

Implementation of validation of non-formal and informal learning in Europe



THE AFRICA-EU PARTNERSHIP
LE PARTENARIAT AFRIQUE-UE



African Continental Qualifications Framework Project (ACQF)

Recognition of prior Learning (RPL)

Validation des acquis de l'expérience (VAE)

Reconhecimento validação e certificação de competências (RVCC, RCA)

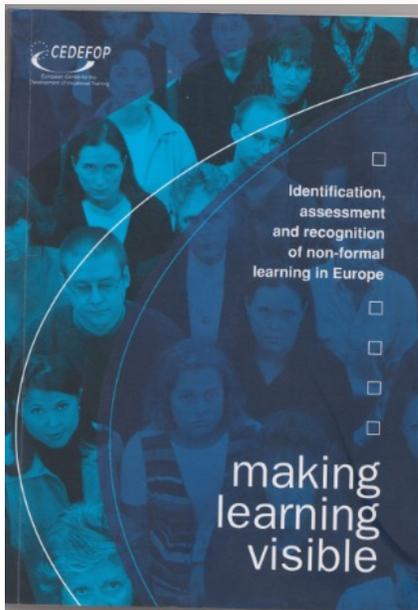
Session 3 - 18 February 2022

Ernesto Villalba





Validation of non-formal and informal learning



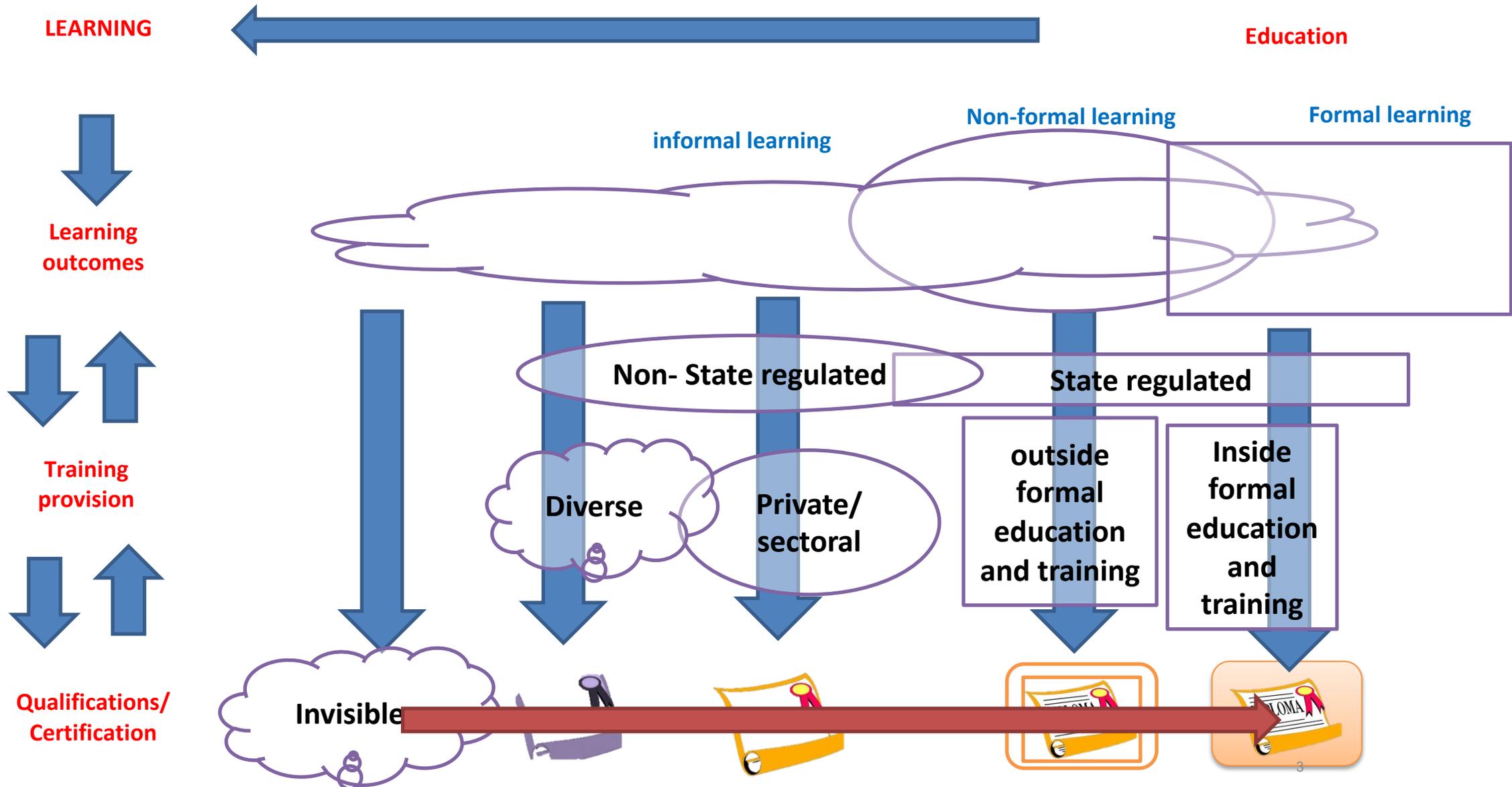
Cedefop working on validation for more than 20 years



www.cedefop.europa.eu/validation



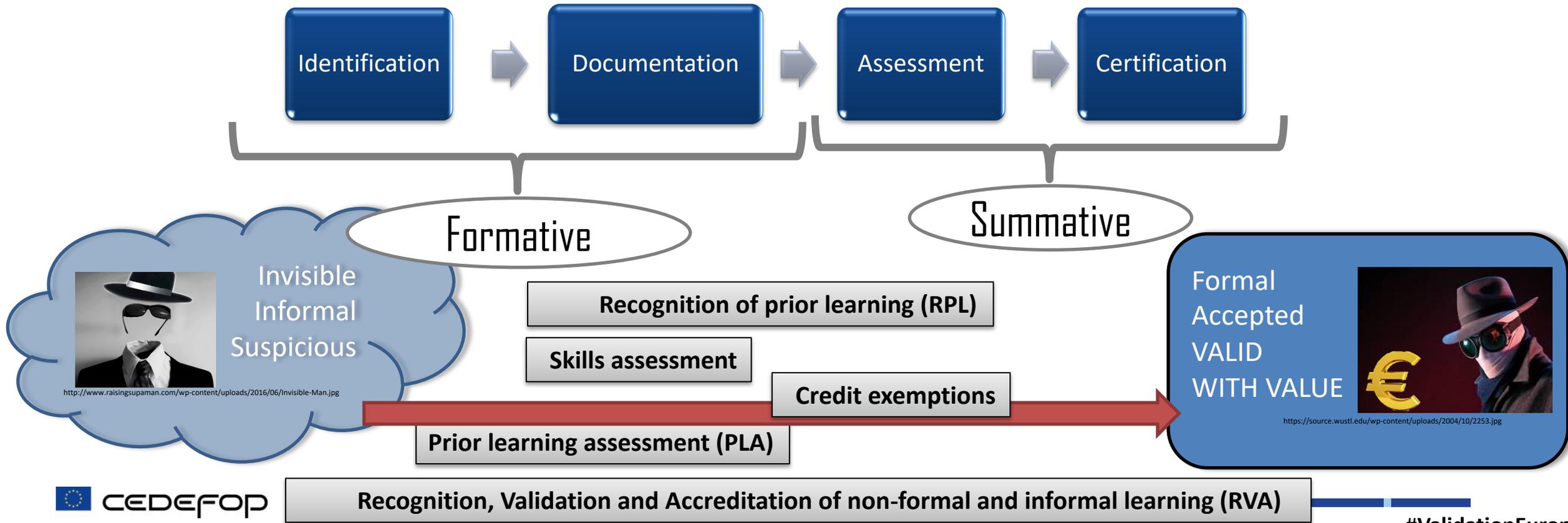
Outside FORMAL education?



VALIDATION

of non-formal and informal learning and its objectives

Validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard



Storyline of validation in EU

1995

European Commission White Paper on Teaching and Learning

2000

Making lifelong learning a reality

2004

European Principles

2008

EQF recommendation

2009

1st edition European Guidelines

2012

Council Recommendation on validation

2015

Updated European guidelines

2016

Upskilling pathways recommendation

2017

EQF new recommendation

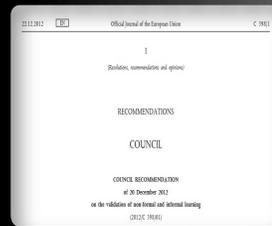
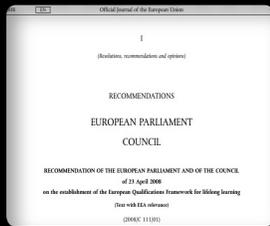
European Pillar of social rights

2020

New skills agenda

2022

New updated guidelines



2004

1st EU inventory

2005

2nd EU inventory

2008

3rd EU inventory

2010

4th EU inventory

2014

5th EU inventory

2016

6th EU inventory

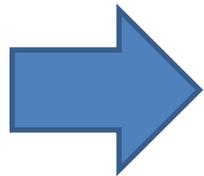
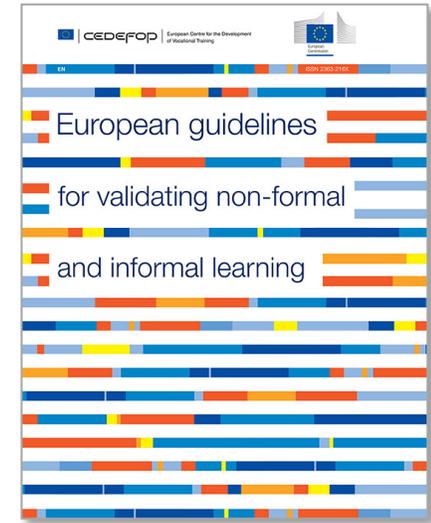
2018

7th EU inventory

Adapted from: Villalba, E., & Bjornavold, J. (2017), Villalba-García (2016), Villalba-García, E., Souto-Otero, M., & Murphy, I. (2014)

The European guidelines

- Assisting stakeholders by clarifying the different options and possible steps they face when establishing and operating validation arrangements
- Follow the principles outlined in the Recommendation in 2012

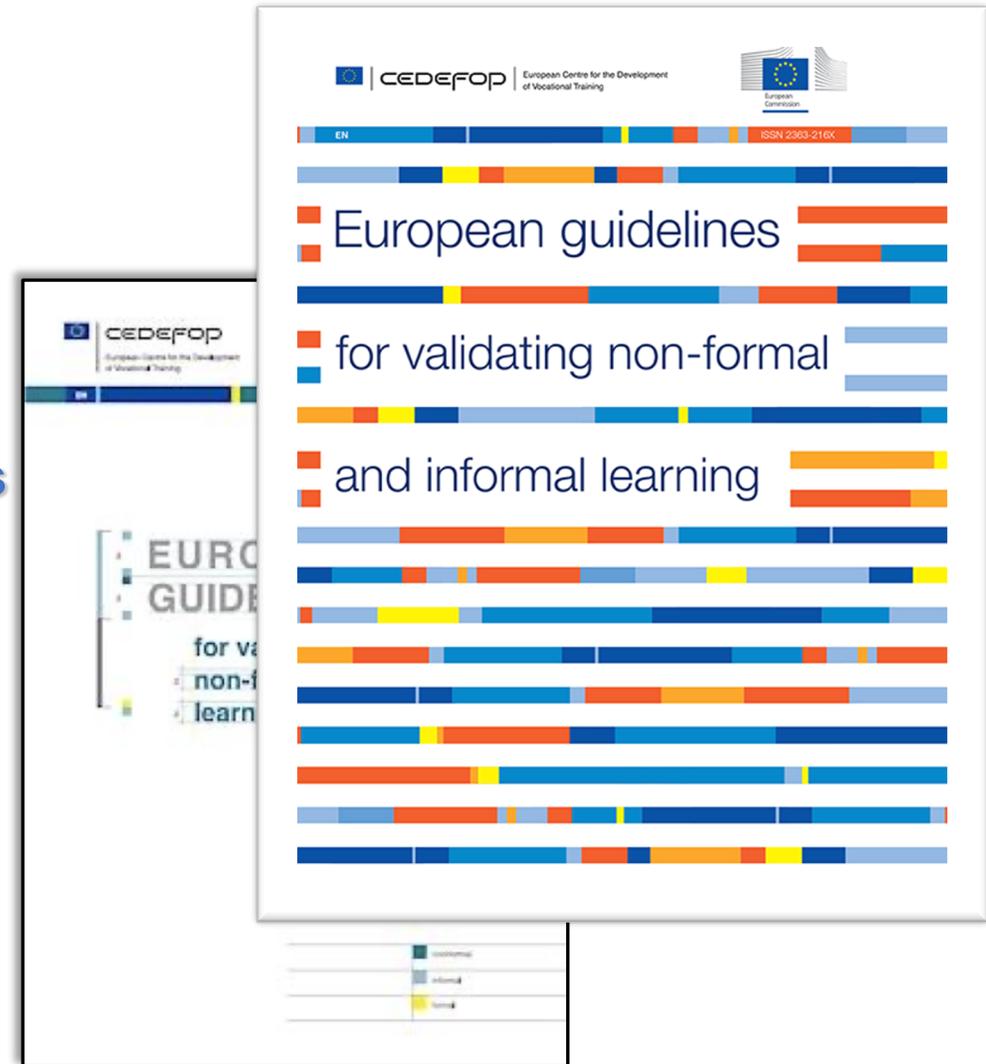


The guidelines acknowledge that any solution must be fit for purpose and that arrangements need to be designed according to the particular context in which they operate.

<https://www.cedefop.europa.eu/en/publications/3073>

The main principles

1. The centrality of the individual
2. Objectives of validation (4 phases)
3. Information, guidance and counseling
4. Stakeholder coordination
5. Links to national qualification frameworks
6. Standards and learning outcomes
7. Quality assurance
8. Professional practitioners
9. Validation in context
10. Validation tools



The fundamental values of validation

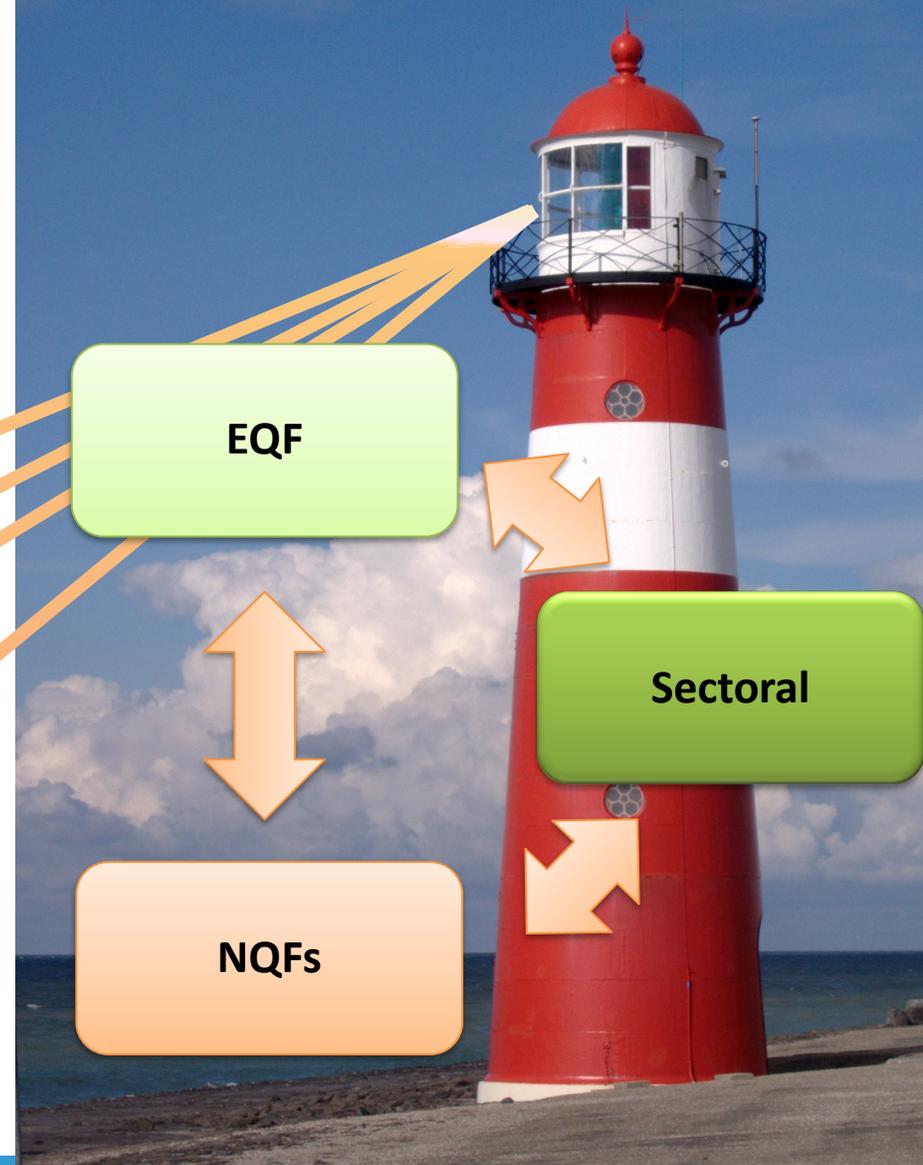
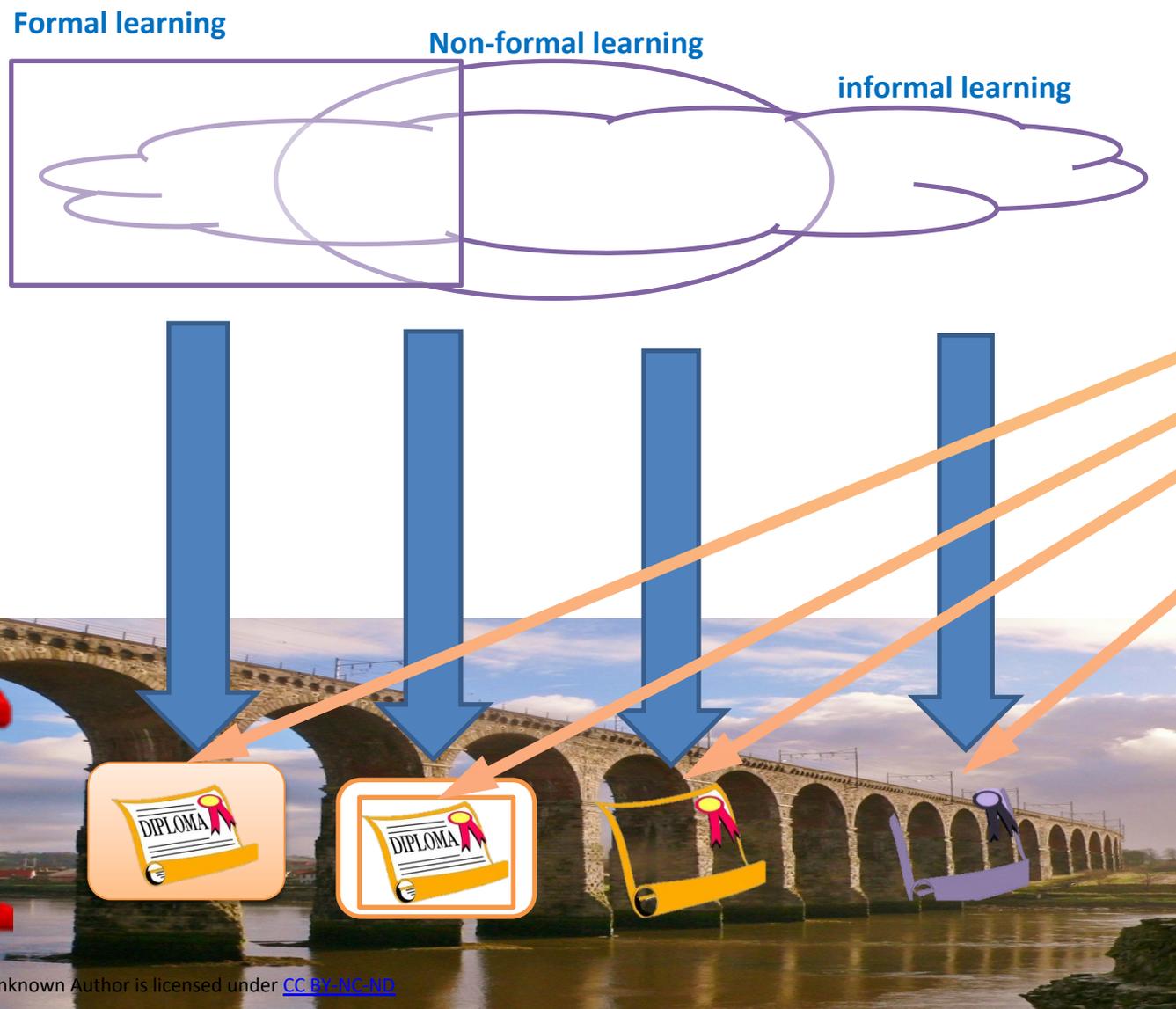
1

All learning, irrespective of where and when it takes place, is valuable for the individual and for society.

2

Formal education needs to be complemented by validation of non-formal and informal learning.

5. National qualification systems and frameworks



EU inventory - A rich source of information

- 2004, 2005, 2008, 2010, 2014, 2016, 2018 editions
- 39 country reports (covering 36 countries)
- Providing detailed information by sector
 - ✓ Sub-sector of education
 - General Education
 - IVET
 - CVET
 - Higher education
 - Adult education
 - ✓ Labour market
 - ✓ Third sector
- Thematic studies
- International country cases
- A synthesis of main findings



www.cedefop.europa.eu/validation/inventory

Evaluation of the 2012 Recommendation

- All **Member States** have taken action;
- On the whole **more people** have **validation opportunities** and can find better information and **guidance** on validation;
- Wide agreement that in general **validation benefits justify its costs**;
- Wide consensus that the Recommendation is **consistent** with other actions and tools;
- Overall, the Recommendation has had a certain **impact on national action on validation**.

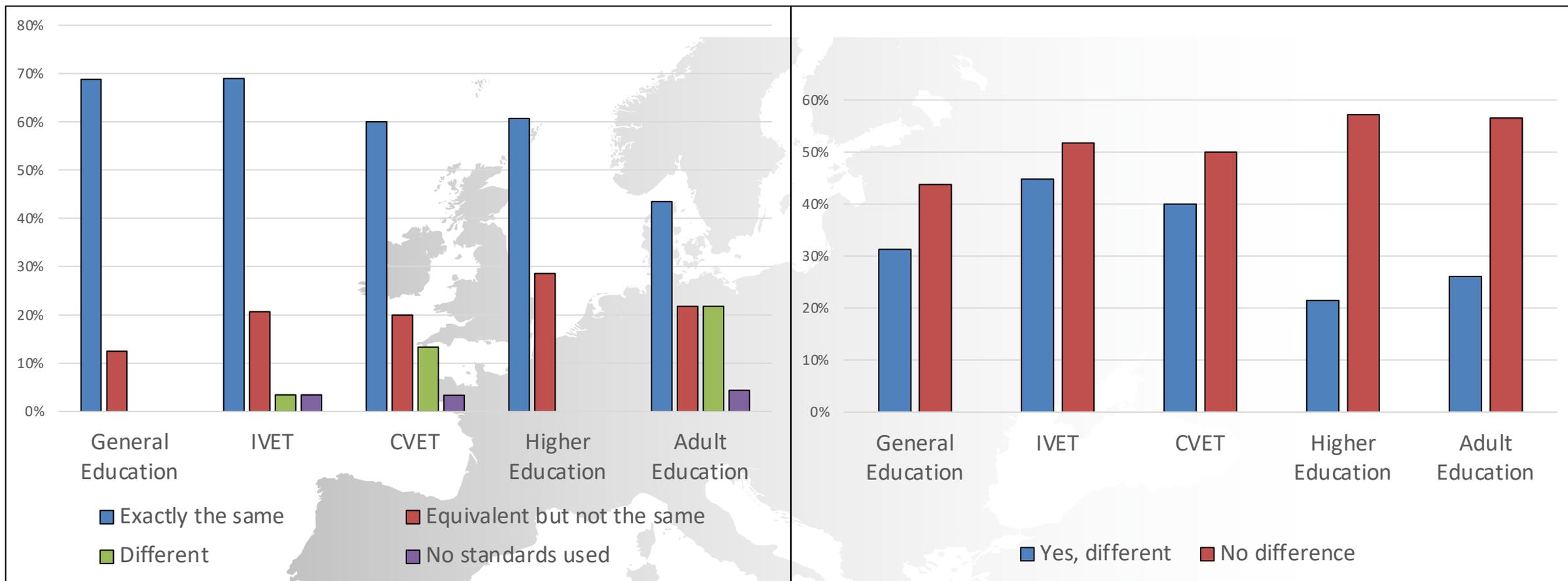
Challenges

- Many people still have no access to validation – no information, not eligible, no means
- Validation arrangements are not comprehensive and not coordinated
- Guidance may not be effective (outreach)
- Need to involve more stakeholders
- Poor information on costs and benefits of validation

Connection to formal standards

Extent to which standards used for validation relate to those used in the formal education system (% of validation arrangements in E&T)

Certificates obtained through validation are different to those obtained through formal education (% of validation arrangements in E&T)



Source: European Inventory 2018

Lessons learnt

Some important elements

Individual
at the Center



Adequate **SUPPORT**



GUIDANCE and
counselling



Clear **GOALS** of the
validation system



Sweden



Iceland



Stakeholder
involvement



Strategic overarching
approach



Common
understanding



Networking and best
practices



Norway



Ireland



Using NQF and
Learning outcomes



Standards clearly
defined



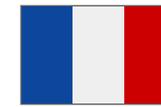
Quality assurance



Using learning
outcomes



France



Poland



Key Challenges

Reducing complexity

- Diversity of stakeholders
- Diversity of sectors/contexts
- Diversity of individuals and needs
- Diversity of professionals and services



Valid and reliable tools

- Multiplicity
- Adaptable and robust



Assure agreed standards

- Reference points
- Learning outcomes approach
- Education and Labour market oriented



Digitalization and certification

- New land scape of qualifications
- Use of ICT



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Thank you

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