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Presentation of the project Valid-Info (2)

Presentation of the recommendations

Conference

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From self-assessment towards validation (1)

To more effectively **connect the self-evaluation process envisaged by VALID-INFO with an institutional procedure for the assessment and validation of non-formal and informal learning**, several developments can be envisaged:

- ☐ **further elaborate the maps of competences** of the two target profiles with indicators of performance and specifications for the different levels, so as to actually turn the maps into standards of competence;
- ☐ **verify the full compatibility of the VALID-INFO profiles with professional and training standards** for those profiles (if existing in the concerned context);



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From self-assessment towards validation (2)

- ❑ verify the **compatibility** of the VALID-INFO self-assessment procedure **with the standards for assessment and validation** of competences (if existing in the concerned context);
- ❑ stipulate **institutional agreements** with the competent bodies for validation in the concerned context, so as to find arrangements to allow due consideration of self-evaluation results in the official validation procedure;

⇒ In any case, the conceptual work carried out by VALID-INFO as concerns the definition of the two target professional profiles can **feed the ongoing processes of definition and/or updating of training and professional standards** in the partner countries.



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Other possible future developments (1)

VALID-INFO methodology and tools were developed in the framework of a Leonardo da Vinci project and as such, they represent a **pilot experience** for the partner countries (Belgium, Italy, Germany and Poland). They were tested in a specific and limited context (for time, geographical areas interested, beneficiaries involved).

- ☐ **Any further testing and more extended application** might contribute to fine-tune the methodological approach as well as the single instruments
- ☐ **A transfer of VALID-INFO methodology and tools to other geographical contexts** could enrich the approach, while requiring also an adaptation /adjustment of contents;



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Other possible future developments (2)

- ❑ **To design and development of specific training pathways for those professions**, so as to update the training provision of the partner countries and ensure that the required competences are achieved not only and no more on the job, but also through formal ways.



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Thank you for your attention!



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