

# State of validation in Europe

## A Perspective from the European Inventory on validation

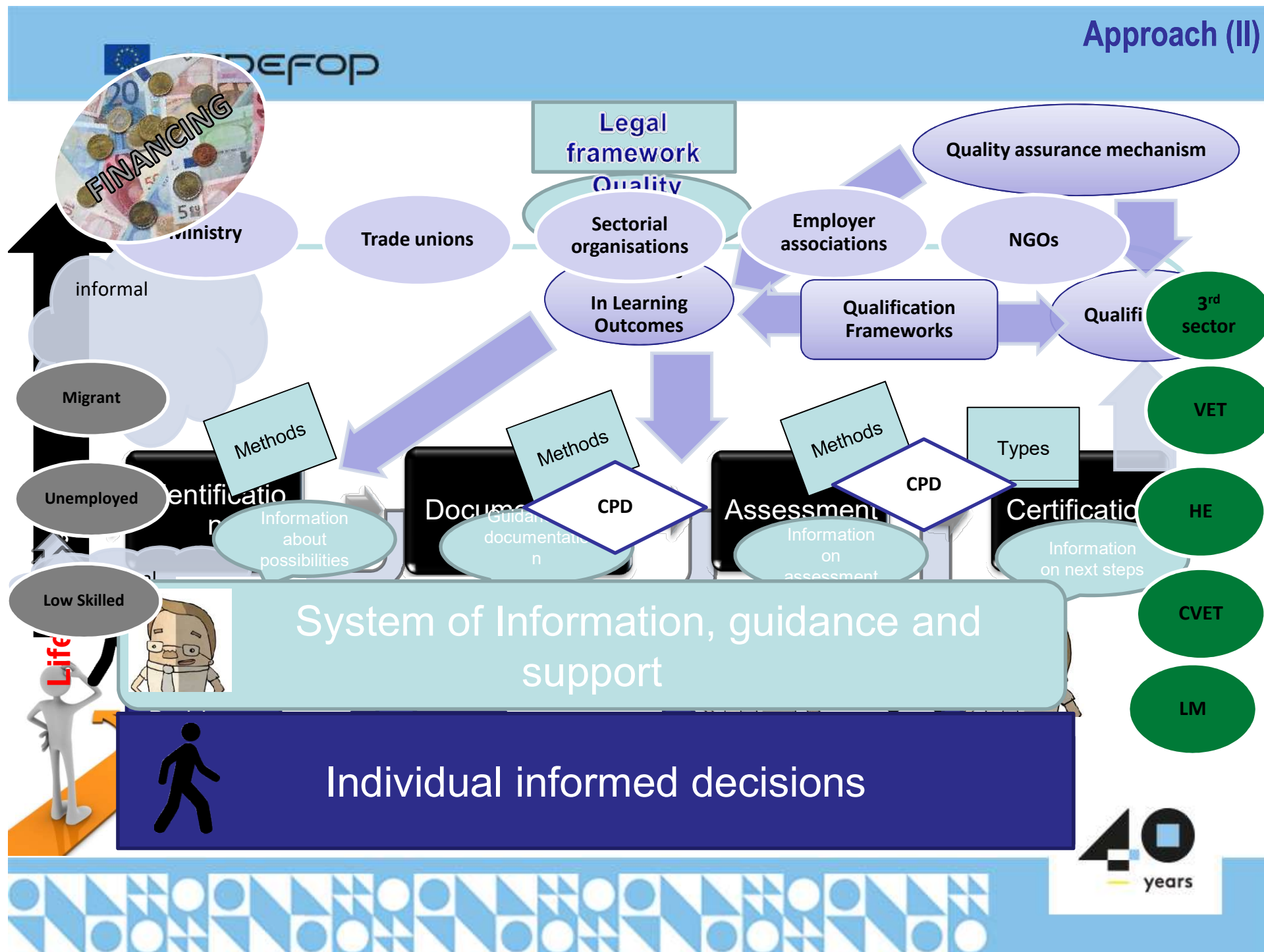
Ernesto Villalba



7th REVEAL Conference

Thessaloniki, 22-23 September 2016

@ernvillalba  
#ValidationEurope



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

## VALIDATION



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# The Council recommendation on validation of non-formal and informal learning

22.12.2012	EN	Official Journal of the European Union	C 398/1
<p>I</p> <p><i>(Resolutions, recommendations and opinions)</i></p> <p>RECOMMENDATIONS</p> <p>COUNCIL</p> <p>COUNCIL RECOMMENDATION</p> <p>of 20 December 2012</p> <p>on the validation of non-formal and informal learning</p> <p>(2012/C 398/01)</p>			



## Member States have validation arrangements by 2018

European Qualifications Framework advisory group  
given the overall control



Provide support for the implementation

by using the expertise of Union agencies, in particular **Cedefop**, and by reporting on the situation with regard to the validation of non-formal and informal learning in the annual report on the development of National Qualification Frameworks.

Update Guidelines and Inventory

# Parallel developments



1  
2  
3

**NQF/ EQF Monitoring**

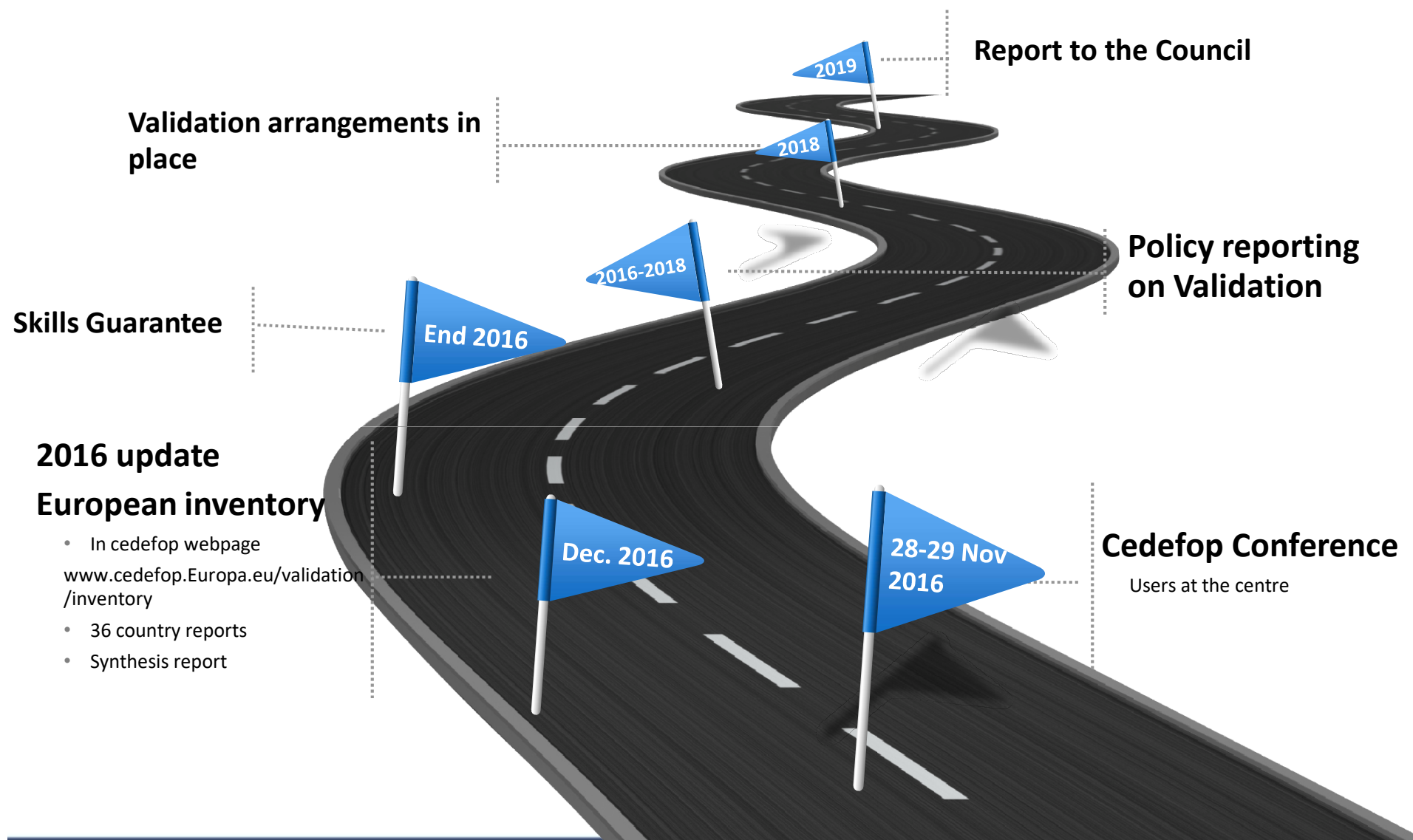


**European Guidelines for validation of non-formal and informal learning**



**European Inventory on validation of non-formal and informal learning**





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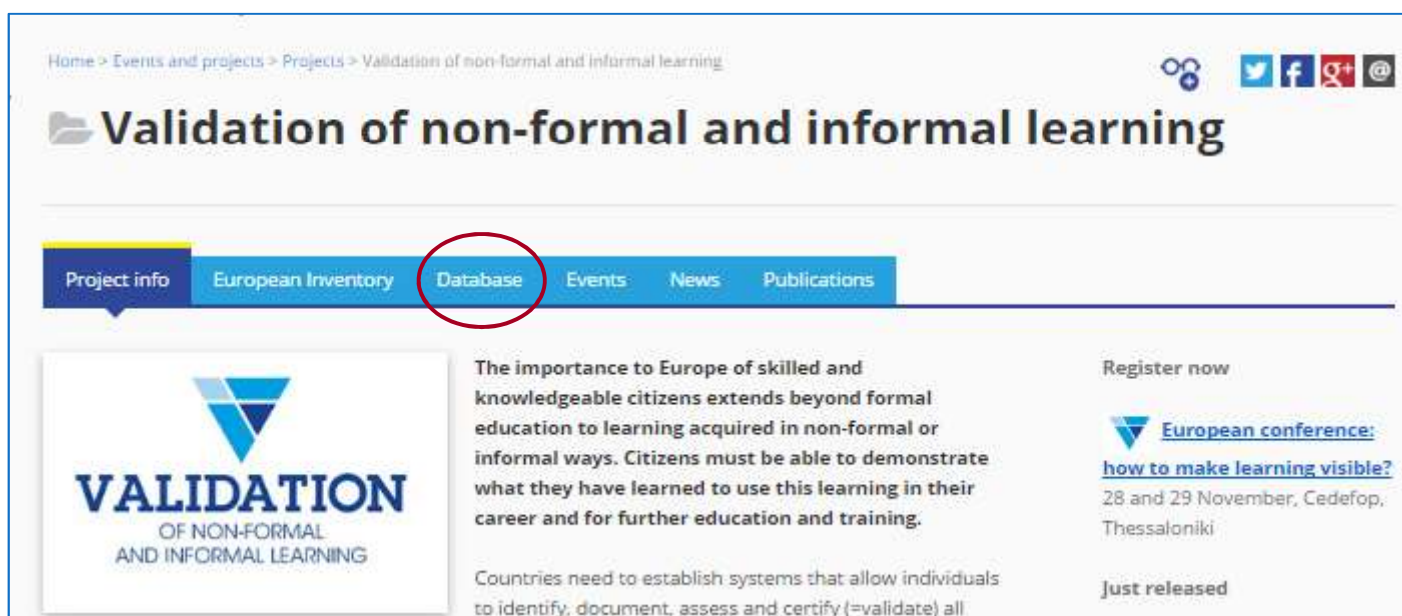


**CEDEFOP**

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# European Database on validation of non-formal and informal learning

Connects  
the European Guidelines  
with the  
European Inventory

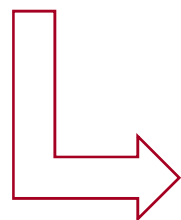


# European Database on validation of non-formal and informal learning

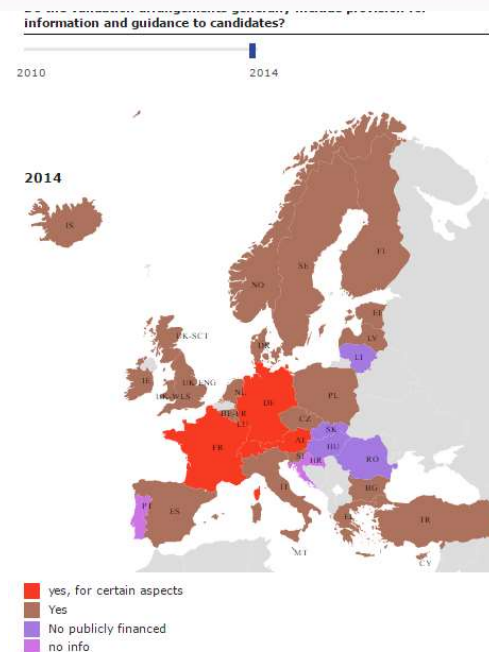
## 3.1 Information, Guidance and counselling

The recommendation pays particular attention to the role of guidance and counselling in taking forward validation. Member States should ensure within validation arrangements information and guidance on the benefits of, and opportunities for validation, as well as on the relevant procedures, are available to individuals and organisations' and 'the validation of non-formal and informal learning is supported by appropriate guidance and counselling and is readily accessible' (Council of EU, 2012, p. 3, points 3b and 3e).

### Q3.1.1 Do the validation arrangements generally include provision for information and guidance to candidates?



Q3.1.1 Do the validation arrangements generally include provision for information and guidance to candidates?					
Year	Austria	Belgium (German Region)	Belgium (French Region)	Bulgaria	Switzerland
2010	no info	yes, for certain aspects	Yes	no info	
2014	yes, for certain aspects	yes, for certain aspects	Yes	Yes	yes, for certain aspects





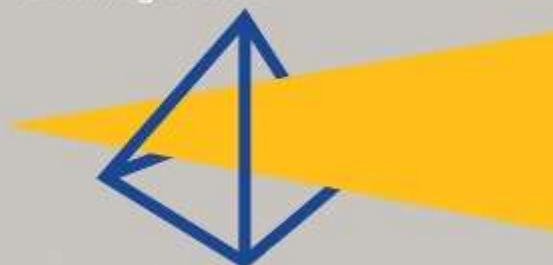
Thank you for your attention!



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How to make  
learning visible



28-29 November

<http://www.cedefop.europa.eu/validation>



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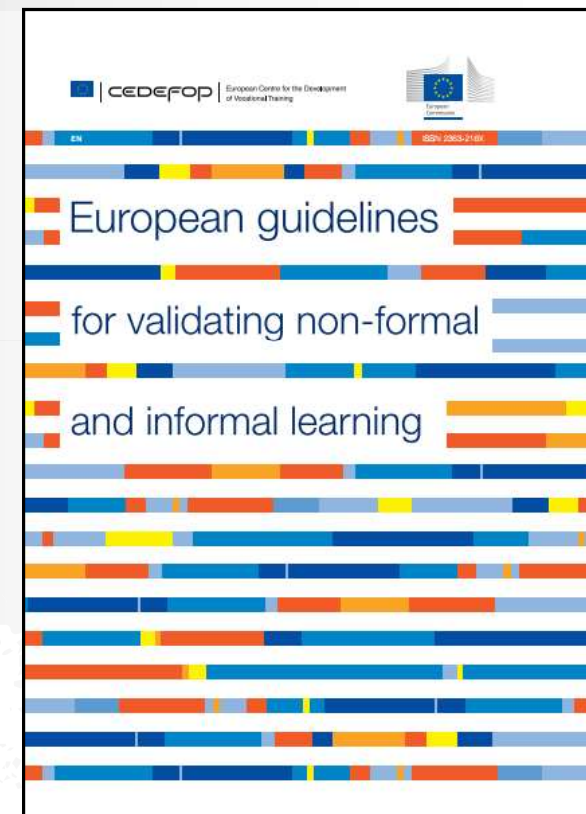
# Extra slides



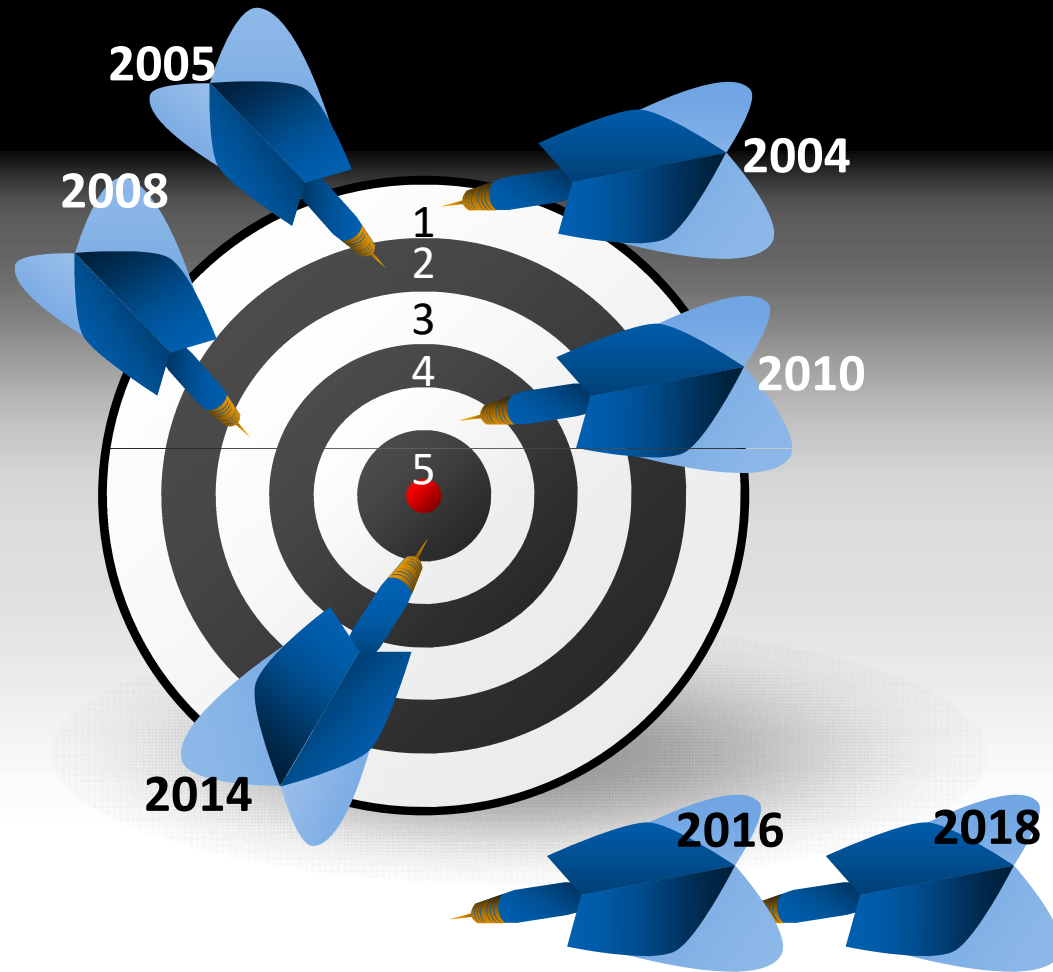


# The European Guidelines

- **Basic Features**
  1. Different purposes (4 stages)
  2. The centrality of the individual
- **Conditions for implementation**
  3. Information, guidance and counselling
  4. Coordination of stakeholders
  5. Links to National Qualifications systems and frameworks
  6. Standards and Learning outcomes
  7. Quality assurance
  8. Professional practitioners



# The European Inventory



## Objectives

- 1 – A trustworthy source of information
- 2 – Up to date information
- 3 - Systematic monitoring of progress
- 4 - Both a country-specific and a thematic dimension
- 5 – Work together with the **guidelines**

# Validation Inventory (2016 update – ongoing)

## Actors



- Manuel Souto
- Ilona Murphy
- Jo Hawley

Steering  
committee



European  
Qualifications  
Framework



Experts,  
practitioners,  
policy makers,  
informants



# The European Inventory (2016)

- Country reports 36 reports (covering 33 countries)



- 4 Thematic studies

1. Validation and OER
2. Financing validation
3. Validation in relation to the labor market: The cases of youth and health sector
4. Monitoring validation

- A synthesis of main findings

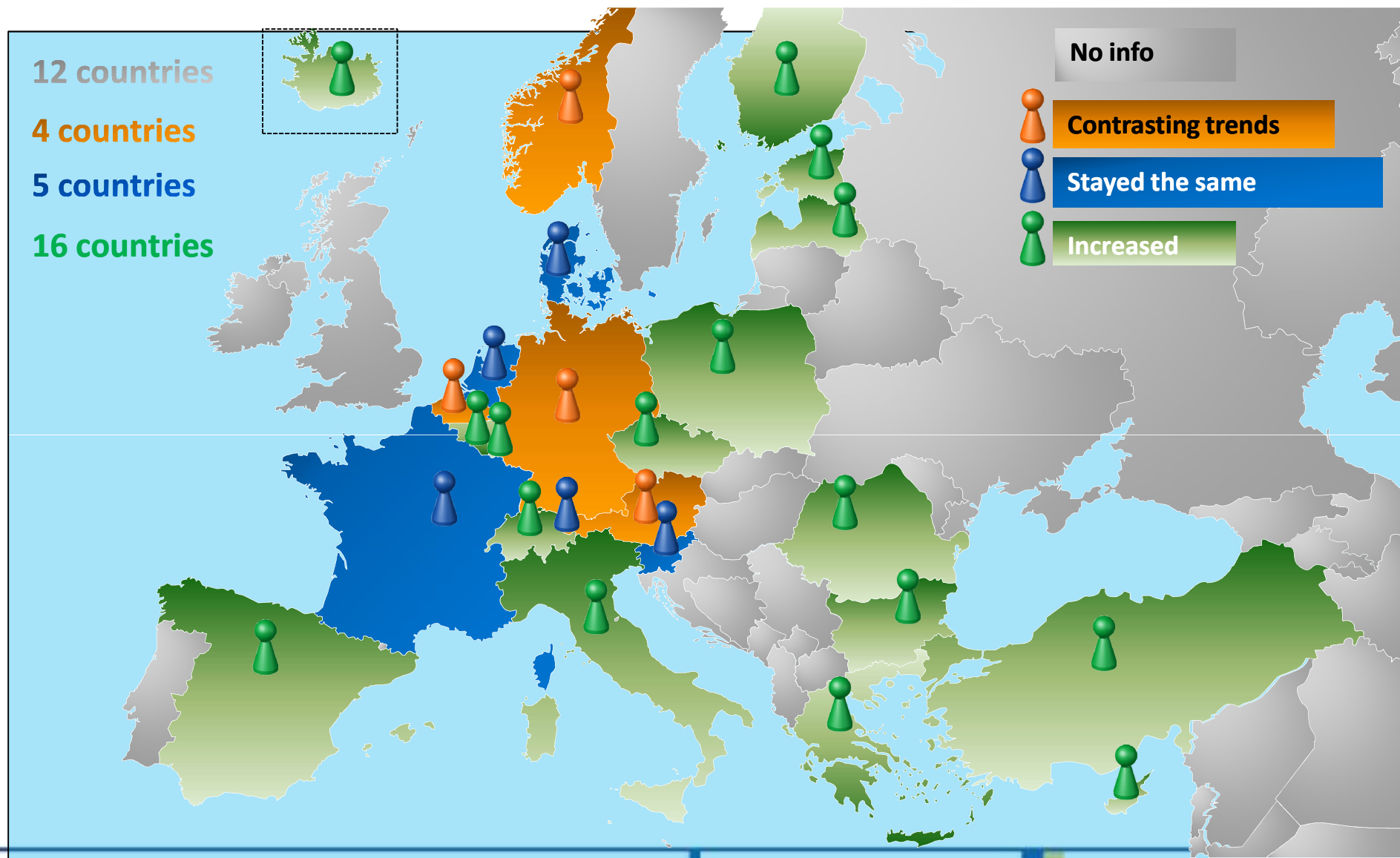


[www.cedefop.europa.eu/validation/inventory](http://www.cedefop.europa.eu/validation/inventory)

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# What is it telling us?





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12 countries

4 countries

5 countries

16 countries

**Table 3.3** Types of organisations collecting data on the number of validation applications or outcomes

Type of organisation	Country
National government/authority	AT, BG (except HE), CH, CY, CZ, DE, DK, EE, EL, ES, FI, FR, LI, LU, LV, MT, NO, PL, RO, SI, SK, TR
Regions	DE, BE, ES, IT (some), LV, NO, RO
Productive sectors/Chambers of Trades and Crafts	BE-Flanders, HR, LV, MT
Education providers	All/most: BE-Flanders, BE-Wallonia, CH, DK, EE, FI, FR, LV, MT, NL, SI, TR Some: AT, CY, DE, IE, IS, NO, SE, UK (England, Northern Ireland, Wales)

Note: Unknown or no data collection in HU, LT, PT, UK (Scotland)

Source: 2014 European inventory on validation of non-formal and informal learning

- Many organisations collect data
- Very few central public repositories
- No info on at an aggregate level
- Different types of validation practices



No

trends

me

Increased



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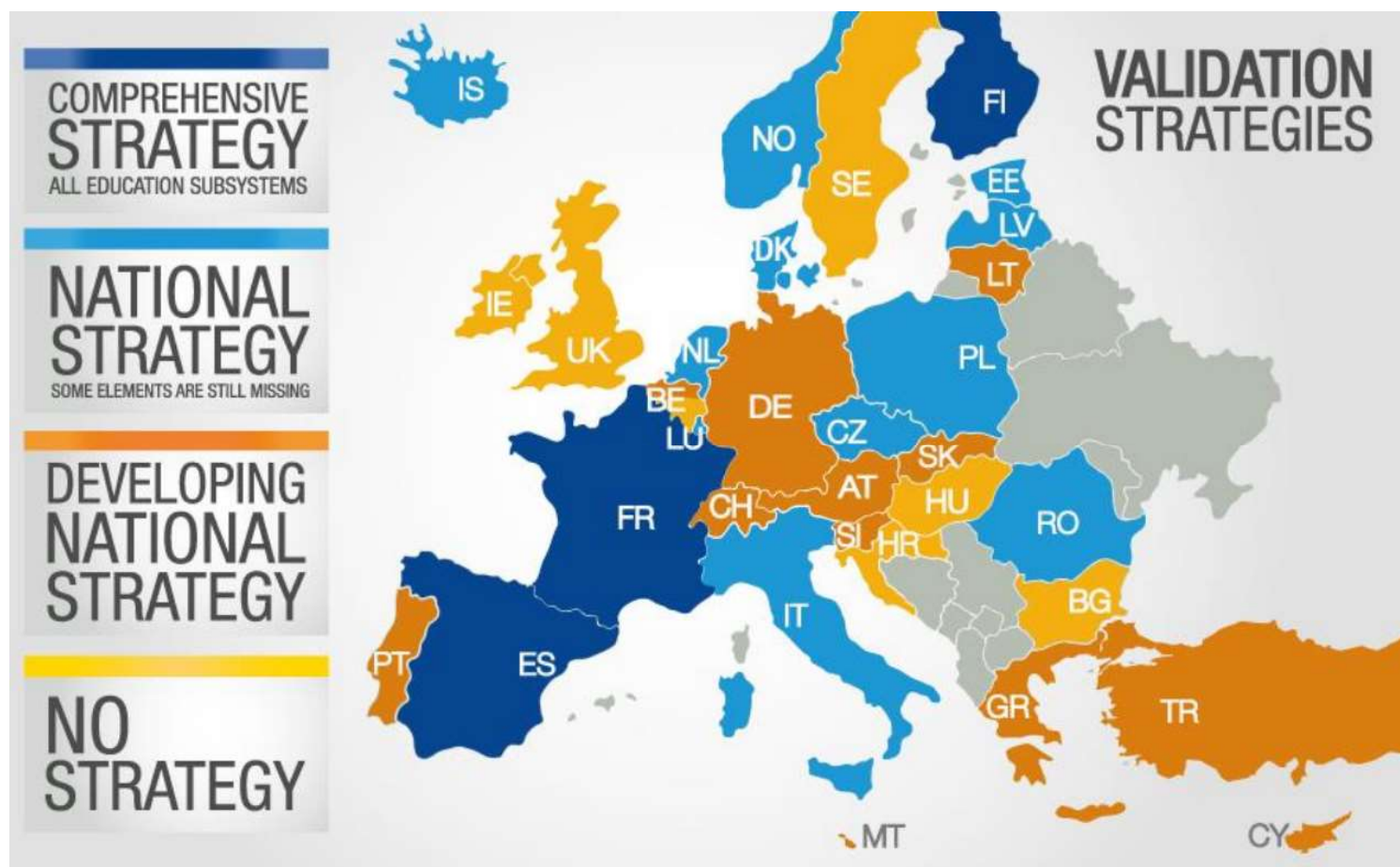


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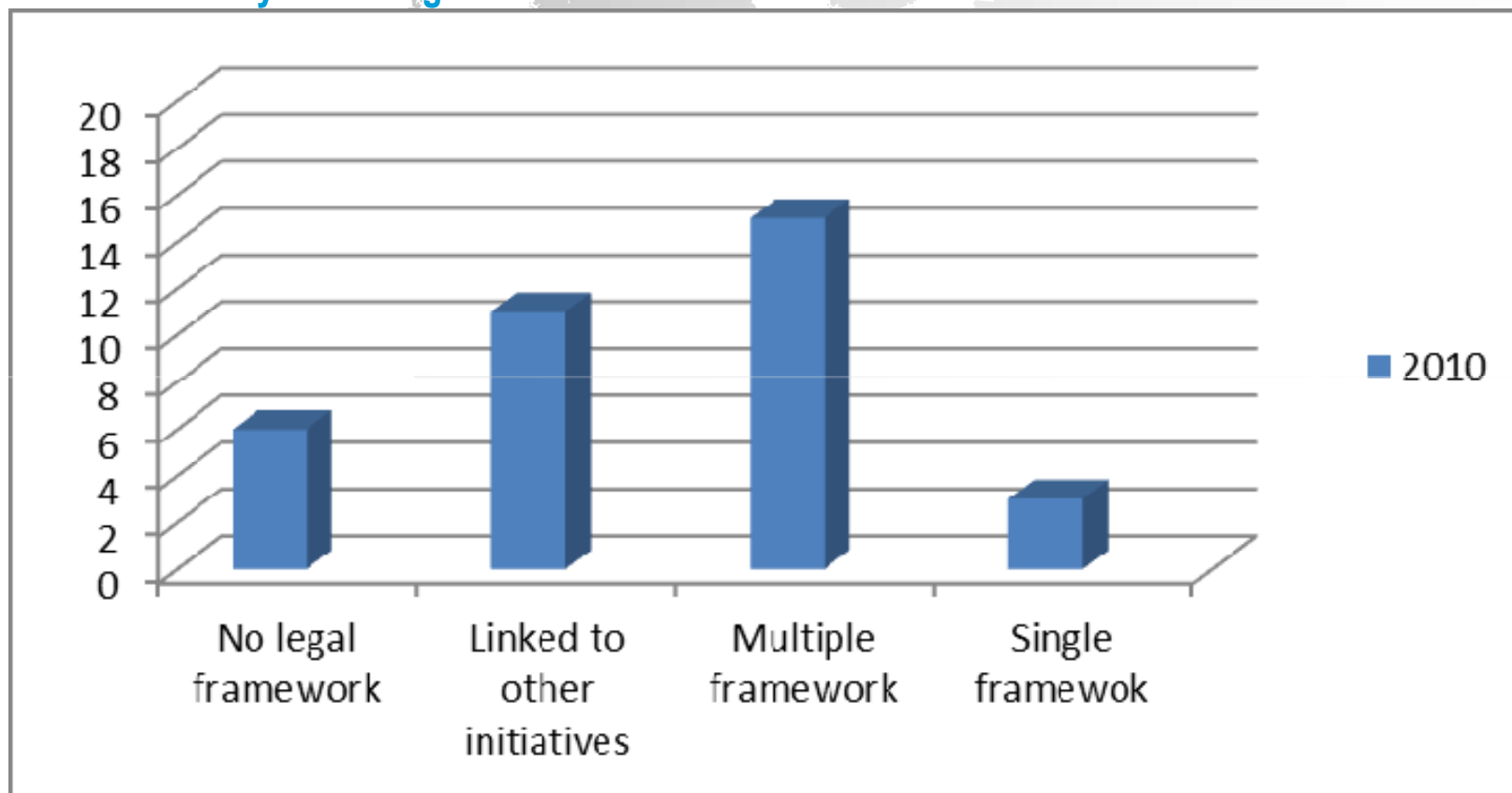
## Are there any policies or legislations in place supporting VNFIL?



Source: 2014 European inventory on validation of non-formal and informal learning

## Are there any policies or legislations in place supporting RVA of BYAE? (II)

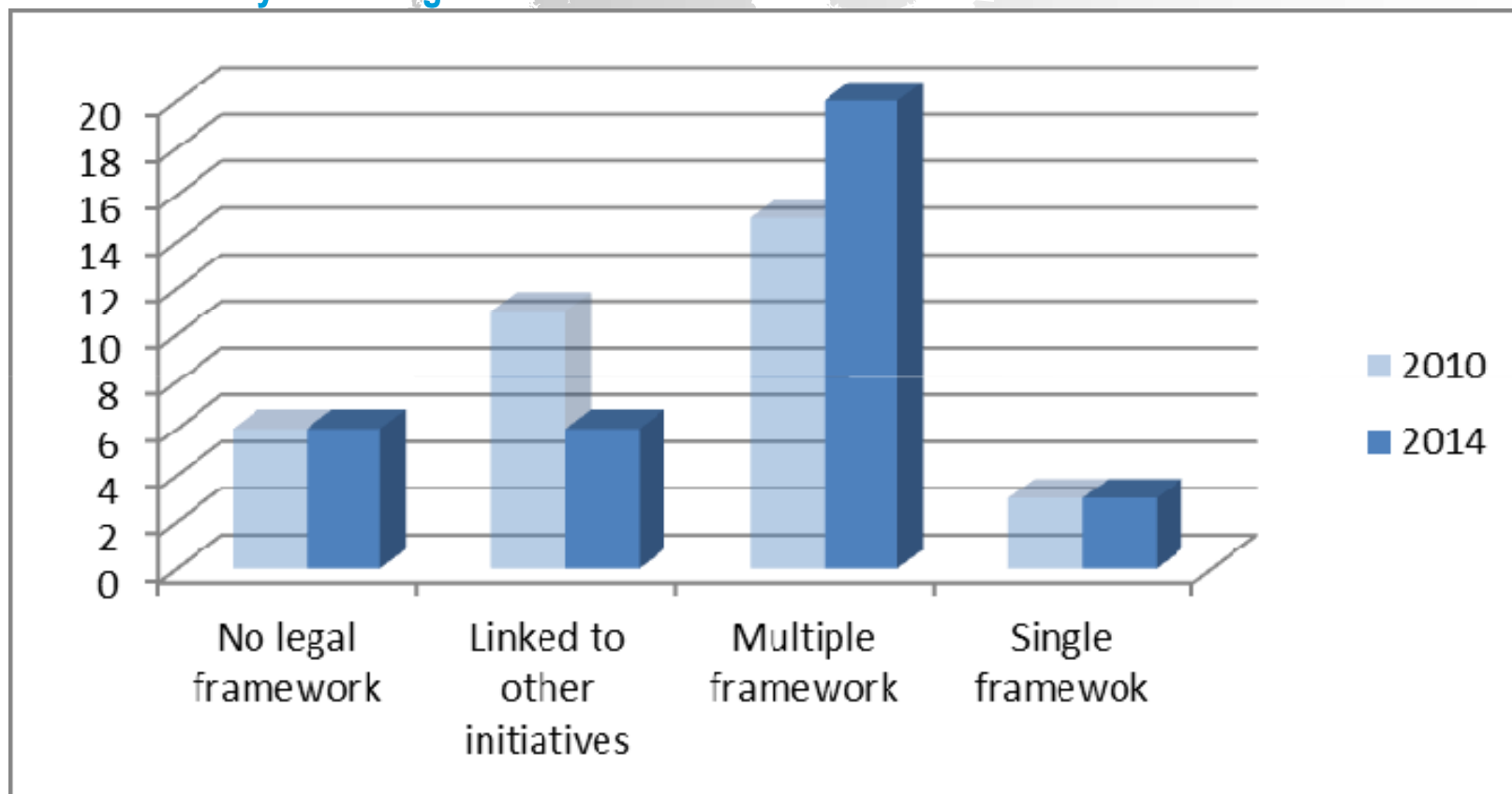
Does the country have a legal framework?



Source: 2014 European inventory on validation of non-formal and informal learning

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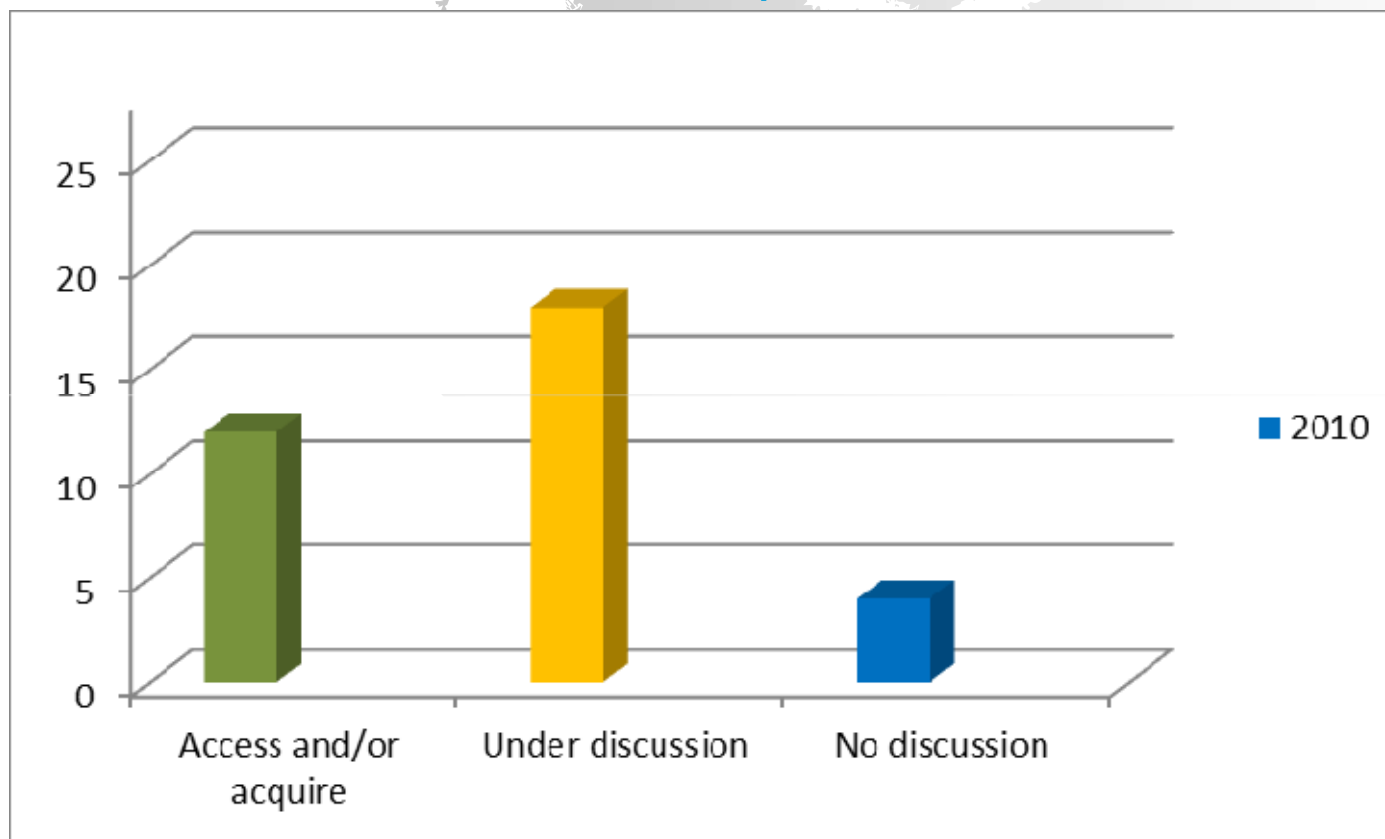
Does the country have a legal framework?



Source: 2014 European inventory on validation of non-formal and informal learning

## Which practical approaches are used? (II)

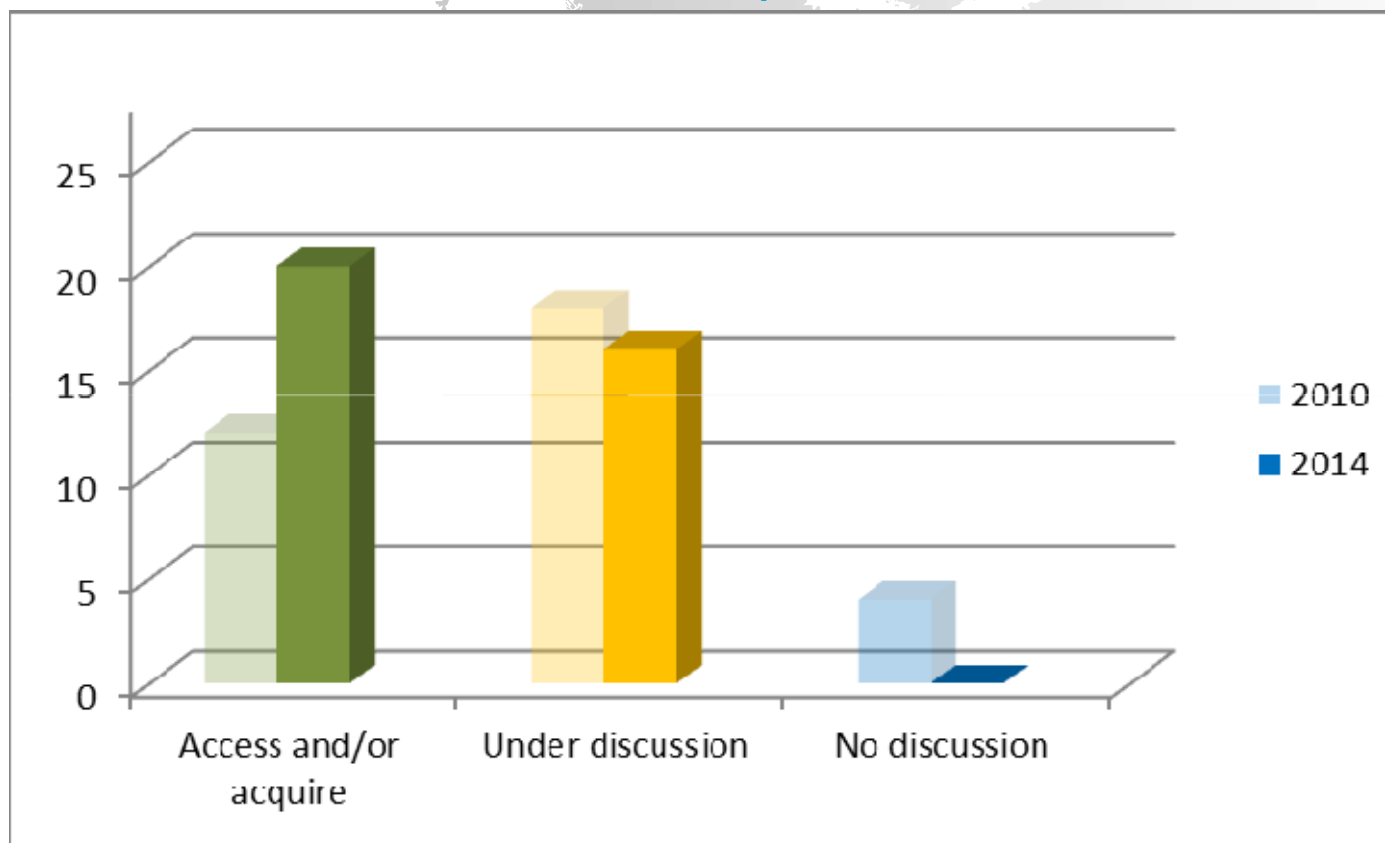
### Q2.3 How is validation linked to the national qualifications framework?



Source: 2016 European inventory on validation of non-formal and informal learning

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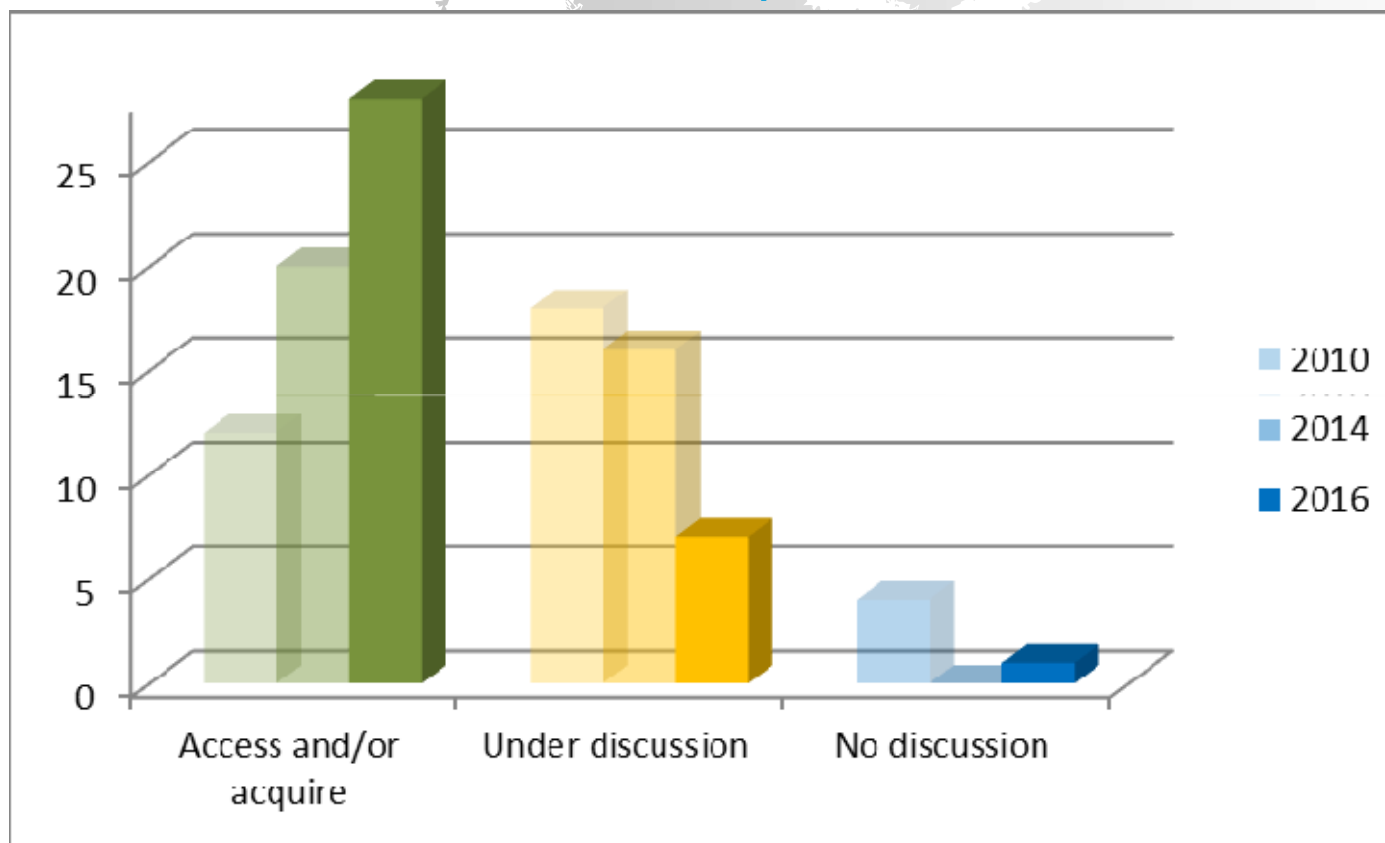
### Q2.3 How is validation linked to the national qualifications framework?



Source: 2016 European inventory on validation of non-formal and informal learning

## Which practical approaches are used? (II)

### Q2.3 How is validation linked to the national qualifications framework?



Source: 2016 European inventory on validation of non-formal and informal learning

# Inventory 2014: In

## SUMMARY

➤ Increasing activity and commitment to validation

- But data is still scarce
- But public still unaware

➤ Big cross and within country differences

- Fragmented pic.
- Coordination needed

➤ Education and training predominant

- VET still leading
- HE increasing
- Private sector still limited

➤ Increasing stakeholder involvement

➤ <sup>Private involvement limited</sup> Quality assurance to be further defined

➤ Little evidence on evaluation and monitoring

➤ NQF developments relevant

➤ Non -formal?

➤ Cost and bureaucracy a barrier

