



European Inventory on Validation of Non-formal and Informal Learning 2010

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- Objectives of 2010 update
 - Description of Inventory 2010 outputs
 - Overview of methodology
 - Thematic reports (4)
 - Final report
 - Link to final outputs
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Specific Objective, as outlined in the Terms of Reference:

to revise and improve the quality of the information currently contained in the Inventory, taking into account recent EU texts and the impact of new tools such as EQF, ECTS and ECVET, and to align its structure and content with that of the European Guidelines for the Validation of Non-formal and Informal Learning.

- A comprehensive record of the state-of-play of validation in Europe
 - 50 products in total:
 - 34 country updates
 - 10 case studies
 - 4 thematic reports
 - 1 overall synthesis report
 - 1 catalogue of projects
 - Structure and outputs designed to inform the next update of the European Guidelines on Validation and to cater for a range of target audiences
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Country updates

- Literature review and stakeholder interviews

Survey of projects / practitioners

- Online survey between April and August 2010

Quality Assurance

- Internal and external checks of project outputs

Case Studies

- Selected on the basis of country updates and survey of projects / practitioners

Final analytical reports

- Prepared by core team, with inputs from expert panel

**Youthpass –
recognising the
non-formal and
informal learning
of young people**

**Validation for
prisoners in
Norway**

**Validation for
Roma
professionals in
Romania**

**Validation in the
social services
sector in Scotland**

**The use of
validation to
manage
restructuring,
Philips Netherlands**

**Academy of
Continuing
Education, Austria**

**Validation in the
construction
sector, Poland**

**Competence-based
qualifications,
Finland**

**Validation in
Mykolas Romeris
University,
Lithuania**

**Validation at the
Instituto
Politécnico de
Setúbal, Portugal**

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- Target is often *disadvantaged* groups – validation seen as a tool to promote social cohesion, employment, equal opportunities
 - Helps to create ‘pathways’ – not only to a formal qualification but also as a ‘stepping stone’ to further learning or employment
 - Common groups are: young people, workers with experience but no qualifications, experienced and older workers, the unemployed and migrants
 - Portfolio method seems to be most commonly used
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- Some, but little, progress since 2007
 - Validation seen as a tool to support widening participation agenda
 - Country approaches:
 - National legislation
 - National guidelines / principles
 - Projects to trial new systems / processes
 - Bottom-up activities
 - Networks / Role of HE agencies
 - Number of challenges still need to be overcome if implementation and take-up is to increase
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- Reviews both methods to *assess* and *present* evidence
 - There is no 'one size fits all'
 - Combining assessment methods ensures robust outcomes
 - An important aspect of ensuring 'trust' in the validation process
 - Assessors play a vital role in quality assurance
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- Very few countries have national dedicated budget for validation
 - Project-based funding often sourced from European programmes
 - Costs – both direct and hidden – are not well documented
 - Anecdotal evidence suggests that validation is resource-intensive
 - Range of benefits: economic, educational, social and personal
 - An area for further analysis...but first data must be collected
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Categorisation by level of development

- Four categories to take account of diversity
- Only an overall, relative, assessment—situation often complex at national level

High level of development

Finland, France, Netherlands, Norway, Portugal

Medium-high level of development

Denmark, Germany, Romania, Spain, Sweden, UK (England, Wales, Northern Ireland), UK (Scotland)

Medium-low level of development

Austria, Belgium (Flanders), Belgium (Wallonia), Czech Republic, Estonia, Iceland, Italy, Ireland, Liechtenstein, Lithuania, Luxembourg, Slovakia, Slovenia

Low level of development

Bulgaria, Croatia, Cyprus, Greece, Hungary, Latvia, Malta, Poland, Turkey

Categorisation by national approach

Centrally regulated

- National law, policy or strategy
- Targets
- Centrally-designed qualifications / procedures
- Loose framework, e.g. legislation, guidelines, principles

Local project-based initiatives

- Target groups
 - Sectoral demand from employers
 - Pilot projects
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Influencing factors

- The country context and wider policy framework;
 - Economic / sectoral drivers;
 - The institutional framework and the role of stakeholders;
 - The impact of parallel developments in education and training policy;
 - The impact of European-level policy / programmes / funding.
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Key findings: Challenges for the future

- Terminology and aims
 - Sustainability and financing issues
 - Need for a cultural shift / greater trust in validation
 - From policy to practice, and from pilot and ad hoc projects to the mainstream
 - Variation in provision
 - Data collection and a more robust evidence base
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Find out more....

The full range of products is available from the Cedefop website:

<http://www.cedefop.europa.eu/EN/bibliographies/18212.aspx>
