



EUCIS-LLL

## EUCIS-LLL SEMINAR - 12 December 2011 (09:30 - 12:30)

### VALIDATION AND RECOGNITION OF LEARNING IN EUROPE FROM RHETORIC TO PRACTICE

#### DRAFT AGENDA

##### Moderator

- Michel FEUTRIE, Secretary General of EUCIS-LLL

##### Speakers

- Koen NOMDEN, DG EAC, Unit A1, the European Commission's proposal for a Council Recommendation on the promotion and validation of non-formal and informal learning
- Jo HAWLEY, GHK, latests developmens in Europe and introduction on the European Inventory on validation of non-formal and informal learning

##### Case studies

- Tania BERMAN, President of the European Students Network on the recognition of learning periods abroad, the case of Erasmus students
- Andrea WAXENEGGER\*, President of EUCEN, Observatory on the validation and recognition of non-formal and informal learning in Europe (OBSERVAL)
- Milvia RASTRELLI, L'A.P.I.S., the case of e-facilitators in non-formal education and telecentres, Vet4e-Inclusion project

##### Discussion with the participants

#### Issues at stake

This Seminar aims at discussing recognition and validation of non-formal and informal learning in the view of the upcoming European Commission's proposal for a Council Recommendation on the promotion and validation of non-formal and informal learning, beginning of 2012. Validation is a top priority in the European agenda. It is mentioned in the «Education and Training 2020» work programme as well as in the flagship initiatives "Youth on the Move" and an "Agenda for new skills and jobs". Some tools have been developed such as the European Guidelines for the Validation of Non-formal and Informal Learning or the European Inventory on Validation of Non-formal and Informal Learning. But what is really happening at the national, regional and local levels? How do educational actors use validation in the different sectors?

Recent years have seen increased emphasis on the relevance of learning that takes place outside formal systems and on ways and strategies to validate such learning. Validation of non-formal and

informal learning aims to recognise learning outcomes independent of the context in which the learning took place - formal, non-formal, informal. One of the objectives of validation of non-formal and informal learning is to broaden access to education and qualifications, by offering a second chance or a relevant alternative to "non-traditional" learners. Validation also has an important formative role in motivating and leading to further learning. But not all countries have national legislation in place to promote and regulate the use of validation of informal and non-formal learning. Do we really see a progression in the use of validation in Europe in the last ten years?

The current development of National Qualification Frameworks (NQFs) are supposed to provide overarching structures to bridge systems and encourage a shift towards learning outcomes. How our these developments connected at the national level?

##### VENUE

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##### REGISTRATION

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Registration is mandatory

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