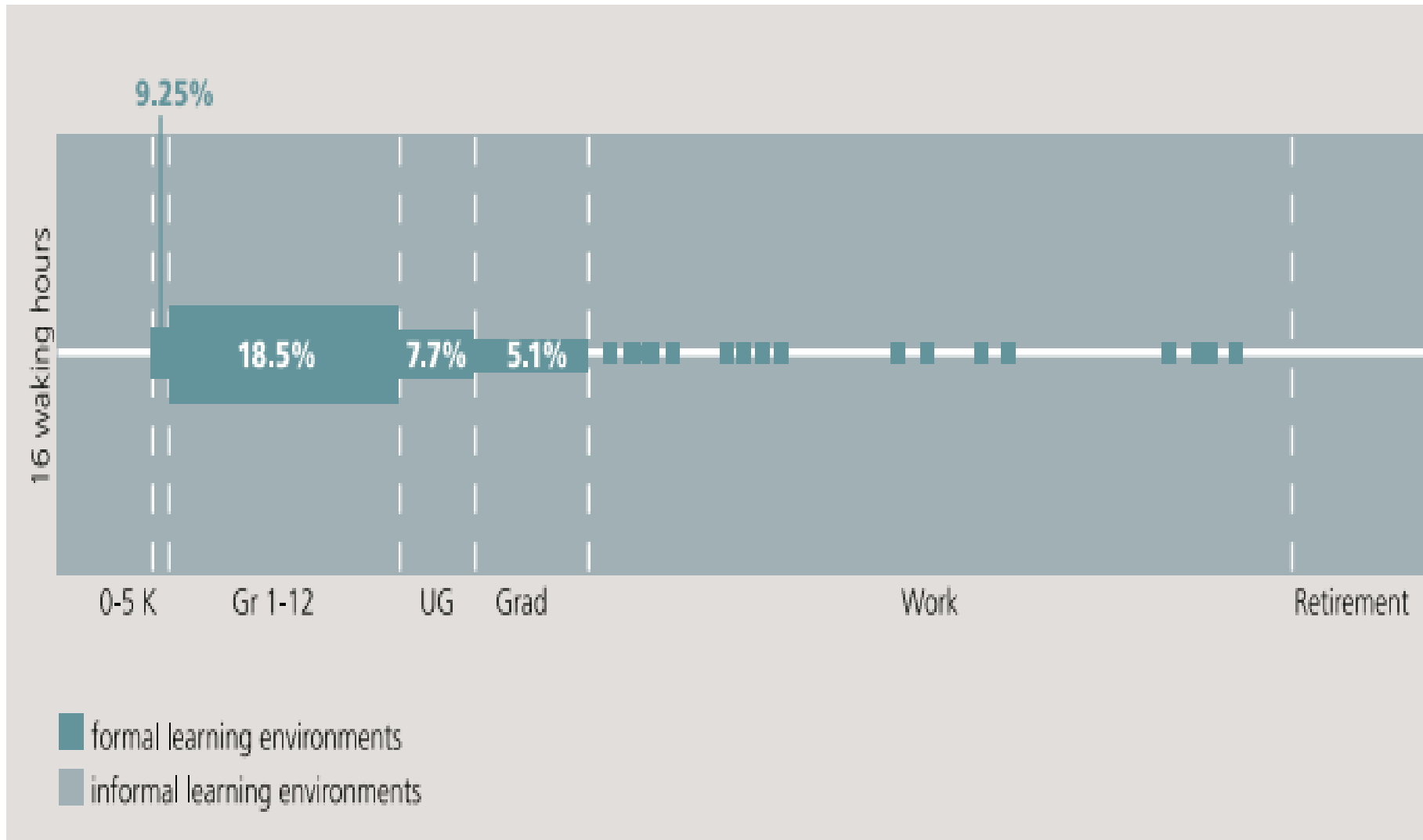


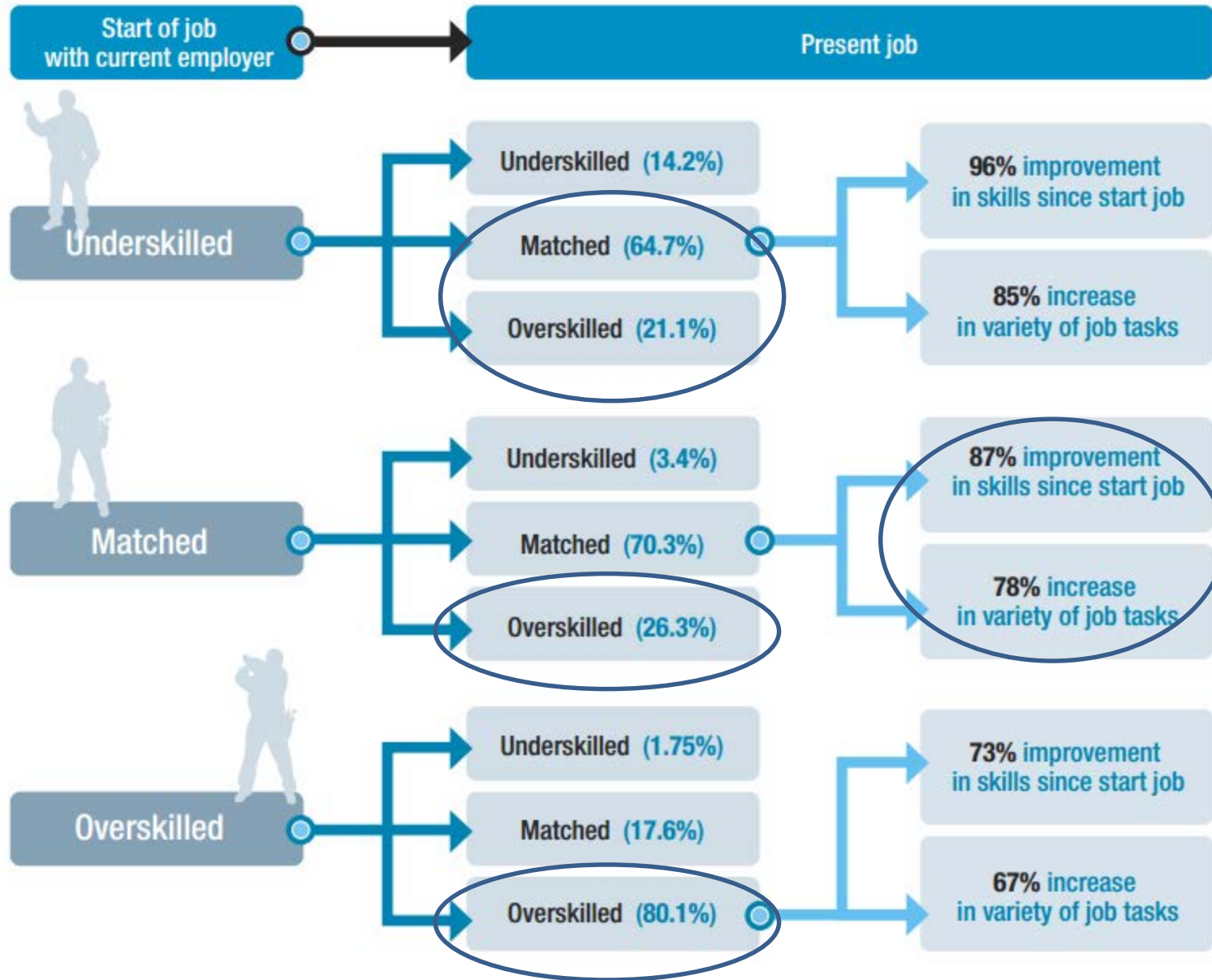
# Validation in Europe: state of play

Ernesto Villalba

Cedefop

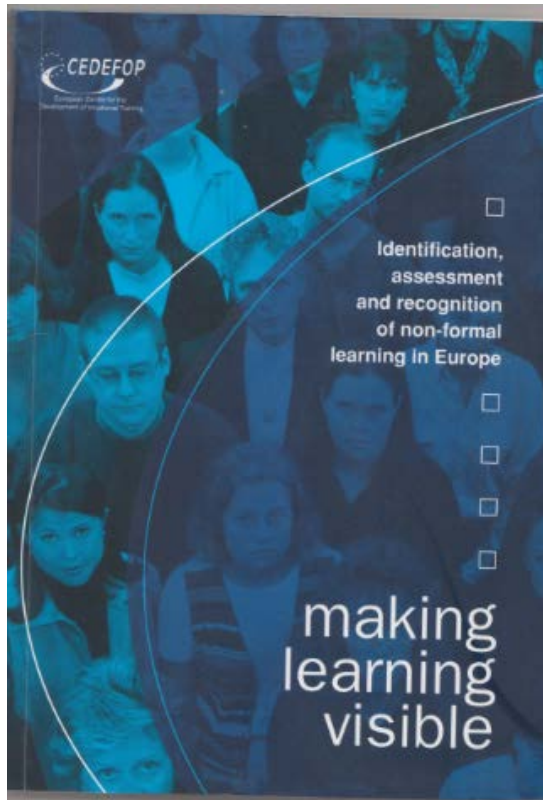
## Always learning





# EU working on validation since 1995

In **2000** Cedefop published the seminal work: *Making learning visible*



**2019** publishing the last inventory



# VALIDATION



Non-formal + Informal

# VS. RECOGNITION



+ Formal

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



*Prior Learning  
Assessment*

*Credit exemptions*



# European Guidelines 2009 → Revised in 2015

## A. Basic validation features

1. The centrality of the individual
2. Validation purposes: 4 phases

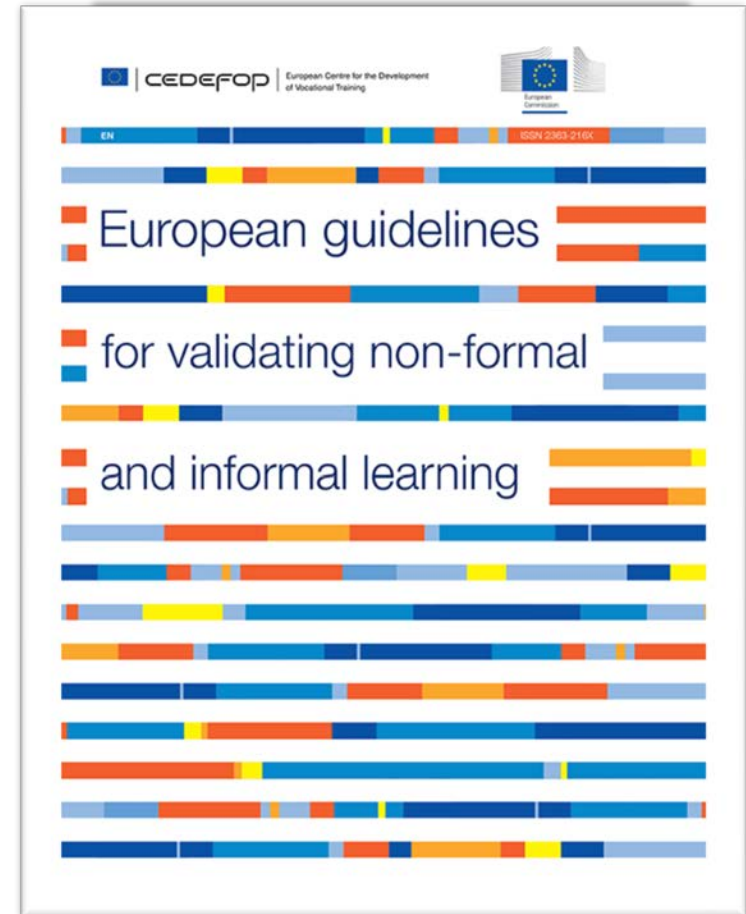
## B. Conditions for developing and implementation

3. Information. Guidance and counseling
4. Stakeholder coordination
5. Links to national qualification systems and frameworks
6. Standards and learning outcomes
7. Quality assurance
8. Professional competences of practitioners

## C. Validation context

- In Education and training
- In the labour market
- In the third sector

## D. Herramientas para la validación



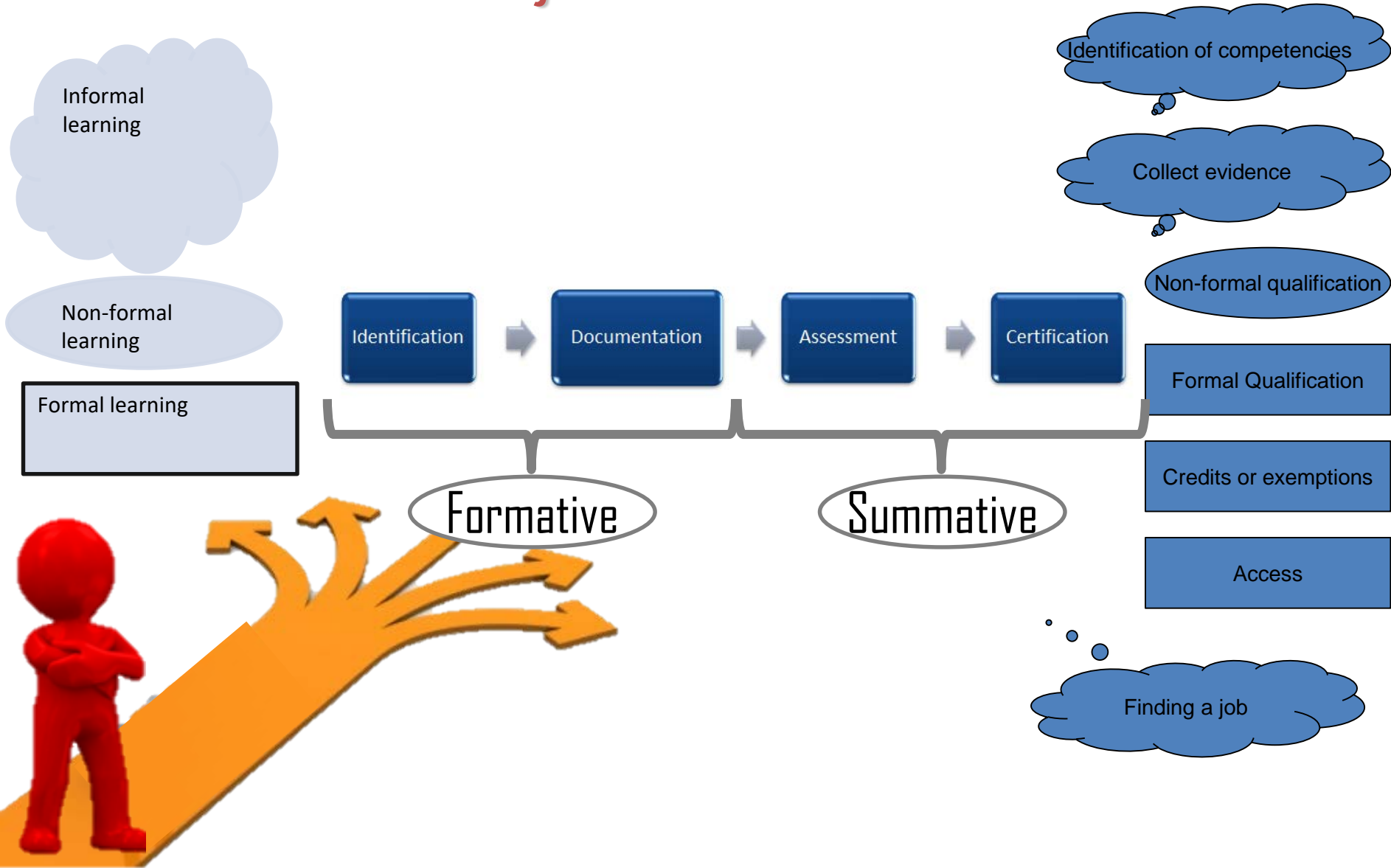
**They work together with the  
EUROPEAN INVENTORY**

# 1. The centrality of the individual



# 1. The centrality of individual

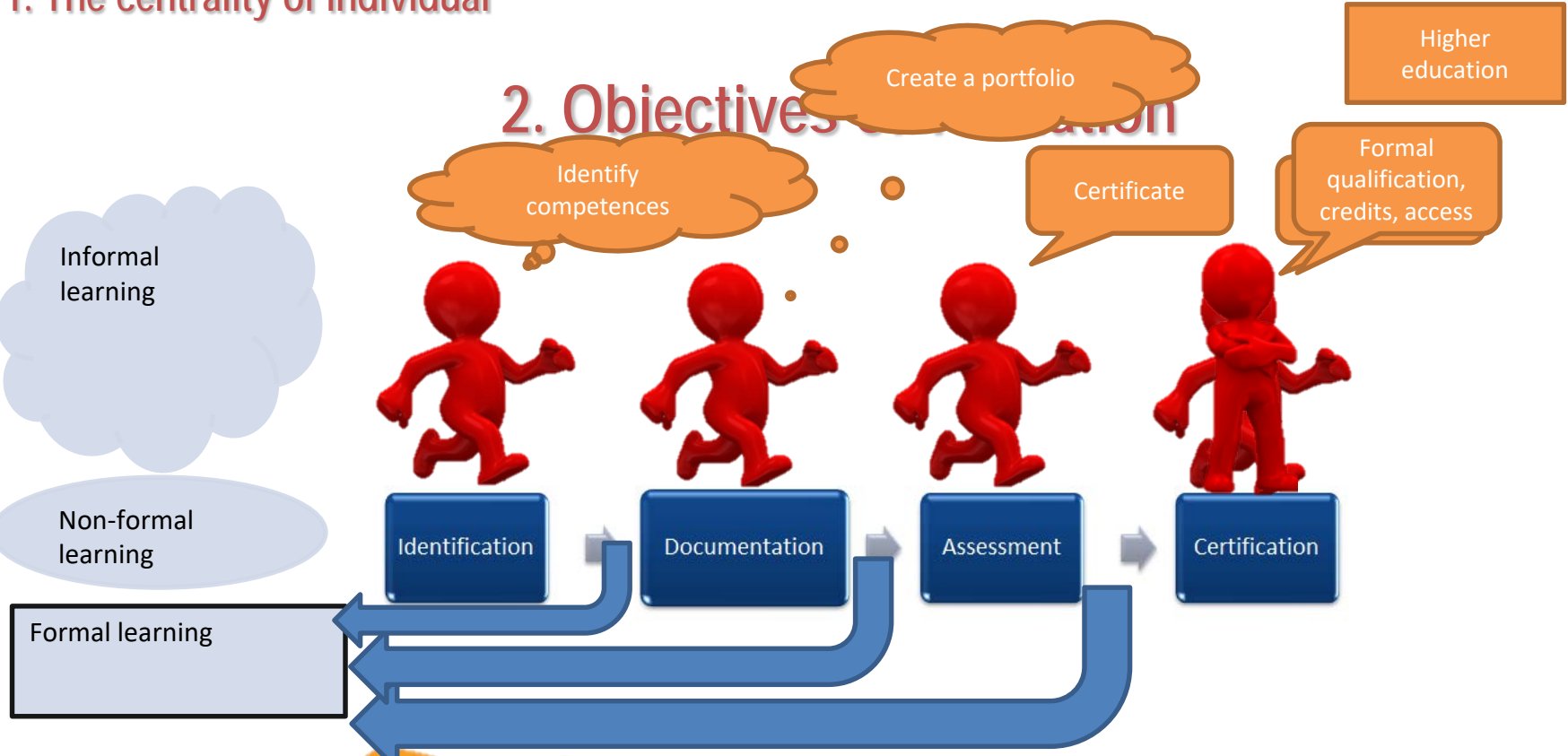
## 2. Objectives of validation





# 1. The centrality of individual

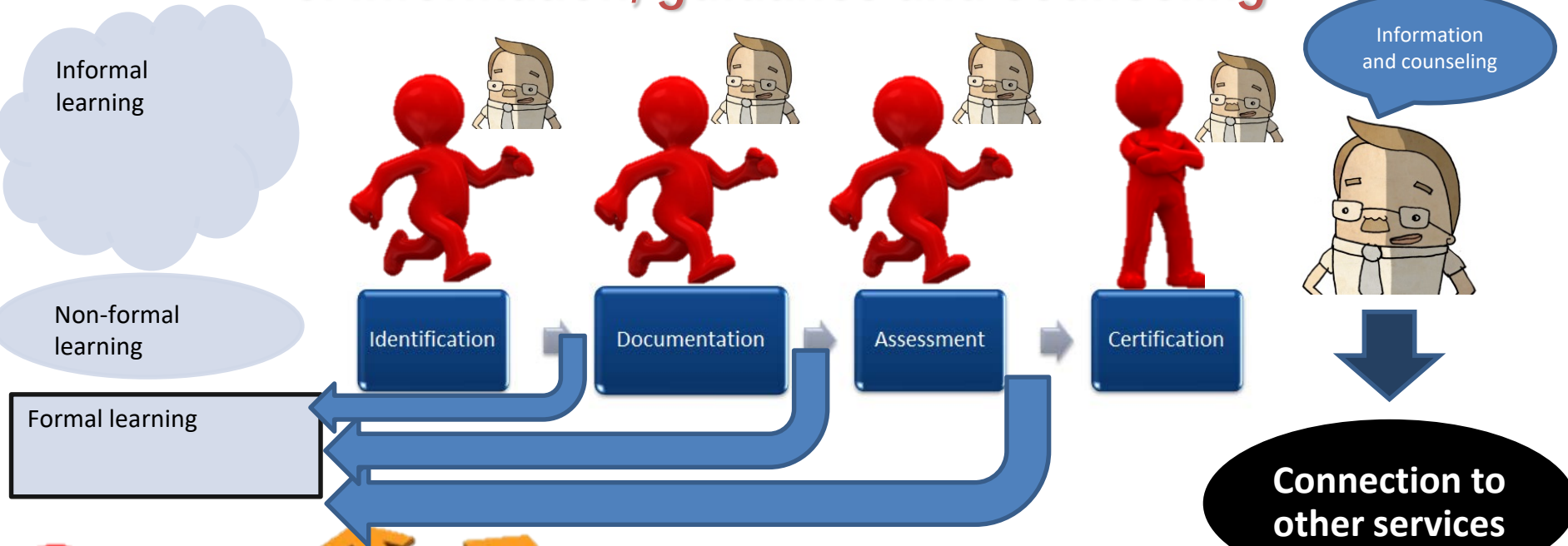
## 2. Objectives of Validation




 Individual informed decisions

- 1. The centrality of the individual
- 2. Objectives of validation (4 phases)

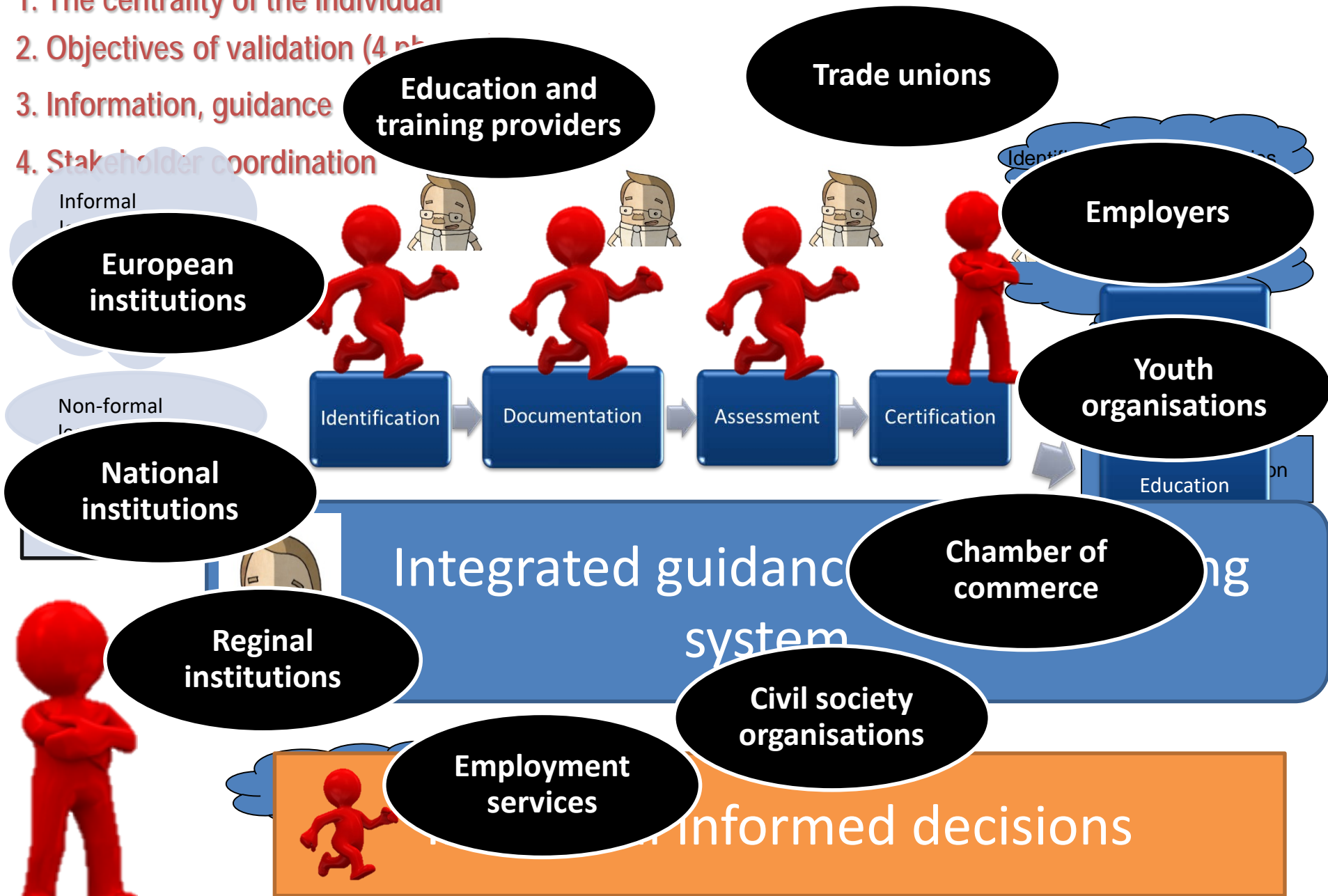
### 3. Information, guidance and counseling



 Integrated guidance and counseling system

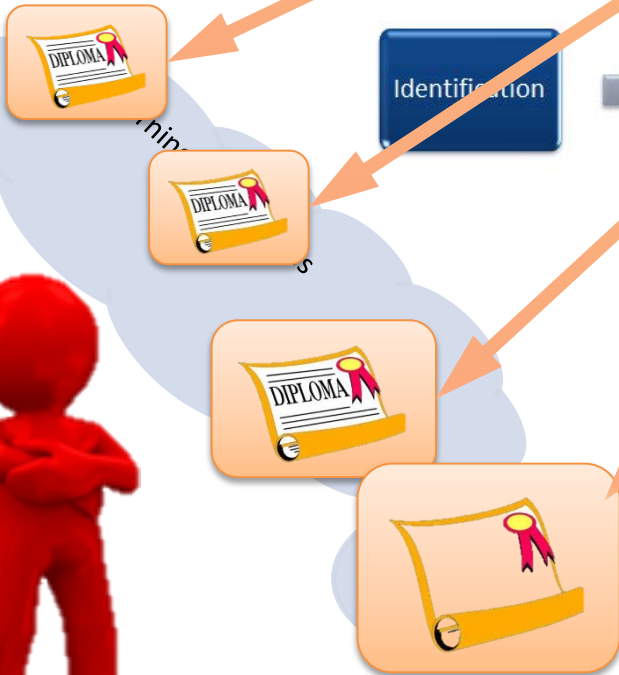
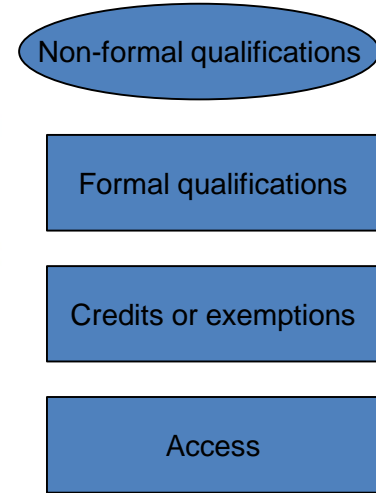


- 1. The centrality of the individual
- 2. Objectives of validation (4 ph
- 3. Information, guidance
- 4. Stakeholder coordination



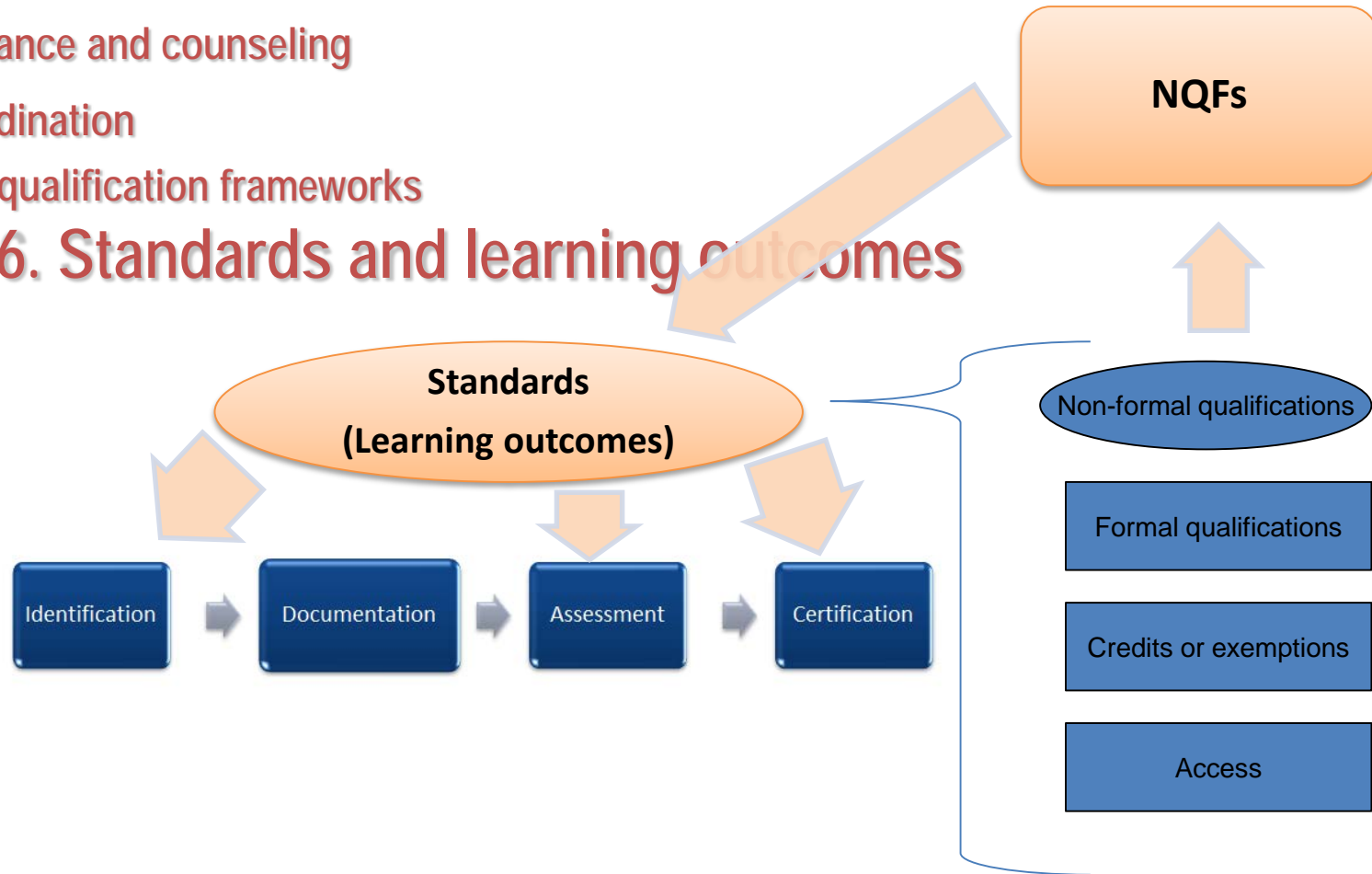
1. The centrality of the individual
2. Objectives of validation (4 phases)
3. Information, guidance and counseling
4. Stakeholder coordination

## 5. Links to national qualification systems and frameworks



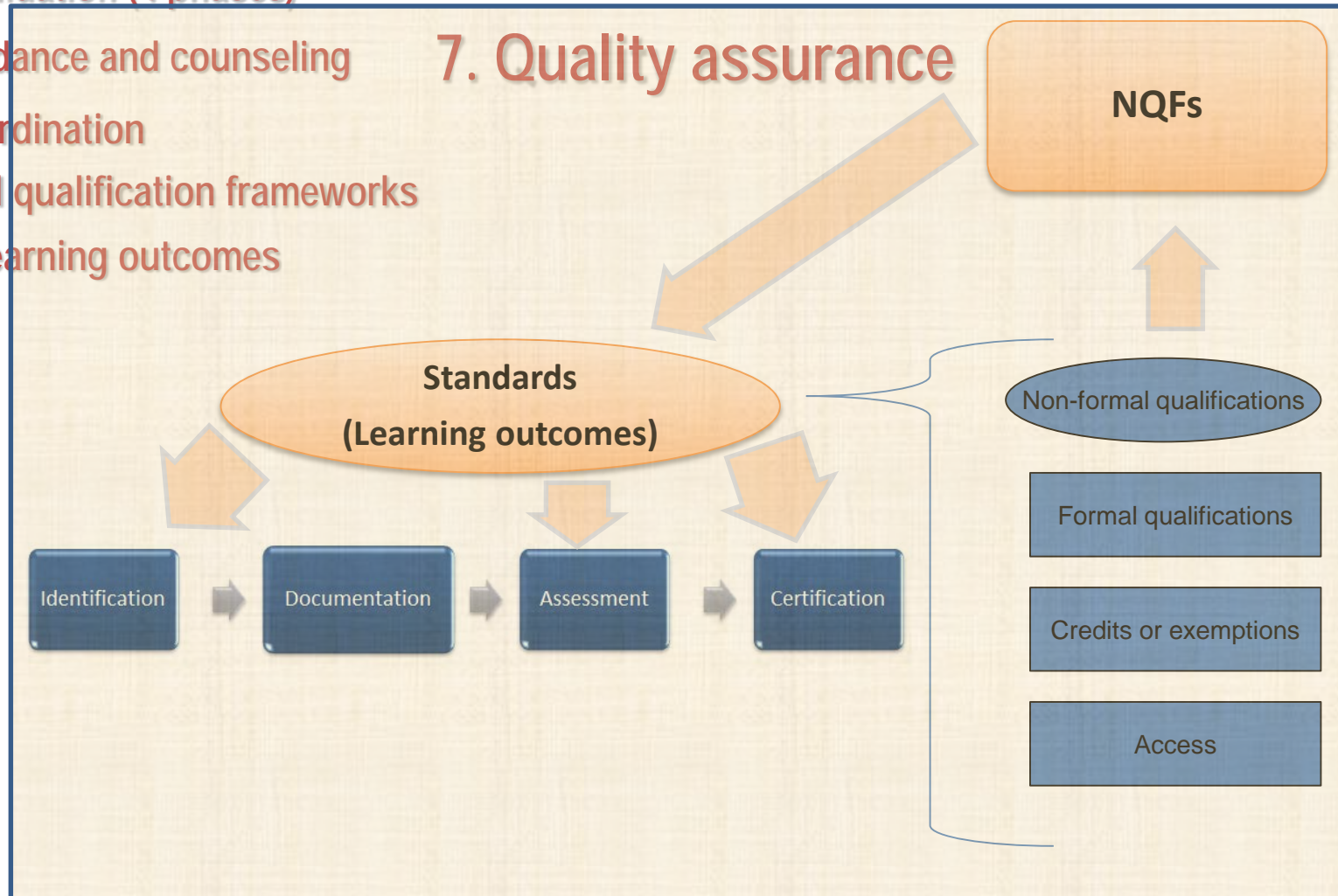
1. The centrality of the individual
2. Objectives of validation (4 phases)
3. Information, guidance and counseling
4. Stakeholder coordination
5. Links to national qualification frameworks

## 6. Standards and learning outcomes



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



## The fundamental values

1. The centrality of the individual

2. Objectives, standards and learning outcomes

3. **1** All learning, irrespective of where and when it takes place, is valuable for the individual and for society.

4. Quality assurance

5. Links to national qualification frameworks

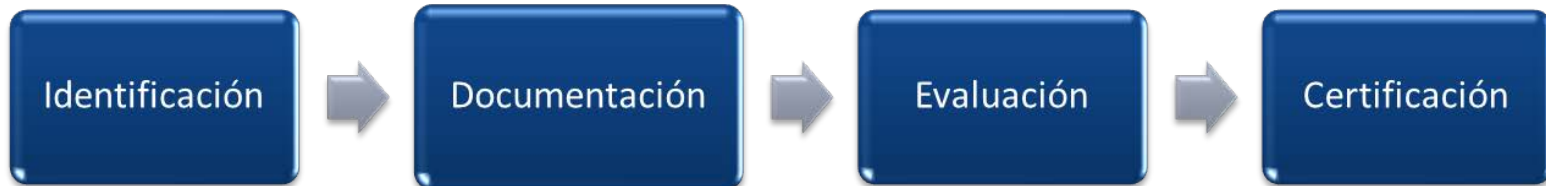
6. Standards and learning outcomes

7. Quality assurance

8. **2** Formal education needs to be complemented by validation of non-formal and informal learning.

9. Quality assurance

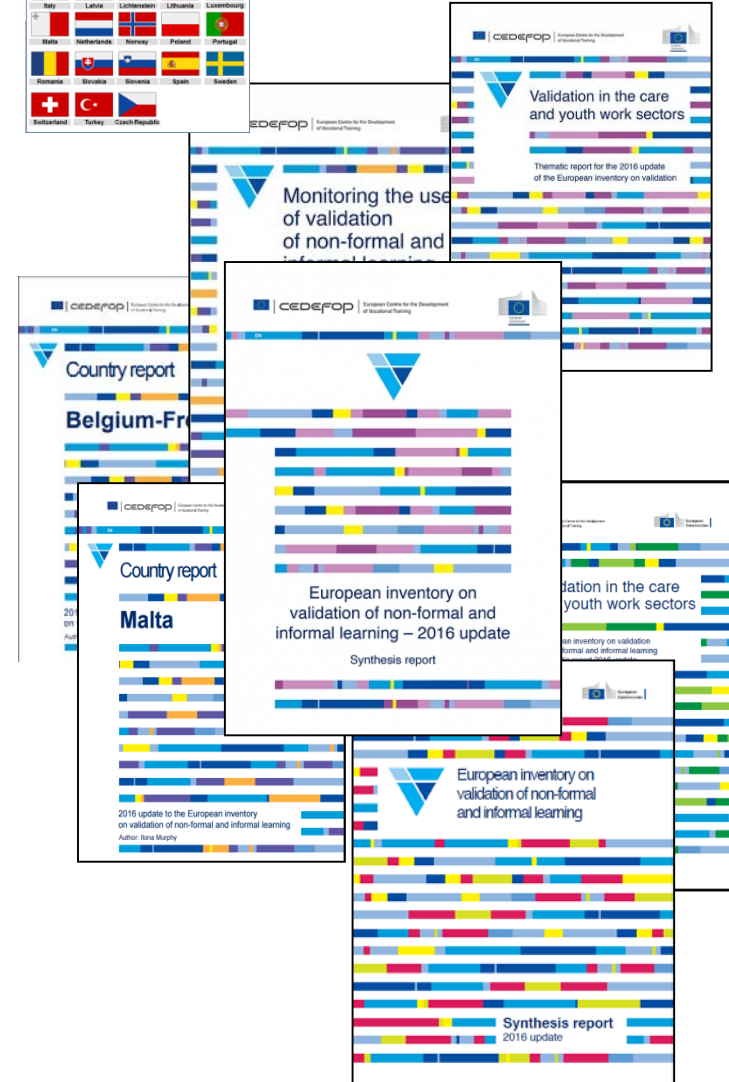
10. Validation tools





# A rich source of information

- 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





# The European guidelines and principles

- |   |                                  |
|---|----------------------------------|
| 1. The centrality of the individual           | Validation Arrangements in place |
| 2. Objectives of validation (4 phases)        | Information available            |
| 3. Information, guidance and counseling       | Counselling available            |
| 4. Stakeholder coordination                   | Target Disadvantaged Groups      |
| 5. Links to national qualification frameworks | Links to NQF                     |
| 6. Standards and learning outcomes            | Compliance with Standards        |
| 7. Quality assurance                          | Synergies with Credits           |
| 8. Professional practitioners                 | Transparent Quality Assurance    |
| 9. Validation in context                      | Professional Practitioners       |
| 10. Validation tools                          | Skills Audits                    |

## Overview of validation arrangements in Europe

**Validation Arrangements in place**

**Information available**

**Counselling available**

**Links to NQF**

**Compliance with Standards**

**Professional Practitioners**

**Transparent Quality Assurance**

**Synergies with Credits**

**Target Disadvantage Groups**

**Skills Audits**

Validation arrangements in place

Information available

Counseling available

Links to NQF

Compliance with standards

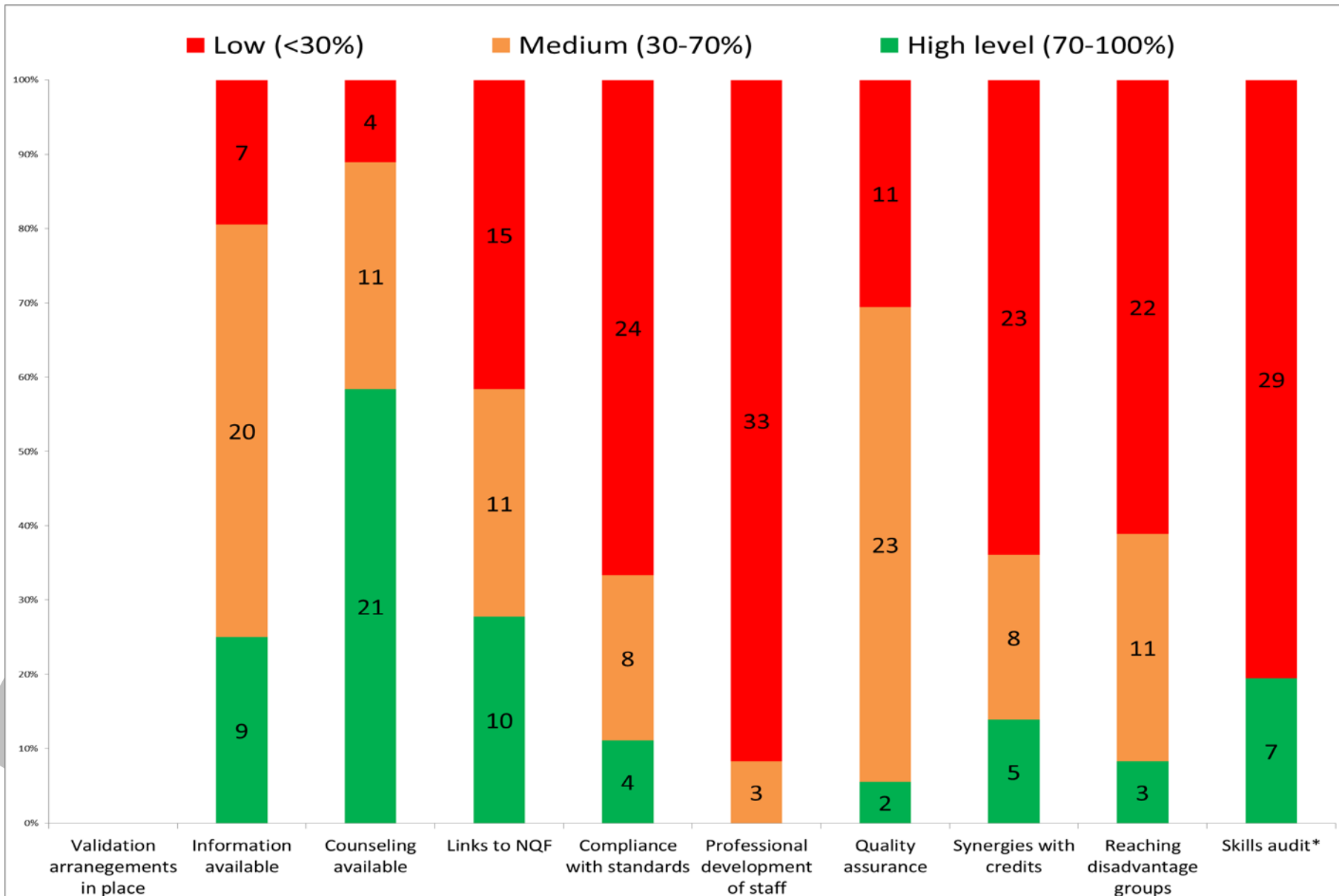
Professional development of staff

Quality assurance

Synergies with credits

Reaching disadvantage groups

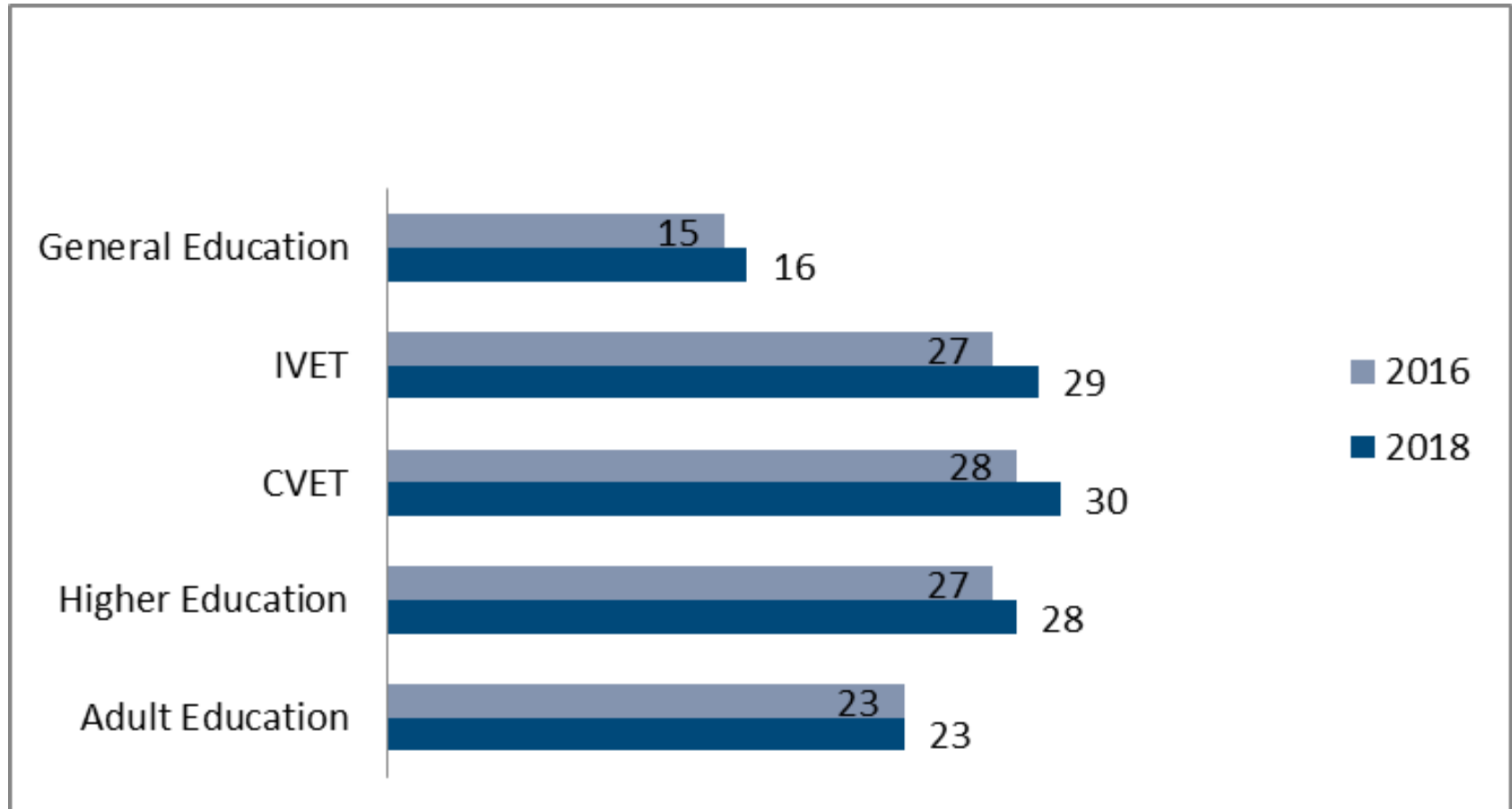
Skills audit\*



Source: European Inventory 2018

# Validation arrangements

*Differently distributed by sector of education*

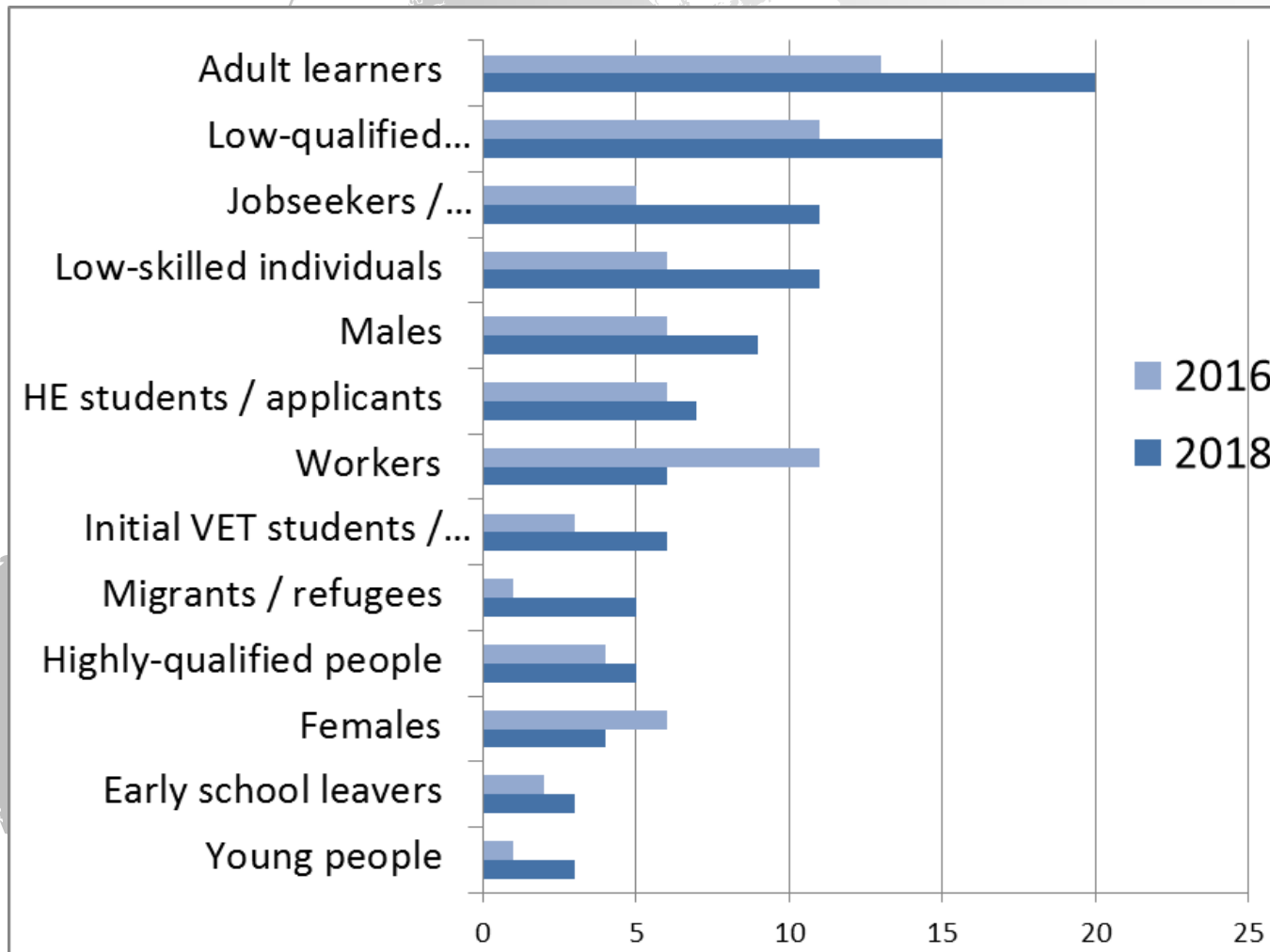


Source: European Inventory 2018

Source: European Inventory 2016

# Migrants and validation

*Number of countries by main users of validation services*



Source: 2016, 2018 European inventory on validation of non-formal and informal learning

# Migrants and validation

Table 1.1 Overview of arrangements in place of validation initiatives for migrants and refugees

Country	Top ten countries with the highest number of non-EU migrants residing (as of 1 January 2017)	Status of validation initiatives for migrants/refugees (2018 Inventory)
Germany	5.2 million	Systematic
Italy	3.5 million	Project based
France	3 million	No specific initiatives
Spain	2.5 million	No specific initiatives
UK	2.4 million	Project based
Switzerland	716 thousand	Project based
Austria	673 thousand	Partly systematic
Turkey	667 thousand	Project based
Greece	605 thousand	Project based
Sweden	505 thousand	Systematic

Source: Eurostat data in migrant populations

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=migr\\_pop1ctz&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=migr_pop1ctz&lang=en) and 2018 European Inventory data

## Some concluding remarks



**Long term vs. Short term projects**



**Stakeholder collaboration**



**Engaging civil society**



**Early skills assessment**



**Resource implications**

# THANK YOU!



@Cedefop\_EU

#ValidationEurope

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



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