What is needed to validate competence development in informal learning?

Requirements of a validation approach to be used in the setting of informal learning:

- it has to **value** the impact of the learning gained during the informal activity

- it should **evidence** the competence development in the learning process

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- It has to be able to give evidence to the development of a multitude of different social and personal competences and learning outcomes

- It has to fit to the informal setting and correspond to innovative assessment methods that avoid the impression of formal exams

- It has to consider in each case the specific purpose, activities and settings

- Moreover it also has to consider the situation, pre-knowledge and demands of the individual learner

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- It has to be flexible enough to satisfy both the demands of the learners (in different learning settings and environments) and those stakeholders who are potentially interested in their competence development (the facilitators/trainers)

- It shall contribute to an improvement of acquisition of competences and not only work as a summative validation tool

- Even though external standards are not desired in informal learning, the approach should work along set quality criteria

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- It needs internal reference systems against which the development of competences can be rated and evidenced

- Eventually the validation of competence development while informal learning activities shall contribute to a more profound understanding, a larger acceptance and to a stronger position of learning in prison.

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