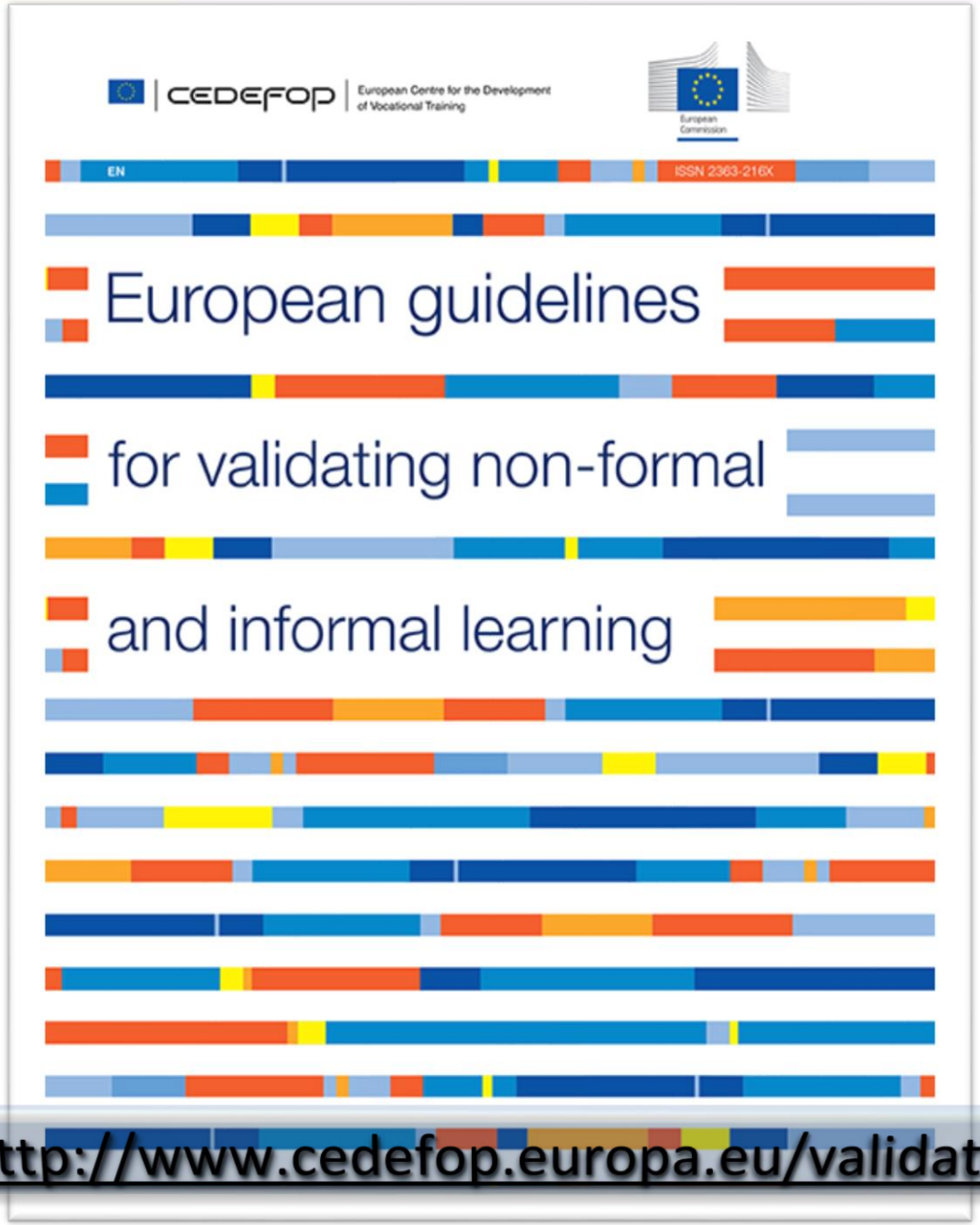
How can higher education intitutions learn from the Vocational Education sector?

Ernesto Villalba
(subs Jens Bjornavold)
Cedefop

Refugees' impact on Bologna reform
2017 June 13 - Orkanen, Malmö University
Sweden

Swedish Council for Higher Education
MALMÖ HÖGSKOLA
bologna process
EUROPEAN Higher Education Area
Erasmus+



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

OUTLINE

- Background of the guidelines
- Content of the guidelines
- Higher education and validation

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

VALIDATION VS. RECOGNITION

Non-formal + Informal

+ Formal

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

Identification → Documentation → Assessment → Certification → Recognition

Accreditation

Prior Learning Assessment





The road to the Council recommendation



22.12.2012 EN Official Journal of the European Union C 398/1

I

(Resolutions, recommendations and opinions)

RECOMMENDATIONS

COUNCIL

COUNCIL RECOMMENDATION
of 20 December 2012
on the validation of non-formal and informal learning
(2012/C 398/01)

The road to the Council recommendation

2001
- Making a European Area of Lifelong Learning a Reality

2002
- Copenhagen Declaration

2004
- Common European Principles for the identification and validation of non-formal and informal learning
- Europass Decision

2006
- Youthpass within 'Youth in action' and recognition of importance of validation in youth field

2008
- EQF Recommendation

2009
- European Guidelines on Validation 1st edition

2010
- Bruges Communiqué (*"by 2015 start develop national procedures for recognition and validation')*

2011
- Council conclusions Modernising higher education

2012
- Recommendation on validation of non-formal and informal learning

Council recommendation: Member States and the Commission

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

European Guidelines 2009 → Reviwed in 2015

A. Basic validation feautures

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 learining outcomes
7. Quality assurance
8. Professional competences of practitioners

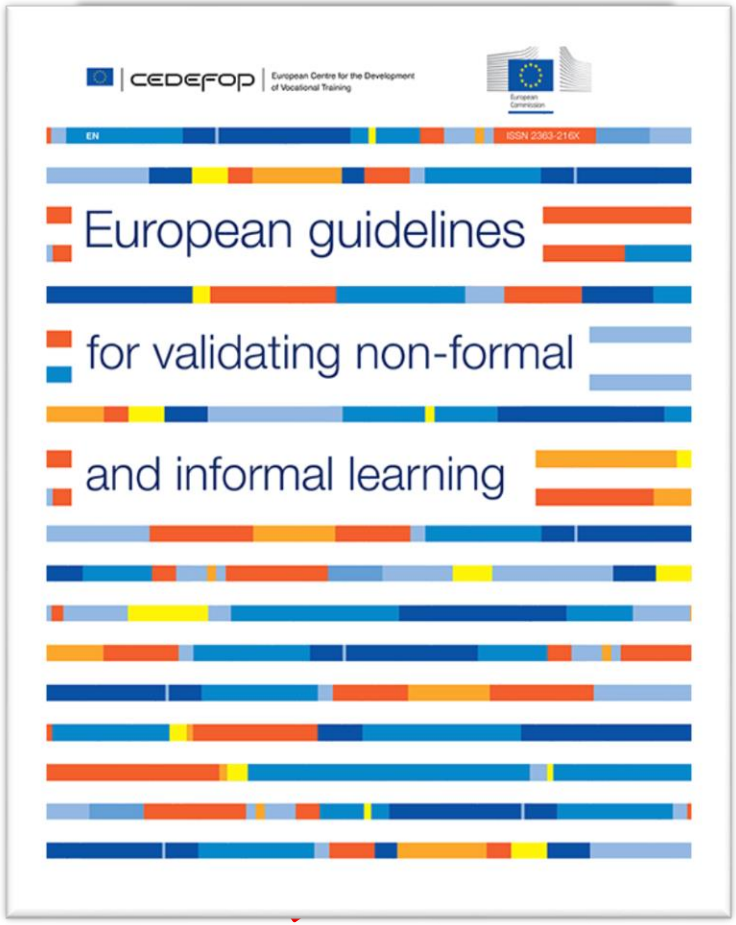
C. Validation constext

In Education and training

In the labour maket

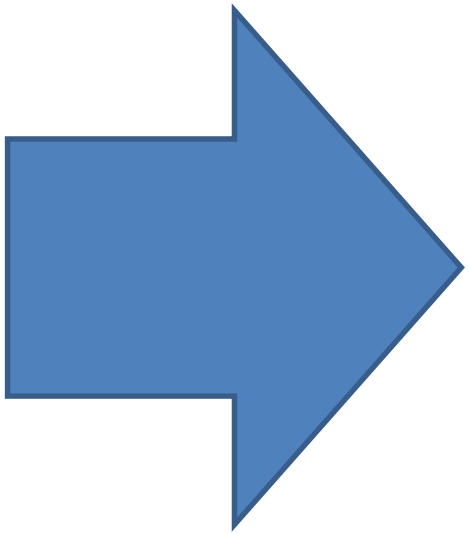
In the thrid sector

D. Herramientas para la validación



The work together with the EUROPEAN INVENTORY

- **The national developments differ and there is NO one single way to implement validation**



- **The following areas are important for the countrie sin order to take decisions for the different areas**

1. The centrality of the individual



1. The centrality of individual

2. Objectives of validation

Informal learning

Non-formal learning

Formal learning

Identification → Documentation → Assessment → Certification

Identification of competencies

Acreditation

Non-formal qualification

Formal Qualification

Credits or exemptions

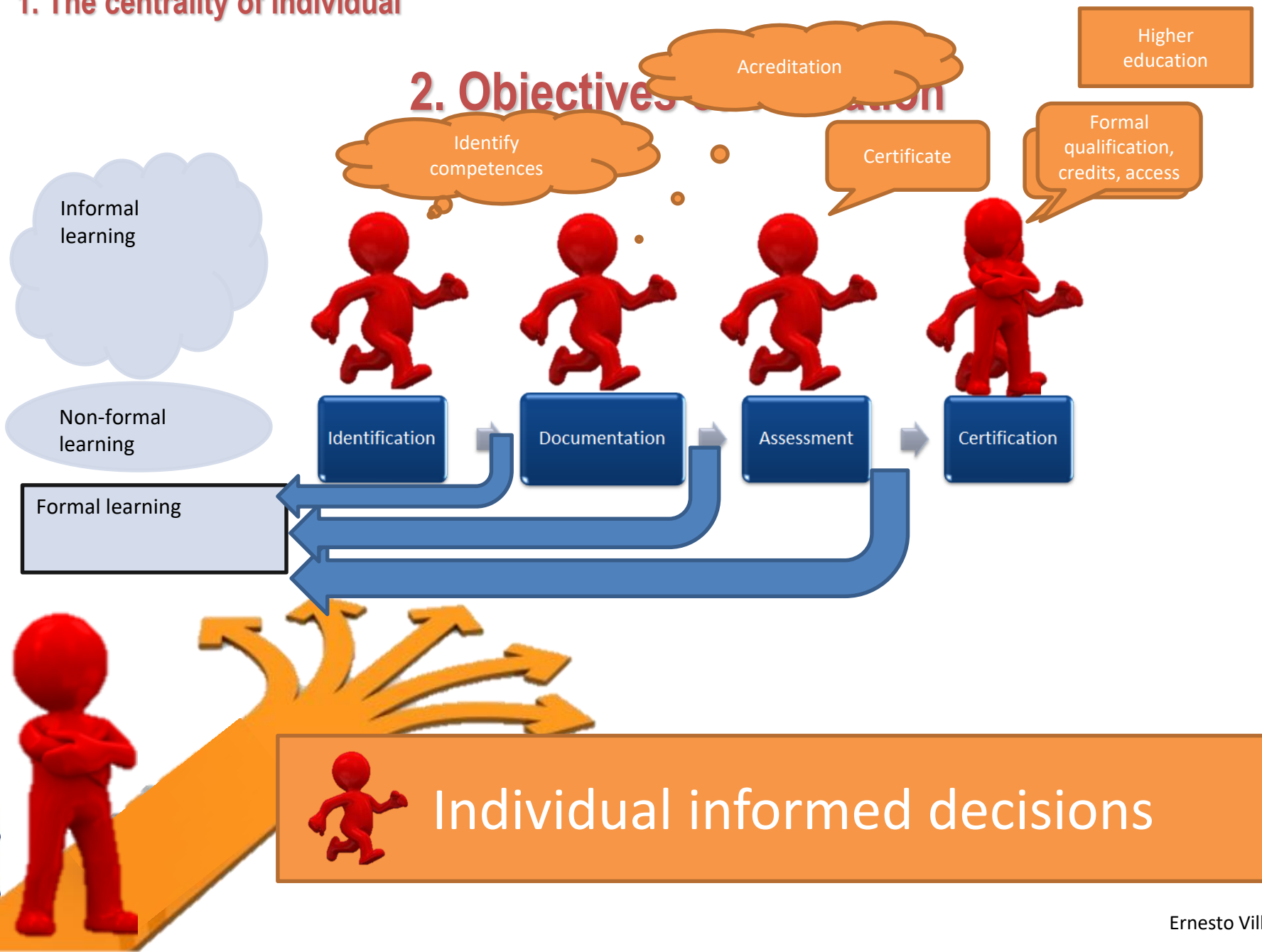
Access

Finding a job



1. The centrality of individual

2. Objectives [illegible]



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

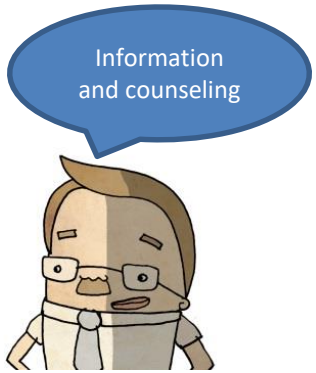
3. Information, guidance and counseling

Informal learning

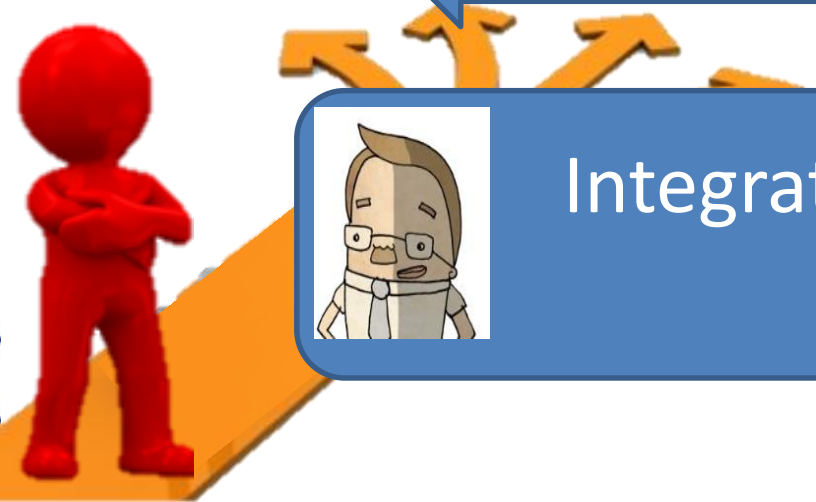
Non-formal learning

Formal learning





Connection to other services



Integrated guidance and counseling system

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

4. Stakeholder coordination

European institutions

Education and training providers

Trade unions

Employers

Identification → Documentation → Assessment → Certificati

National institutions

Youth organisations

Chamber of commerce

Reginal institutions

Civil society organisations

Employment services



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



NQFs

5. Links to national qualification systems and frameworks











Identification → Documentation → Assessment → Certification

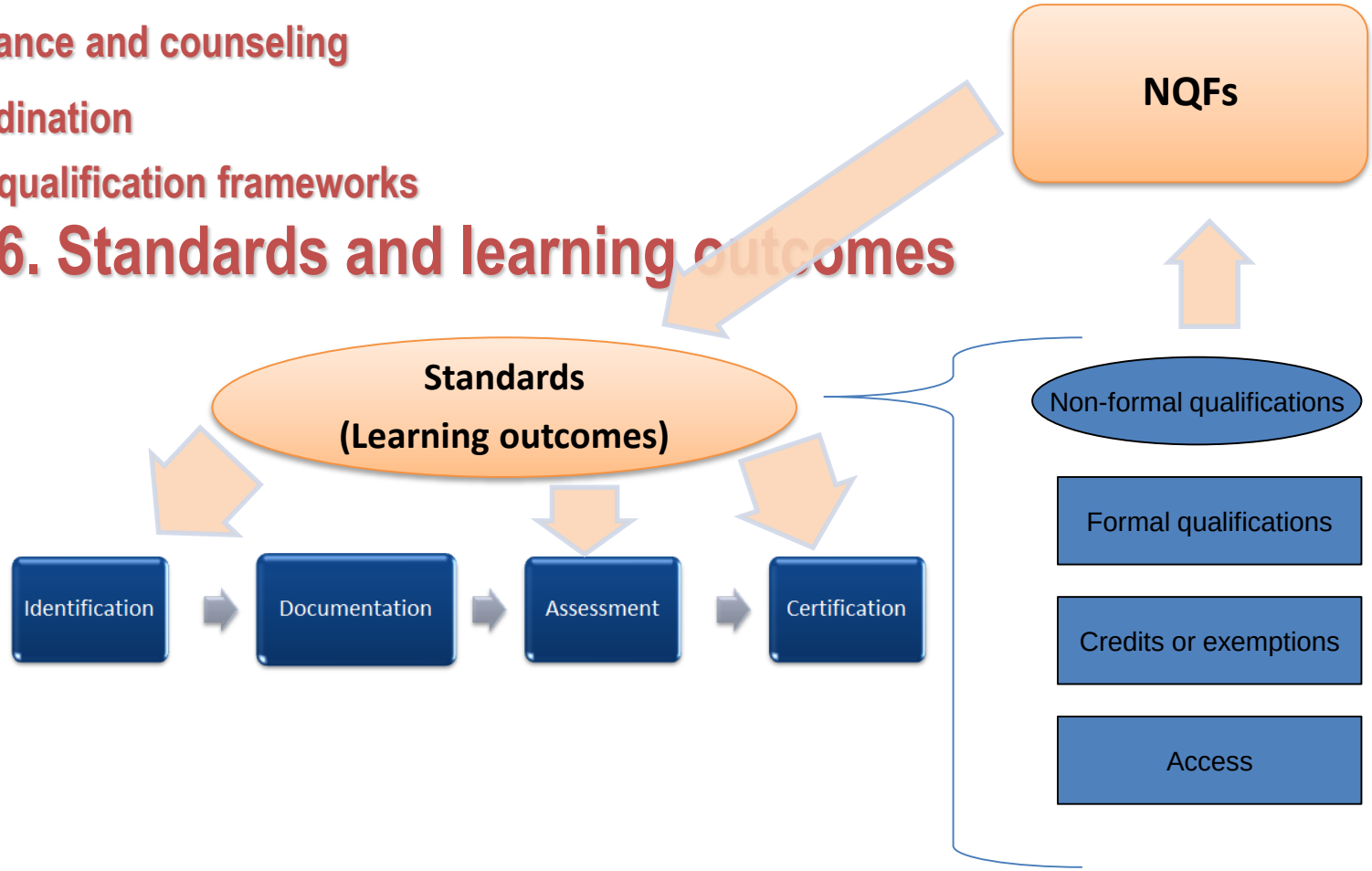
Non-formal qualifications

Formal qualifications

Credits or exemptions

Access

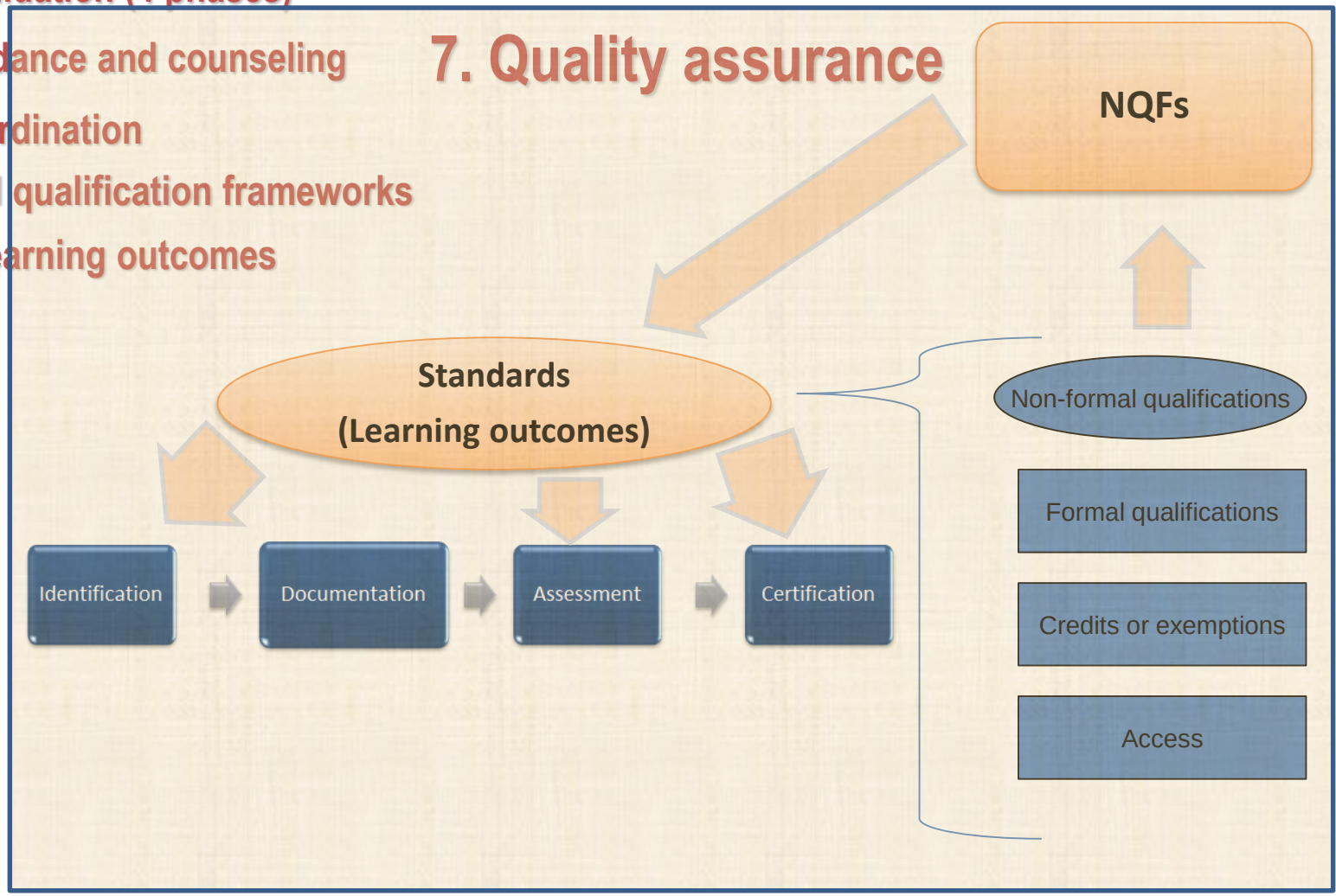
1. The centrality of the individual
2. Objectives of validation (4 phases)
3. Information, guidance and counseling
4. Stakeholder coordination
5. Links to national qualification frameworks
6. Standards and learning outcomes





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





1. The centrality of the individual
2. Objectives of validation (4 phases)
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6. Standards and learning outcomes
7. Quality assurance

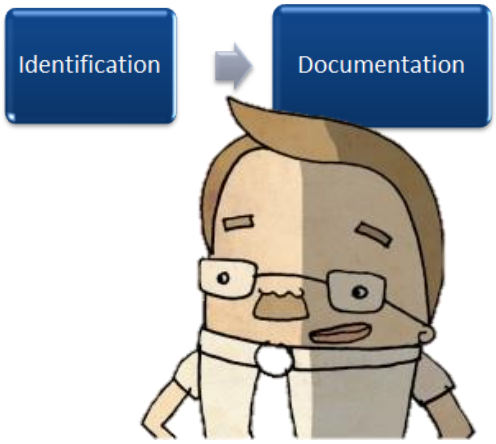


Managers



External observers

8. Professional practitioners



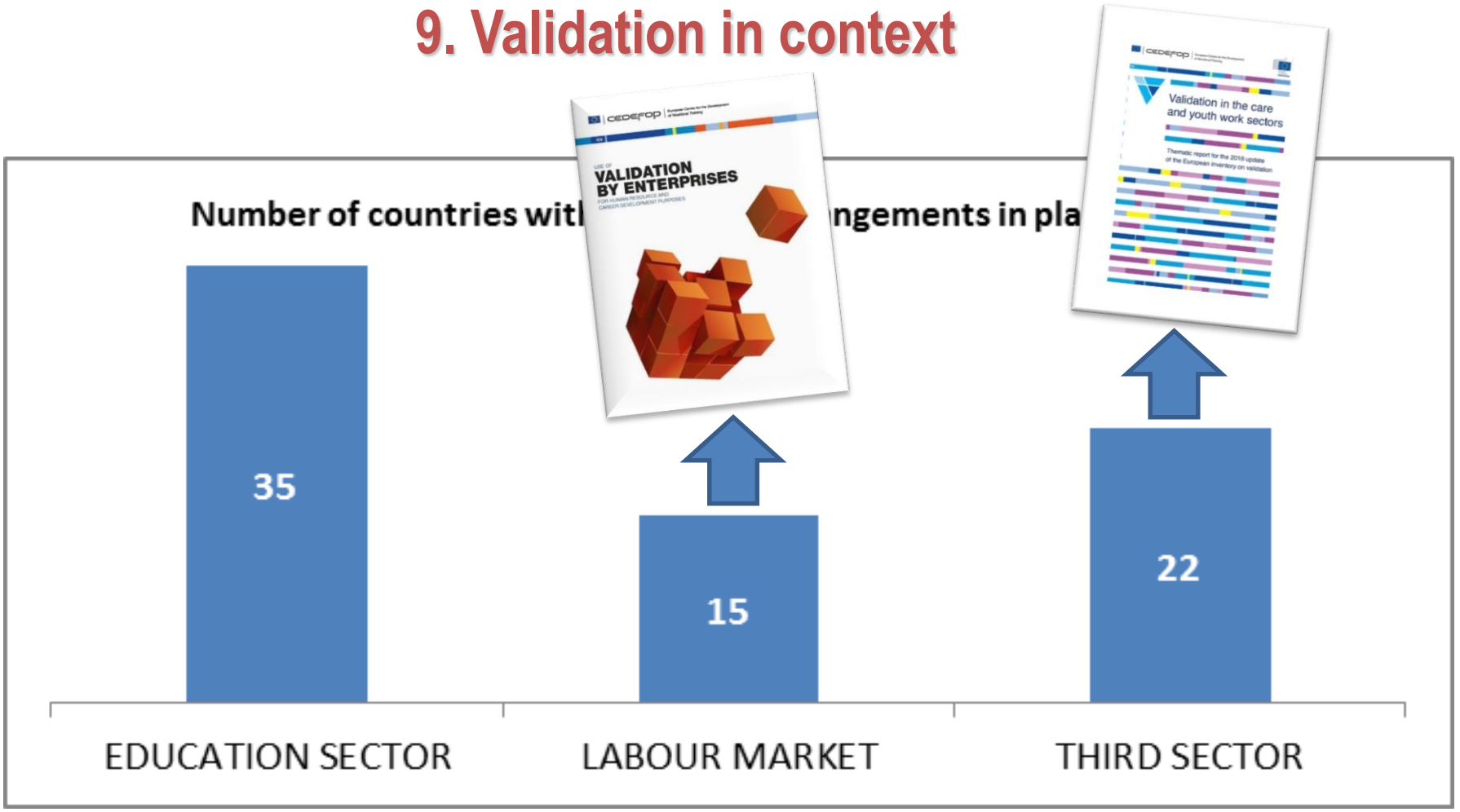


Counselor



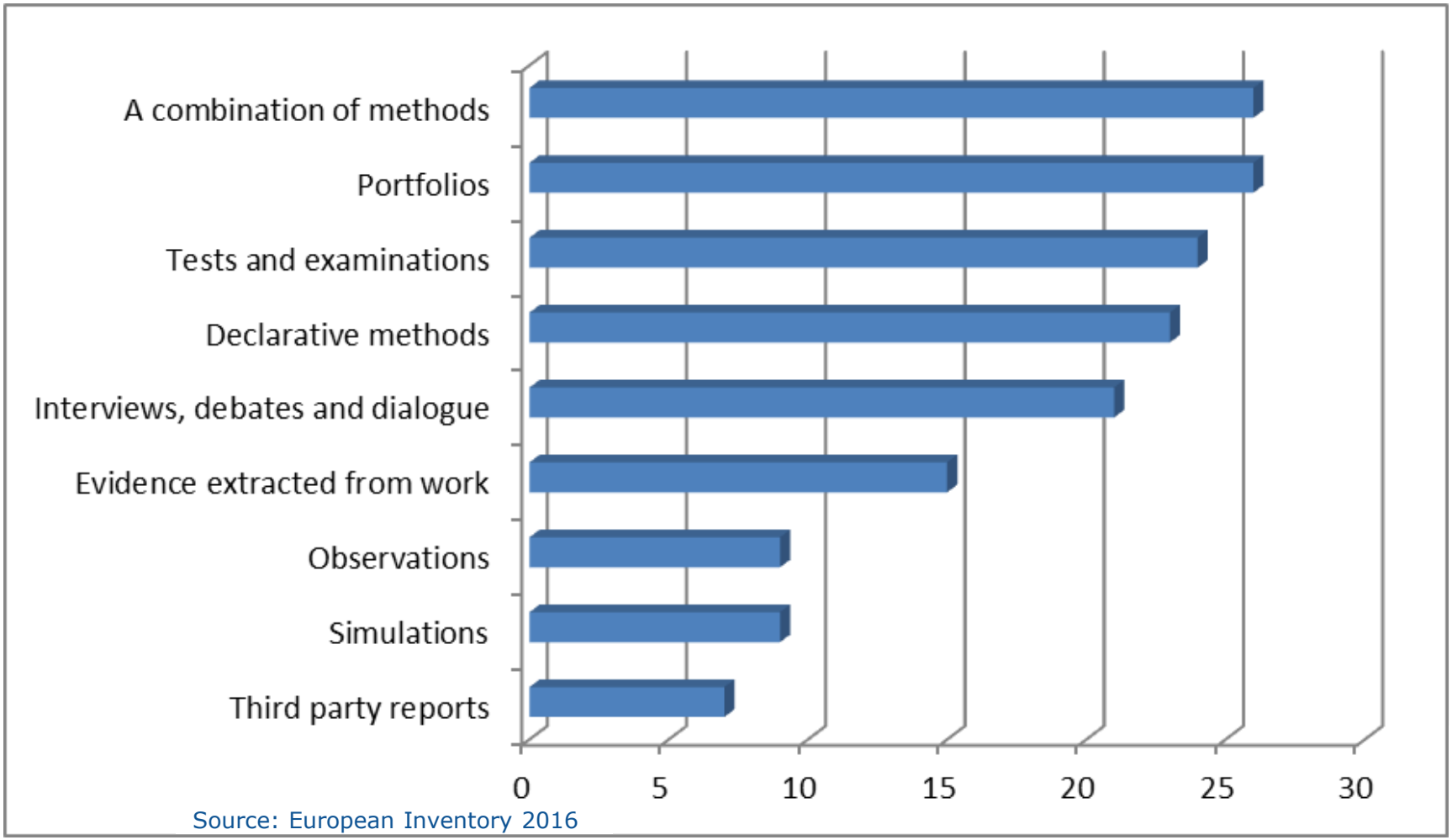
Assessor

9. Validation in context



Source: European Inventory 2016

10. Validation tools



Source: European Inventory 2016

The fundamental values

1. The centrality of the individual
2. Ob
3
4.
5. Links to national qualification frameworks
6. Standards and learning outcomes
7. Quality assurance
8
9.
10. Validation tools

1

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

2

Formal learning needs to be supplemented by validation of non-formal and informal learning.

Identificación → Documentación → Evaluación → Certificación



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The European Inventory (2016)

- Country reports36 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

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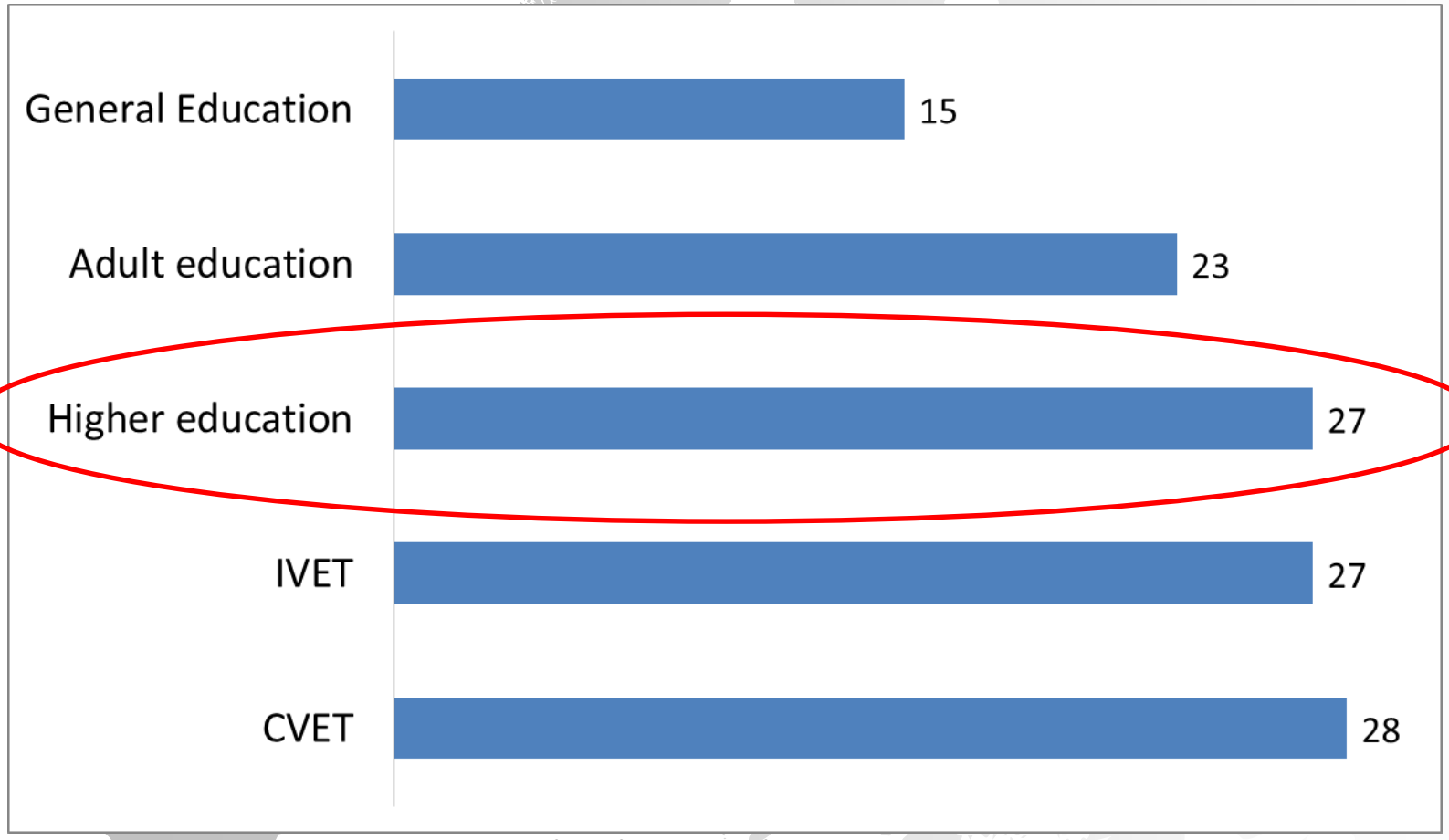
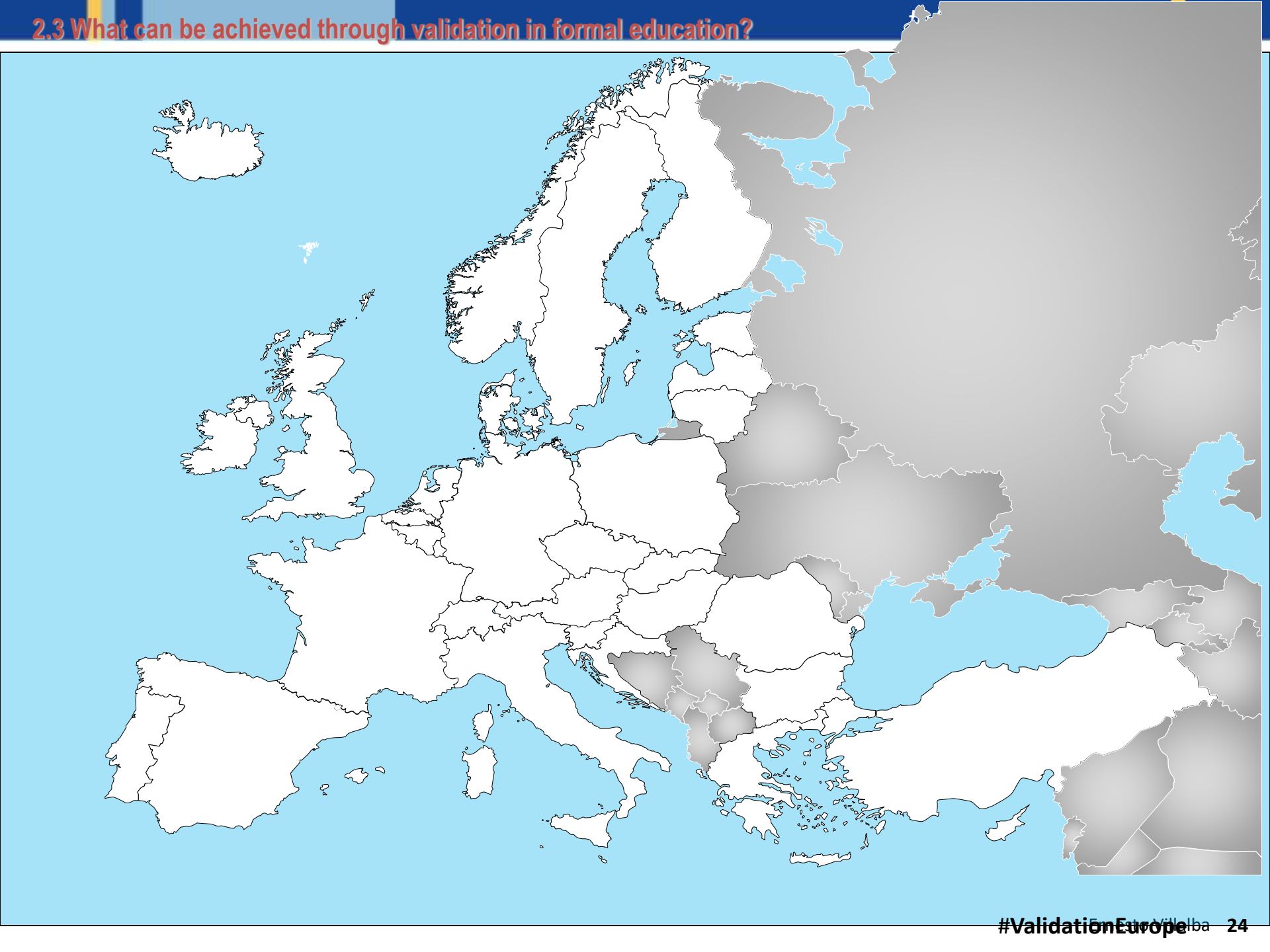
Number of countries with validation arrangements by su-sector of education



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

2.3 What can be achieved through validation in formal education?



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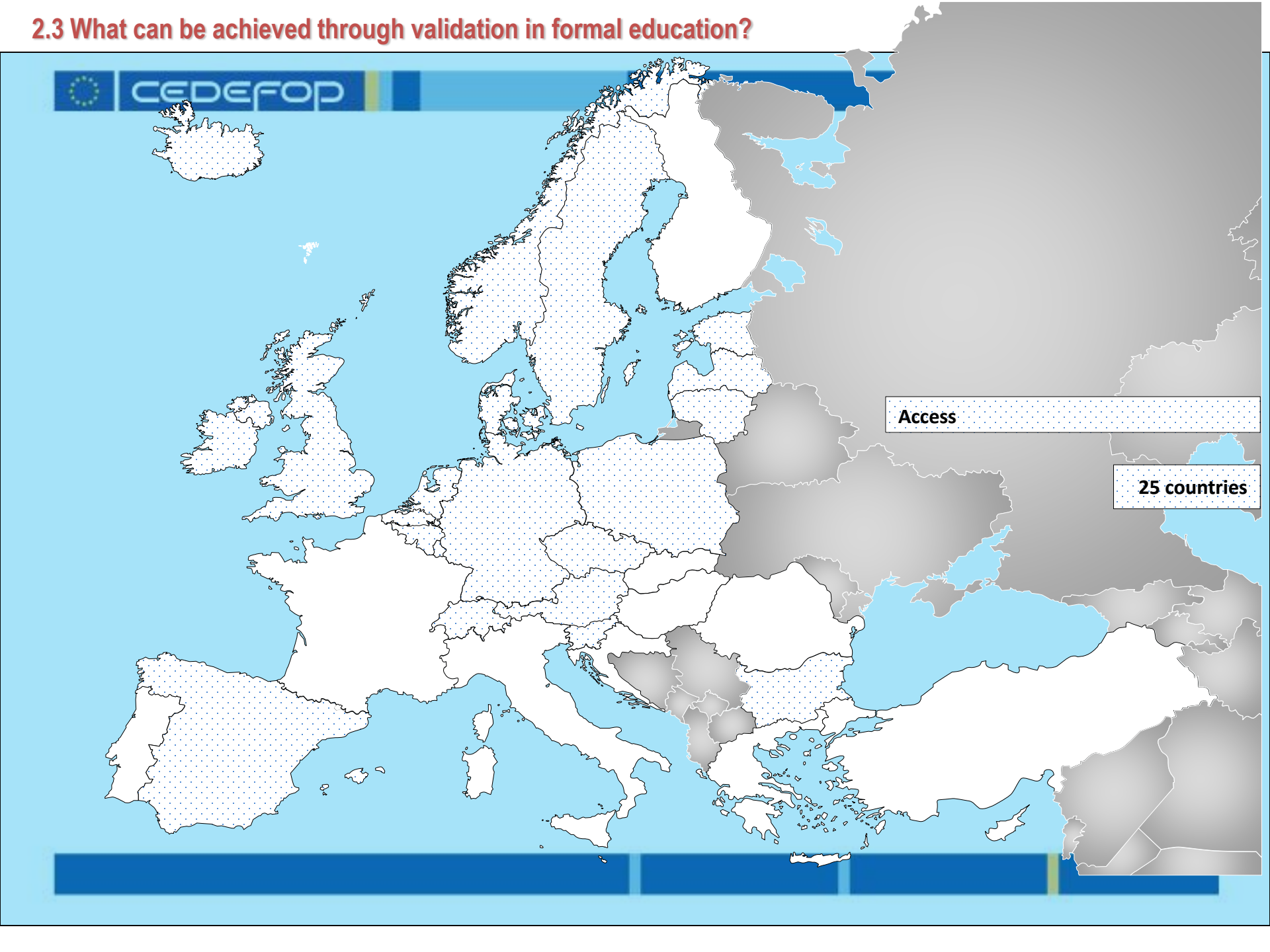

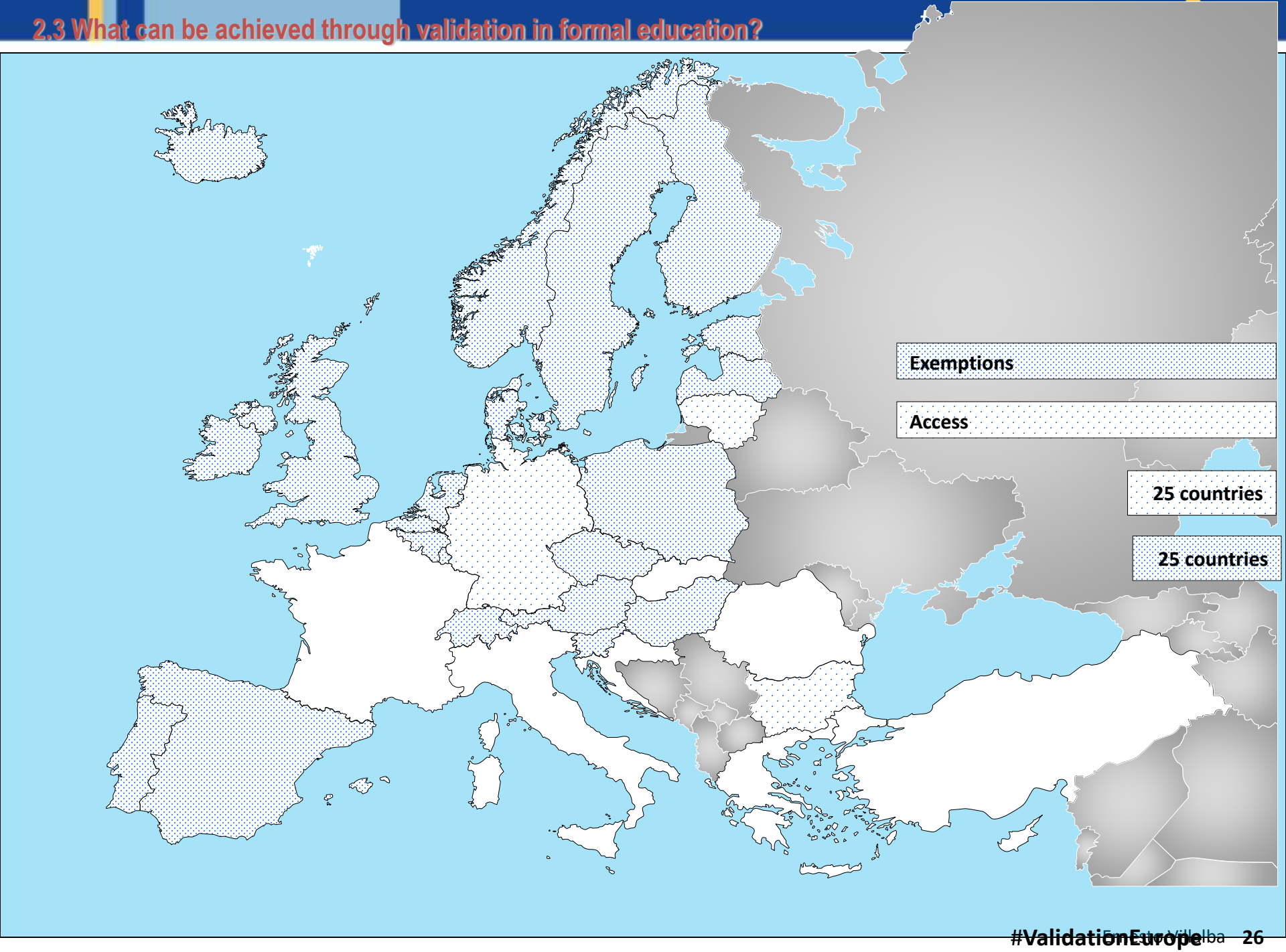
Exemptions
Access
25 countries
25 countries

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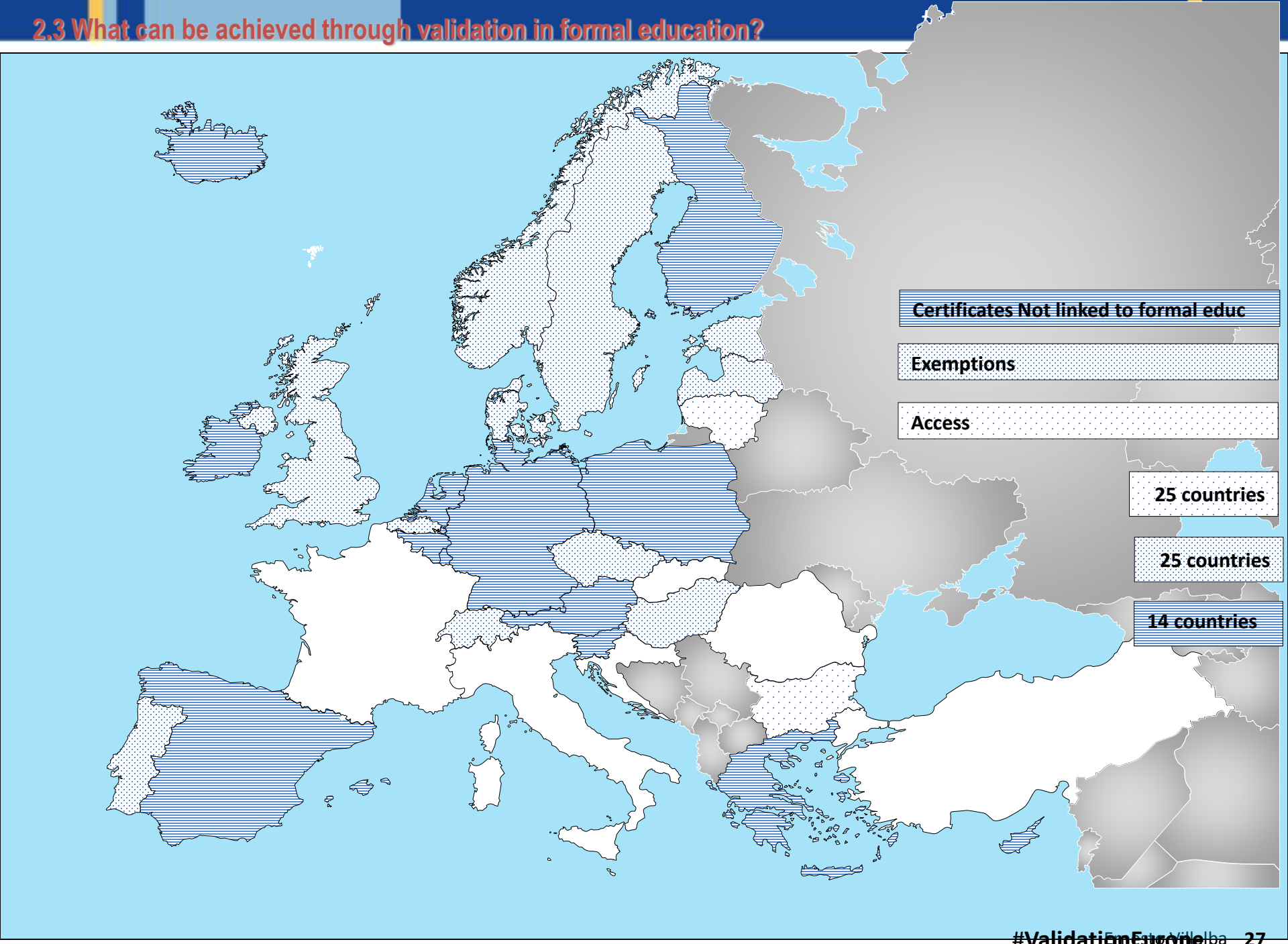

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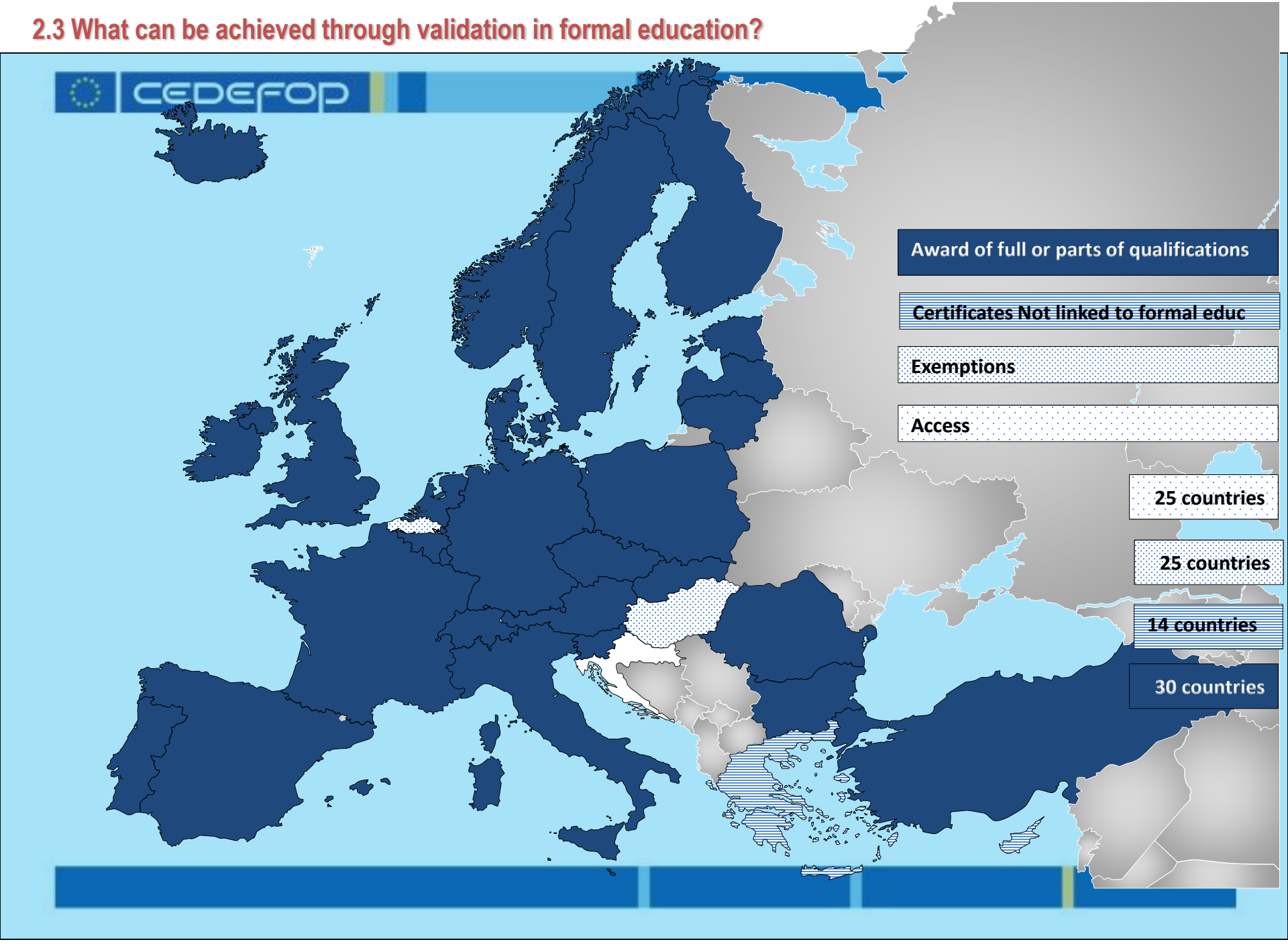

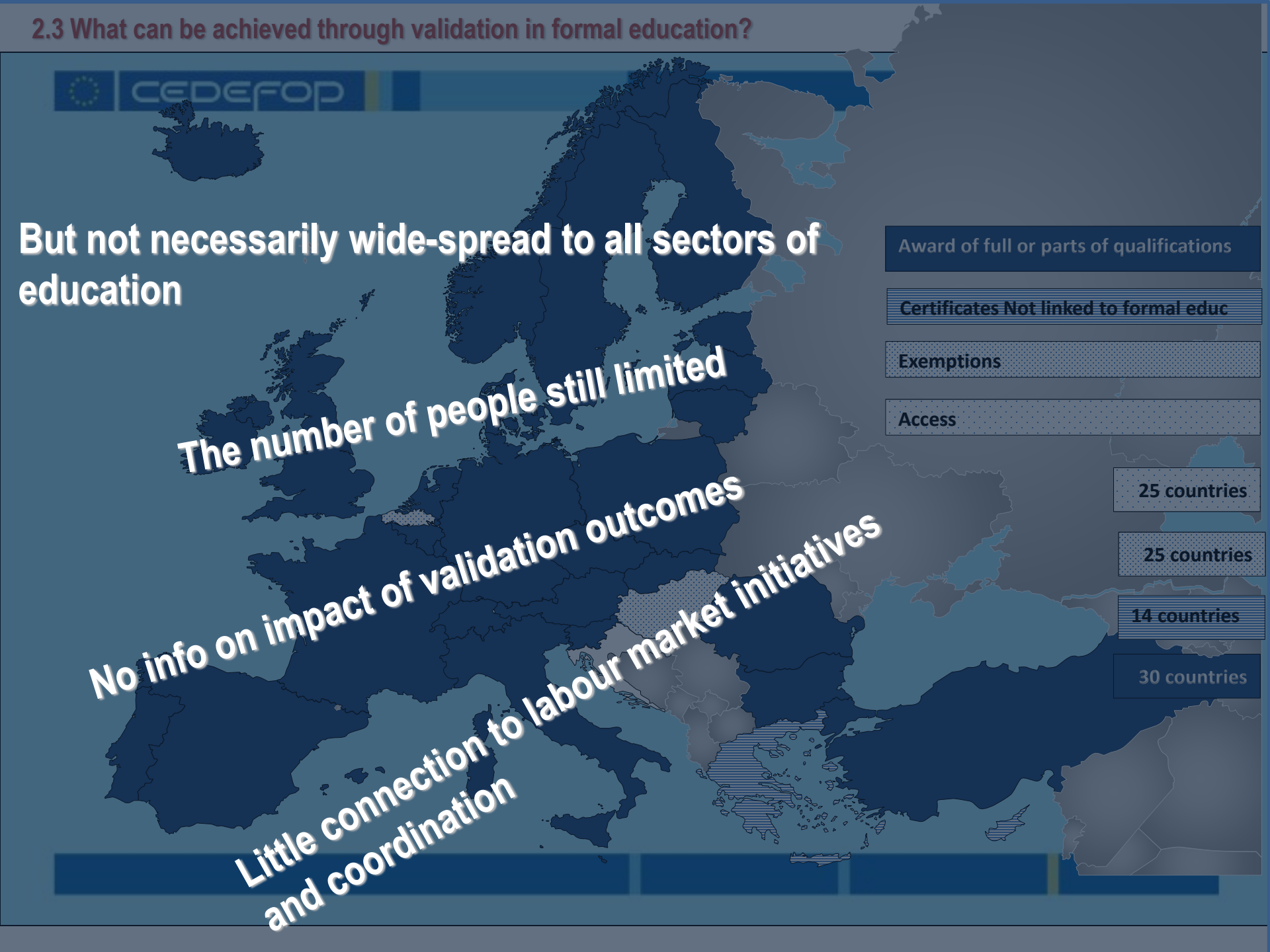
But not necessarily wide-spread to all sectors of education
The number of people still limited
No info on impact of validation outcomes
Little connection to labour market initiatives and coordination
Award of full or parts of qualifications
Certificates Not linked to formal educ
Exemptions
Access
25 countries
25 countries
14 countries
30 countries

The future



1

Coordination and connection

How can we assure a coherent experience for the individual across sectors?

2

Information, guidance and counseling

What is the impact of validation and how it can be integrated in career guidance?

3

Standards and learning outcomes

Is it possible to find common standards described in learning outcomes?

4

Real implementation

Are the institutional settings, resources and methodologies in place?

Thank you!



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#ValidationEurope

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



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