



**BIG** | Building Inclusive environments for all Generations

# Validation and certification



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## ORGANIZATION NAME OF LEAD PARTNER

AFEdemy

## AUTHORS

Willeke van Staalduinen

Karin Stiehr

Carina Dantas

Jeroen Dikken

Agnieszka Ciesla

Jana Eckert

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## Introduction

Ahead of the European Year of Skills (2023), validation and certification of the BIG game and workshop methodology has been further explored. In the document Workshop methodology the certification and validation regarding the BIG game and workshop has been further explained. In this document more background information can be found on the topic of certification and validation and the future development towards micro-credentials.

## Adult education in Europe

Adult learning has been identified as a focus topic of the European Education Area for the period 2021 to 2030. It enhances employment prospects and fosters individual and professional development as well as learning transferable skills such as critical thinking. Adult learning refers to a range of formal and informal learning activities, both general and vocational, undertaken by adults after leaving initial education and training.

The European Union (EU) supports adult learning in the following ways:

- **European Pillar of Social Rights:** According to its Action Plan, 60% of all adults should be participating in training every year by 2030.
- **European Skills Agenda** for sustainable competitiveness, social fairness and resilience (for individuals and businesses): it provides funds such as The European Social Fund Plus (ESF+) and Erasmus+.
- The **Council Resolution on a new European Agenda for Adult Learning 2021-2030** of 29 November 2021 outlines a vision of how adult learning should develop in Europe by 2030 in the following five priority areas:
  - Governance of adult learning – with a strong focus on whole-of-government national strategies and stakeholder partnerships;
  - Supply and take-up of lifelong learning opportunities with sustainable funding;
  - Accessibility and flexibility to adapt to the needs of adult;
  - Quality, equity, inclusion and success in adult learning, emphasising the professional development of adult learning staff, the mobility of both learners and staff, quality;
  - The green and digital transitions and related skill needs.
- Career guidance describes the services which help people of any age to manage their careers and to make educational, training and occupational choices that are meaningful to them.
- Working Groups on adult learning 2021-2025. As part of mutual learning, the Working Groups focus on sharing information about reforms of national education policies, and inspiring positive change throughout the European Union (EU). The outputs of the Working Groups will inspire inclusive, holistic and lifelong learning perspectives, and reinforce synergies between education, training and other EU policies and funding that help achieve the European Education Area. (<https://education.ec.europa.eu/about-eea/working-groups>)
- Network of National Coordinators for adult learning (<https://epale.ec.europa.eu/en/resource-centre/content/national-coordinators-implementation-european-agenda-adult-learning>). These are the national authorities in each country.

- The Europass profile can help people to plan their learning and career development. The profile can be used by organisations – employers, volunteer organisations, recruiters, guidance practitioners, youth organisations, education and training institutions and more – as part of the support and services they offer to people.

## European Digital Credentials

Digital Credentials are one of the tools of Europass. European Digital Credentials for Learning describe and certify:

- Qualifications (e.g., professional certificates, university diplomas and other learning achievements);
- Activities (e.g., participation in classes and non-formal learning events);
- Assessments (e.g., transcripts of records); and
- Entitlements (e.g., right to enrol in learning opportunities, or to undertake an occupation).

Individuals benefit from having digital credentials to build on in an online portfolio that tracks all of their learning while being in full control of their data. They can reuse their credentials to find a job or apply for further training and can have their credentials verified at any point in their career, even if the institution who issued them has closed down, or if the data used to create them is lost.

Europass Digital Credentials are electronically sealed digital records given to citizens to certify the learning they have undertaken. They can be awarded for formal education, training, online courses, volunteering experiences and more.

One of the following pre-conditions, however, are necessary:

- A qualified electronic seal compliant with EU Regulation No. 910/2014 (eIDAS Regulation) for electronic transactions within the internal European market. This enables verification of the issuer of a document over long periods of time. Qualified electronic seals can be considered as the digital equivalents of seals of legal entities on paper. According to the eIDAS Regulation, a qualified electronic seal must be created by a electronic device and based on a certificate for an electronic seal. Both the electronic device and the certificate have to be qualified too.
- An advanced electronic seal that is uniquely linked to the creator of the seal, capable of identifying such creator. It is made using electronic seal creation data that the creator can, with a high level of confidence under its control, use for electronic seal creation, and it is linked to the data to which it relates in such a way that any subsequent change in the data is detectable.

## European Qualifications Network

Another Europass tool is the European Qualifications Framework (EQF), an 8-level, learning, outcome-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.

The EQF covers all types and all levels of qualifications, and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, with level 1 being the lowest and 8 the highest level. Most importantly, the EQF is closely linked to national qualifications frameworks and can therefore provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases.

The learning outcomes of the EQF are defined in terms of:

- **Knowledge:** in the context of EQF, knowledge is described as theoretical and/or factual.
- **Skills:** In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **Responsibility and autonomy:** In the context of the EQF, responsibility and autonomy are described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

Most relevant to BIG workshops:

	Knowledge	Skills	Responsibility and autonomy
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in	A range of cognitive and practical skills required to generate	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are

	broad contexts within a field of work or study	solutions to specific problems in a field of work or study	subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
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### *National Qualifications Frameworks*

The EQF is linked to the National Qualifications Frameworks (NQFs). EU Member States and 11 other countries have committed to implementing the EQF to make it more effective in facilitating the understanding of national, international and third-country qualifications by employers, workers and learners.

## Micro-credentials

So-called ‘micro-credentials’ are under development in Europe. Micro-credentials certify the learning outcomes of short-term learning experiences, for example a short course or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development.

Given their flexibility, micro-credentials can be designed and delivered by a variety of providers in many different formal, non-formal and informal learning settings. In December 2020, the European Commission (Education, Youth, Sport and Culture) released the final report on a European approach to micro-credentials.<sup>1</sup> In the report a micro-credential is defined as a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the learning outcomes that have been achieved, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards.

The report proposes an EU standard of constitutive elements of micro-credentials (p. 13), such as:

- Identification of the learner
- Title of the micro-credential
- Awarding body
- Notional workload needed to achieve the learning outcomes
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential
- Learning outcomes

<sup>1</sup> <https://education.ec.europa.eu/sites/default/files/document-library-docs/european-approach-micro-credentials-higher-education-consultation-group-output-final-report.pdf>

Quality assurance. Higher education institutions that are quality assured by external bodies in line with the ESG should be regarded as trusted providers. However, the report also recommends to include non-higher education providers (p.15). The report proposes to further discuss and seek necessary cooperation. The group has not discussed quality assurance in the field of adult education.

The development of micro-credentials has also been announced in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), the European Skills Agenda and the Digital Education Action Plan (2021-2027).

## National validation and examples of certification

### Validation and certification of informal and non-formal learning in Germany

The importance of validating and certifying informal and non-formal learning experiences has been a topic of discussion for approximately 20 years. Certificates, diplomas, recommendations or assessment letters can provide advantages in applications for internships, scholarships and jobs. They can be considered tools to increase participants' general self-esteem. In 2004, a feasibility study "Weiterbildungspass mit Zertifizierung informellen Lernens" ("Continuing education pass with certification of informal learning") was issued by the German Institute for Adult Education and the Institute for Development Planning and Structural Research at the University of Hannover<sup>2</sup>, based on the state of existing systems<sup>3</sup>.

Based on these results, the ProfilPASS was implemented in 2006 as a project of the Federal-State Commission for Educational Planning and Research Promotion (BLK) to make personal skills visible. It is addressed to individuals who want to collate and present skills and competences they have acquired informally during, for instance, training, volunteering, gainful employment, leisure time or family activities. As the identification of one's own skills and competences without professional support is limited, the ProfilPASS system includes professional support in the form of advice or seminars.

The coordination and service point for this accompanying advice and qualification for counsellors is located at the German Institute for Adult Education. Through this guided process, skills and competences individuals were less aware of can also be uncovered. The aim is to obtain a comprehensive overview of the different skills and competences. Depending on the users' background, this guided process results in a plan that can unfold its benefits for professional development, the preparation of (re-)entry into working life, professional and personal (re-)orientation and future learning projects. There are currently 45 'dialogue centres' in Germany that have been certified by the German Institute for Adult Education to make the ProfilPASS system known, form networks, and offer qualification courses for counsellors.

The ProfilPASS system has been further developed to match the specific needs of different target groups: besides the ProfilPASS for adults, in fact, there are additional versions for youths, migrants (in easy language), people planning to become self-employed, people with cognitive impairments

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<sup>2</sup> [https://www.die-bonn.de/esprid/dokumente/doc-2004/die04\\_02.pdf](https://www.die-bonn.de/esprid/dokumente/doc-2004/die04_02.pdf)

<sup>3</sup> [https://www.bibb.de/dienst/dapro/daprodocs/pdf/at\\_34101.pdf](https://www.bibb.de/dienst/dapro/daprodocs/pdf/at_34101.pdf)



(in plain language) and young adults who are neither employed nor in training<sup>4</sup>. ProfilPASSes are available in multiple languages and have now become established - besides the Europass – as standard tools for people who also want to offer their informal skills and competences.

On the other hand, adult education institutions are also applying methods to validate and certify informal and non-formal learning experiences. Comparatively common methods and tools used for validation and certification are performance or progress monitoring by facilitators/mentors and diaries (both in case of long-term educational methods), written tests, or group discussions on newly gained knowledge. Furthermore, for ex-ante and ex-post evaluations, questionnaires filled in before and after a training event can indicate what has been acquired and to which degree, and if expectations were met to a sufficient extent. Self-assessment forms may be used to reflect on competences that have been acquired, and peers can assess each other by mutual endorsements of learning progresses on specific topics.

A structured validation approach is the “Kompetenznachweis international” for young participants in international projects which systematically documents the skills that are acquired and demonstrated by individual participant. However, organisations running these projects need trained coaches before they can apply the system appropriately<sup>5</sup>.

It is also worth highlighting the I’VE method and digital tool for the validation of competences which, with its focus on young volunteers in international workcamps, has been developed in an Erasmus+ project (<http://www.ive-experienced.eu/the-system-outputs/>) and been applied in Germany too. A couple of visionary unconventional suggestions include role plays, online tools, the world café method, or videos. Participants also suggested actions on LinkedIn to ensure that competences are being endorsed using videos, participant lists (with names of people who agree to have them published) and articles about this educational measure to inform employers searching candidates for jobs on the internet<sup>6</sup>.

### **Validation and certification of informal learning in the Netherlands**

The importance of lifelong learning has been recognised in the Netherlands for a few decades. This is supported by the rising number of people aged between 25 and 64 who are engaged in learning activities. In the Netherlands, there are two options to stimulate adult learning: schools can either develop their own ways and instruments for recognition and validation, or they can cooperate with EVC (recognition of previously acquired competences)-providers. The Experience certificate (Ervaringscertificaat EVC) describes one’s abilities, knowledge and work experience. Especially when people have multiple years of work experience, a mismatch with their level of education can exist. They are competent to perform tasks above the level which can be expected based on their education. These knowledge and skills can be recognised with a certificate of competence which will strengthen people’s position in the labour market.

An EVC procedure entails collecting data on someone's knowledge and skills. Evidence is assessed in relation to nationally recognised occupational standards. Relevant certificates and life/work

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<sup>4</sup> <https://www.profilpass.de/>

<sup>5</sup> <https://ijab.de/en/resources-for-practitioners/nachweise-international-greater-visibility-for-community-engagement>

<sup>6</sup> <http://www.ive-experienced.eu/wp-content/uploads/2016/05/IVE-Field-Research-Report-Output-2-LAST.pdf>



experience all count towards the assessment. The evidence thus collected is then recorded on a certificate of competence. These certificates of competence can be used to create career mobility on the labour market. For example, an adult who wants to follow a vocational (MBO) or higher professional (HBO) training course can use EVCs to gain exemption from parts of a new course and thus shorten their study time. Another positive effect of the certificate of competence is that it provides learners with a clear overview of their occupational experience and level of performance. This helps them to understand their own capabilities which, in turn, helps them to deploy their talents more effectively and know the kind of work that suits them. The certificate will encourage them to opt for training in line with their current jobs or careers that they are aiming for in the future.

Applications for EVCs are made at a recognized local EVC provider, often an education institute, but can also be made at a branch organization. The costs of an EVC can be (partly) paid by the employer, or the local employment agency or local social services. The costs of an EVC are tax deductible.

#### Support for learning and work

The Learn and Work programme (Leren en werken, only in Dutch), supported by the Ministry of Social Affairs and Employment, was introduced in 2009. Its aim is to strengthen the connection between education, the training market, the job market and job opportunities. Focal points are to improve workplace learning (learning while working), career counselling and the use of the Experience certificate (Ervaringscertificaat EVC) describing one's abilities, knowledge and work experience. To better connect these fields, there are one or more Learn and work desks in all 35 Labour market regions (Arbeidsmarktregio's) in the Netherlands. Regional and local stakeholders are well informed about local labour market circumstances. They are able to provide, if necessary, custom-made support to unemployed people. This regional approach is the outcome of a process that started as far back as 2009 to create cooperation structures of stakeholders at regional level in order to address unemployment issues.

#### The future: EduBadges and micro-credentials

A new (and quickly developing) way to provide EVC's is the use of EduBadges and micro-credentials. EduBadges are digital certificates providing students evidence of knowledge and skills acquired during a training event. EduBadges can be obtained in accredited formal educational offers and non-formal, non-accredited educational settings. This is different to a micro-credential which is also proof of a learning outcome that a learner has acquired following a short learning experience. The difference is that these learning outcomes are assessed against transparent standards. The proof is also contained in a certified document that lists the name of the holder, the learning outcomes that have been achieved, the assessment method, the awarding body and, where applicable, the qualifications framework level and credits gained. Both EduBadges and micro-credentials are owned by learners, can be shared, are portable and may be combined into larger credentials or qualifications. However, only micro-credentials are underpinned by quality assurance on the basis of agreed standards. Currently, a lot of research and testing is taking place in the Netherlands on using EduBadges and micro-credentials.

## Validation and certification of informal and non-formal learning in Portugal

### Introduction to the Portuguese Education System

In April 2008, a Recommendation of the European Parliament and Council ( [2008/C111/01/EC](#), of 6 May 2008) on the establishment of the European Qualifications Framework for lifelong learning was approved.

The objective was to create a common frame of reference that would act as a translation device between the qualification systems of the member states. The aim was to contribute to the promotion of lifelong learning and increase the comparability and portability of qualifications of EU citizens.

In Portugal, the [National Qualifications Framework](#) (NQF) was created in 2007 and regulated in June 2009. It entered into force in October 2010 ([Ordinance No. 782/2009, of 23 July](#)) having as reference the principles of [the European Qualifications Framework](#) (EQF) on the description of national qualifications in terms of learning outcomes.

The creation of the NQF, carried out within the scope of the reform process of the [Education and Training System](#) and the creation of [the National Qualifications System](#), was based on a set of premises:

- The need to integrate and structure the qualifications obtained under the different education and training sub-systems (education, vocational training, higher education) in a single framework;
- The importance of valuing and considering skills acquired in non-formal and informal contexts;
- The need to improve readability, transparency and comparability of qualifications;
- The enhancement of double certification associated, above all, with secondary level qualifications;
- The guarantee of alignment with the European Qualifications Framework (EQF), namely in the use of the EQF as a reference tool to compare the qualification levels of the different systems from the perspective of lifelong learning.

The choices made regarding the design and structure of the NQF aimed to respond, above all, to the following requirements:

- The NQF covers qualifications produced at the various levels of the education and training system, regardless of the access routes (primary, secondary, higher education, vocational education and training and the processes of recognition, validation and certification of competences whether obtained non-formally or informally);
- Structuring into 8 qualification levels covering all the qualifications currently produced in the Portuguese educational and training system;
- Adoption of the methodology based on learning outcomes to characterise each level of qualification - the use of learning outcomes in the definition of qualification levels reflects an important change in the way of conceptualising and describing qualifications, enabling their comparability according to competences and not as a function of learning processes;

- Adoption of the “knowledge, skills and attitudes” domains to define the learning outcomes for each level of qualification;
- Adoption of the learning outcomes descriptors contained in the EQF.

### The Portuguese levels of qualification

Upon approval of the NQF, the National Agency for Qualification (currently **National Agency for Qualification and Vocational Education**, ANQEP, IP), was designated as the national coordination point for the implementation of the EQF. The exercise of these functions is done in coordination with the **Directorate-General for Higher Education** with regard to levels 5 to 8 of the NQF structure. In this context, ANQEP, IP started, in 2010, the process of referencing the qualification levels of the QNQ to the levels of the EQF. This referral process followed the criteria and procedures defined by the Advisory Group for the Implementation of the European Commission's European Qualification Framework (EQF Advisory Group), which includes representatives of member states and European social partners.

The Portuguese NQF is structured as follows:

Qualification levels	Qualifications
Level 1	2nd cycle of Basic Education
Level 2	3rd cycle of Basic Education obtained in general education or through dual certification pathways
Level 3	Secondary education aimed at pursuing higher level studies
Level 4	Secondary Education obtained through dual certification pathways or Secondary Education aimed at pursuing higher level studies plus professional internship - minimum of 6 months
Level 5	Non-tertiary post-secondary level qualification with credits for continuing higher education studies
Level 6	Graduation
Level 7	Master's degree
Level 8	Doctorate

*Source: Ordinance No. 782/2009, of July 23*

Structuring the NQF according to the EQF makes it easier to compare qualifications obtained in different countries, facilitating not only mobility in the labour market but also mobility in terms of education and training.

In January 2011 it was decided that all certificates and diplomas granting a qualification listed in the QNQ and issued from 1 October 2010 must include a reference to the respective level of

qualification (Order No. 978/2011, 12 January). This decision allows for greater readability and transparency in reading the qualifications obtained in the system.

### **The recognition, validation and certification of competences process (RVCC)**

Thanks to its RVCC system, Portugal was one of the countries placed by the European Commission in the highest assessment scale in terms of validation of non-formal and informal learning, along with Finland, France, the Netherlands and Norway. RVCC<sup>1</sup> is part of the National Qualifications System and is based on a set of methodological assumptions (competences audit, autobiographical approach) to identify, recognise, validate and certify competences that have been acquired by adults throughout their lives in formal, informal and non-formal contexts. The process involves a set of assessment tools and activities in order to build a portfolio containing evidence and/or proof of competences adults possess in relation to a particular framework.

The RVCC process is based on frameworks that are part of the National Qualifications Catalogue (Catálogo Nacional de Qualificações - CNQ), with the academic RVCC divided by areas of key competences and the professional RVCC by competences.

This is a process that needs to be led by a specific type of structure accredited to do so, a Qualifica Centre. Its main purpose is to achieve mandatory schooling levels or a professional certificate and it is thus not relevant for the type of non-formal training within BIG. In this regard and for the time being, Europass credentials seem to be a more useful tool.

### **Validation and certification in informal and non-formal learning Poland**

The dynamic changes taking place on the Polish labour market force both employees and employers to demonstrate increasing flexibility. They need to adapt to new challenges and to new market requirements. In order to avoid stagnation at work or even exclusion from the labour market, employees are forced to constantly acquire new qualifications. At the same time the employers need to look for candidates with a specific set of competences and to constantly improve the qualifications of their staff.

As a response to the growing need for a system that organises the qualifications' market the **Integrated Qualifications System (Zintegrowany System Kwalifikacji)**<sup>7</sup> was created. It was established by an Act, which came into force on 15 January 2016. This Act sets the basic framework for the new qualifications' system in Poland. The institution which is responsible for the introduction of ISQ is the Educational Research Institute, which operates under the supervision of the Minister of Education and Science.

The Integrated Qualifications System (IQS) is an important tool of lifelong learning policy, implemented in accordance with the strategy of the Polish government and the European Union. The idea of lifelong learning is based on the conviction that even after the end of the formal education stage, it is necessary to continue learning and improving one's qualifications.

IQS offers the possibility of formal recognition of skills and knowledge acquired through self-directed learning and provides public access to a structured list of qualifications present on the market with their clearly defined description. The full list of qualifications can be found in a public

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<sup>7</sup> <https://kwalifikacje.edu.pl/>

database - the **Integrated Register of Qualifications (Zintegrowany Rejestr Kwalifikacji)**<sup>8</sup>. In other words, IQS describes, organises and brings together different qualifications in a single, publicly accessible register. IQS also defines the principles and standards for the validation of qualifications functioning within it, which guarantees the high quality of professional certificates issued under the system. Well-described qualifications give an indication of what knowledge and skills a person must have if he or she wants to confirm his or her competence in a particular field.

The Integrated Qualifications System (IQS) is a solution that allows for the development of social capital in Poland. It is considered to be an important policy tool for lifelong learning and is expected to raise the level of human capital in Poland. With the Integrated Qualifications System:

- everyone can apply for confirmation of their competences, regardless of how they obtained them,
- the way in which qualifications are awarded is carefully monitored by ministers,
- employers can more easily recognise the value of a potential employee, and employees can present their competences in a reliable manner.

All qualifications are to be included in the IQS in the long term. However, the greatest change is expected by the introduction of the market qualifications i.e. those referring to knowledge and skills required to perform specific job tasks. In fact, IQS is being developed in response to a clear demand from the labour market and will bring many benefits to both employers and employees.

Any business, public institution or NGO can apply for the right to certificate a qualification of their choice. The two necessary conditions to be met are: no tax overdue and payment of a fee of PLN 10,000. If parallel, an application is submitted for a new qualification to be entered into the ISQ, then, once accepted, the required fee will be reduced to PLN 5,000.

The possibility of becoming a certifying institution gives companies the opportunity to make an extra profit when issuing certificates and, in the process, train themselves a specialist, saving on the tedious and costly recruitment process. It takes app. two years to become a certifying institution and its work is constantly monitored by respective Ministry afterwards.

In order to increase the number of certifying institutions the Educational Research Institute published a manual in 2020: Recommendations on the functioning of certification bodies in the Integrated Qualifications System<sup>9</sup>. The content of the study is also useful for external quality assurance entities, validating institutions, as well as vocational schools and training institutions. The study was based on the experience gained during the implementation of system projects in 2016 - 2020.

All qualifications included in the ISQ are assigned a level of the Polish Qualifications Framework, which describes the complexity of the skills acquired within a given qualification. The PQF label is put on each certificate issued by the ISQ. The levels of the Polish Qualifications Framework can be easily related to the levels of the European Qualifications Framework and then translated into the qualifications framework of a particular country - e.g. Portugal, France or Ireland.

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<sup>8</sup> <https://kwalifikacje.gov.pl/k>

<sup>9</sup> <https://kwalifikacje.edu.pl/rekomendacje-w-zakresie-funkcjonowania-instytucji-certyfikujacych-w-zintegrowanym-systemie-kwalifikacji/>

Currently, the Badge+<sup>10</sup> programme is being piloted by the Educational Research Institute. The Badge+ system is a web-based application for issuing, staging, storing and sharing digital badges in the Open Badges standard and digitally secured pdf certificates. Through the application, the user has the possibility to digitally certify qualifications, individual learning outcomes and sets of learning outcomes, participation in an event and other achievements that will be documented and defined by specific award criteria. The Badge+ system will be available to all users through the website and also in the form of a mobile app for individual users.

## Conclusions

Adult education and lifelong learning are important priorities in Europe. Validation and certification systems support adult learning. It is necessary to take the initiative to introduce validation and certification for informal learning experiences through e-platforms, e-learning modules and educational games. Further steps are envisaged by the BIG partners in close cooperation with Vocational Education and Training and Higher Education organisations. For the BIG Game and Workshops, we will make use of single self-declared and trainer certificates that will be included in a future certification system for e-learning.

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<sup>10</sup> <https://odznakaplus.ibe.edu.pl/about-badge-plus>