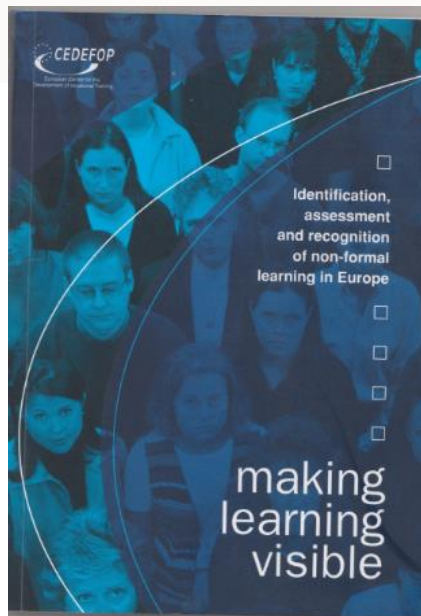


Ten years of experience implementing the Council recommendation on validation

Ernesto Villalba



Validation of non-formal and informal learning



Cedefop working on validation for more than 20 years

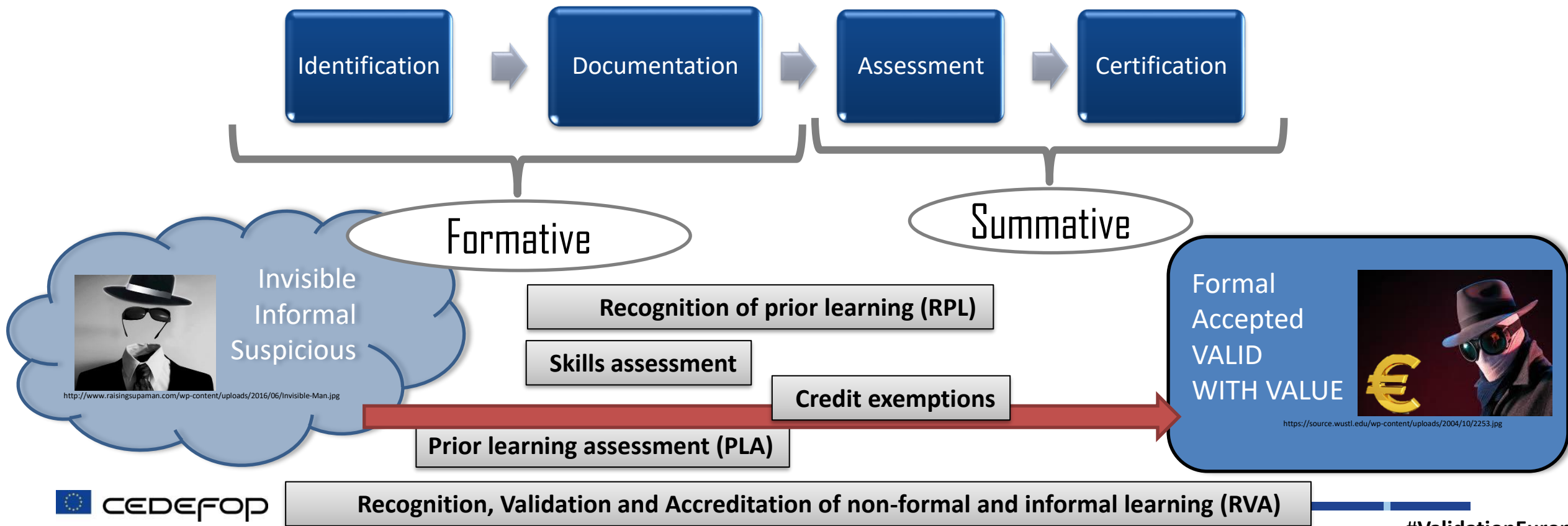


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VALIDATION of non-formal and informal learning and its objectives

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

2016

Upskilling pathways recommendation

2020

New skills agenda

2017

EQF new recommendation

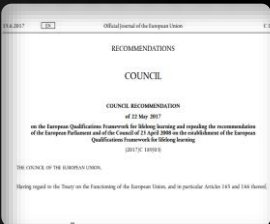
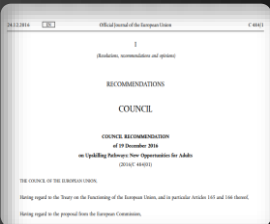
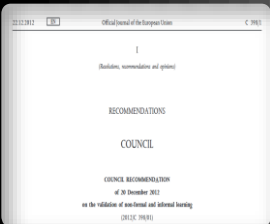
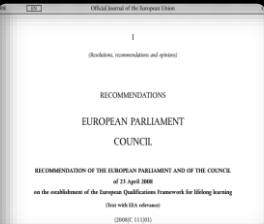
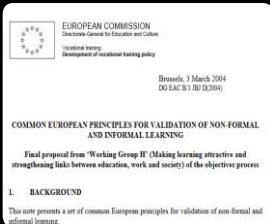
European Pillar of social rights

2022

New updated guidelines

2015

Updated European 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

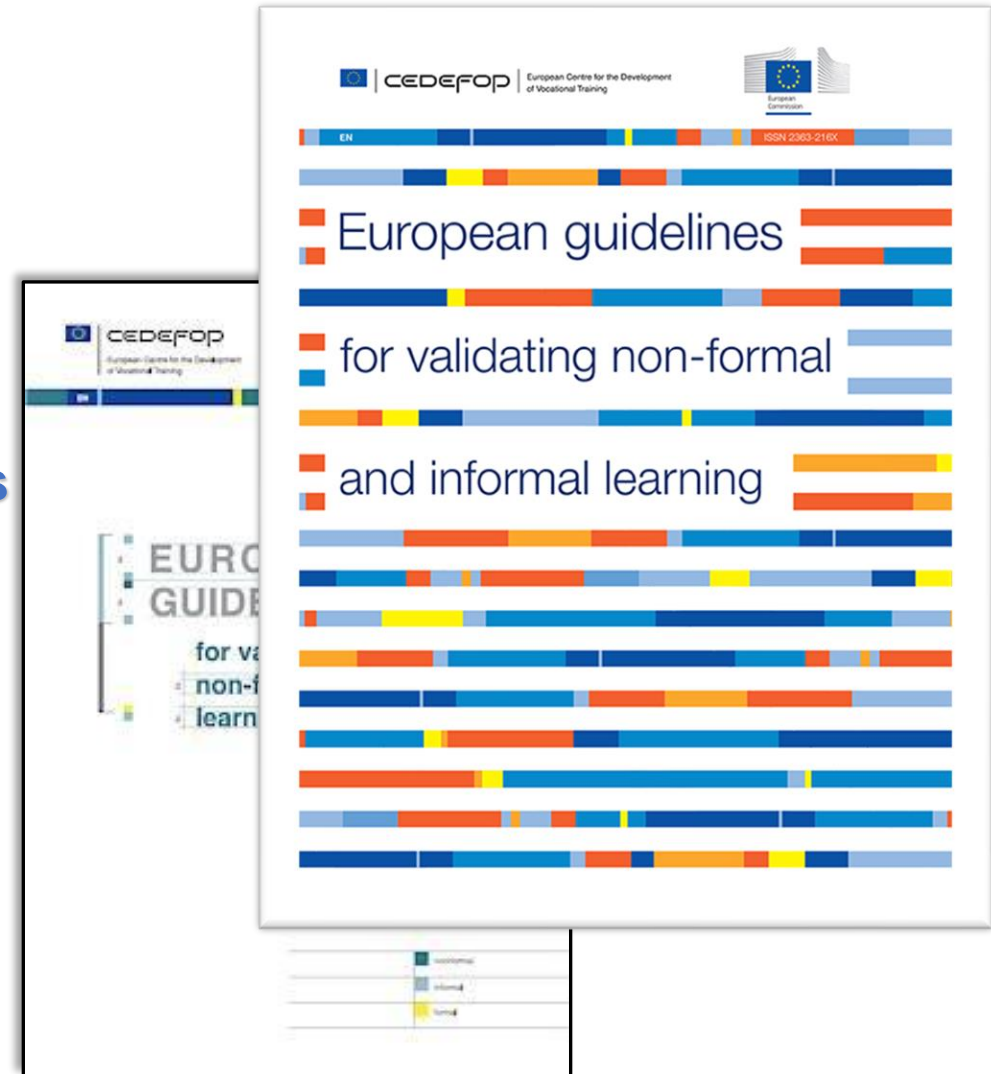
2018

7th EU inventory

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

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.

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



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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

Key Challenges for the future

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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