

## English Summaries

Georgios K. Zarifis

### **Validation in Europe. Political origins, current challenges and future scenarios**

What are the political origins of validating non-formally and informally acquired competences in Europe? The author evaluates the issue and pleads for a recognition of competences, which differentiates between validation as a concept and validation as a process. Validation as a process covers the appreciation of learning in everyday situations and people's life experience. Reliable validation tools would then support individual professional development and mobility by making these learning processes creditable for future education, training and employment paths.

Ortfried Schäffter/Hildegard Schicke

### **Recognition as a base for validation. Reflections following an »Education of Recognition«**

Validation is regarded as an intermittently designed self-assurance in the process of lifelong education, which is already part of informal recognition. The theoretical debate about recognition provides significant recommendations on when adult education should be responsible for this task – depending on the pedagogical approach. In perspective, validation can be developed into an intermediary structure within an integrated general education system.

Andrea Hoffmeier

### **Validation as an adult educational topic? Competence recognition as an approach to participation**

Current discussion are marked by the issue of validating non-formally and informally acquired competences – mostly from the perspective of continuing vocational training. The author calls for this issue as a topic of adult education since validation may enable participation – a declared objective of adult education.

Esther Winther/Goran Jordanoski

### **Recognising competences for refugees. What we have and what we need**

Refugees, who have come to Germany over the past years, have quite different educational biographies, often professional experience but no formal training or education. For this reason, it is essential for their integration into the labour market to provide continuous education counselling, which focuses on non-formally and informally acquired competences. ProfilPASS is a corresponding tool, which has been available for ten years.

Tim Scholze/Carmen Biel

### **Test case adult educator. Perspectives on web-based validation**

Web-based learning tools offer the opportunity to validate competences by using fewer resources and facilitate the certification and verification management. Such a web-based learning tool for adult educators is developed in the project EULE (Development of a web-based learning environment, competence acquisition and professionalization of adult educators). EULE offers a demand-oriented revision of validation-relevant learning modules for 25 learning fields. Thus, the identification and assessment of competences is possible and suggests further learning.

Andrea Pingel/Walter Würfel

### **Support access to the profession. Benchmark paper on the recognition of non-formally and informally acquired competences of young adults**

The benchmark paper »Facilitating access to the profession«, written by a cross-organisational working group consisting of youth social work and youth employment assistance, is a contribution to the discussion about the future implementation of the German Qualification Frame. According to the paper's authors, a recognition of informally and non-formally acquired competences may facilitate access to the professional

world and provide new opportunities particularly for adolescents and young adults. Andrea Pingel and Walter Würfel, co-authors of the benchmark paper, present key results for the *DIE Journal on Adult Education*.

Doris Hirschmann

### **More infrastructure for OER. Key results of feasibility study on Open Educational Resources**

In February 2016, the feasibility study on the development and operation of OER infrastructures was published by the German Education Server (Eduserver). This article provides an overview of the study's research question, progress and results for the adult education field. The study's central findings show that stakeholders in the field of adult education approve of a national, cross-sectional education infrastructure for free digital educational media (OER) if education-specific requirements of adult education are taken into consideration. Accompanying incentive systems and measures are necessary for embedding and disseminating the issue of OER in adult education, particularly in the areas of material development, competence development, didactics, quality assurance and technical frame conditions for digital learning..