

# Validation research in a Nordic perspective

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# The Nordic context/s

- Five countries
  - Denmark, Finland, Iceland, Norway, Sweden
    - And independent areas within the countries
  - Similarities and differences:
    - Educational systems and working life structures
    - Size, demographics etc.
- Different sectors
- Different conditions for validation and for validation research

# Validation – a small research area

- Individual initiatives
  - Research projects
  - PhD projects
- Some national initiatives
  - E.g., Nationalt Videncenter for Realkompetencevurderinger (DK)
- Projects and investigations
  - International, national, regional, local
  - Not always research, but could result in research

# Developments in society have influence

- Labour market restructuring and unemployment
- Migration
- Educational reforms
  
- Need for validation initiatives
- Need for research-based development of knowledge about validation

# Disciplines

- Mainly research in the educational area
- Business administration
- Work science
- ...

# Theoretical perspectives on validation

Mainly:

- Learning
- Communication
- Gender
- Governance
- Organisation
- Measurement, validity etc.

## Focus of research, e.g.,

- Historical development
- Vocational competence
- Language competence
- Migration and integration (in society and working life)
- Comparisons between countries
- Admission to HE, e.g. VET teacher training
  
- Mainly qualitative studies

# Some recent examples:

- Finland
  - Validation in language education (English), e.g. with digital tools
  - <https://doi.org/10.1515/cercles-2020-2027>
  - <https://doi.org/10.1111/jcal.12592>
  - <https://doi.org/10.1515/cercles-2014-0003>
  - <https://doi.org/10.1080/02601370.2018.1518346>



- Denmark
  - Partnership for transformative validation targeting disadvantaged workers (study based on European developmental project)
  - <https://doi.org/10.1080/02601370.2021.1882595>
  - Validation in professional education (bachelor level)
  - Olesen, H. S., Aagaard, K., & Husted, B. (Eds.) (2017). *Livserfaring og kompetenceudvikling: Individuel kompetencevurdering som bidrag til livslang læring*. Professionshøjskolen VIA University College.

- Sweden
  - Validation in professional education
  - <https://portal.research.lu.se/sv/publications/generisk-valideringsmodell-för-bedömning-av-reell-kompetens-för-t>
  - Validation of VET teachers' vocational competence (in their basic vocations)
  - <http://lnu.diva-portal.org/smash/get/diva2:1317244/FULLTEXT01.pdf>

- Validation for labour market integration
- <https://doi.org/10.1111/imig.12781>
- <https://doi.org/10.1080/02601370.2013.778078>
- Norway
  - Overview of the system, and cases in different contexts
  - <https://www.kompetansenorge.no/statistikk-og-analyse/publikasjoner/en-studie-av-systemet-for-vurdering-av-realkompetanse-i-utdanning-og-arbeidsliv/>

- Iceland
  - Master theses:
    - Empowering validation of transversal employability skills
    - <https://skemman.is/bitstream/1946/37888/4/LOKAEINTAK..pdf>
    - Gendered systems of education and validation
    - <http://hdl.handle.net/1946/32376>

- Nordic
  - Interactive research study of the Nordic (NVL) quality model in practice
  - <http://norden.diva-portal.org/smash/get/diva2:1360719/FULLTEXT01.pdf>
  - Validation in VET teacher training curricula (next presentation)

# Potentials in Nordic validation research

- Research requires resources
  - Taking the opportunities that turn up
    - Social change, e.g. migration
    - Educational reforms concerning validation
      - Need for research-based knowledge in e.g. teacher training
  - Apply for external funding
  - Cooperation with stakeholders

- Multi/inter-disciplinary research
- Both qualitative and quantitative research
- International (Nordic and beyond) cooperation

“Validation research  
– new knowledge about prior learning”

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