

Skills, Assessment and Validation

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#ValidationEurope

Europäische Agenda 
Erwachsenenbildung

Bonn, 4-5 December 2018


Peer Learning Activity

**Skills Assessment and Validation of
Non-formal and informal Learning**



Member States have validation arrangements by 2018

European Qualifications Framework advisory group
given the overall control



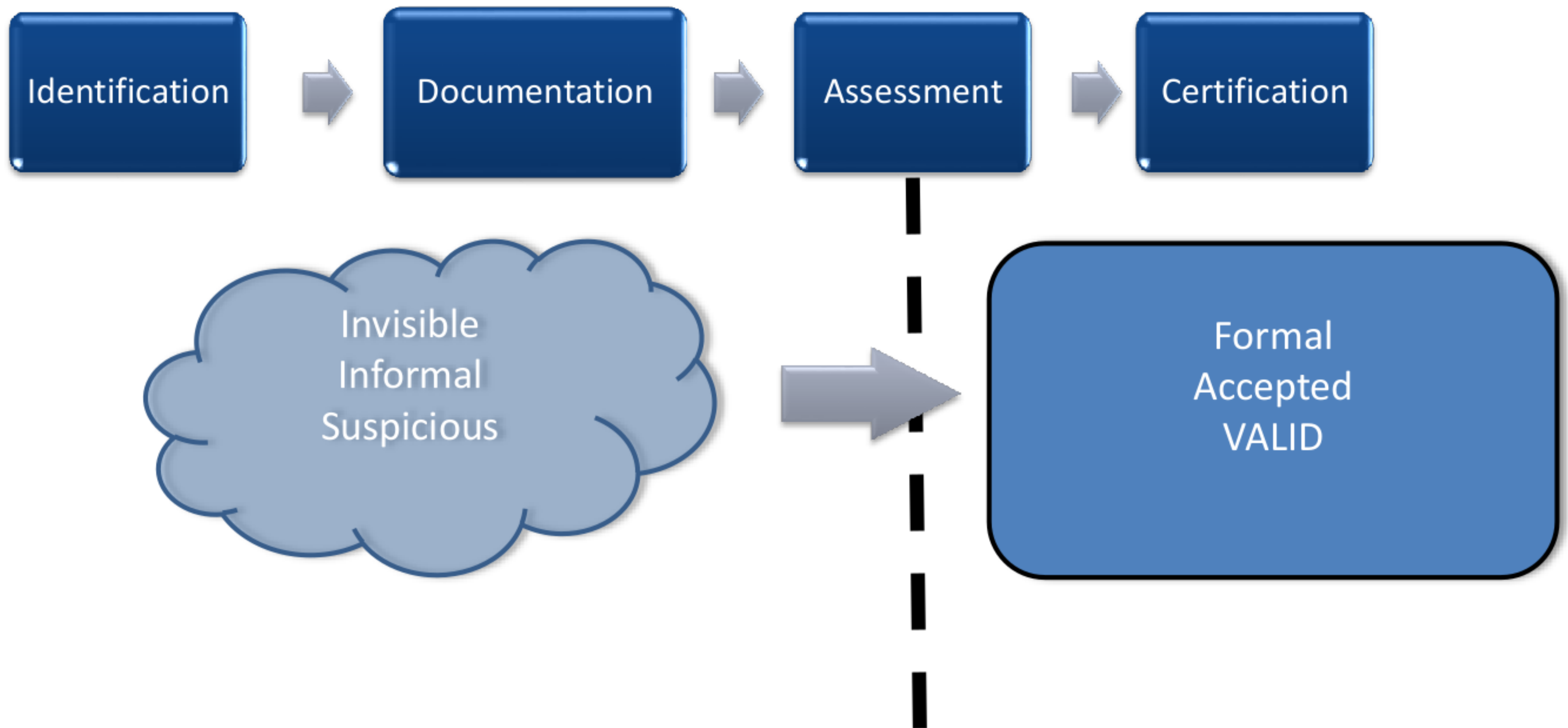
Provide support for the implementation

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

VALIDATION

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



The fundamental values

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.



Identificación



Documentación



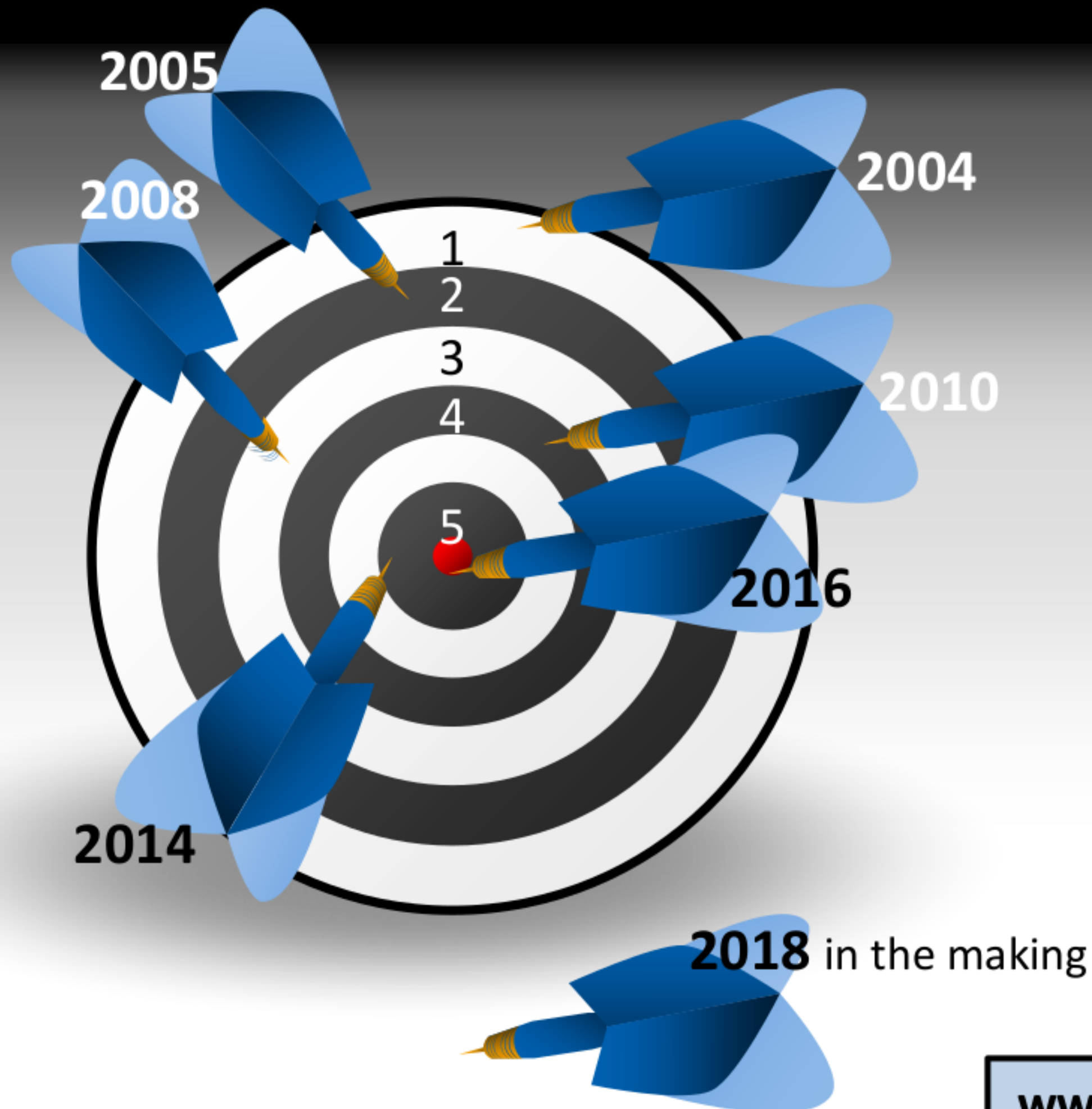
Evaluación



Certificación

The European Validation Inventory on Validation

6 editions published since 2004

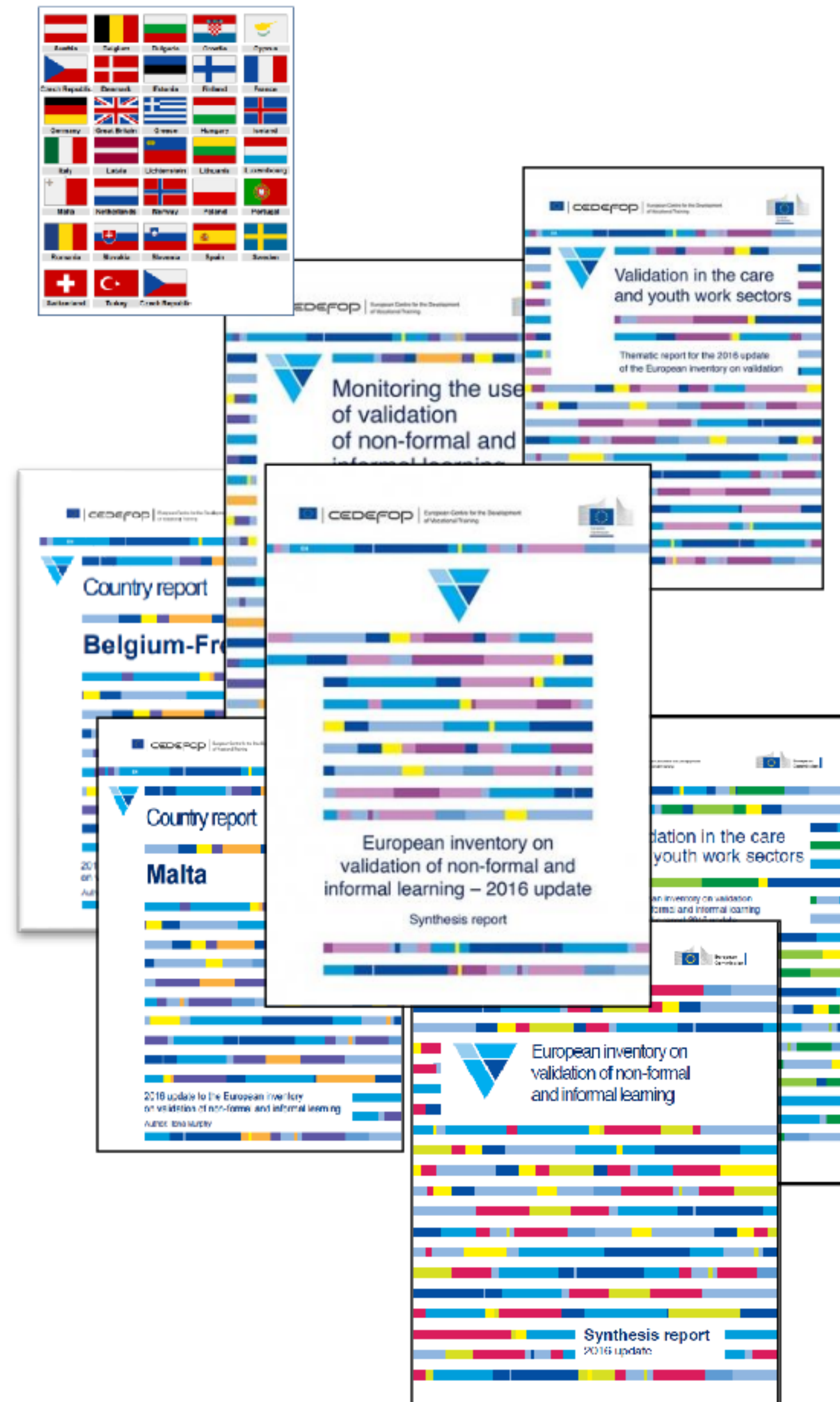


Objectives

- 1 – A trustworthy source of information
- 2 – Up to date information for peer learning
- 3 - Systematic monitoring of progress
- 4 - Both a country-specific and a thematic dimension s covered
- 5 – Work together with the **guidelines**

A rich source of information

- 36 country reports (covering 33 countries)
- Providing detailed information by sector
 - ✓ Sub-sector of education
 - General Education
 - IVET
 - CVET
 - Higher education
 - Adult education
 - ✓ Labour market
 - ✓ Third sector
- Thematic studies
- A synthesis of main findings
- Compendium of projects



Assessment and Validation



Where?



What?



Who?



For whom?



How?

Assessment and Validation



Where?



What?



Who?

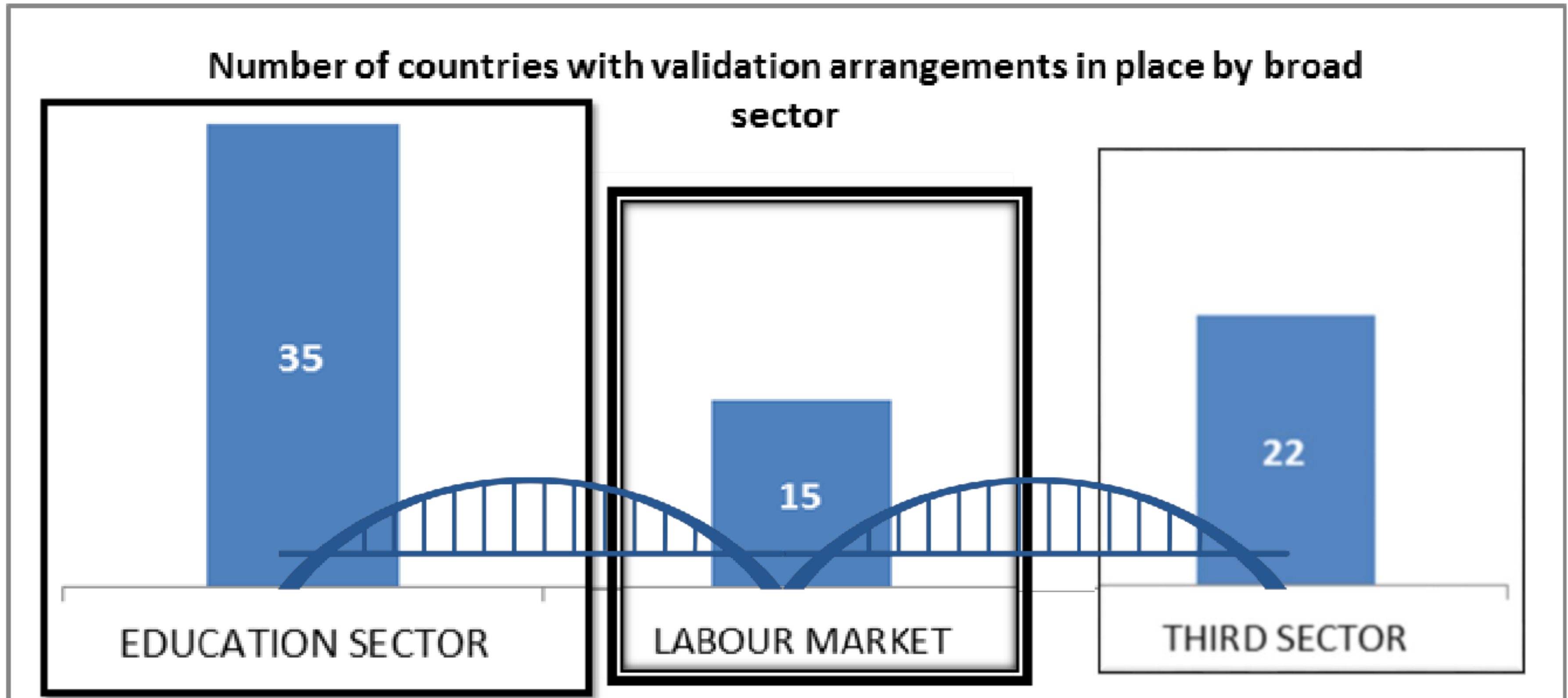


For whom?



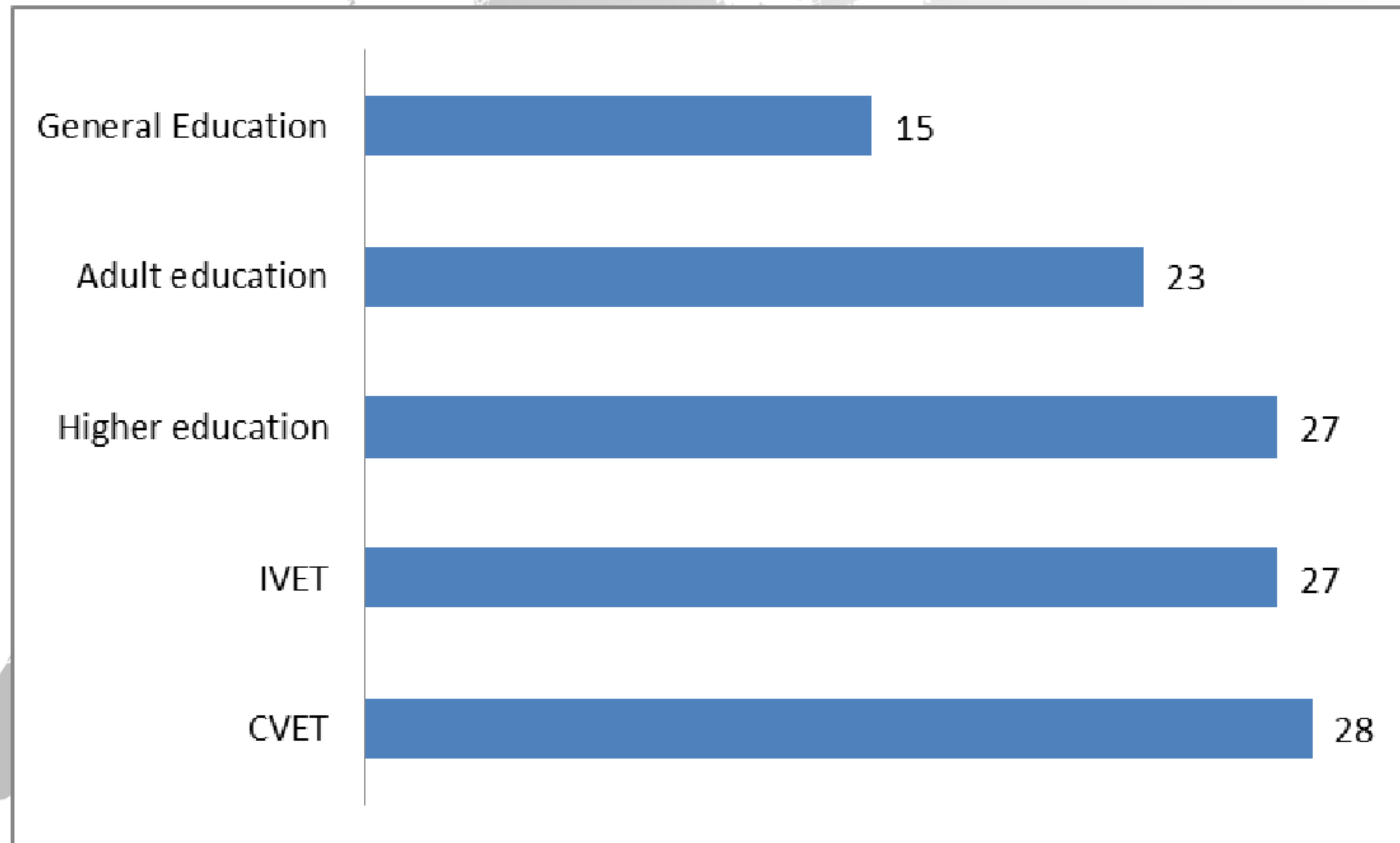
How?

Validation arrangements



Source: European Inventory 2016

Validation arrangements by sector of education



Source: European Inventory 2016

Assessment and Validation



Where?



What?



Who?



For whom?



How?

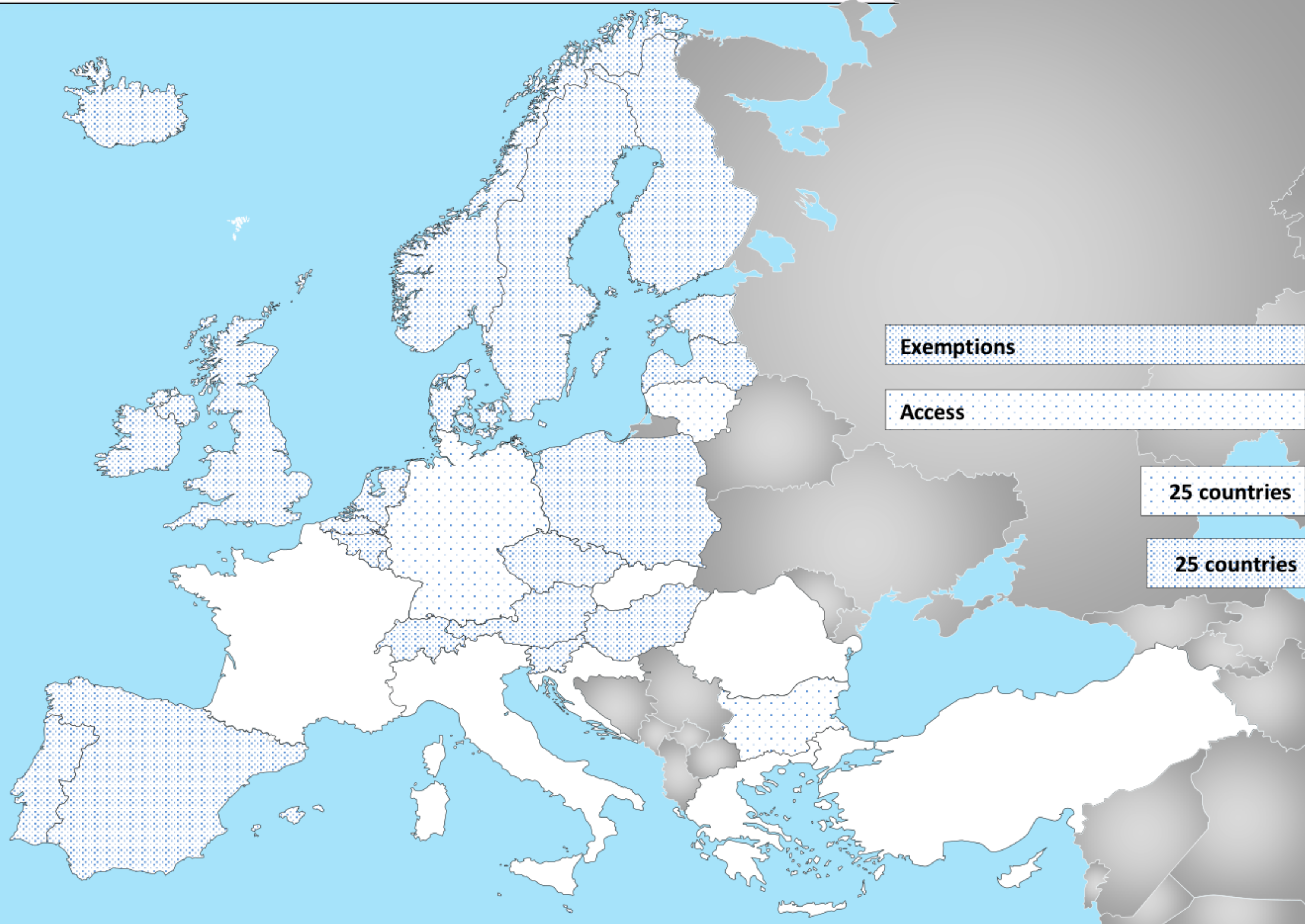
2.3 What can be achieved through validation in formal education?



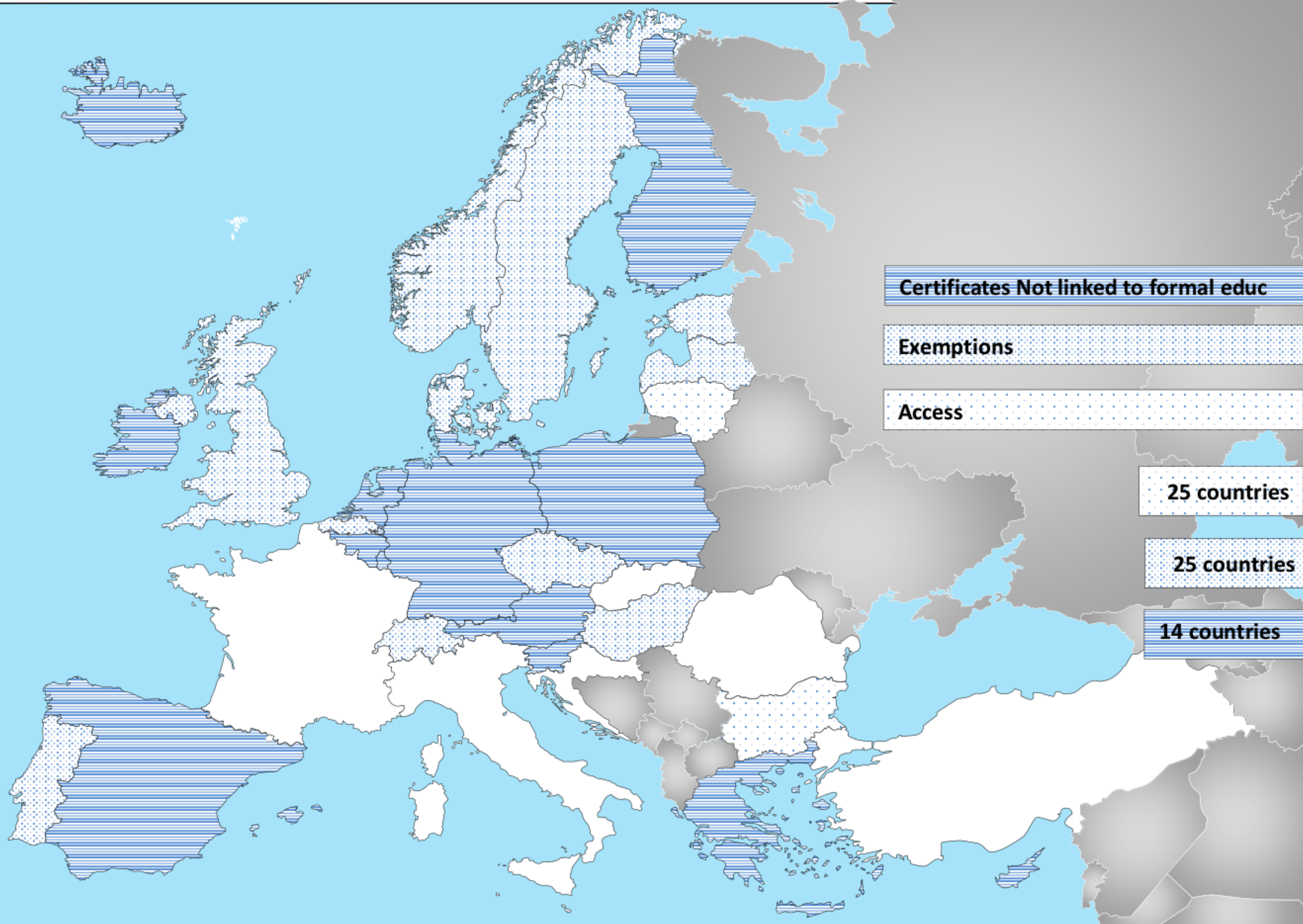
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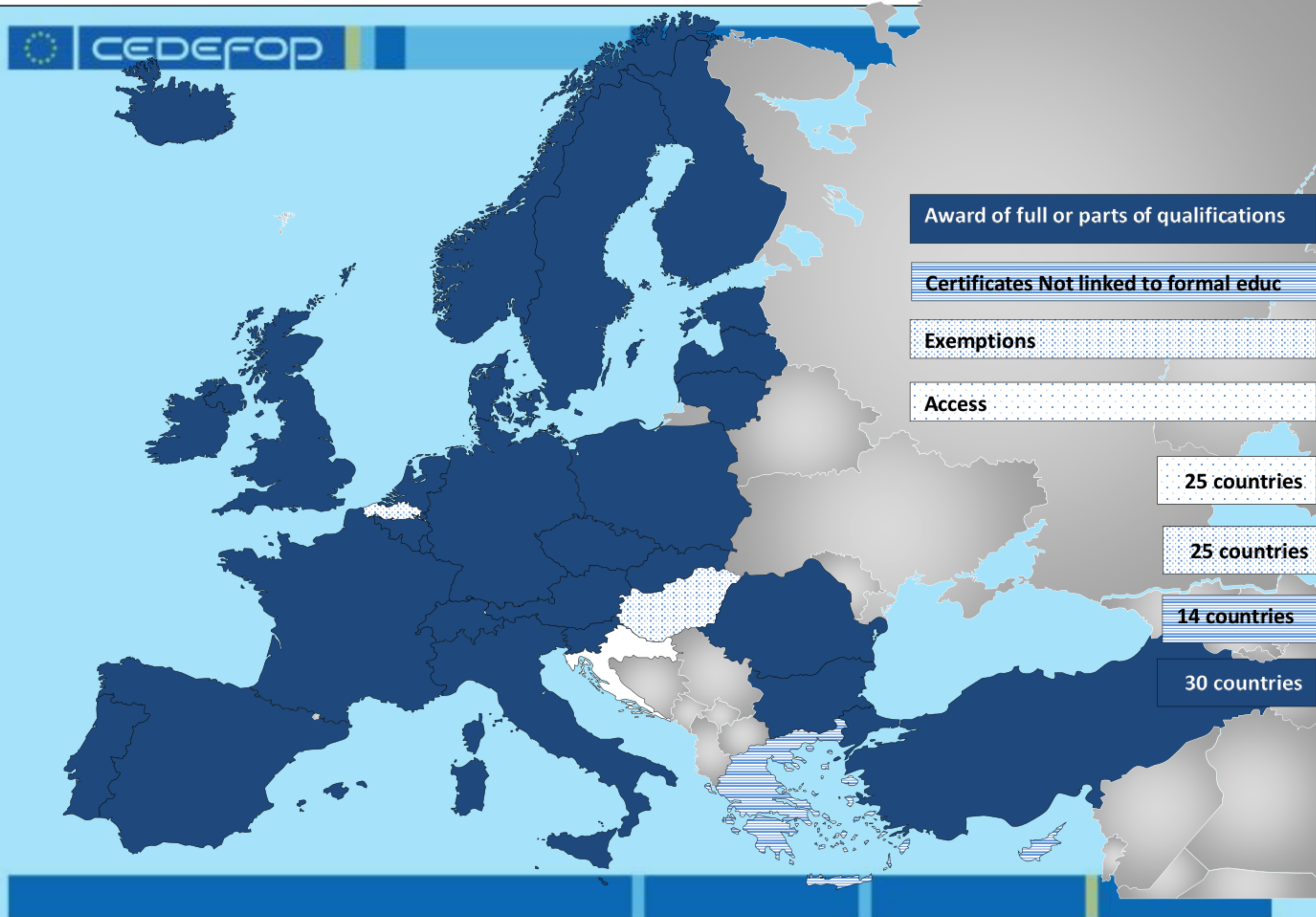
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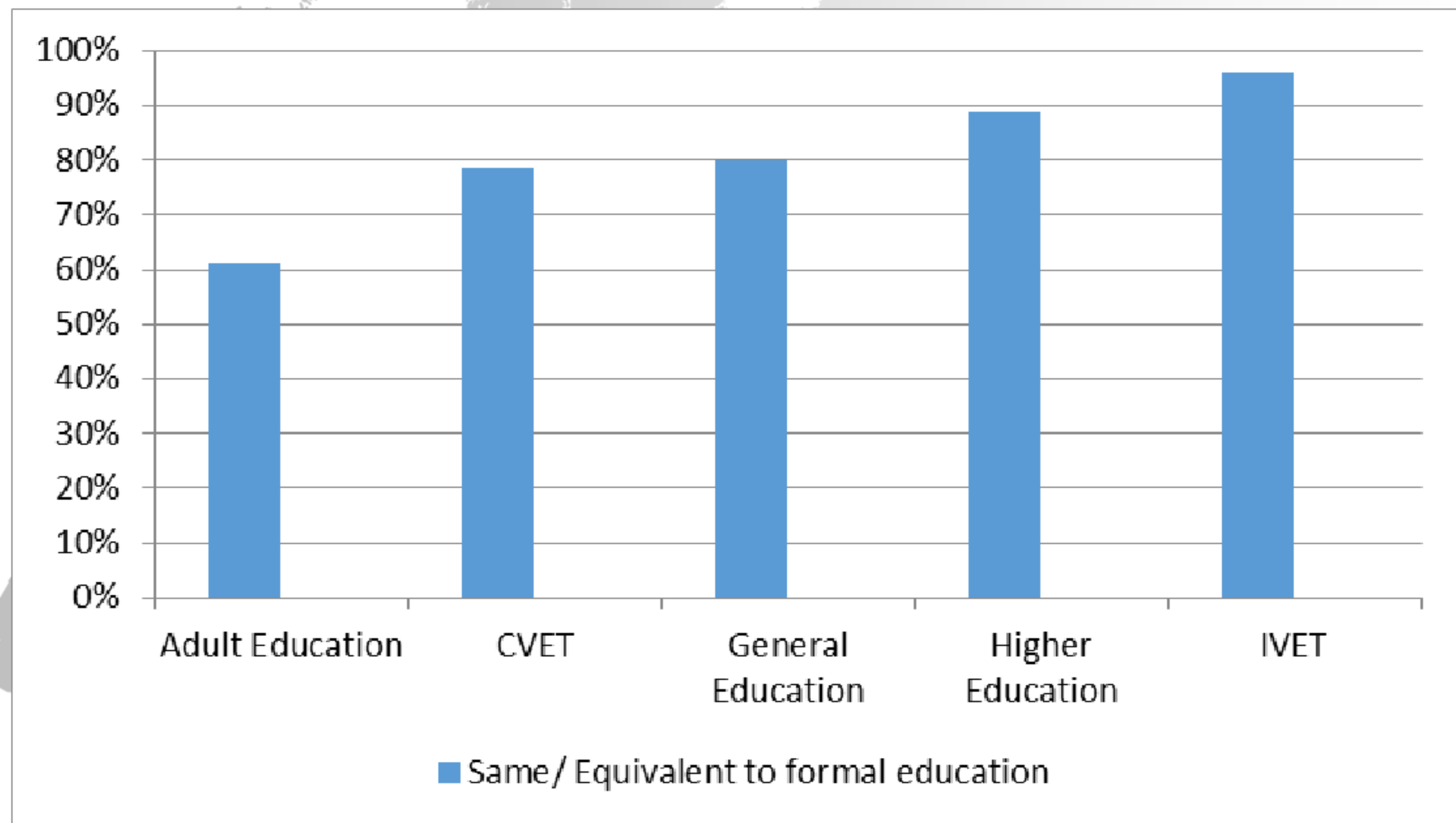
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Standards for validation

Standards same or equivalent

% of countries with validation arrangements that report having equal/ equivalent standards for validation by subsector

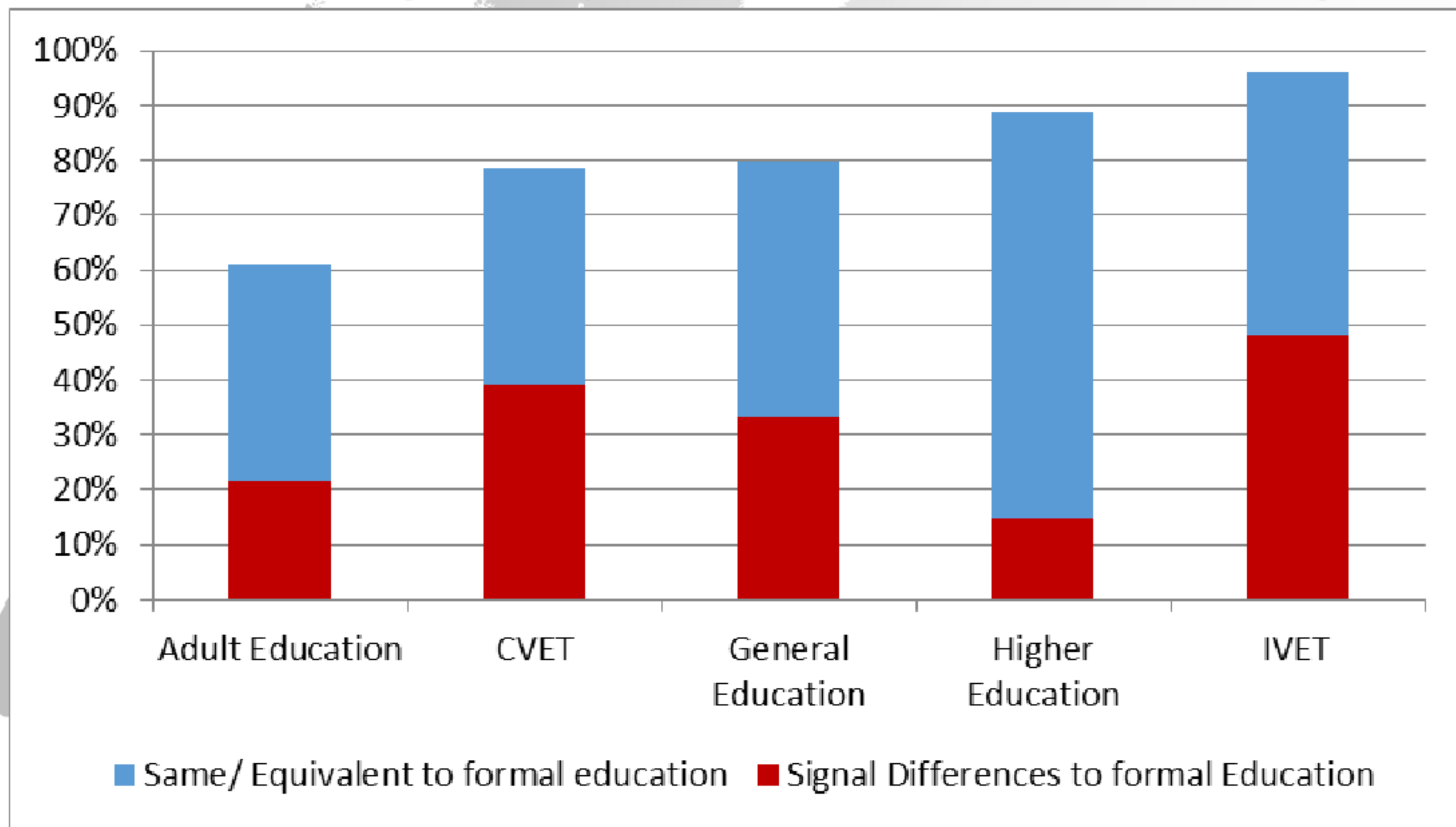


Source: European Inventory 2016

Standards for validation

Standards same or equivalent –But DIFFERENTIATE

% of countries with validation arrangements that report having equal/ equivalent standards for validation by subsector and
 % of countries with validation arrangements that report that it is possible to differentiate certificates obtained through validation



Source: European Inventory 2016

Assessment and Validation



Where?



What?



Who?



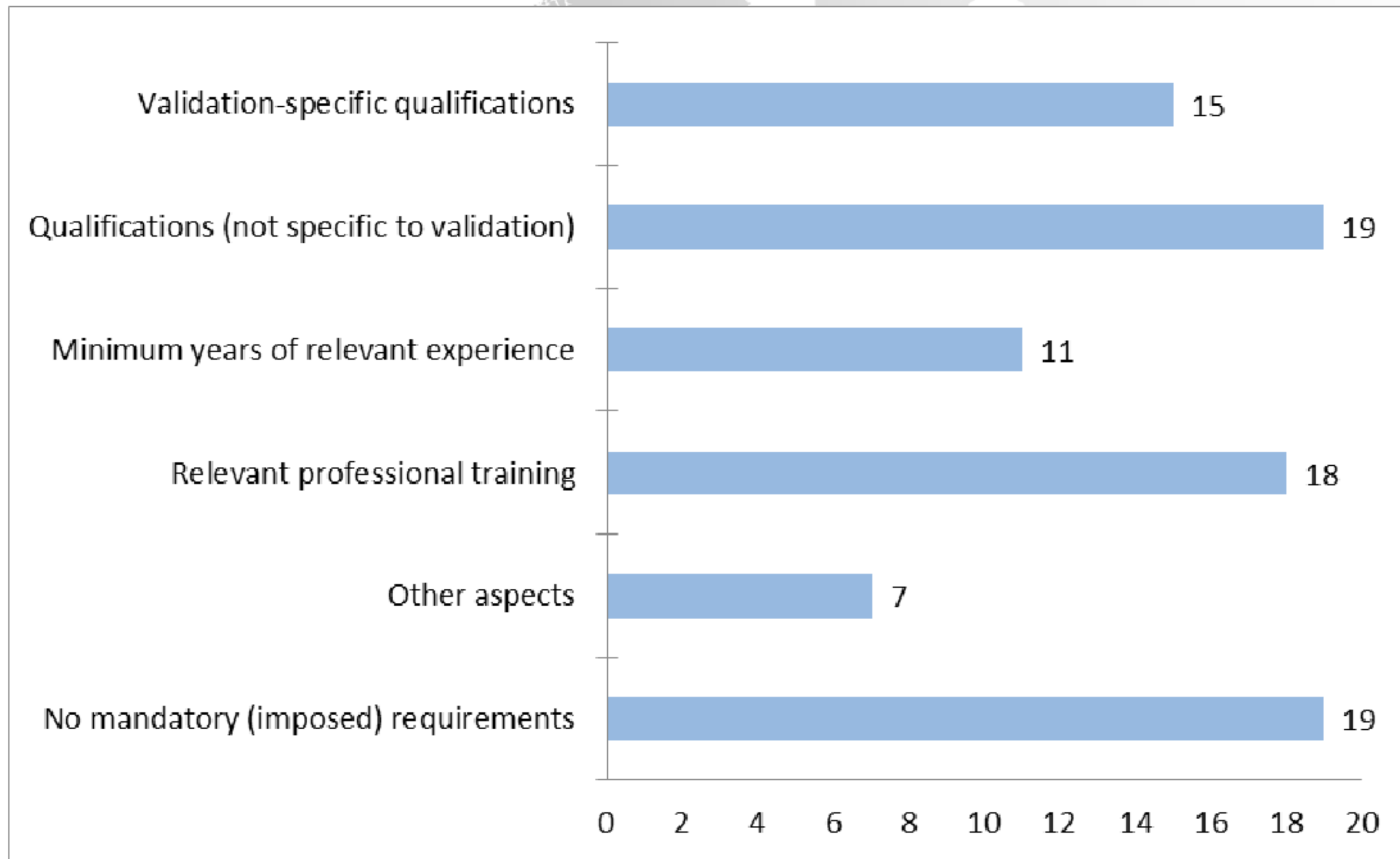
For whom?



How?

Who assesses?

Number of countries imposing requirements on assessment staff in one or more sectors of education



Source: European Inventory 2016

Assessment and Validation



Where?



What?



Who?

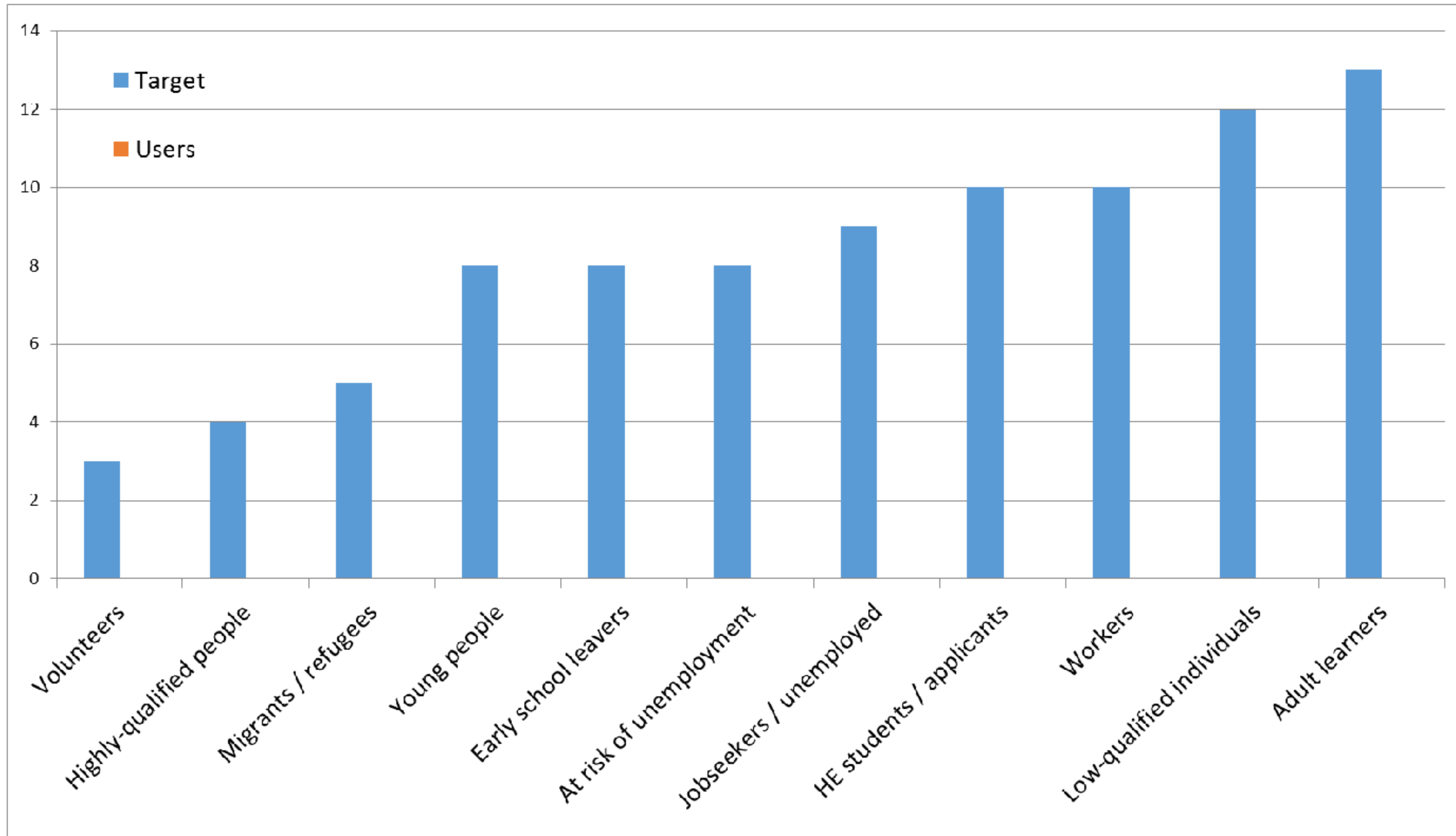


For whom?



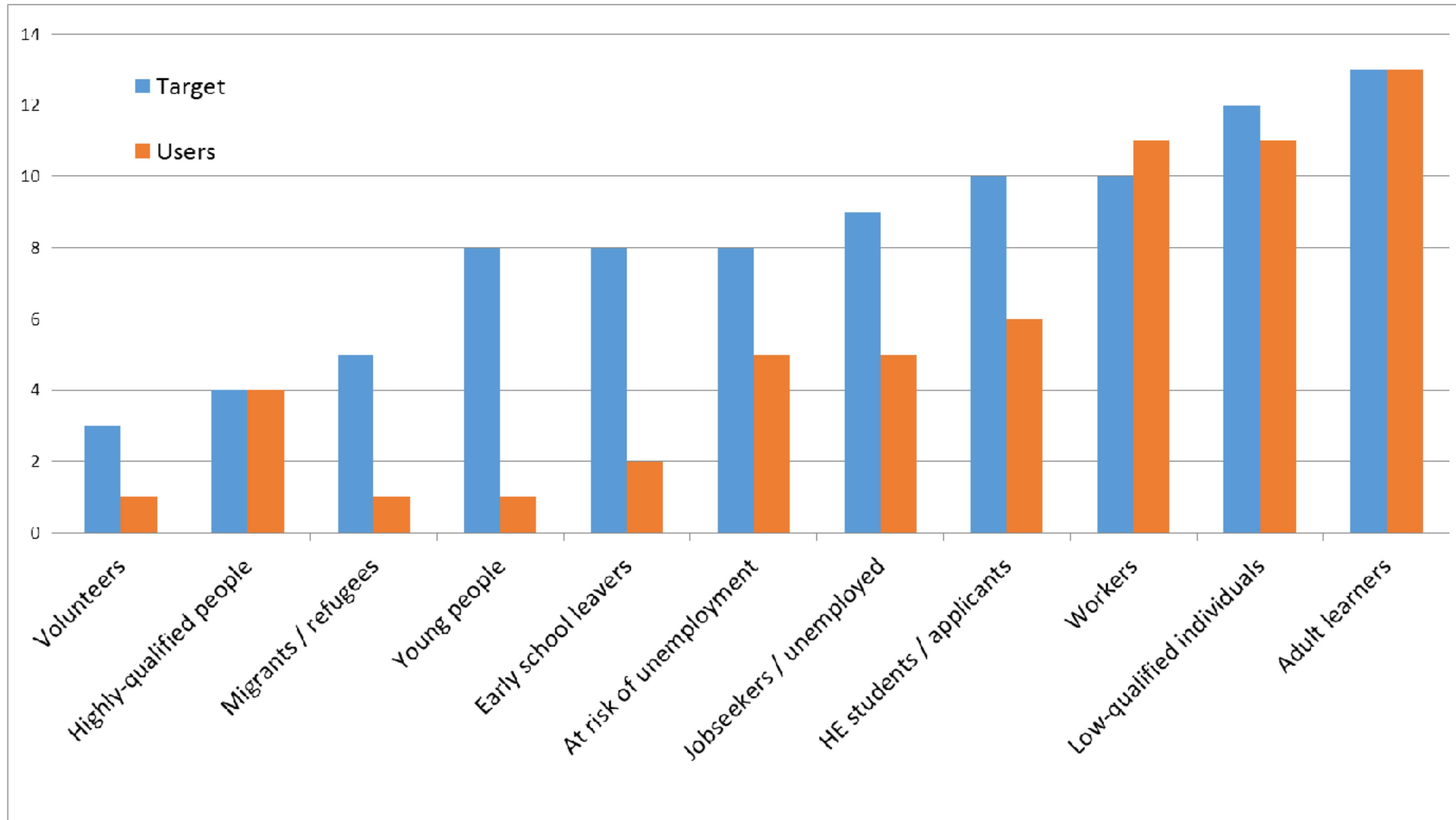
How?

Who is assessed?



Source: European Inventory 2016

Who is assessed?



Source: European Inventory 2016

Assessment and Validation



Where?



What?



Who?



For whom?



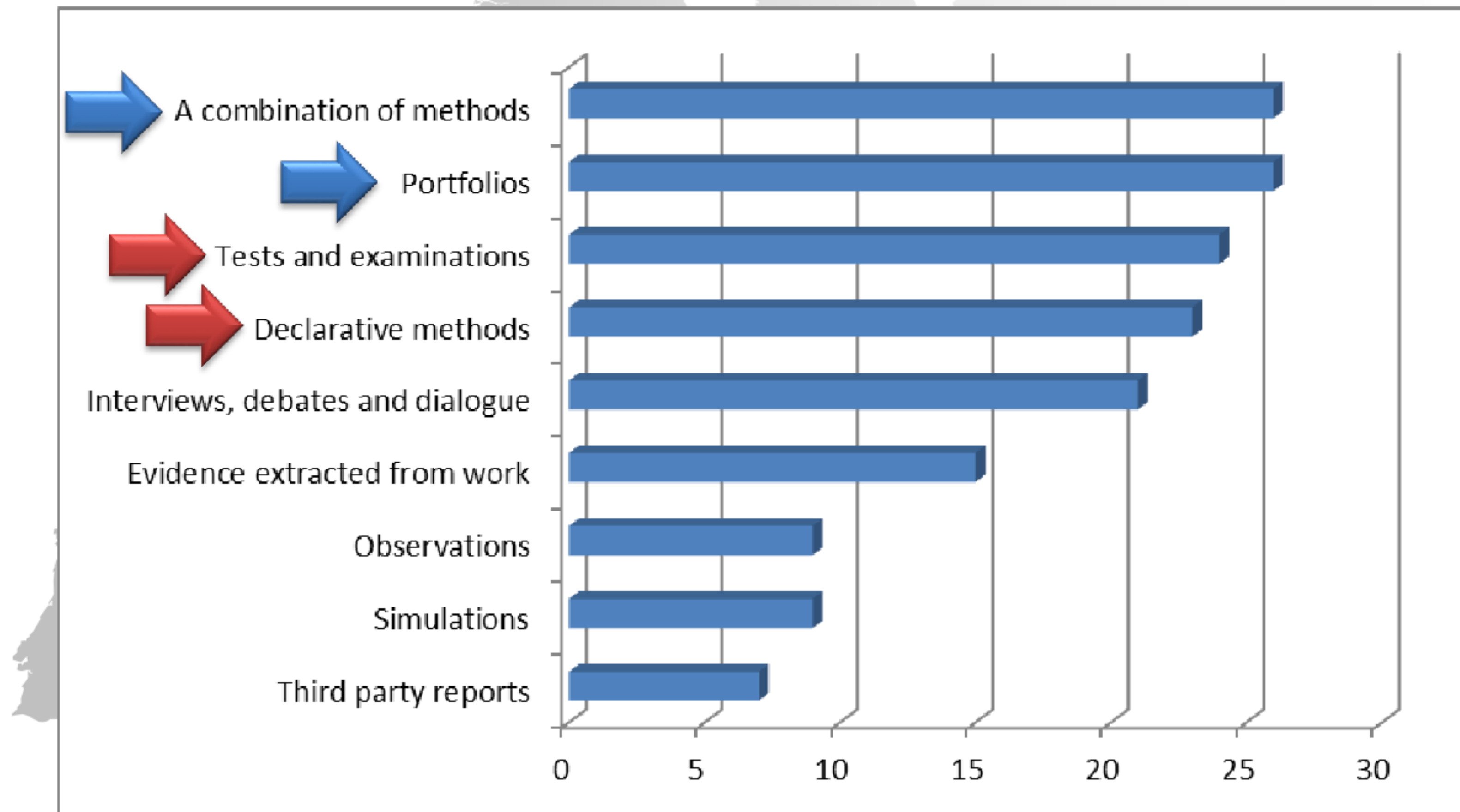
How?

Methodologies frequently used for validation

Portfolios and combination of methods the most frequently used tools for validation

But formal test and other traditional methods still prominent

Number of countries reporting methods of validation in one or more education subsectors




Source: European Inventory 2016

Some concluding remarks




Where?

Mainly FORMAL Education and training
Growing comprehensiveness



What?

Learning outcomes a pre-requisite
Still danger of A vs. B diplomas



Who?

Training specific for validation




Some concluding remarks




To whom?

How to reach the most disadvantage?
Importance of guidance



How?

Away from formal test?
Better use of ICT?



www.vplbiennale.org

3RD VPL BIENNALE

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VPL PRIZE

BOOKS

Making policy work

Validation of Prior Learning for education and the labour market



The 3rd VPL Biennale will take place on May 7 and 8, 2019 in Berlin, Germany.

Discuss with us good practices in six VPL policy tracks:

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- | | |
|--------------------------------|-----------------------------|
| 1. Organisational arrangements | 4. Support structures |
| 2. Financing | 5. Post-validation pathways |
| 3. Procedures and instruments | 6. Legal foundations |

THANK YOU!



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



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