State of Play of the European Inventory

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Thirty-seventh meeting of the EQF Advisory Group
4-5 October 2016

Centre Borschette

@ernvillalba
#ValidationEurope
Outline

1. European Inventory on validation of non-formal and informal learning
2. European database on validation of non-formal and informal learning
3. Conference: *How to make learning visible*
   *Thessaloniki 28-29 November 2016*
European Inventory timeline

**Contract**
Dec. 2014

**Data Collection**
Jan.- April 2016

**Quality Assurance**

**Analysis**

**Thematic reports**
April 2016

**First drats**
May 2016

**Final reports**
Sep. 2016

**Publication**
December 2016
European Database on validation of non-formal and informal learning

The European Inventory
- Country 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

The European Guidelines
- Basic Features
  1. Different purposes (4 stages)
  2. The centrality of the individual
- Conditions for implementation
  3. Information, guidance and counselling
  4. Coordination of stakeholders
  5. Links to National Qualifications systems and frameworks
  6. Standards and Learning outcomes
  7. Quality assurance
  8. Professional practitioners

Connects

Ernesto Villalba
European Database on validation of non-formal and informal learning

www.cedefop.europa.eu/validation
European Database on validation of non-formal and informal learning

The current database aims to support European countries in their efforts to develop and establish arrangements to validate non-formal and informal learning. It is also a tool for anyone interested in validation, to understand better how validation is carried out in Europe.

The database links the European guidelines for validation of non-formal and informal learning (2015) with the European inventory on validation (update 2014). It provides an overview of how countries are meeting the various challenges of establishing validation arrangements. It follows the chapters of the European guidelines. Detailed information per country can be found in the country reports.

All information has been extracted from the country fiches, which were put together as part of the European inventory update and are based on country researchers’ responses to a set of predefined questions. The text has not been edited by CeDEFOP. However, considerable effort has been made to ensure accuracy and correctness of the information. Please get in touch with us if you discover inaccuracies. For suggestions, improvements, ideas, comments or further information, please contact the project manager.

For more information about CeDEFOP’s actions in validating non-formal and informal learning, visit our validation project.

### CHAPTER 1. INTRODUCTION

### CHAPTER 2. THE BASIC FEATURES OF VALIDATION

### CHAPTER 3. CONDITIONS FOR DEVELOPING AND IMPLEMENTING VALIDATION

### CHAPTER 4. THE CONTEXTS OF VALIDATION

### CHAPTER 5. VALIDATION TOOLS
# European Database on validation of non-formal and informal learning

- **CHAPTER 1.** INTRODUCTION
- **CHAPTER 2.** THE BASIC FEATURES OF VALIDATION
- **CHAPTER 3.** CONDITIONS FOR DEVELOPING AND IMPLEMENTING VALIDATION
  - 3.1 Information, Guidance and counselling
  - 3.2 Coordination of stakeholders
  - 3.3 Links to National qualifications and frameworks
  - 3.4 Standards and learning outcomes
  - 3.5 Quality assurance
  - 3.6 The professional competences of validation practitioners
  - 3.7 Funding
- **CHAPTER 4.** THE CONTEXTS OF VALIDATION
- **CHAPTER 5.** VALIDATION TOOLS

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Do the validation arrangements generally include provision for information and guidance to candidates?

<table>
<thead>
<tr>
<th>Year</th>
<th>Austria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>no info</td>
</tr>
<tr>
<td>2014</td>
<td>Information and guidance to individual candidates is only provided in certain cases (usual by the institution)</td>
</tr>
</tbody>
</table>

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Help Wanted

Information and guidance to individual candidates is only provided in certain cases (usual, by the institution... More)

Yes

No publicly financed

no info

equivalent... More

authorities... More

It is necessary to disting between individual info access validation (free sectors)... More

We Want YOU!

The recommendation pays particular attention to the benefits of, and opportunities for validation, as well as guidance and counselling and is readily accessible (C

Validation arrangements information and guidance on the formal and informal learning is supported by appropriate
Conference: *How to make learning visible*

*Strategies for implementing validation of non-formal and informal learning*

Thessaloniki
28-29 November 2016
Conference: How to make learning visible

Taking stock, looking forward
How to make it a reality

The user at the center
How to make it a reality

EQF AG involvement
Countries experiences

• Past
• Present
• Future

• Migrants
• Low-qualified
• Unemployed
• Employees

Poland
Sweden
France
Portugal
Belgium
Ireland
Thank you for your attention!

@ernvillalba
#ValidationEurope

How to make learning visible

28-29 November

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

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