

Parallel session B

Making validation a reality for individuals

Designing and managing user-oriented validation arrangements

Validation arrangements should be designed, developed and implemented to assist individuals in making their competences visible and valuable. The centrality of the individual means that validation arrangements must adapt to the individual needs, considering their diverse circumstances. This means that there is no one-size-fits all. For individuals to become aware of the existence of validation, its costs and its benefits, a number of concrete steps have to be taken by the institutions and stakeholders involved in validation. The following points illustrate these steps, but the workshops should elaborate and further develop these:

- The institutions and stakeholders involved: Education and training providers, employers as well as civil society organizations need to clarify the benefits of validation in their respective settings.
- Broad outreach activities are necessary and information must be provided close to where individuals work and live.
- Information must be prepared and disseminated in ways that cuts across sectors (education, employment, social services, etc.) and makes it clear how the outcomes of validation from one context can benefit an individual in another context.
- Career guidance and counselling play a key role in informing and orienting individuals, while validation is a relevant process to empower the individual to build their own careers.
- The validation process needs to build on dialogue, allowing for tailoring and adjustment before, during and after the process itself, making it user-friendly and adaptable to individual characteristics.
- The costs of validation, financially as well as with regard to time must be clarified. The investment in validation compared with the investment in additional education and/or training must be clarified.
- Finally, using visible standards of learning outcomes facilitates the transferability of results of learning, so the individual can use outcomes of a validation process in different contexts.
- The rights of the individual, for example in relation to privacy and the right to challenge the results, need to be clarified at all stages.

Objectives of the parallel session

The parallel session focus on how to deliver validation adapted to individual needs and fit for purpose, and how it can become an accepted, attractive alternative to traditional forms of acquiring qualifications.

The theme outlined above will be addressed by the following sessions:

1. B.1: Awareness raising on validation including the role of guidance and counselling
2. B.2: Creating validation opportunities by reducing complexity of the validation procedure
3. B.3: Financial support- the interlink with ILA

Orienting questions

- Can we combine validation arrangements that are accessible to all but also adapted to the diverse needs of individuals?
- What are the challenges for tailoring validation? Which opportunities are created?
- Which elements need to be brought into the Guidelines to develop individually tailored validation arrangements in relation to: :
 - Awareness raising on validation including the role of guidance and counselling
 - Reducing complexity and creating validation opportunities
 - Financial support - the interlink with ILA
- In what way can an EU perspective be promoted?

Reading:

Note EQF AG 54-5: Making validation a reality for individuals