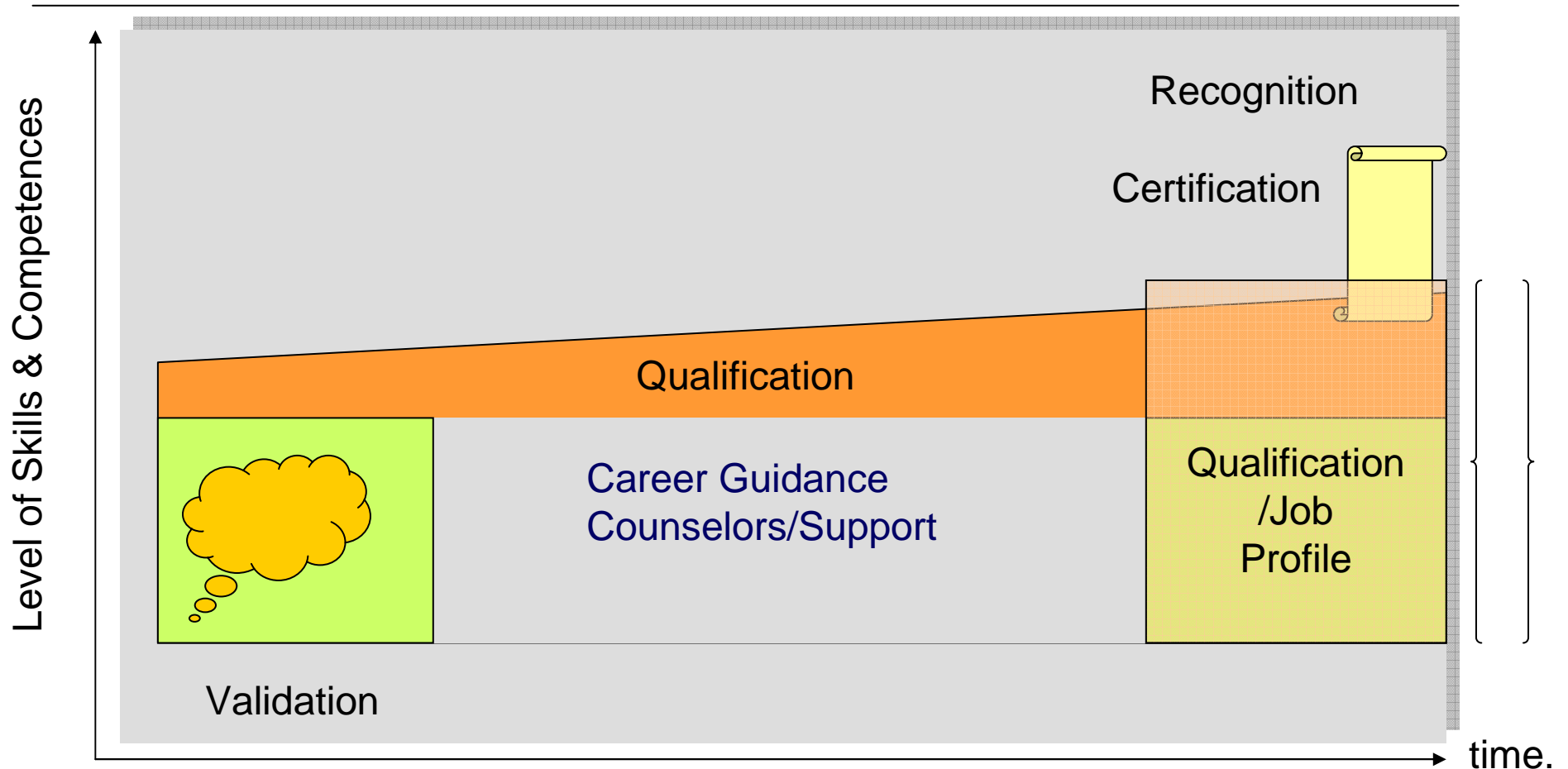
# Validation is not a value in itself

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**„Mind filling out this validation form first?“**

# Scenario 1 = Validation as part of Initial Qualification

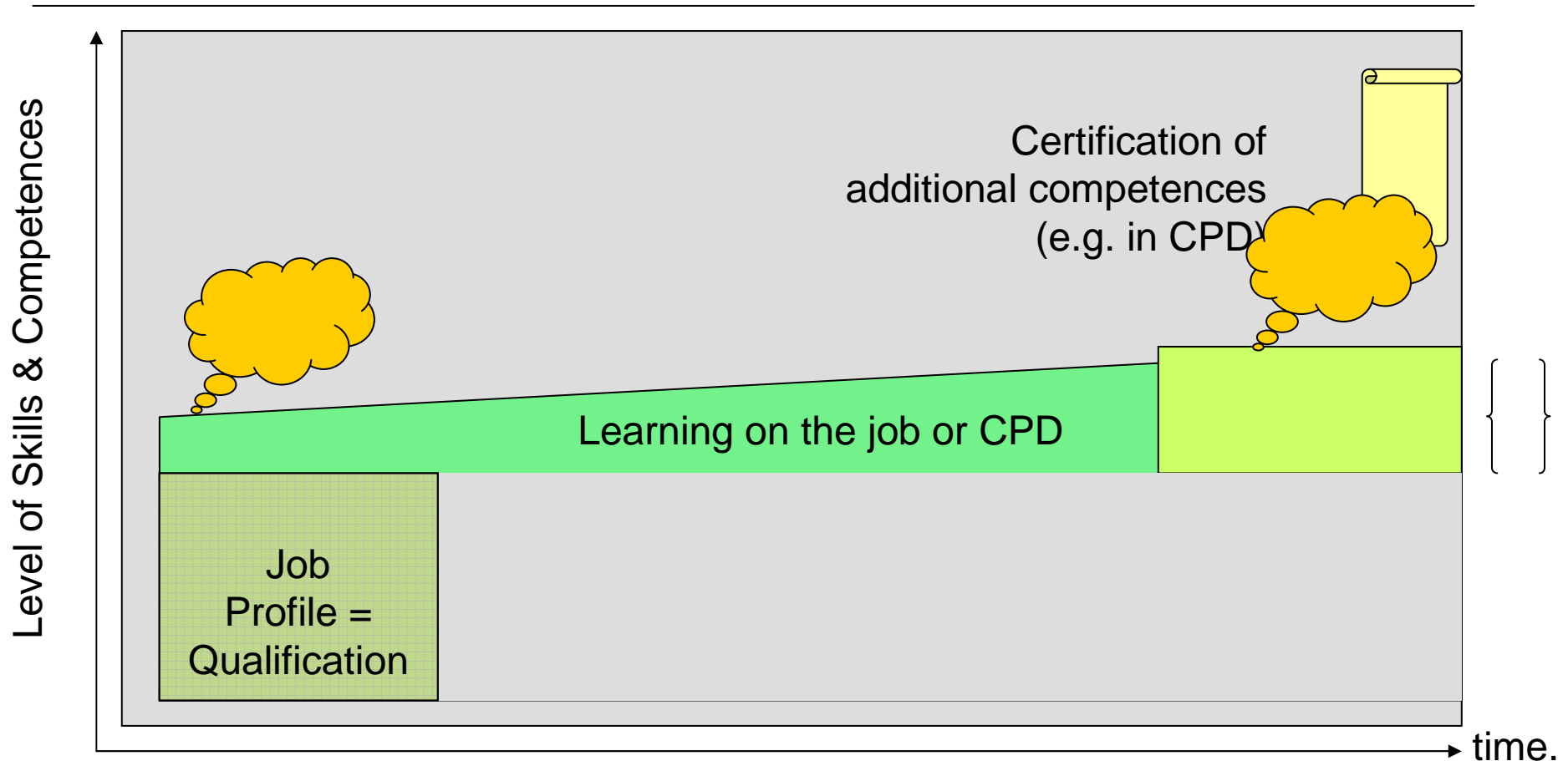


**Purpose =** Delivery of a Full QUALIFICATION (recognised vocational job-profile); Saving time and money (unnecessary training)  
Recognising existing skills and competences

**Learners =** Disadvantaged learners problems in the formal system  
People looking for a „new“ job (work councils)



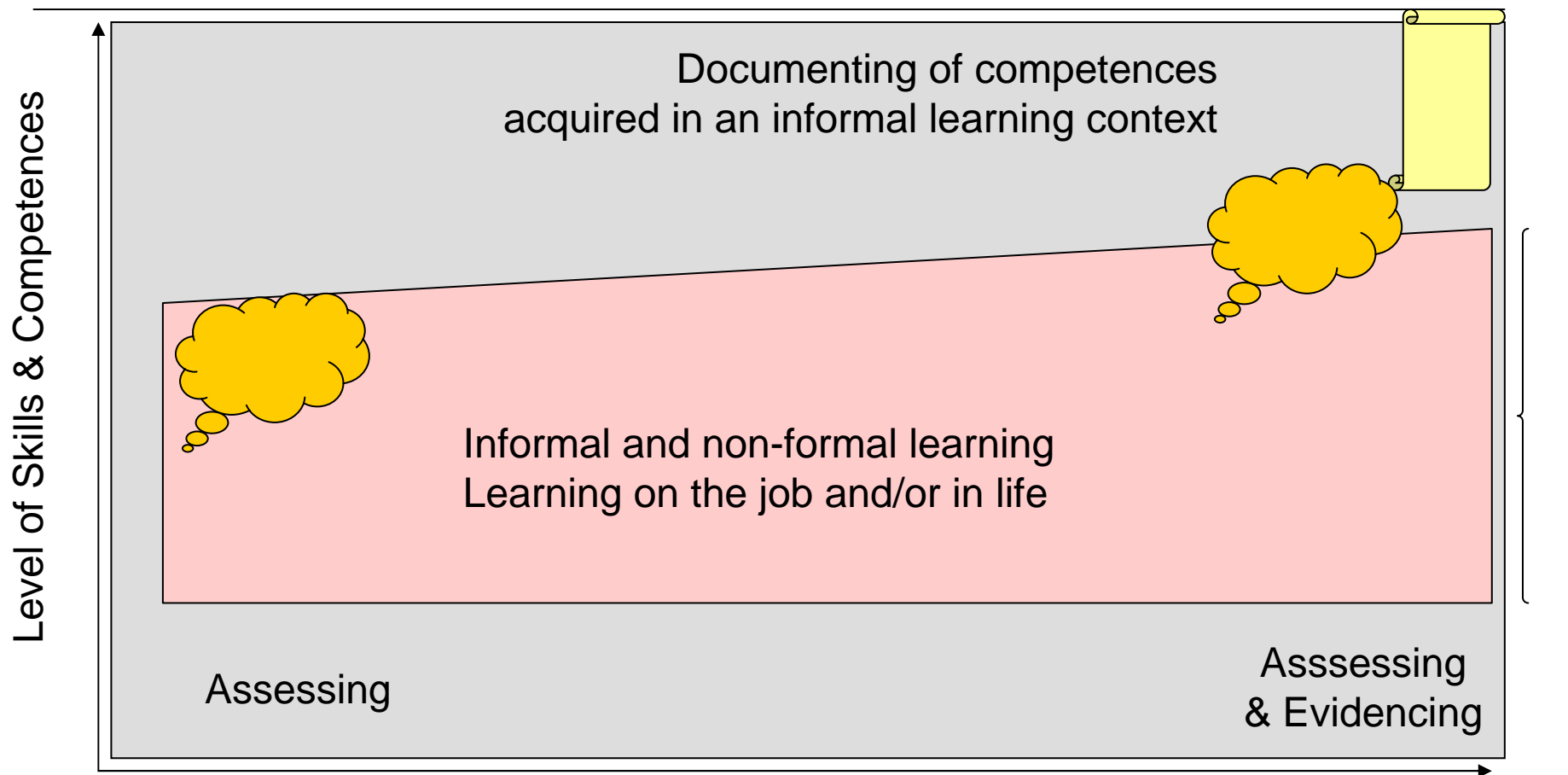
## Scenario 2 = Validating competence developments in continuing education and training or at the workplace



**Purpose =** Assessing and evidencing additional competences  
Further education/Continuing professional development  
Lifting competence level in an enterprise

**Learners =** Professionals to give evidence of acquired competences  
e.g. CPD, Training courses, team trainings,

**Scenario 3+n = Validating of the developments of a specific competence in different not-formalised / informal learning contexts**

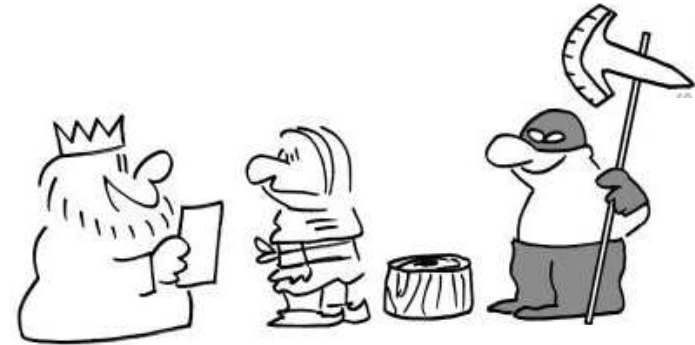


**Purpose =** Assessing and evidencing competences  
Competence based learning/training  
Measuring the impact of informal/non-formal learning

**Learners =** Professionals, People on Mobility, Volunteers  
Learners in civic learning projects....

# Validation and ...? (Leading Questions)

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- **What is the purpose of the validation?**  
(There may be different)
- **Who are the clients/the target group/the learners?**
- **Which competences are relevant in which context?**
- **Who/What is a competent validation body?**
- **Are standards necessary/relevant?**

## Validation, Purposes and Beneficiaries of Validation

LEARNER	<p>Basic professional qualification</p> <p>Further qualification</p> <p>Evidencing other skills (informally acquired)</p>	<p>Improvement of trainings</p> <p>QM, credibility</p> <p>Improvement of services</p>	Learning Provider
LEARNER	<p>Basic professional qualification</p> <p>Further qualification</p> <p>Evidencing other skills (informally acquired)</p>	<p>Qualified employees</p> <p>Improvement of services</p> <p>Improvement internal processes</p>	Employer
LEARNER	<p>Basic professional qualification</p> <p>Further qualification</p> <p>Evidencing other skills (informally acquired)</p>	<p>Improved employability</p> <p>Active Participation in civic life</p>	Society



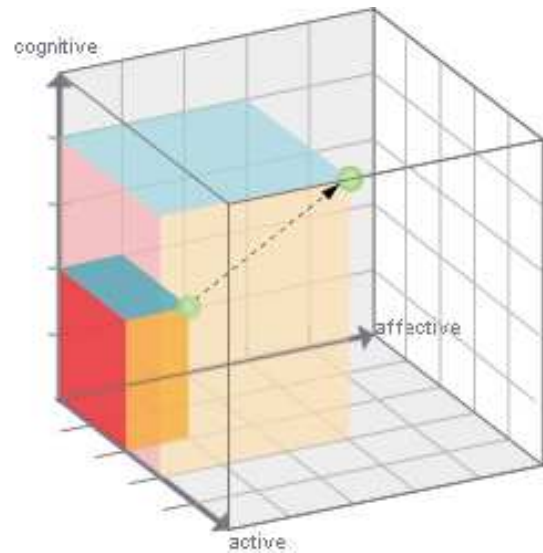
# CV Personal data

Sector/Section	Cerification System	Reference System	
Higher Education	ECTS	EQF/NQF	Formal
VET	ECVET	EQF/NQF	
Languages	Other formal certificates	different	
IT-skills	Other formal certificates	IT-Sys	
Orga. Skills & Comp.	LEVEL	LEVEL	Informal
Social Skills & Comp.	LEVEL	LEVEL	
Personal Skills & Comp.	LEVEL	LEVEL	

## 3. LEVEL5

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# An Approach and Instrument to Document and Visualise Competence Developments



## Specifically:

- Personal,
- Social and
- Organisational Competences

# Competence Definition

*A competence is the ability to apply a synthesis of*

- *Knowledge,*
- *Skills and*
- *Attitudes*

*in a particular situation\* and in a particular quality\*\*.*

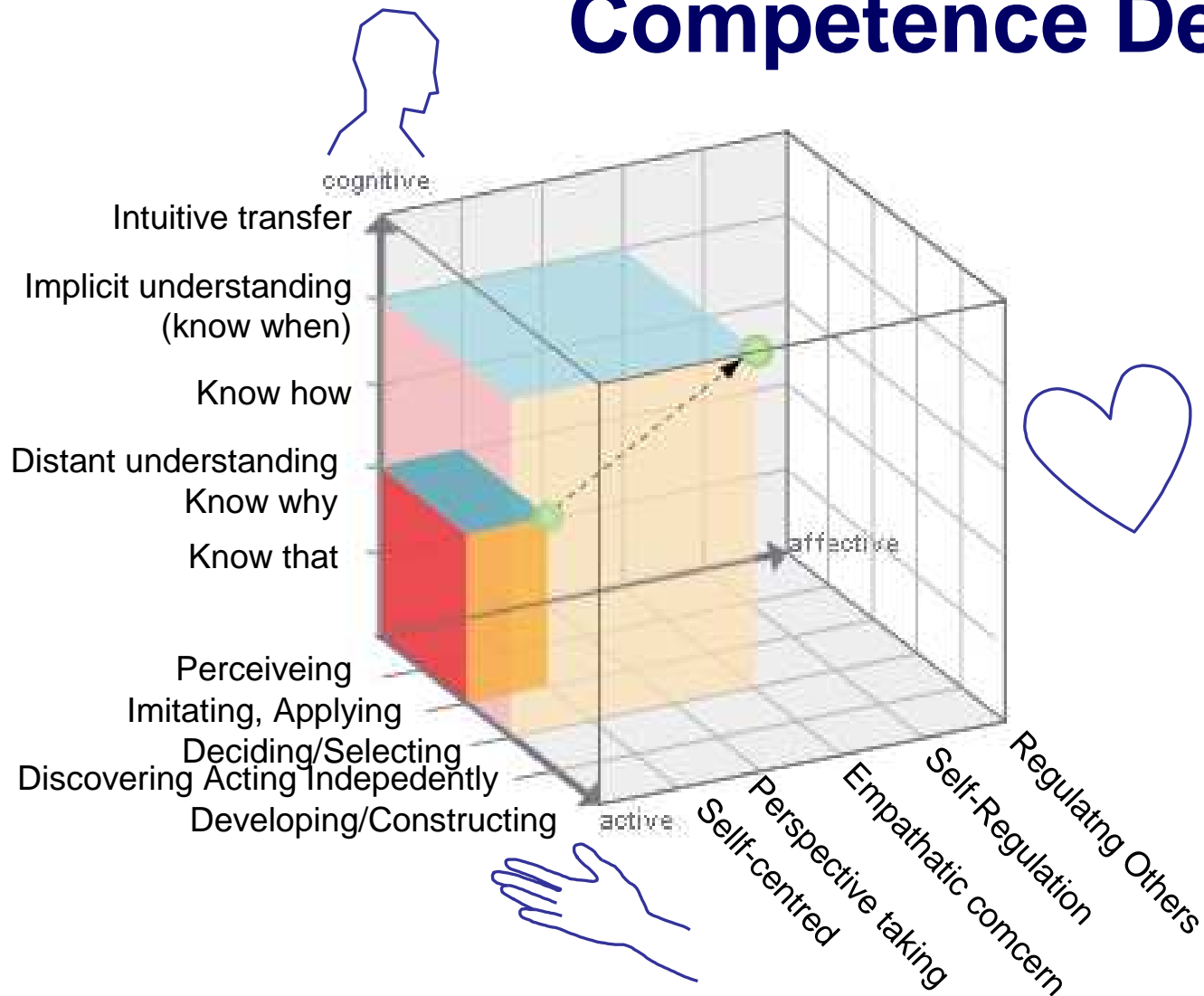
\* Context

\*\* LEVEL

CEDEFOP Glossary

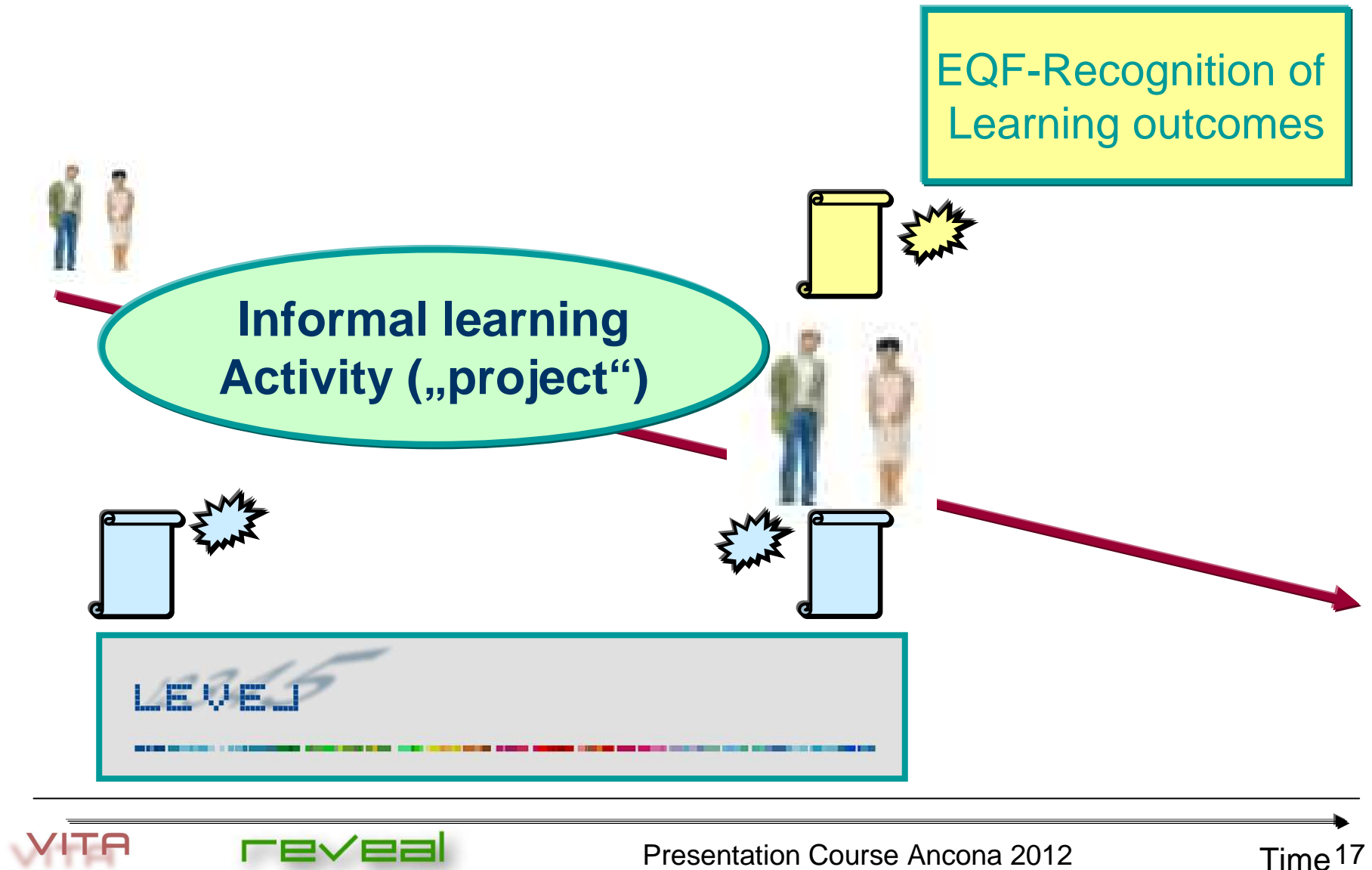
LEVEL

# A CUBE as Model to Visualise Competence Developments





# Visualisation of EQF and LEVEL5 concepts



## 1. Description of Project

- Context
- Target Group
- Objectives
- ...

Project Description

Project Name: IAA

Description: In the framework of the project several groups of unemployed young adults are being set up in European countries to improve their employability and social integration in the society. The project is funded by the German employment ministry under the programme IAA (Integration durch Austausch) and implemented by the German Youth-Association based in Maximiliansau.

## 2. Selecting/determining Topics

- Inventory
- Topic sets
- Refining content and objectives

Topic Set

Step 2: Selection of Topics / Competences

Inventory	My Selections
<input type="checkbox"/> Institutional knowledge macro level	<input type="checkbox"/> Institutional knowledge macro level
<input type="checkbox"/> Institutional knowledge micro level	<input type="checkbox"/> Institutional knowledge micro level
<input type="checkbox"/> Cultural issues	<input type="checkbox"/> Cultural issues
<input type="checkbox"/> Environmental issues	<input type="checkbox"/> Environmental issues
<input type="checkbox"/> Knowledge about life and situation of others	<input type="checkbox"/> Knowledge about life and situation of others
<input type="checkbox"/> Communication	<input type="checkbox"/> Communication
<input type="checkbox"/> Team Building	<input type="checkbox"/> Team Building
<input type="checkbox"/> Decision-making	<input type="checkbox"/> Decision-making
<input type="checkbox"/> Negotiation	<input type="checkbox"/> Negotiation

## 5. Presentation of Results

- Rating learning outcomes at different times
- Describing different competence levels
- Evidencing learning and project outcomes
- Validation and certification

Evaluation summary

Conclusion: The group gained... awareness of the learning components of the process... Self-confidence to get involved in the project... ability to describe their own work... ability to design with... Motivation and synergy between individuals... Social management and planning tool for the future.

Competence profile at the beginning	Competence profile at the end
<p>cognitive: "We had not fully understood the complexity of the project. We only knew that it was for us to make for one person alone. Some of us had to be convinced to participate and were sceptical about a successful completion."</p>	<p>cognitive: "We have overcome many problems and become aware of the importance of the team dynamics for the outcome of the projects. We have all learned to find our place in the team and communicate efficiently. We have built a team and adjusted to it to the situation."</p>
<p>active: "We formed the group under the 'superhero' title and the motto 'We just wanted to do something to make these squares look like a village'."</p>	<p>active: "When we finished the project, we had established an efficient work plan, our meetings were not longer than necessary and we had finished the target. We are now equal players in the team and the village."</p>
<p>affective: "We did not know each other well. We were nervous about the group meeting. Individual members had worked to make our relationship in a very diverse team."</p>	<p>affective: "We were all proud of our work and had a lot of fun. We had a lot of fun working together and had a lot of fun working together. We had a lot of fun working together and had a lot of fun working together."</p>

## 4. Assessing/Measuring

- Selecting Assessment Methods
- Measuring learning outcomes at different evaluation times

Step 4: Assessment-Method

Name: Self assessment of the group

Description: The aim of the assessment is to find out if the group is capable of constructing a vision and to develop further for the benefit of the village. To formalize the teambuilding effort and its efficiency. To raise awareness of the individual and collective long-term learning aspect involved in the volunteer project.

## 3. Creating a Reference System

- Three Dimensions
- Five specific competence levels related to the learning project
- Indicators

Grade	Competence Level	Indicator
Developing/constructing	"We are exploring further possibilities, applications and..."	
Discovering/acting independently	"Let's focus on our activity work, monitor the process, and collaborate efficiently!"	
Deciding/selecting	"Let's promise, set a more precise calendar and have more clear who does what!"	
Application, Initiation	"I will call on the creation of a committee, like the one in the festa mayor!"	
Reception/remembrance	"Who can I work with in this community project? I have to present and..."	

LEVEL



Logout **tin**

**Project**

New →

**IdA**

Rural heritage

Project 3

Project-Description

Inventory ✓

Reference-System

Assessment-Method ✓

Assessment-Grid

Documentation



**Step 1: Description of your Individual Project**



description

Group

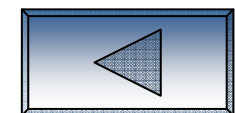
Participant

owner

**project name: \***

**project description:**  

In the framework of this project several groups of unemployed young adults are being sent to European countries to improve their employability and their integration in the society.  
The project is funded by the German employment ministry under the programme IdA (Integration durch Austausch).  
The CJD (Christian German Youth Association) based in Maximiliansau



Logout tim

**Topic Set**

New →

Test inventory

Mobility Learning

Ula set

OPB topic set

NextTopicSet

julia

test

trallalla

Wrong Team Building

**Team Building**

Gesundes Verhalten

Gesund Verhalten

Project-  
Description ✓

Inventory

Reference-  
System ✓

Assessment-  
Method ✓

Assessment-  
Grid

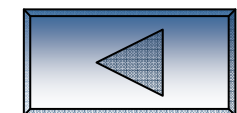
Documentation

## Step 2: Selection of Topics / Competences

**name:**

Info

Inventory	My Definitions
Category 1	Category 1
<input type="checkbox"/> Institutional knowledge macro level <input type="checkbox"/> Institutional knowledge micro level <input type="checkbox"/> Cultural issues <input type="checkbox"/> Environmental issues <input type="checkbox"/> Knowledge about life and situation of others	<input type="checkbox"/> Institutional knowledge macro level <input type="checkbox"/> Institutional knowledge micro level <input type="checkbox"/> Cultural issues <input type="checkbox"/> Environmental issues <input type="checkbox"/> Knowledge about life and situation of others
Category 2	Category 2
<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Cooperation <input type="checkbox"/> Decision-making <input type="checkbox"/> Negotiation	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Team Building2 <input type="checkbox"/> Decision-making <input type="checkbox"/> Negotiation



OPB topic set

NextTopicSet

julia

test

trallalla

Wrong Team Building


**Team Building**


Gesundes Verhalten


Gesund Verhalten

Reference System

Team Building2





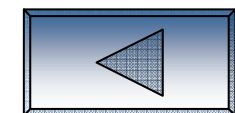


active

cognitive

affective

Grades			
Grade	General Scaling	Individual Description	Indicators
5	Developing/constructing	"We are exploring further possibilities, applications and ..."	
4	Discovering/acting independently	"Let's focus on our activity work , monitor de process, and collaborate efficiently"	
3	Deciding/selecting	"Let's prioritise, set a more precise calendar and have more clear who does what"	
2	Application, Imitation	"I will call on the creation of a committee, like the one in the fiesta mayor ..."	
1	Reception/remembering	"Who can I work with in this community project? I have to present and ..."	



## ACT!-Evaluation-sheet:¶

¶

You selected the topic: Participating in community with others¶

¶

### Cognitive-Dimension:~

Learners' knowledge and skills concerning Participating in community with others¶

1a	2a	4a	5a	6a	7a
Grade/ Levela	Corresponding Level-Titlea	Individual description/ explanatory statementsa	Rating¶ 1a	Rating¶ 2a	Remarks, explanations; reasons for your ratingsa
5a	Intuitive-Actinga	Your description for grade: 5a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4a	Implicit- understandinga	Your description for grade: 4a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3a	Distant- understandinga	Your description for grade: 3a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a	Know-howa	Your description for grade: 2a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1a	Know-thata	Your description for grade: 1a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¶

### Activity-dimension~

->Learners' activity potential concerning Participating in community with others¶

1a	2a	4a	5a	6a	7a
Grade/ Levela	Corresponding Level-Titlea	Individual description/ explanatory statementsa	Rating¶ 1a	Rating¶ 2a	Remarks, explanations; reasons for your ratingsa
5a	Developing/¶ constructinga	Your description for grade-5a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4a	Discovering/acting- independentlya	Your description for grade-4a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3a	Deciding/selectinga	Your description for grade-3a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a	Application; Imitationa	Your description for grade-2a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1a	Reception/¶ rememberinga	Your description for grade-1a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¶

### Affective-Dimension¶

⊕ ->Learners' affective competences concerning Participating in community with others¶

1a	2a	4a	5a	6a	7a
Grade/ Levela	Corresponding Level-Titlea	Individual description/ explanatory statementsa	Rating¶ 1a	Rating¶ 2a	Remarks, explanations; reasons for your ratingsa
5a	Regulating with othersa	Your description for grade: 5a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4a	Affective self- regulationa	Your description for grade: 4a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3a	Empathetic- concerna	Your description for grade: 3a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a	Perspective- takinga	Your description for grade: 2a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1a	Indifferencea	Your description for grade: 1a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# The individual evaluation system

## -> describing the development of competences


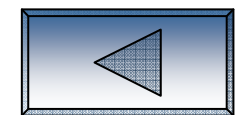
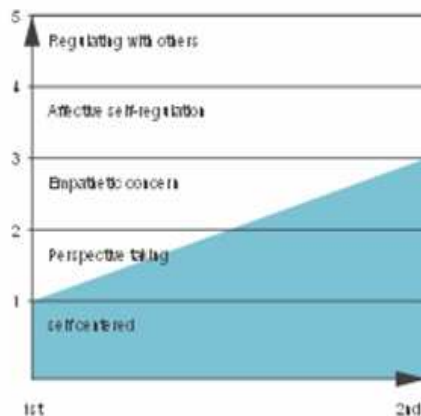
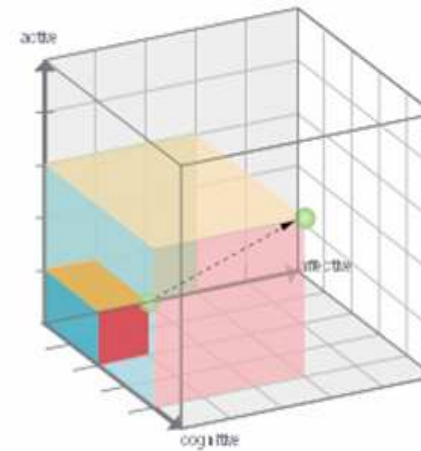
1	2	4	5	6	7*
Grade	General scaling	Individual description/ explanatory statement	Rating 1	Rating 2	Remarks, explanations, reasons for your rating
5	Regulating with others	Your description for grade 5			
4	Affective self-regulation	Your description for grade 4			
3	Empathetic concern	Your description for grade 3			Description of state 2: what has changed?
2	Perspective taking	Your description for grade 2			
1	Indifference	Your description for grade 1			Description of state 1

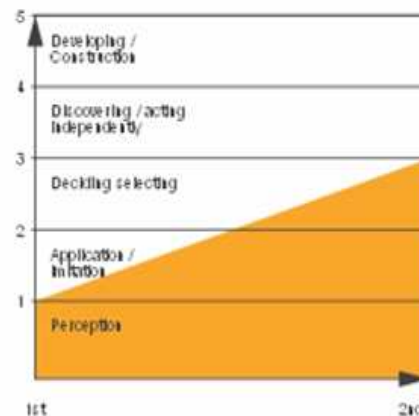
Table: Exemplary grid for the affective competence dimension



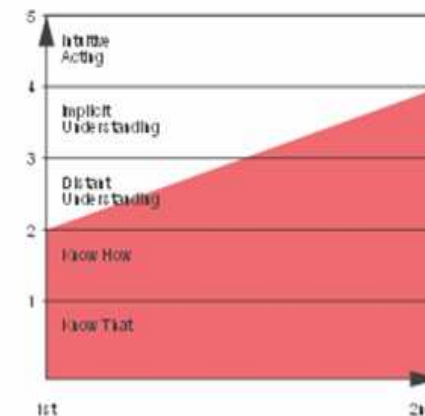
dimension	before	after
affective	1 (1-5)	3 (1-5)
active	1 (1-5)	3 (1-5)
cognitive	2 (1-5)	4 (1-5)
zoom	1.3	draw



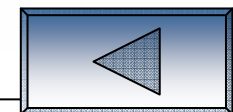
affective



active



cognitive





## Learner-Certificate: BOIT

REVEAL

### Participant

Elisabeth Frankus, born 03.30.1981, .

### Informal learning project

#### BOIT

Beginning: 01.01.2010

Ending: 12.31.2011

#### Institution:

Place: Learning happened 2f during project meetings and via virtual synchronous and asynchronous communication



### Description of the informal learning activity

BOIT is a Leonardo da Vinci project run by an international consortium of 7 partners. The project team developed a training course for burn out intervention and prevention. The final beneficiaries of the project are people with burnout risk and those who are already affected by burnout. The Burnout Intervention Training for Managers and Team Leaders aims at preventing working situations with burnout risk. The evaluation started in 2010 and was finished in 2011.

### Topics of the evaluation

BOIT PM

This refers only to the coordinating partner crew

### Methods of the evaluation

Assessment and evaluation happened in a mix of external and internal approaches:

External: Observations

Internal: Self assessment with the grid and eventually the blend with an exchange about both ratings in a discussion

### Evaluator

External: by a REVEAL group member; Internal: Self assessment by learners/partners; ratings were discussed

### Evaluation summary

Elisabeth was firstly confronted with a diverse team and learnt to respect different backgrounds, strengths and weaknesses of the team members. She was able to collaborate and distribute tasks in regard to diversity aspects.

### Learning outcome: BOIT PM

Competence profile at the beginning:

**cognitive:** She knew requirements of EU projects and the necessary tools that have to be used.

**active:** She applied the necessary tools from the beginning as she was instructed.

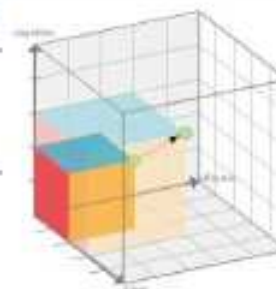
**affektive:** She accepted PM as necessary. She applied the necessary tools from the beginning as she was instructed by task.

Competence profile at the end:

**cognitive:** She knew how to use all relevant LLP tools adequately.

**active:** She successfully accomplished the PM tasks in the LLP framework.

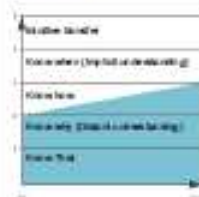
**affektive:** She successfully accomplished the PM tasks in the LLP framework.



Learning process visualized in a cube

### Learning outcome on the learning dimensions

#### cognitive



She came into the project with a theoretical PM background and applied her knowledge successfully in the BOIT context.

#### active



She was guided into the PM tasks and successfully managed the internal processes (monitoring, controlling, communication).

#### affektive



She was guided into the PM tasks and successfully managed the internal processes (monitoring, controlling, communication).