



Norwegian Directorate
for Education and Training



Can ECVET help to put validation policies into practice? Development of modules for adults

Adult Education – The Norwegian Government's Ambition



- Develop necessary, flexible and customized training that can lead to work
- Promote company-based training in cooperation with local companies
- Provide training that can be combined with work
- Special target groups are:
 - ✓ Young adults who are neither in work nor in education
 - ✓ People with low education, weak basic skills and / or Norwegian language skills that are too weak to meet the requirements of working life

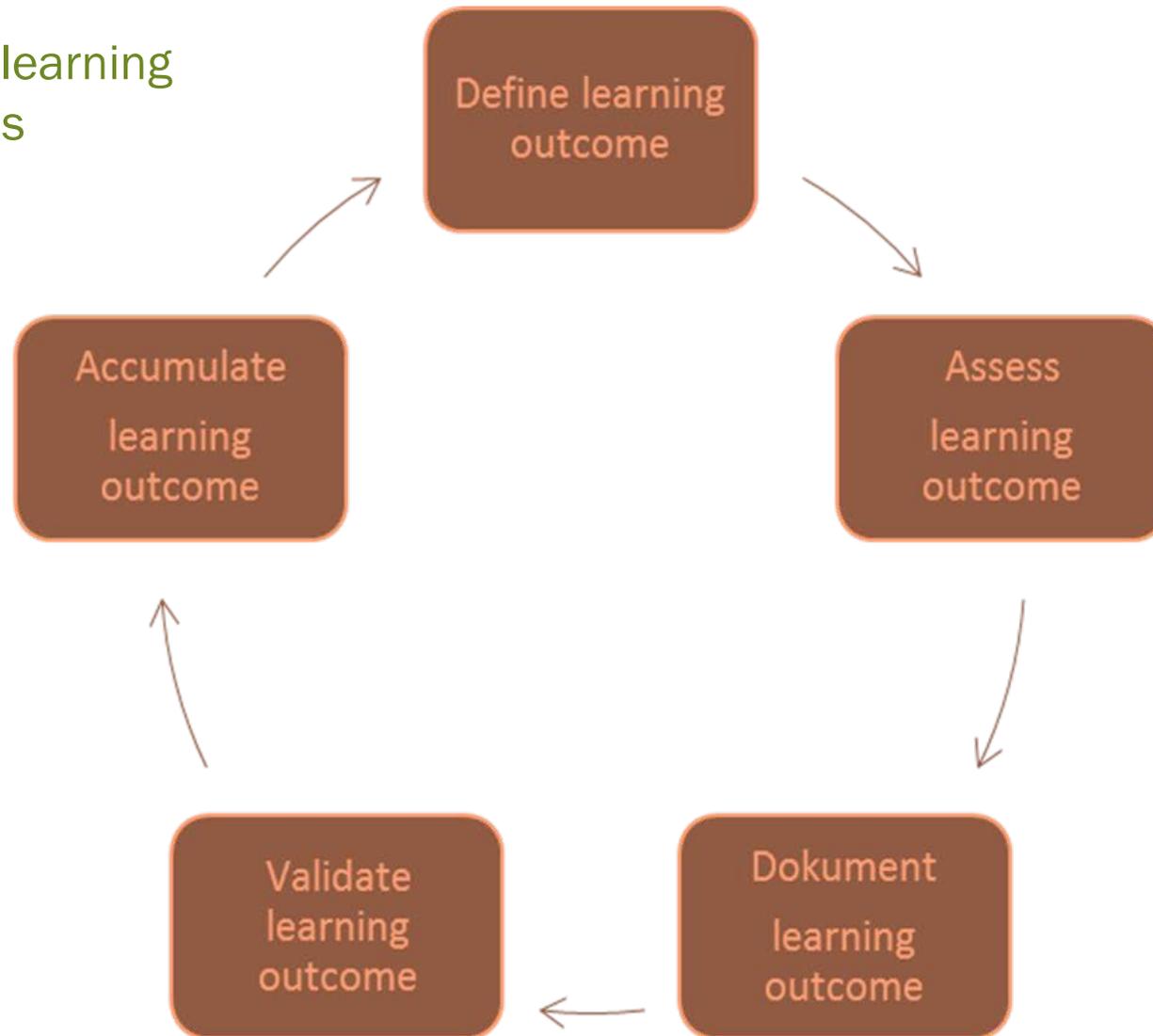
Challenges



- Flexibility in education related to work and care obligations and various interruptions
- Individual progression / better opportunity for customised training
- Training that is useful in existing jobs and to get a job

Using the ECVET principles

Provision of learning opportunities



How do we meet the challenge using ECVET principles?

Develop modules for selected subjects/trades and test modular education for adults.

1. Define groups of learning outcomes within a qualification defined by the national curriculum
2. The learning outcomes are assessed and documented
3. Adults can get their competence validated according to the «National framework for validation of formal, informal and non-formal learning»
4. Adults can get additional training according to their life situation
5. Adults can get additional training according to the learning outcomes they need to achieve
6. The learning outcomes can be achieved in different learning contexts, national and international
7. Adults have the opportunity to transfer their group of learning outcomes validated in one context to another context

Choosing a module - Validation of prior learning can make it easier



- Phase 1. A facilitator guides the adult so it becomes clear what the purpose of the validation is.
- Phase 2. The facilitator must clarify which competence the adult has and obtain all relevant documentation linked to the adult's formal, non-formal and informal skills.
- Phase 3. Determines that the competence the adult shows are equal to the competence described in the national curriculum for the chosen trade.
- Phase 4. The facilitator will document the result of the assessment and prepare a certificate of competence indicating in what the adult has been approved.

What about validation of informal and non formal learning?



The competence concept

Competence means being able to master challenges and solve tasks in various contexts, and comprises cognitive, practical, social and emotional learning and development, including attitudes, values and ethical assessments. Competence can be learnt and developed and is expressed through what a person does in different activities and situations.

The competence concept opens to acknowledge experience and exercise of tasks from working life, former education and from others arenas in society.

In phase 2 and 3 the supervisor can:

- Facilitate participation in conversations or interviews.
- Facilitate practical exercises and demonstration.
- Give written assignment.
- Include the adults description of own competence.

How to assess and document the learning outcomes

- Courses in the different modules will be provided and customized
- The participants must have an assessment after training in each module
- The assessment of the modules take place locally on the basis of the national regulation of continuous assessment
- The learning agreement will be a useful tool
- The continuous assessment forms the basis for whether the module is approved or not approved
- The assessment will be documented on a certificate of competence

Are the government's ambitions met?

- Once the adult has been approved in all modules leading to a trade, he or she can register for a craft certificate practical exam
- The adult gets a flexible pathway to full qualification
- If the adult is included in the labour market after completing one or two modules we have reached one of the governments ambitions
- The adult can adapt the pace depending on his or her life situation
- The adults learning outcomes get documented successively
- Adults have the opportunity to transfer their group of learning outcomes validated in one context to another context

Obstacles to recognition

Processes for development, assessment, validation and recognition of sets of learning outcomes must be transparent and underpinned by quality assurance

- The quality assurance must be trusted by social partners
- There must be access to learning venues for adults



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