European Inventory on Validation of Non-formal and Informal Learning 2010
Country Report: Slovakia

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1 NATIONAL PERSPECTIVE ON VALIDATION

In general we can distinguish three main ways in which learning achieved through other means than participation in a formal education programme can be validated and recognised in Slovakia:

- Assessment, validation and recognition in view of achievement of a full or partial qualification (referred to in this text as recognition of non-formal and informal learning in view of full or partial qualifications);
- Validation of learning activities that are not undertaken as part of full time school participation in the form of individualised education plans; and
- Recognition of professional competences to deliver a trade licence.

These are further discussed below but the main part of the text focuses on the first type of recognition.

The main emphasis of the Slovak approach to recognising non-formal and informal learning, as set out in the law on lifelong learning (568/2009 Z.z), is on:

- Provision of quality assured non-formal further learning that is recognised at national level through a register of accredited further education programmes; and
- Recognition of non-formal and informal learning in view of achieving full or partial qualifications by accredited education and training institutions. This procedure is entitled “assessment of professional competence” (hodnotenie odbornej spôsobilosti).

To understand the Slovak qualifications system, in which the national approach to recognition of non-formal and informal learning to achieve full or partial qualifications is embedded, it is important to distinguish between two different legal concepts:

- The level of education (stupeň vzdelávania) – the level of education gives certain entitlements for example in terms of access to education at higher levels. A person can achieve a certain ‘level of education’ only by having completed the formal education and training pathway and related summative assessment. The level of education is defined as:

  *Level of knowledge, skills and competence achieved after successful completion of an education programme or of its part that is recognised by the state as a precondition for continuing in consequent education and training or as a precondition for integrating the labour market.*

- The qualification – which is linked to the capacity of a person to carry out all activities of a specific profession as defined in the qualifications standard.

Consequently the level of education gives certain general entitlements while the qualification is related to the labour market and a specific occupation.

Through recognition of non-formal and informal learning, individuals can only achieve full or partial qualifications that are a maximum of one level higher than the level of education they have achieved through formal education and training. For example, a person who has achieved the level of education corresponding to an upper-secondary leaving examination can achieve qualifications through recognition of non-formal and informal learning that are maximum at the level of education corresponding to a Bachelor degree.

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1 Zákon (245/2008 Z.z) z 22. Mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov (Law on education (school law)) §2: w – translated by the author
As mentioned above, in Slovakia the term qualification (both full and partial) is defined in relation to the practice of professional activities and access to an occupation. Consequently, not all certificates delivered after the successful final assessment following the participation in an accredited further education programme are qualifications in this sense. Some certificates are not related to an occupation or are too small in scope to correspond to all activities of a profession. Therefore there can be nationally recognised certificates of non-formal education and training that are not qualifications.

The main objective of introducing both of these measures (quality assured non-formal learning and recognition of non-formal and informal learning in view of full or partial qualifications) is to improve the quality of adult learning. Adult learning was until now largely unregulated with little capacity of the state to control the quality of outcomes. Another objective is to facilitate the requalification of adults as well as the achievement of additional qualifications for adult learners.

In theory, the recognition of non-formal and informal learning defined in the law on lifelong learning (568/2009 Z.z) applies to both vocational education and training, and higher education. The practical aspects of how it will apply to higher education still need to be defined. One of the obstacles to the application to higher education is the fact that higher education is based on accredited programmes and not on full qualifications based on qualifications standards as such. There is a willingness to ensure that at least components of Bachelor degrees should be achievable through recognition of non-formal and informal learning.

In addition to these measures which will be further discussed below, the following other possibilities (mentioned above) to have non-formal and informal learning recognised exist:

- The school law (245/2008) gives schools the possibility to organise individualised education, based on an individualised education plan without full-time attendance at school. Students are accompanied in their learning process not by a teacher but by for example their parents or they learn autonomously. This is used for children and young people whose health situation does not enable them to attend full time schooling but also for young offenders, pregnant women and mothers or children and young people who are living abroad. The decision on the use of individualised education and its plan lies fully with the head of school. The individualised learning plans enable different forms of learning (rather than full time schooling), but the assessment is always organised according to the subjects taught at school.

- The law on trade licences (455/1991) defines a number of licences which are conditioned by the fact that the individual possesses the knowledge, skills and competence required to carry out the professional activities (Osobitná odborná spôsobilosť). In other words, in order to hold these trade licences the person has to demonstrate their professional competence for the given occupation. For these trade licences a formal level of education or a specific qualification is required. The fact that the individual possesses the required professional competence can be proven in three main ways:
  
  o Possession of a related qualification and proof of practical experience of a certain duration (defined in the law according to the level of education expected);
  
  o Possession of a certificate delivered by an accredited further education institution (see above), at least six months practical experience in an area and the passing of so called ‘qualification examination’ (kvalifikačná skúška) – an assessment which attests the professional competence. This is organised by the chamber of crafts (Slovenská živnostenská komora); and
The second and third cases recognise individuals’ non-formal and informal learning. However, only in the second case (assessment of professional competence) is there a real validation and recognition of knowledge, skills and competence. This system of recognition of non-formal and informal learning was completely unrelated to the qualifications system or the formal education and training until the law on Lifelong Learning. The intention is to make sure in the future that the trade licences become linked to full or partial qualifications by 2002 and that the assessments that were carried out by chambers of commerce become assessments leading to a full or partial qualifications or that they are replaced by such assessments (possibly done by other organisations than the chambers).

1.1 National legal framework, system or policy on validation

Since the 2007 update of the inventory, which presented the formulation of the first steps towards a national approach to validation of non-formal and informal learning, the law on Lifelong learning (568/2009 Z.z.) has been adopted. This law sets the framework for recognition of non-formal and informal learning in view of achieving partial or full qualifications it also sets the framework for providing quality assured non-formal learning. However, this law was only adopted in December 2009 (though it has been in preparation for several years – see the 2007 update of the inventory) and its implementation is in the very early stages.

The law distinguishes between education activities carried out in formal education and training institutions (i.e. different types of schools, initial vocational education and training institutions and as part of accredited programmes in higher education institutions) and further education activities (non-formal learning). As explained above, only qualifications achieved through formal education pathways give persons a ‘level of education’ (note that in Slovakia it is the level of education, not the level of qualification – for the moment the qualifications framework is only in preparation). This level of education regulates access to certain professions or access to higher levels of education and training (this notion is also used for statistical purposes). The law defines under which conditions formal education and training providers can recognise non-formal and informal learning in view of delivering certificates for full or partial qualifications.

The law also defines the access criteria which are:

- In order to have his/her knowledge, skills and competence recognised through recognition of non-formal and informal learning that leads to the achievement of full or partial qualifications the person has to be at least 18 years old and have completed compulsory education.

- It also stipulates that the award of full qualifications is the sole responsibility of formal education and training institutions (schools or tertiary education providers).

The law on trade licences (455/1991 in its amended versions) stipulates which qualifications give access to which trades (including certificates of full or partial qualifications). It also defines, as noted above, that professional experience of at least ten years in a given area can be recognised in view of delivering a craft trade licence. Finally it defines the competence of the chamber of crafts to organise a qualification assessment when the person requesting the trade licence has only completed an accredited further education programme. However, the qualification assessment is to cease in 2002 when the law on trade licences should be fully linked to the register of qualifications.
1.2 Relationship with the existing/developing qualifications framework and information on standards used for validation

The law on lifelong learning also defines the Slovak qualifications system (Národná sústava kvalifikácií) which will be based on a public register of qualifications standards and assessment standards for full and partial qualifications required to undertake professional activities. The recognition of non-formal and informal learning in order to achieve full and partial qualifications will be done on the basis of these qualifications and assessment standards. All full and partial qualifications have to be in this register (otherwise they are not considered as qualifications but as certificates that do not lead to a specific occupation).

The qualifications register is a precondition for the implementation of the recognition of non-formal and informal learning that leads to full or partial qualifications. The register is also the basis for the future qualifications framework.

The qualifications system, based on the register, will enable different routes to achievement of full qualifications. However, the achievement of a full qualification is always conditioned by having achieved the required level of education (maximum one level below the qualification achieved through recognition of non-formal and informal learning).

Note that the qualifications system and the qualifications and assessment standards are being defined but this process is in its early stages.

1.3 National institutional framework

The institutional framework for recognition of non-formal and informal learning (NFIL) is described in Table 2:1 below.

Table 2:1 – Institutional framework in Slovakia

<table>
<thead>
<tr>
<th>Function</th>
<th>(Type of) institution responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>With regard to full or partial qualifications</td>
<td></td>
</tr>
<tr>
<td>Definition of qualifications in the qualifications system and design of standards</td>
<td>Ministry of education in cooperation with representatives of: employers, employees, regional authorities, education and training institutions and central public administration.</td>
</tr>
<tr>
<td>Assessment and validation of non-formal and informal learning according to (full or partial) qualifications standards</td>
<td>Assessment commissions organised by education and training institutions (schools or higher education institutions) accredited specifically for this procedure. Only education and training institutions who are accredited to provide formal education and training leading to the specific full qualification can also be accredited for recognition of NFIL for this full qualification.</td>
</tr>
<tr>
<td>Recognition of non-formal and informal learning following the successful assessment and validation in view of full or partial qualifications (i.e. issuing of the certificate)</td>
<td>Accredited education and training institutions (formal education providers only when it comes to full qualifications).</td>
</tr>
<tr>
<td>Accreditation of education and training institutions to carry out recognition of NFIL</td>
<td>Accreditation commission governed by the ministry of education based on criteria defined in the law on lifelong learning</td>
</tr>
<tr>
<td>Withdrawal of the above accreditation</td>
<td>Ministry of education</td>
</tr>
<tr>
<td>Design of assessment method</td>
<td>Accredited education and training institution (the law stipulates that there is a theoretical and practical assessment method).</td>
</tr>
</tbody>
</table>
In view of delivering a trade licence (until 2002 only)

<table>
<thead>
<tr>
<th>Function</th>
<th>Ministry of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of informal learning in form of professional experience in view of delivering a craft trade licence</td>
<td>Chamber of crafts (based on documentation only)</td>
</tr>
<tr>
<td>Overall framework for the assessment (kvalifikačná skúška) and its legislation</td>
<td>Ministry of home affairs</td>
</tr>
<tr>
<td>Assessment of individuals’ professional competence in view of delivering a craft trade licence for persons who successfully completed related accredited further education programme and have at least six months relevant professional experience but not the required full qualification</td>
<td>Examination commission of the chamber of crafts – this is designated by the ministry of home affairs</td>
</tr>
</tbody>
</table>

1.4 Division of responsibilities (national, regional, local, provider level) according to the different aspects of validation

The division of competences among the different levels of administration is presented in table 2:2 below.

**Table 2:2 – Division of competences according to levels of administration**

<table>
<thead>
<tr>
<th>Level of competence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With regard to full or partial qualifications</strong></td>
<td></td>
</tr>
<tr>
<td>National level</td>
<td>Definition of the overall approach and the legislative framework</td>
</tr>
<tr>
<td></td>
<td>Qualifications system and qualifications and assessment standards including related registers</td>
</tr>
<tr>
<td></td>
<td>Delivery and withdrawal of accreditation to carry out assessment and recognition of NFIL</td>
</tr>
<tr>
<td></td>
<td>Information system and monitoring</td>
</tr>
<tr>
<td>Regional level</td>
<td>Regional council for education has to approve the request of schools (not of higher education institutions) for accreditation to carry out NFIL before such accreditation is delivered</td>
</tr>
<tr>
<td></td>
<td>This is because regions fund schools education and training infrastructure as well as assessment committees</td>
</tr>
<tr>
<td></td>
<td>In the mid-term there is a willingness to create regional networks of accredited institutions for recognition of NFIL.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Reception of requests from individuals, their processing and issuing of responses</td>
</tr>
<tr>
<td></td>
<td>Design and organisation of assessment and of the assessment commission</td>
</tr>
<tr>
<td></td>
<td>Award of full or partial qualifications</td>
</tr>
</tbody>
</table>

In view of delivering a trade licence (until 2002 only)
Overall legislative framework

Designation of qualification examination commissions

Regulation of the qualification examination

Regional level

The qualification examination is done by regional chambers of crafts however for certain professions there may be only one or two regional chambers in the country which are designated to undertake the assessment

The recognition of professional competence is done by regional chambers of crafts on the basis of documentation

1.5 Examples of regional, local or EU funded initiatives

The implementation of the above described approach to recognition of non-formal and informal learning as well as the accreditation of non-formal learning and the design of the qualifications system and its register is planned to be funded through the European Social Fund and the Operational Programme for Education.

In summer 2010, when the research for this document was carried out, the project was not yet running.

1.6 Link between validation and the existing/ developing credit system, unit-based or modularised structure of qualifications

There is currently no credit system in vocational education and training and the delivery of initial VET is not modularised. However, the law on Lifelong learning (568/2009 Z.z) introduced the possibility of progressive accumulation of learning through two options:

- On the one hand full qualifications can be composed of partial qualifications and partial qualifications can be accumulated through recognition of non-formal and informal learning to achieve a full qualification.

- On the other hand quality assured further education programmes (non-formal learning) can be based on modules (one module should correspond to at least 10 education hours (45 minutes) of learning activities). Modules can be accumulated to complete the programme.

In higher education, universities are required to use ECTS but it is not yet clear whether and how ECTS will be used for recognition of non-formal and informal learning in higher education as described above. Currently university programmes are subject based and ECTS credit points are allocated to subjects. Whether and how the current subject based structure of programmes will be related to the use of partial qualification is not yet clear. However, as mentioned above there is a willingness on the side of the Ministry of education to ensure that some components of bachelor degrees can be achieved through recognition of NFIL. This is likely to be based on the different summative examinations rather than on the basis of taught subjects.

1.7 Funding framework

With regard to recognition in view of full or partial qualification:

- The accredited education and training institution can raise fees and the maximum amount is stipulated in the law on lifelong learning. It is maximum EUR 300 for the first assessment and maximum EUR 100 in case the learner has failed the first assessment and requested a second additional assessment.

  This fee is meant to mainly cover the human resources and possibly material needed to carry out the assessment.
Accredited institutions have to be able to provide the technical equipment and other material resources needed to carry out the assessment;

- Education and training institutions wishing to obtain an accreditation will have to pay a fee that will cover the costs of the accreditation process.

When it comes to the recognition in view of delivering a trade licence:

- The recognition of professional experience based on evidence provided by individuals and its examination by the regional authority is charged to the individual applicant and it costs EUR 20.

- The assessment of professional competence (kvalifikačná skúška) done by the Chamber of crafts is funded through a fee from the individual. This fee is defined at national level and currently corresponds to EUR 163.

1.8 Data on flows of beneficiaries

No data is currently available with regard to recognition of non-formal and informal learning in view of full or partial qualifications as the implementation process has only just started.

The possibility to demonstrate professional competence through an assessment in view of receiving a trade licence was introduced in 2001. The numbers of people who have successfully undergone this assessment are as follows:

- In the period September 2001 – 31/12/2007: 3549 individuals
- 2008 – 355 individuals
- 2009 – 420 individuals
- 01/01/2010 – 31/10/2010 – 434 individuals

Total (by end of October 2010): 4758

2 ORGANISATIONAL PERSPECTIVE ON VALIDATION

2.1 Role of the formal education and training sector, including providers

The formal education and training sector has an important role in the national approach to recognition of non-formal and informal learning:

- The award of certificates on achievement of full qualifications is reserved to the formal education and training institutions;

- Consequently the whole process of assessment, validation and recognition for full qualifications is reserved to providers from this sector.

Accredited providers of further education (non-formal learning) can issue certificates after recognition of informal learning for partial qualifications only.

Only institutions that also provide education and training can become accredited to carry out the recognition of NFIL. Consequently the whole process is restricted to providers of non-formal and formal education and training. In the future, the intention is to concentrate on encouraging VET schools in engaging in recognition of NFIL.

The ministry of education is the main initiator of these reforms.

At the same time, it is important to underline that the qualifications and assessment standards in the future qualifications system are expected to be based on information and needs provided by representatives of the labour market.
2.2 Role of existing information, advice and guidance networks / institutions

Guidance infrastructure is in general a weak point of Slovak lifelong learning policies and its improvement is one of the aspects of the Slovak lifelong learning strategy. There is, for the moment, no national and systematic structure of educational guidance aimed at adults. Consequently it remains unclear what the role of guidance institutions in the process of recognition of NFIL will be.

When it comes to provision of information, a communication strategy and campaigns will most likely be designed at a later stage of implementation but given that it is for the moment very early in this process no large scale communication is taking place.

For full or partial qualifications linked to a trade licence the institutions delivering trade licences in regions are expected to provide information on possibilities of recognition of NFIL (as they currently do about the qualifications assessments carried out by chambers of commerce).

2.3 Validation in the private sector and the role of private sector actors

The recognition process in view of obtaining a trade licence is described above and it is the responsibility of chambers of crafts. The private sector, as organised in employers’ and sectoral organisations, also has an important role in defining the qualifications system and the qualifications standards.

Private companies can also become accredited providers of non-formal learning under the law on lifelong learning. In fact, in Slovakia, currently the majority of requalification courses as well as continuing vocational education and training are provided by private institutions. Such accreditation gives their certificates issued after final assessment national value.

At the same time one of the objectives of the forthcoming ESF funded project on recognition of NFIL is to strengthen the role of formal education providers (VET schools mainly) in delivering adult learning.

Furthermore, there are a number of qualification examinations organised by sectoral or branch organisation, which give access to specific occupations or positions and where no previous participation in formal learning programme is required. In other words the assessment only verifies the required knowledge, skills and competence independent of how these were achieved (often individuals’ autonomous learning). These examinations give what could be called an “additional” qualification and they are often conditioned by having achieved a required level of education in a given field or area. This is for example the case for accountants, auditors, architects, geodesists, etc.

2.4 Validation in the third sector and the role of third sector actors

Accredited further education (non-formal learning) covers three broad categories of education and training provision: a) requalification programmes, b) continuing VET and c) leisure, citizenship, senior’s education etc. Therefore third sector organisations can become accredited providers of non-formal learning. All such accredited providers issue certificates of national validity following the successful assessment of candidate’s knowledge, skills and competences as defined in the education programme. For example, the Slovak Red Cross is accredited by the Ministry of Education to teach basic first aid and health assistance.
The Slovak Red Cross is accredited to deliver training with national validity. For example, in addition to first aid training for the wide public - the Red Cross provides training to:
- Health care staff who wish to become instructors of first aid;
- Health care staff, teaching staff or volunteers who wish to become trainers or carry out first aid.

This learning is non-formal (it does not result in a qualification) and it is not situated in a formal learning context, but it gives the people who pass it the possibility to practice as instructors or trainers of first aid.

The law on lifelong learning will create a national register of all accredited further education providers, programmes as well as a register regarding individuals who have participated and completed accredited further education.

In addition to the fact that third sector organisations can become accredited providers of non-formal learning as described in the remaining part of this document, the law on youth organisations (282/2008) clearly recognises the contribution of the third sector to education and development of young people. A process for accreditation of youth organisations that support educational activities and deliver programmes has been put in place and is described below.

<table>
<thead>
<tr>
<th>The work of the accreditation commission for non-formal learning delivered by youth organisations³</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What?</strong></td>
</tr>
<tr>
<td><strong>When?</strong></td>
</tr>
<tr>
<td><strong>How?</strong></td>
</tr>
<tr>
<td>Programmes that are eligible to be accredited</td>
</tr>
</tbody>
</table>

### 2.5 Costs to organisations

The organisations recognising non-formal and informal learning in view of achieving full or partial qualifications have to cover:

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- The administrative costs related to the application for accreditation (note this has to be requested for each qualification separately);
- The fee for accreditation;
- The fees of staff preparing and undertaking the assessment – assessment committee;
- The fees of administrative staff (reception of requests and response to them), documentation of the assessment process;
- The material conditions, tools and equipment needed to carry out the assessment.

However, as noted above they can collect a fee from the participants.

3 INDIVIDUAL PERSPECTIVE

3.1 Awareness-raising and recruitment

Given the very early stages of development of this approach no large scale awareness raising or information campaigns have been carried out.

While there is a demand for adult learning from the side of employers as well as individuals (according to the Adult Education Survey 44%\(^4\) of the adult population participated in education and training which is comparable to countries such as Germany, Denmark or the Netherlands) it is not clear whether this will be reflected in a demand for qualifications.

In the early stages of development the demand is most likely to occur for qualifications that will be linked to a trade licence.

3.2 Provision of guidance and support

As mentioned above this remains a weak point and no structured information and guidance provision is in place.

3.3 Costs to individuals

The costs to individuals cover:
- The assessment fee;
- The time needed to prepare the application form – note that this mainly covers provision of copies of documents on previous education and training;
- Any preparation they may need in order to successfully pass the assessment process.

3.4 Initiatives focused on specific target groups

People needing requalification – either in the context of collective redundancy procedures or because they are already unemployed – are expected to be one major target group of both:
- Provision of quality assured non-formal learning; and
- Recognition of non-formal and informal learning in view of achieving qualifications.

The current provision of requalification courses has been frequently criticised for its insufficient quality\(^5\). The objective is to make sure that it more tightly links into the qualifications systems (through the register of qualifications) and consequently to the labour market needs.

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\(^4\) Eurostat: Adult Education Survey data  
3.5 Evidence of benefits to individuals

This procedure is only in a very early stage of implementation but the direct benefits expected are related to the enhanced possibilities of individuals to practice professions where a qualification is required.

As said above, a number of trade licences are conditioned by evidence of sufficient qualifications and where this is the case the possibility for the individual to receive a trade licence will be a clear direct benefit.

4 QUALITY ASSURANCE AND EVALUATION

4.1 Quality Assurance Framework

The overall framework for quality assurance for recognition of non-formal and informal learning in view of achieving full or partial qualifications is defined in the law on lifelong learning. Its main principles are summarised in table 5:1 below.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of qualifications and assessment standards</td>
<td>Nationally defined standards based on labour market needs and related to occupational activities will be used to recognise non-formal and informal learning.</td>
</tr>
<tr>
<td>The accreditation of institutions competent to undertake recognition of NFIL</td>
<td>A national accreditation committee will issue accreditations only to institutions who are otherwise accredited providers of formal education programmes in a given area. As part of this process, education and training institutions have to provide information about the persons whom they propose to take part in the assessment commission as well information about the technical and material equipment of the institution required to undertake the assessment.</td>
</tr>
<tr>
<td>Public access to information</td>
<td>The assessment procedure is open to the public</td>
</tr>
<tr>
<td>Use of assessment committees</td>
<td>The assessment committee has to be composed of four members (one chair and three members): - Representative of the education and training institution; - Representative of the relevant sectoral or professional organisation; - Representative of an employers’ organisation; - Staff of the education and training institution qualified in the area of the qualification for which learner seeks recognition</td>
</tr>
<tr>
<td>Definition of rules for validation of assessment outcomes</td>
<td>The candidate has to satisfy the assessment criteria for the given qualification and the outcome of the assessment is validated if more than half of committee representatives agree. If there is equality the view of the chair is decisive.</td>
</tr>
<tr>
<td>Documentation of the assessment and validation process</td>
<td>The accredited institution has to document the assessment process.</td>
</tr>
<tr>
<td>The possibility for the individual to appeal</td>
<td>The individual can request the ministry of education to examine the assessment process. If the ministry decides that the assessment should be repeated, a ministry representative</td>
</tr>
</tbody>
</table>
4.2 Quality assurance systems / procedures
See above

4.3 Evaluation framework
There is currently no evaluation framework in place.

5 ASSESSMENT METHODS

5.1 Methods used
It is up to the accredited education and training institutions to choose the exact assessment method to be used in line with the occupational activities for which the qualification prepares and the assessment standard. The law on lifelong learning defines that there has to be a theoretical and a practical part and these can take form of written, oral or practical assignments or their combination. Given the very early stages of the implementation of this process it is not yet clear what the actually used assessment methods will be.

5.2 Advantages and disadvantages of the methods used
Not yet clear.

6 VALIDATION PRACTITIONERS

6.1 Profile of validation practitioners
The members of the assessment committees that recognise non-formal and informal learning of individuals are:
- Staff from education and training institutions – i.e. teachers or professors;
- Representatives of the labour market: employers, sectoral and professional organisations.

Each committee has to have at least three members. The members of the committee have to satisfy the same conditions as trainers (lektor) in accredited non-formal programmes. These conditions are clearly defined in the law 568/2009 Z.z. (§11:2) and are a combination of:
- Level of education achieved through formal education (or possibly the certificate of passing the non-formal programme) in a given area/field;
- Years of experience of professional activity in the given area (in general the higher the level of education the lower the number of years of experience requested).

All assessors, like all trainers in accredited non-formal programmes, have to have passed an examination for practicing as adult educators/trainers (lektor).

The list and profile of proposed members of the assessment committee is defined in the application for accreditation and is verified by the accreditation committee.
6.2 Provision of training and support to practitioners
Not yet clear.

6.3 Qualifications requirements
See above.
7 BIBLIOGRAPHY


Vyhláška Ministerstva školstva Slovenskej republiky z 15. marca 2010, ktorou sa ustanovujú podrobnosti o dokumentácii akreditovaného vzdelávacieho programu ďalšieho vzdelávania, o obsahu žiadosti o akreditáciu vzdelávacieho programu ďalšieho vzdelávania a o projekte vzdelávacieho programu ďalšieho vzdelávania, o osvedčení o absolvovaní akreditovaného vzdelávacieho programu ďalšieho vzdelávania, o náležitostiach osvedčenia o čiastočnej kvalifikácii a osvedčenia o úplnej kvalifikácii (ministerial decree on documentation of accredited further education programmes, the content of an application for accreditation, the project of a further education programme, on certificate about successful completion of a further education programme, and on certificate about achievement of full and partial qualifications)

Zákon z 22. mája 2008 (245/2008 Z. z) o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov (education law)

Zákon z 1. decembra 2009 (568/2009 Z. z) o celoživotnom vzdelávaní a o zmene a doplnení niektorých zákonov (law on lifelong learning)

Zákon zo dňa 2. októbra 1991 (455/1991 Z.z) o živnostenskom podnikaní (živnostenský zákon) (law on delivery of trade licences)