

# Roadmap 2018 – Validation and the value of competencies

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# Why a roadmap?

- The Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning
- Briefing note 9065 – Shaping lifelong learning
- Experiences in the NVL Expert Network on Validation
- The need for further development



# Council Recommendation on the validation of non-formal and informal learning

- Arrangements for VPL are in place which enables individuals to validate prior learning and obtain full or part qualifications
- Arrangements are linked to national qualifications frameworks
- VPL is supported by appropriate guidance and counselling
- Transparent quality assurance measures are in place
- The use of transparency tools like Europass is promoted
- Synergies exist between VPL arrangements and credit systems like ECVET and ECTS

# A holistic perspective on VPL

- Why is the output of the systems less than expected?
- Are we really focusing on the competences required for working life, citizenship and individual development?
- Is the context in which VPL is embedded of greater importance than foreseen?



# Content

- The aim of validation
- National systems for validation – what can the government do?
- Stakeholders' responsibility and cooperation
- Organisation on national, regional and local levels
- Information, education and support
- Quality, follow up and evaluation
- EU's framework as a starting point for further development

# Indicators example

## **Indicators for legislation:**

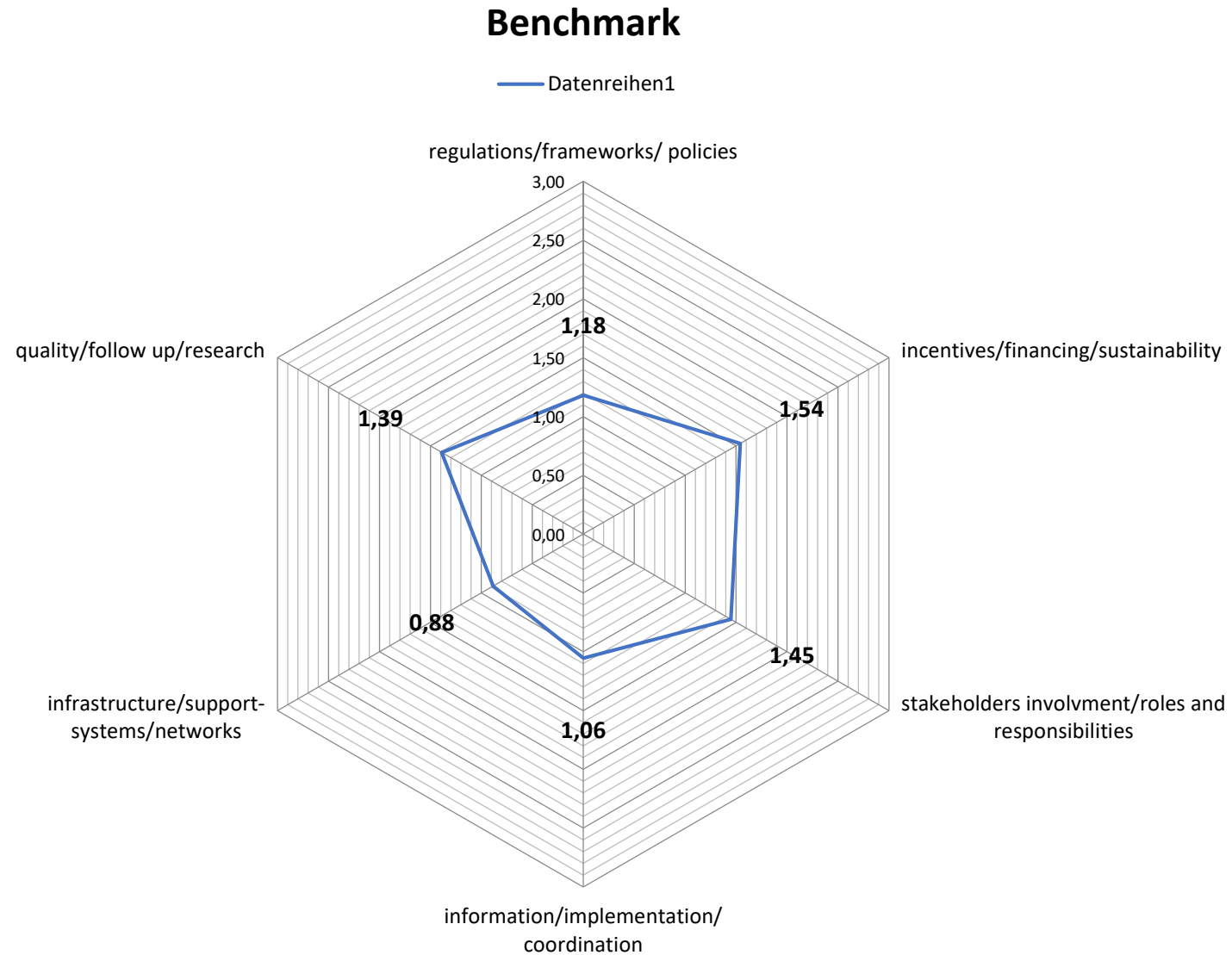
- VLP is a right of the individual (or an obligation of a competent body).
- VPL is regulated by national legislation.
- Regulation of VLP covers all levels of education.
- Non-formal qualifications related to the NQF are included in the regulation of VPL.
- In case the certification/assessment is carried out by a public authority, the individual should have a right to appeal.

# How to use it

- As a starting point for reflection
- As a tool for development
- For benchmark on VPL systems
- To influence on policy level
- Adapt the indicators for your conditions and purposes

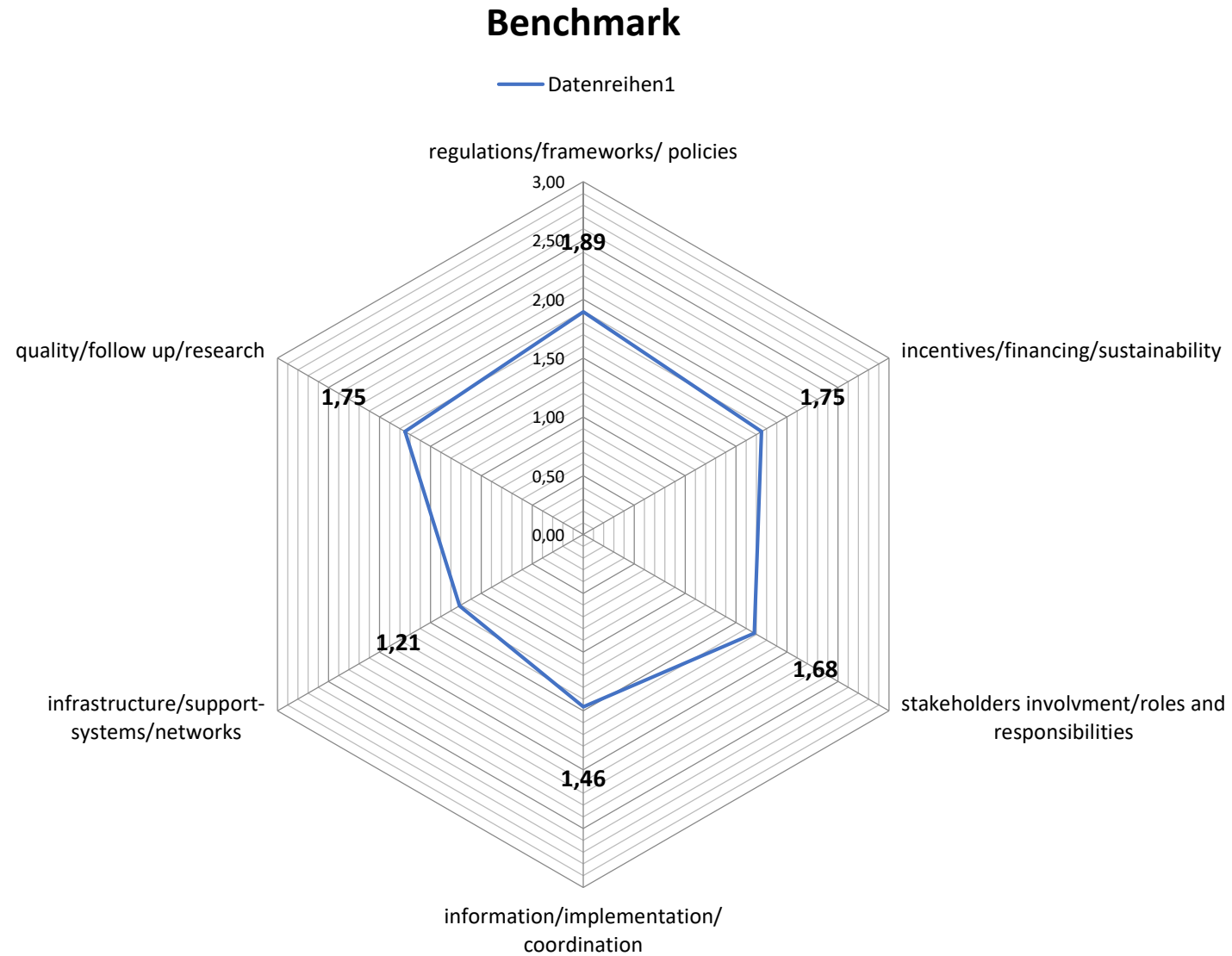


# Benchmark for Sweden in 2015





# Benchmark for Sweden in 2018



# A quick look at the excel-sheet

## The aim of validation

### Indicators/objectives:

- 1 The individual decides on validation and on the aspects that serve the individual's purpose the best: identification, documentation, assessment and cert

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- 2 VPL is implemented in order to strengthen the individual's motivation and opportunities to actively take part in a democratic society (empowerment).

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- 3 The main objectives of VPL are: access to and individualization/personalization of education, and the strengthening the individual's opportunities on the

<input type="checkbox"/>	Completely true	<input type="checkbox"/>	Partly true	<input type="checkbox"/>	Slightly true	<input type="checkbox"/>	False
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- 4 VPL is targeted at groups distanced from education and work to prevent exclusion.

<input type="checkbox"/>	Completely true	<input type="checkbox"/>	Partly true	<input type="checkbox"/>	Slightly true	<input type="checkbox"/>	False
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- 5 VPL is applied in a wider context, such as transitions in the labour market, and is considered an integral part of LLL.

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- 6 VPL is applied in education and working life as a strategic tool to develop and enhance skills supply.

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- 7 VPL makes learning in the workplace visible and thus strengthens the cooperation between working life and the educational sector.

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