

From work experience to professional competence

Skills and competences acquisition through non formal and informal training schemes

Nowadays the recognition, assessment and certification of competences acquired through non formal or informal training and by job practice is a common concern in Europe, which presents different developments.

Some countries like Germany and Spain have registered significant progress in setting competencies standards for different economic sectors, in order to harmonize recognition, assessment and certification of those competencies acquired at the work place by informal or non-formal learning. In other countries as Romania and Poland had made also progresses having a specific legislation and public or private institutions for certification of competencies. In other European countries the development of these types of processes is inexistent.

The different experiences developed at both European and International level could be very useful, because it could offer plenty of practical solutions in this field. They could be transfer and adapted to other economic and social environments, improving both the cultural scope of the human resources management and the updating of the training systems that have to deal with new challenges in this knowledge era.

That is the objective of VOW+IPLM partnership: to transfer the knowledge and experiences on the skills and competences assessment and to build a suitable environment that supports an effective HR management policy.

Project Promoter



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The Value of Work for Individual Position on Labour Market

**VOW+
IPLM**

VOW + IPLM project

Objetives and Aims

- Exchange of best practice in the recognition and validation of informal learning contexts /non-formal.
- Improving the quality of validation of non-formal and informal learning process by transferring the innovative model for recognizing competencies acquired in the work place, developed by the pilot project "The Value of Work (VOW)".
- Raising attractiveness of VET in participating countries by giving to each person a complete overview of his skills which can have a good impact on them and their decision to continuing to learn and training.
- Developing of "Innovative methodology of validation" describing the methods and tools for evaluation and validation.
- Developing new transferable competence standards to be used when validating individuals against job standards (we will consider the public administration sector as initial and the transfer sectors will be selected as most suitable for each participant country).
- Adapting the existing methods and tools for the new sectors and developing new ones for other economic sectors that will be selected by each participant country (such as services, elderly care in the Romanian case).
- Developing an innovative tool to evaluate the competencies acquired at work place and give to each beneficiary the possibility to build an individual further career by lifelong learning.

Results

Handbook of good practices.

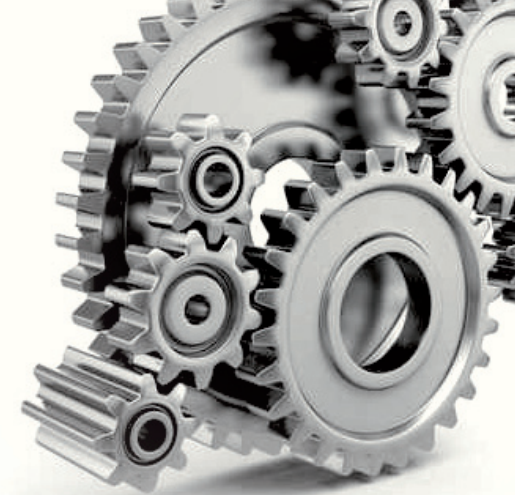
The handbook will join together all selected best practices in the field of evaluation and validation of competencies in general and those acquired at work place in particular.

E- evaluation Platform

On-line multifunctional application build on the principles ECVET adapted for competencies acquired to the work place on which any professionals will have the possibility to register as members and sharing their experience and expertise.

Impact

- Increasing the employability of workers (with medium education level).
- Promoting the competitiveness of the enterprises trough an efficient use of HR.
- Facilitating the development of innovative validation practices in the field of vocational education and training at national and regional level.
- Improving the transparency and recognition of qualifications and competencies, including those acquired through non-formal and informal learning at national level in an European comparable manner.



Tarject Group

Evaluation/validation institutions (public or private). HR managers. Training providers. Policy makers in the field of education and training. Individual professionals, experts, evaluators of knowledge and competencies. Other stakeholders, trade unions, professional associations, etc.

For further information

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Outside school, individuals should also be able to have their skills assessed, validated and recognised, providing a skills profile for potential employers. – European Commission (2012) "Rethinking Education: Investing in skills for better socio-economic outcomes"

