Promoting recognition and validation of skills and competences acquired through non-formal and informal learning

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EMPL/E2

Skills and qualifications

Council Recommendation on Non-Formal and Informal Learning 20 December 2012

•Member States agreed to put in place arrangements for the validation of non-formal and informal learning (VNFIL) experiences by 2018, **enabling individuals to obtain a qualification (or part of it) on the basis of their validated experiences**.

Elements of VNFIL arrangements:

- ❑ **IDENTIFICATION**

- ❑ **DOCUMENTATION**

- ❑ **ASSESSMENT**

- ❑ **CERTIFICATION**

Main principles of VNFIL arrangements:

- **Linked to qualifications frameworks** and in line with the **EQF**

- **Same/equivalent standards** of qualifications obtained through formal education

- Transparent **quality assurance** measures supporting **reliable, valid and credible** validation methodologies and tools

- **Information** and **guidance** available to individuals and organisations

- Special "focus" on **disadvantaged groups/individuals** (e.g. skills audit)

- **Professional development** of staff

- Use of **EU transparency tools**

- **Synergies with credit systems**

VNFIL

European Commission

Key actors:

- **Member States:** to implement the Recommendation and report on progress

- **European Commission:** to support and work with MS (Inventory, Guidelines, PLAs) and report on progress

- **Cedefop:** to provide expertise to support the implementation of the Recommendation

- **EQF AG:** forum through which Member States and the Commission should cooperate to follow up to the Recommendation

Stakeholder involvement:

- Involvement of **all relevant stakeholders**

- Employers, youth organisations and civil society organisations to **promote and facilitate the documentation of learning outcomes** acquired at work or in voluntary activities

- E&T providers to **facilitate access to further learning and to award exemptions/credits** for NFIL

- **Coordination between stakeholders** in the education, training, employment and youth sectors and other relevant policy areas.

2014 European Inventory on validation

OUTPUTS

- 36 reports (covering 33 countries)
- 8 Thematic studies
- 2 case studies
- A survey of projects on validation
- A synthesis of main findings
- An executive summary

European inventory on validation of non-formal and informal learning 2014

Country report Austria

by 3S-Karin Luomi-Messerer

Cite this report as:
European Commission; Cedefop; ICF International (2014)
European inventory on validation of non-formal and
informal learning 2014 country report Austria.
http://libserver.cedefop.europa.eu/vetelib/2014/87047_AT.
pdf

In partnership with

CEDEFOP
European Centre for the Development
of Vocational Training

A project carried out by

iCF
INTERNATIONAL

1. Early school leavers
2. Multi-level governance
3. Skills audits in the public se
4. Validation methodologies
5. Guidance and counseling
6. Raising awareness
7. Competence assessment in the private sector
8. Research themes

Validation take up

12 countries

4 countries

5 countries

16 countries

No info

Contrasting trends
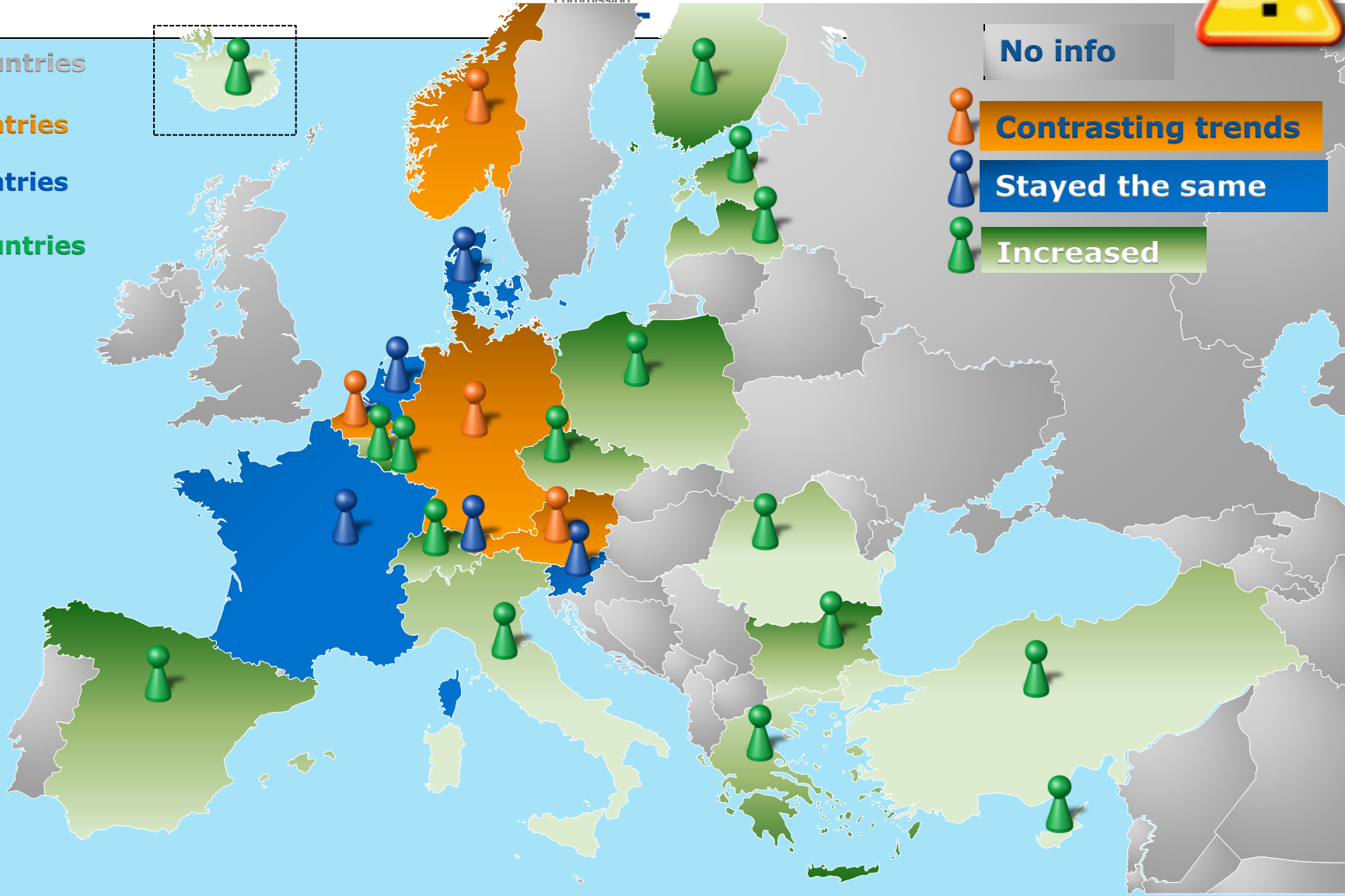
Stayed the same
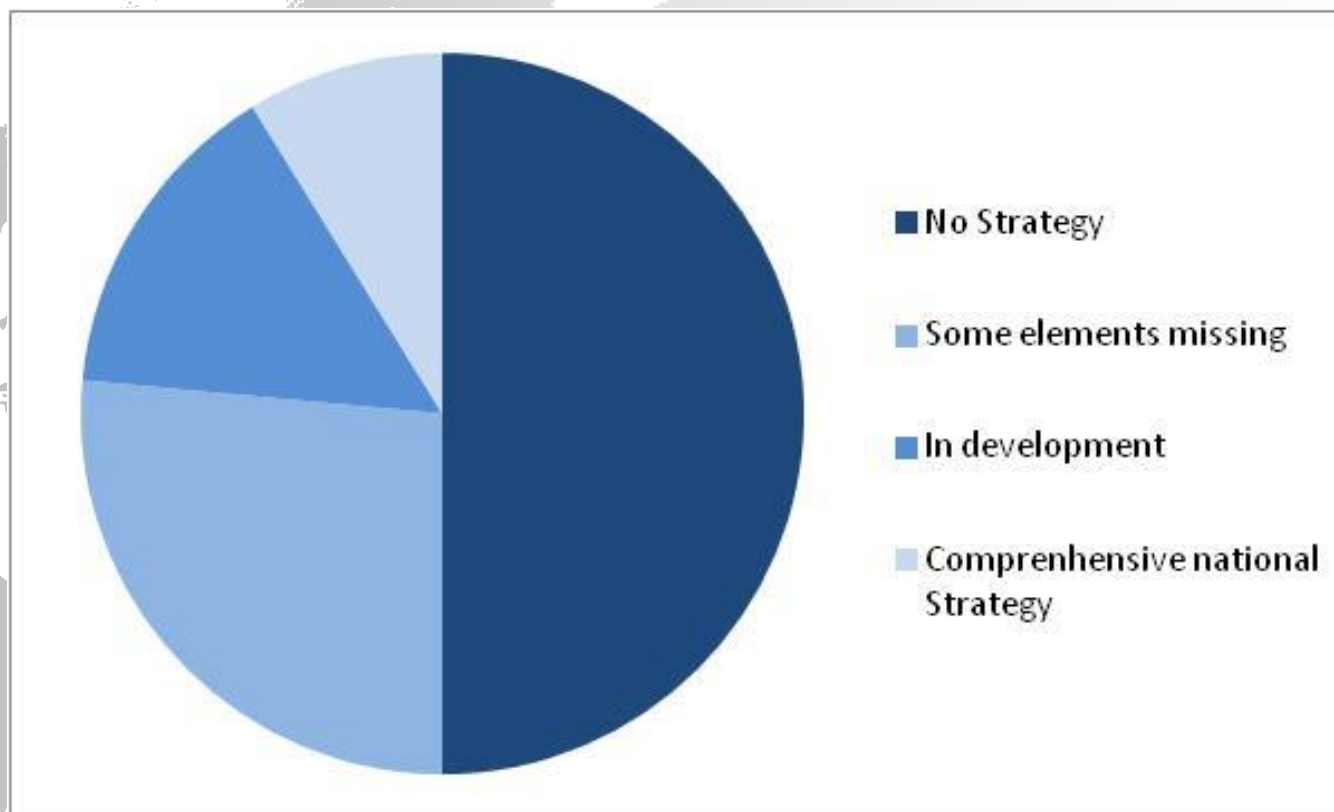
Increased

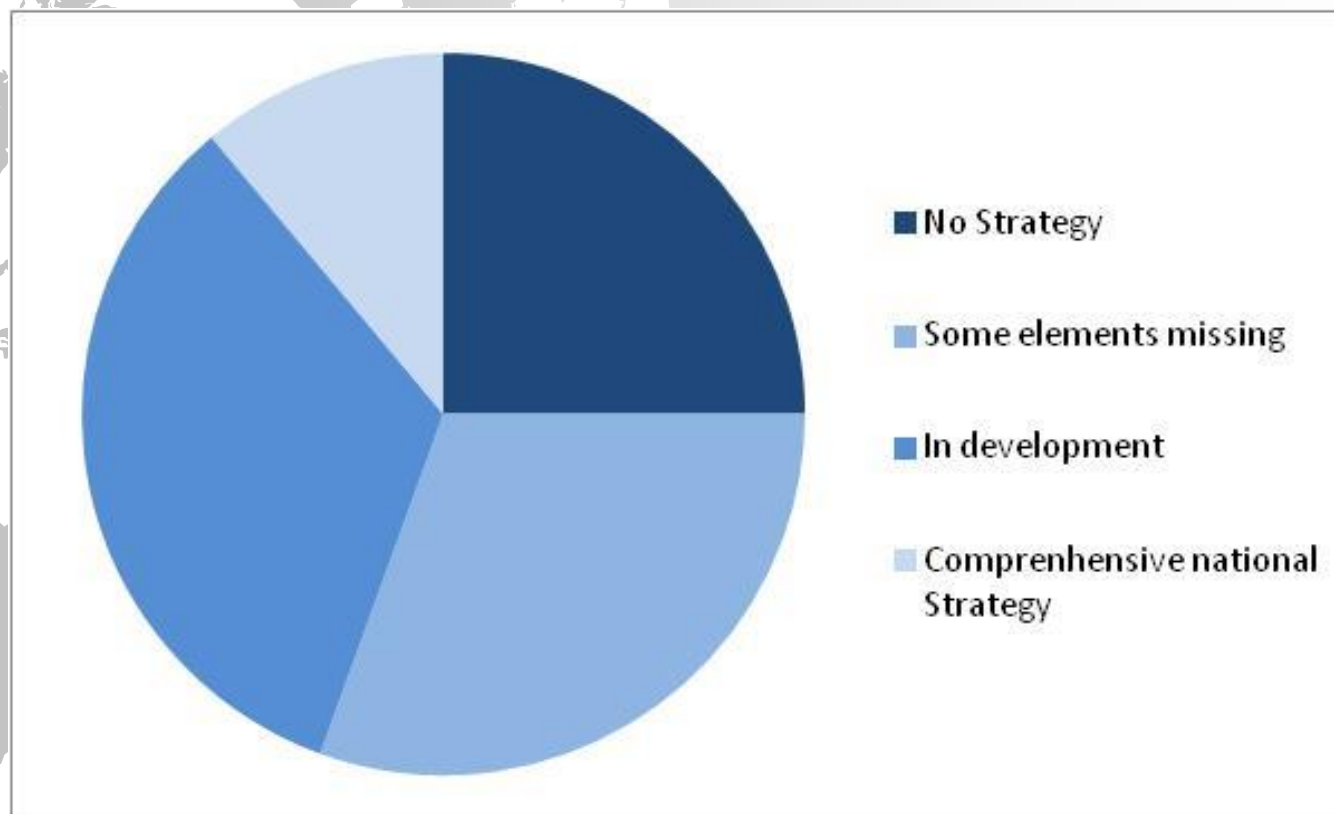## Does the country have a comprehensive national strategy for validation?   2010

Legend:
- No Strategy
- Some elements missing
- In development
- Comprehensive national Strategy

Source: 2014 European inventory on validation of non-formal and informal learning

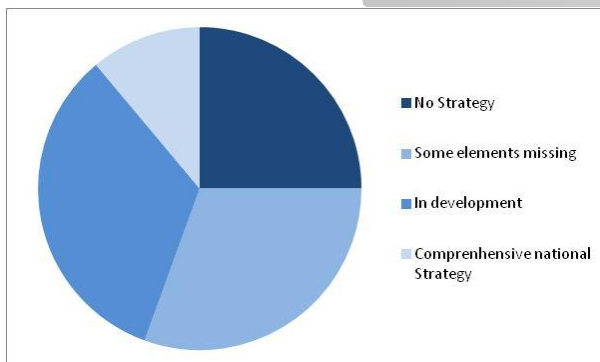# **Does the country have a comprehensive national strategy for validation?** **2014**

- No Strategy
- Some elements missing
- In development
- Comprehensive national Strategy

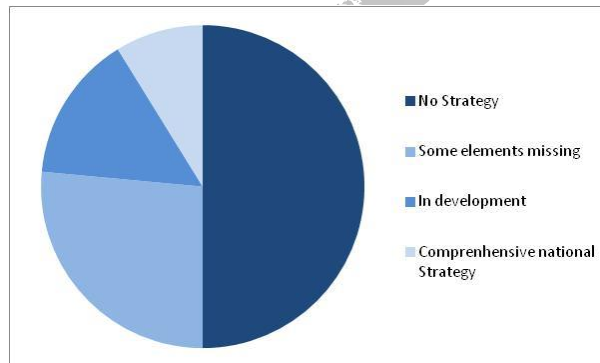Source: 2014 European inventory on validation of non-formal and informal learning

Does the country have a comprehensive national strategy for validation?

Source: 2014 European inventory on validation of non-formal and informal learning, country fiches

- Increasing number developing a comprehensive strategy or reviewing

- Few comprehensive strategies:
  - Lack of measures to promote take-up
  - Too low visibility of the process
  - Lack of integration
  - Low involvement of non-educational sectors
  - Lack of links (public, private and third sector)
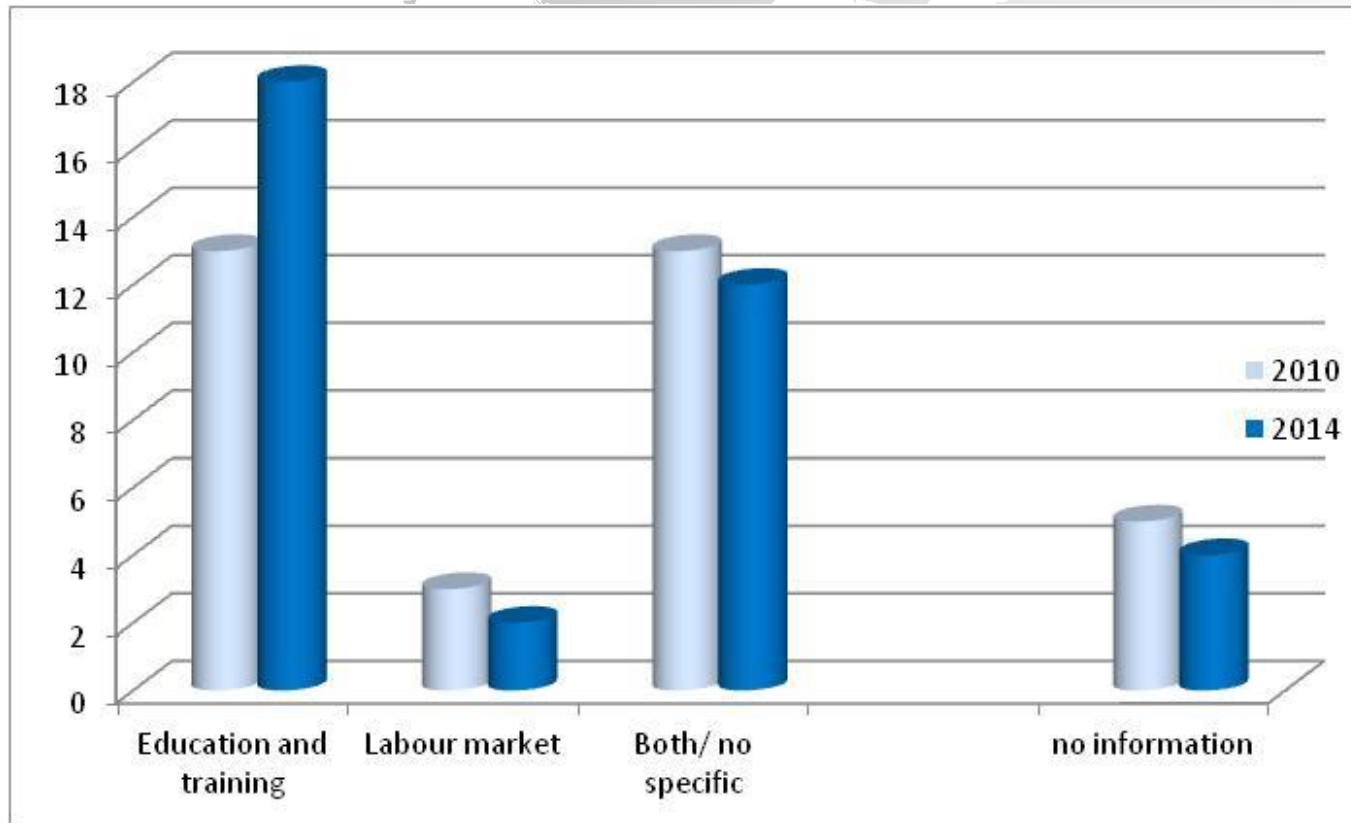 - Coexistence of different regulatory frameworks

Are there mandatory requirements for validation professionals?*
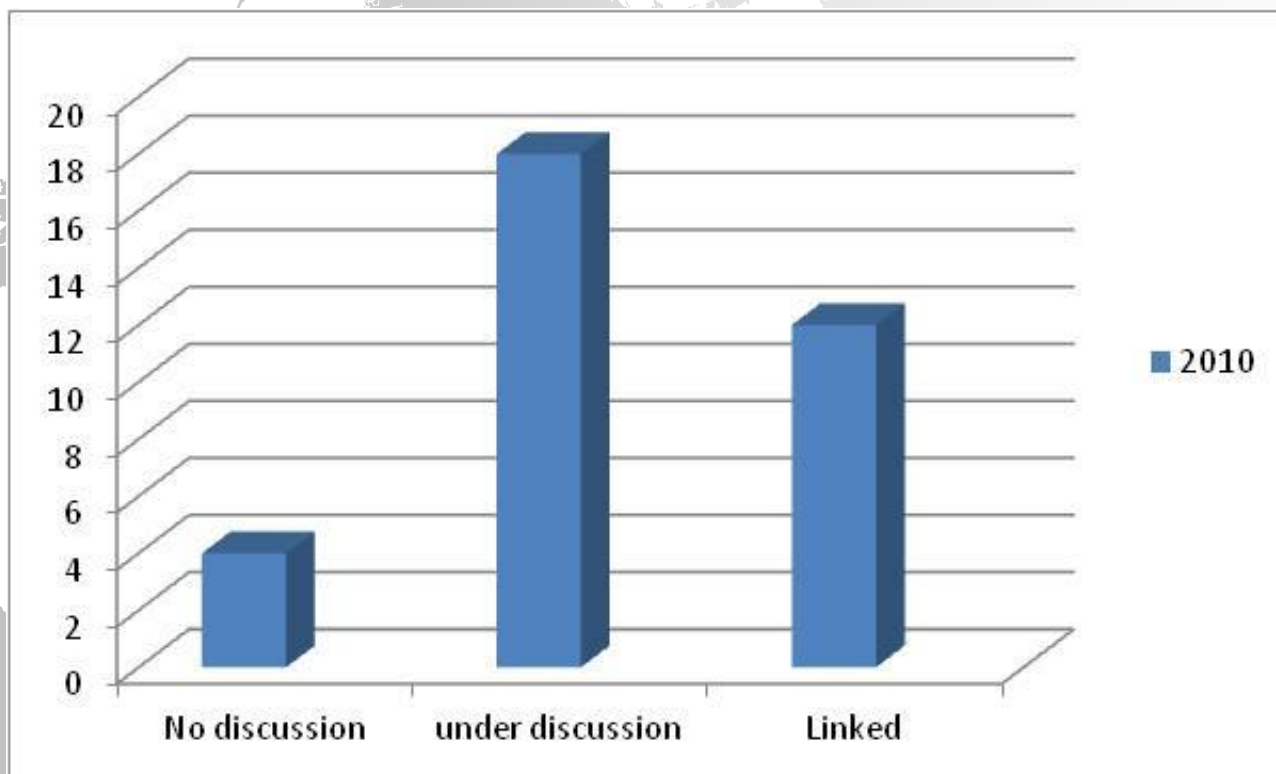
Multiple answers possible

*

Source: 2014 European inventory on validation of non-formal and informal learning
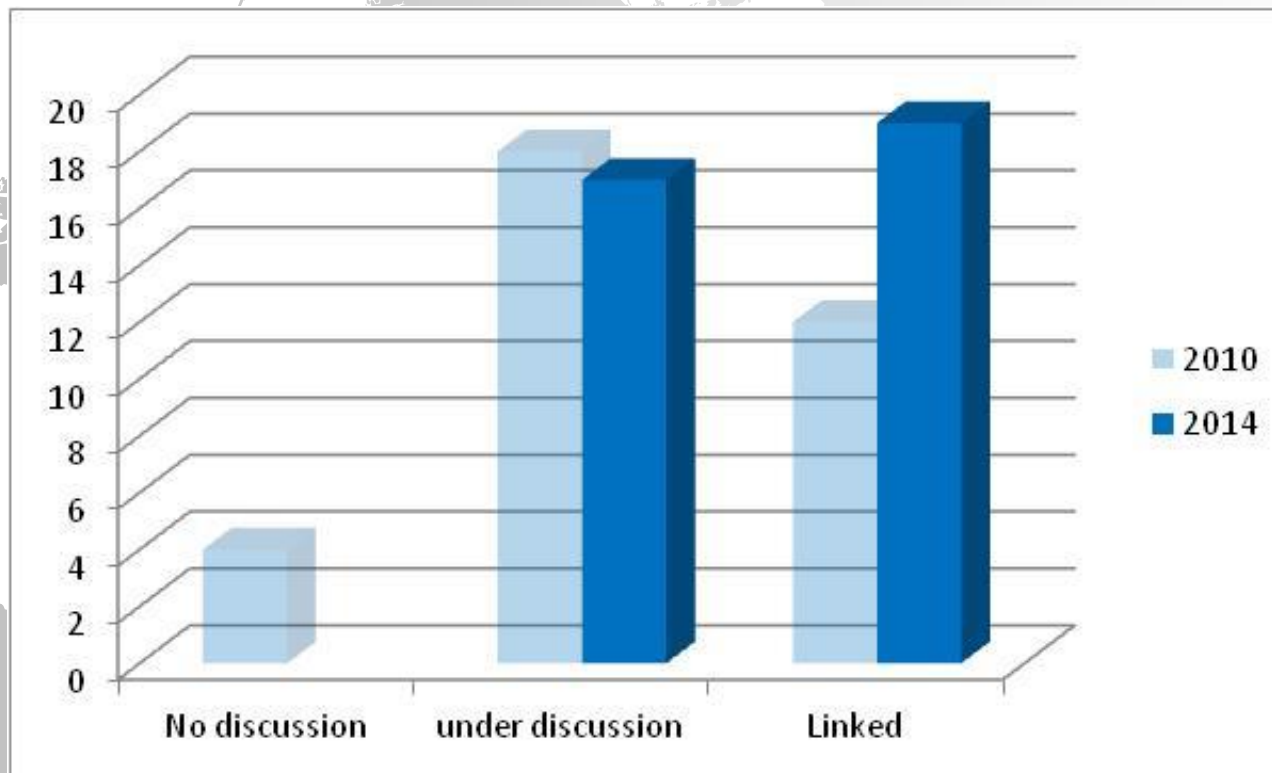
Are certain sectors given priority?
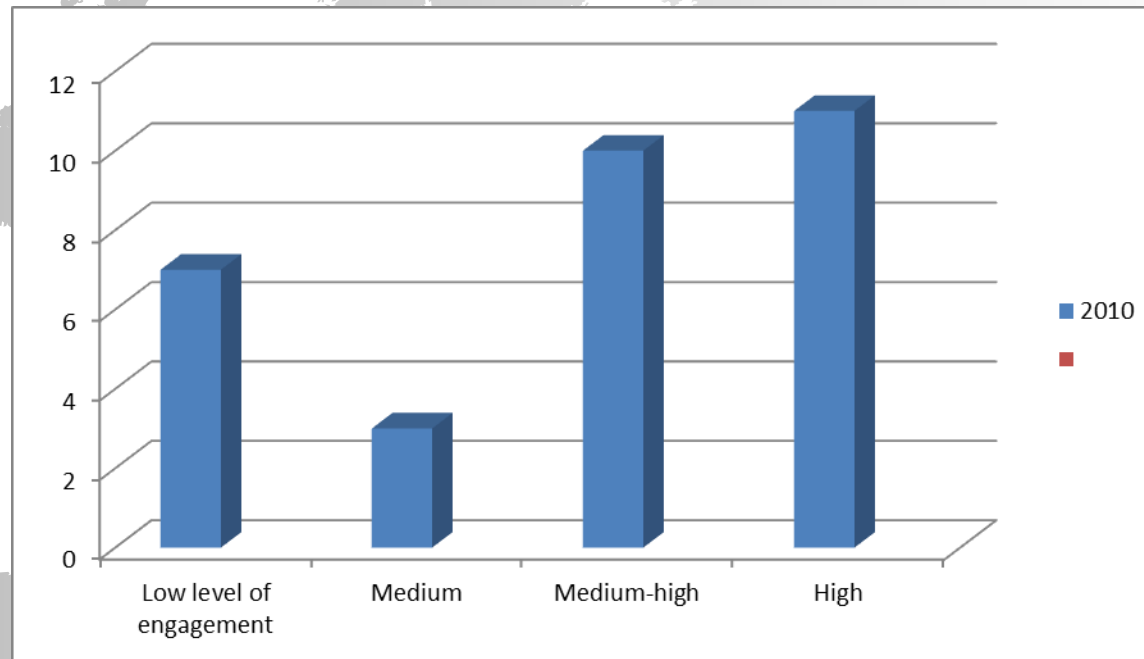

Source: 2014 European inventory on validation of non-formal and informal learning

Is validation linked to qualifications frameworks?

Source: 2014 European inventory on validation of non-formal and informal learning

European
Commission

Is validation linked to qualifications frameworks?

Source: 2014 European inventory on validation of non-formal and informal learning
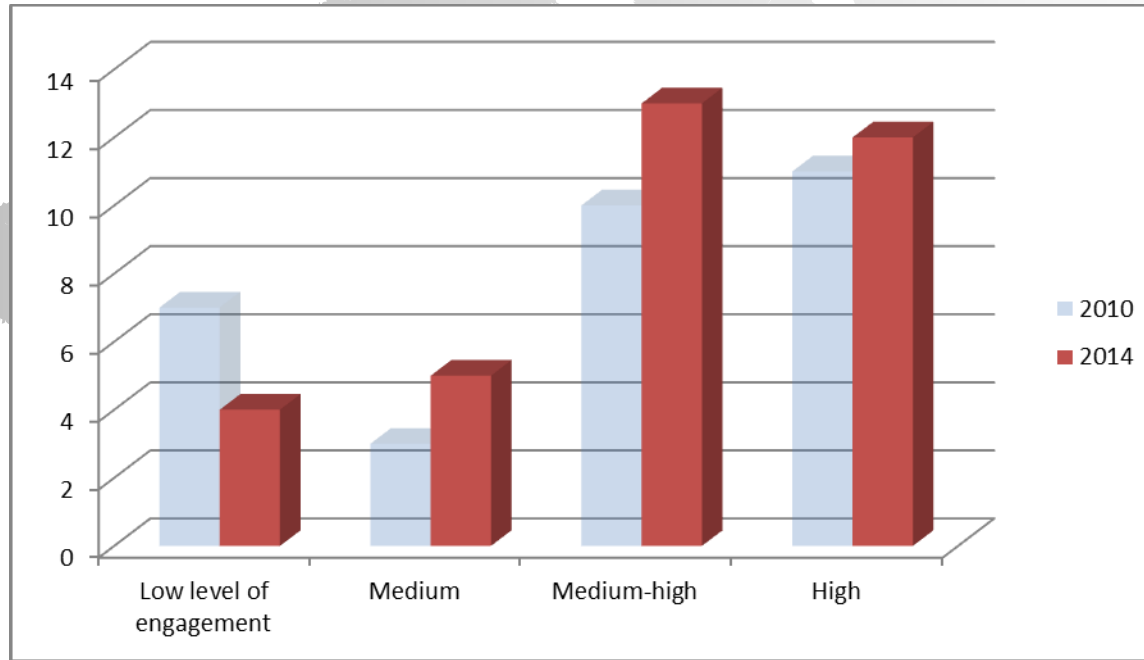
Stakeholder engagement?

Source: 2014 European inventory on validation of non-formal and informal learning

Stakeholder engagement

Source: 2014 European inventory on validation of non-formal and informal learning

In SUMMARY

➢ Increasing activity and commitment to validation
   ➢But data is still scarce
   ➢But public still unaware

➢ Big cross and within country differences
   ➢Fragmented picture
   ➢Coordination needed

➢ Education and training predominant
   ➢VET still leading
   ➢HE increasing
   ➢Private sector still limited

➢Increasing stakeholder involvement
   ➢Private involvement limited

➢Quality assurance to be further defined
   ➢Little evidence on evaluation and monitoring

➢ NQF developments relevant
   ➢Non –formal?

➢Cost and bureaucracy a barrier

European Guidelines - 2015 update

- European Guidelines for validating non-formal and informal learning were published jointly by the European Commission and Cedefop in 2009

- Guidelines will be published end 2015

10 Key questions

1. Have <u>the purpose</u> of the validation initiative been clarified?

2. How does the validation initiative respond to <u>the interests of the individual citizen</u>?

3. Have steps been taken to <u>coordinate</u> and target guidance and counselling services?

4. Are mechanisms for coordination of relevant stakeholders in place, so as to <u>avoid fragmentation</u> and ensure a coherent approach?

5. Are validation arrangements linked to <u>national qualifications frameworks</u> and how does this impact transparency and access ?
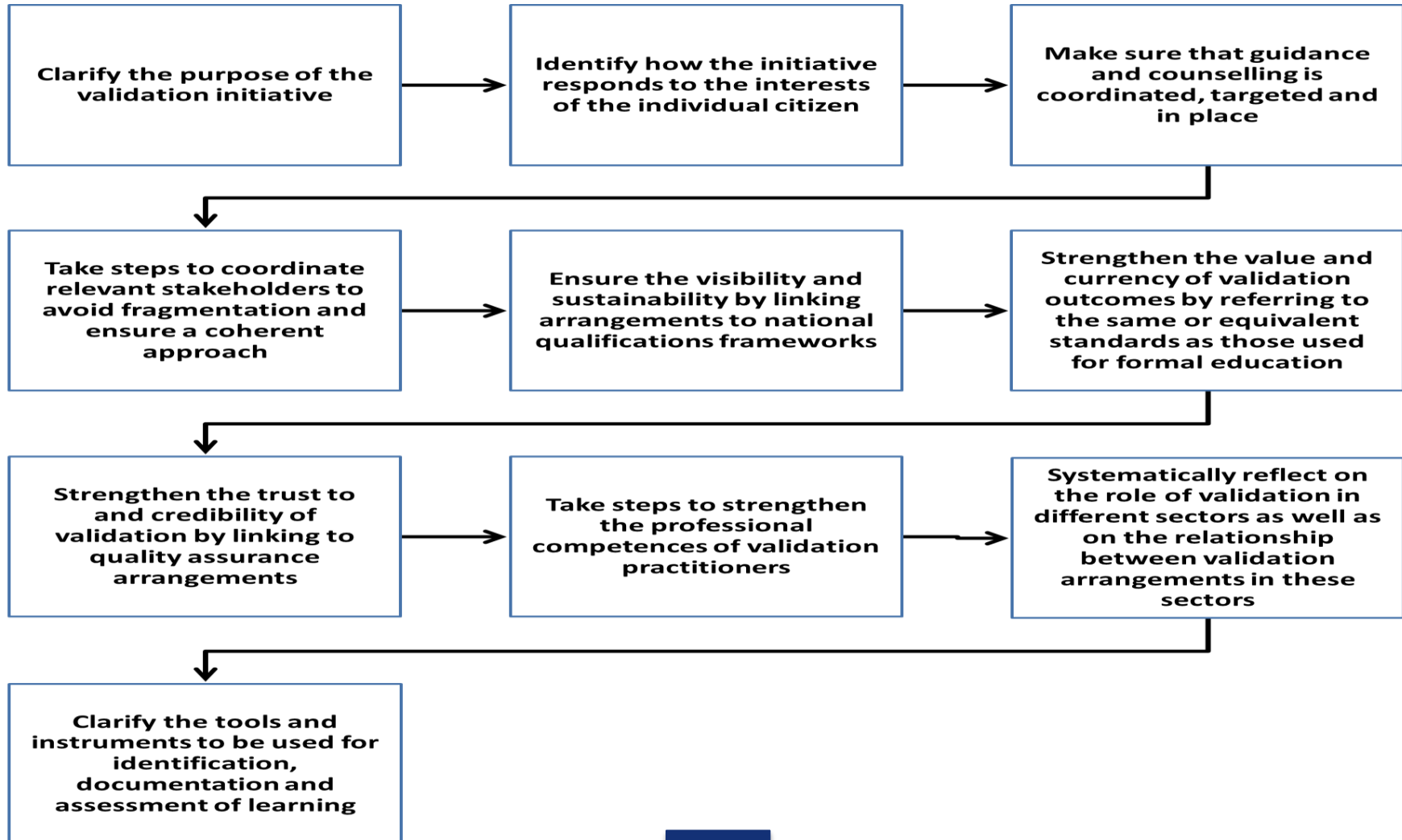
10 Key questions (cont)

6.   Are the outcomes of validation referring to the same or equivalent <u>standards</u> as those used for formal education and how does this affect its value and currency?

7.   Are validation arrangements linked to <u>quality assurance</u> arrangements and how does this influence trust and credibility?

8.   Which steps have been taken to strengthen <u>the professional competences</u> of validation practitioners?

9.   What is the role of validation in education and training systems; in relation to the labour market ; and in the voluntary sector?

10. Which <u>tools and instruments</u> can be used (and combined) for identification, documentation and assessment of learning?

10 interconnected steps

Clarify the purpose of the validation initiative	**Identify how the initiative responds to the interests of the individual citizen**	**Make sure that guidance and counselling is coordinated, targeted and in place**
Take steps to coordinate relevant stakeholders to avoid fragmentation and ensure a coherent approach	**Ensure the visibility and sustainability by linking arrangements to national qualifications frameworks**	**Strengthen the value and currency of validation outcomes by referring to the same or equivalent standards as those used for formal education**
Strengthen the trust to and credibility of validation by linking to quality assurance arrangements	**Take steps to strengthen the professional competences of validation practitioners**	**Systematically reflect on the role of validation in different sectors as well as on the relationship between validation arrangements in these sectors**
Clarify the tools and instruments to be used for identification, documentation and assessment of learning		

European Commission

Looking ahead

- **2016** – Light update of the European Inventory

- **2018** – Update of the European Inventory

- **2018** – One-off national reports. Political response to the Council Recommendation

- **2019** - Commission's report to the Council Reports on the experience gained and implications for the future, including if necessary a possible review of the Recommendation.

Skills Agenda for Europe

Preliminary ideas for discussion

Overall Goals

- Increase skills levels in Europe as a means to better lives and jobs…

- … and boost competitiveness & support fair and balanced growth reaping the full benefits of digital & technological advancements

- Policy initiative next year

Specific Objectives

- Delivering higher & labour market relevant skills by mobilising and engaging relevant stakeholders

- Improving visibility, recognition and use of available skills

- Improving understanding of skills needs and trends in the Labour Market

Context

Commission 2016 Work Programme

5 President's Report and Social triple-A for EU

European Semester

Inter-DG / cross-sectorial product

For individuals AND for the economy!

Skills for individuals

- Raise basic skills levels
- Gain LM relevant skills
- Show skills to employers

Skills for the economy

- Address skills shortages
- Link business with education
- Promote mobility

Main areas of focus
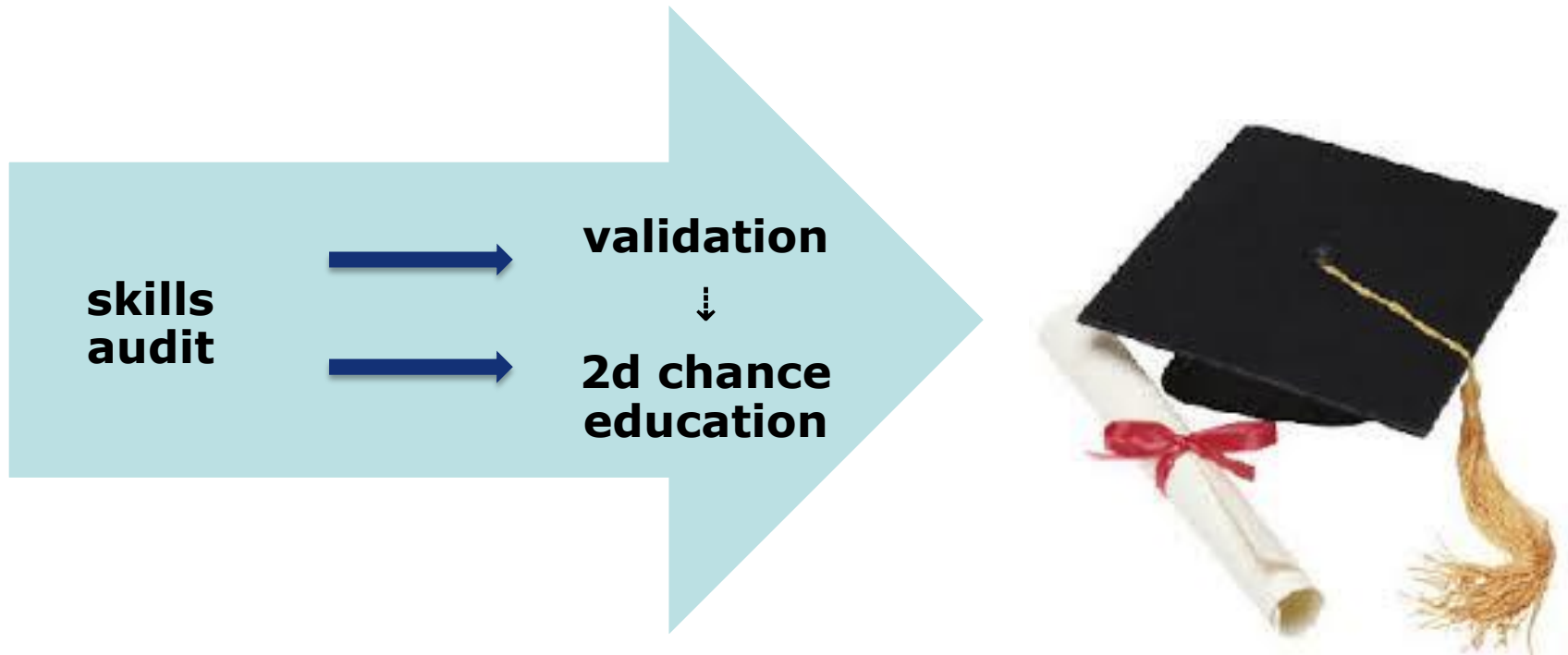
 Tackle low skills

 Boost relevance and quality of E&T
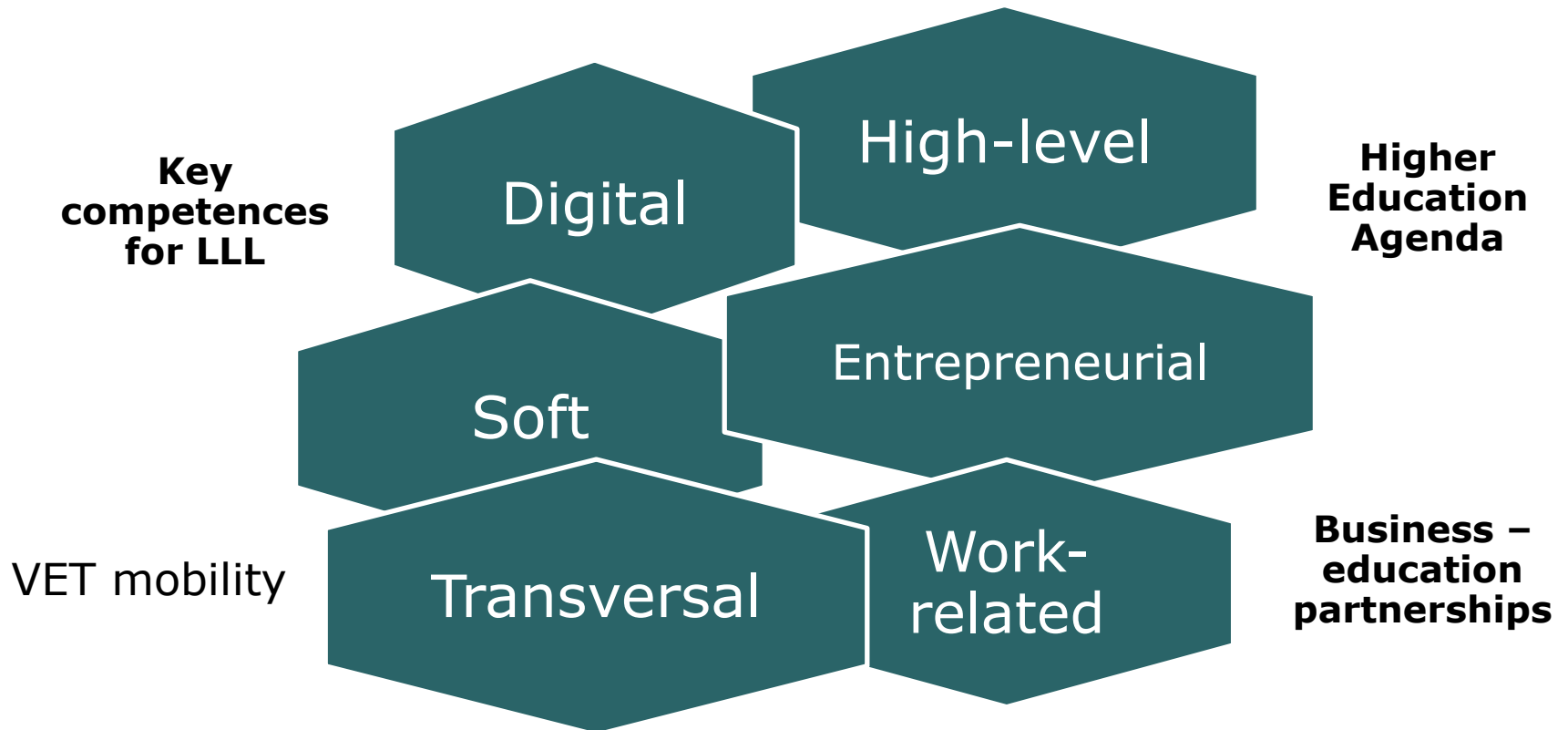
 Visibility and recognition

 Improve skills intelligence

Tackle low skills

skills audit

validation

2d chance education

Deliver more and relevant skills

Key competences for LLL

Digital

High-level

Higher Education Agenda

Soft

Entrepreneurial

VET mobility

Transversal

Work-related

Business – education partnerships

European Commission

Employment, Social Affairs and Inclusion

Boost work-based learning

More apprenticeships

- European Pact for Youth, EAfA
- Boost EIB's loans to SMEs

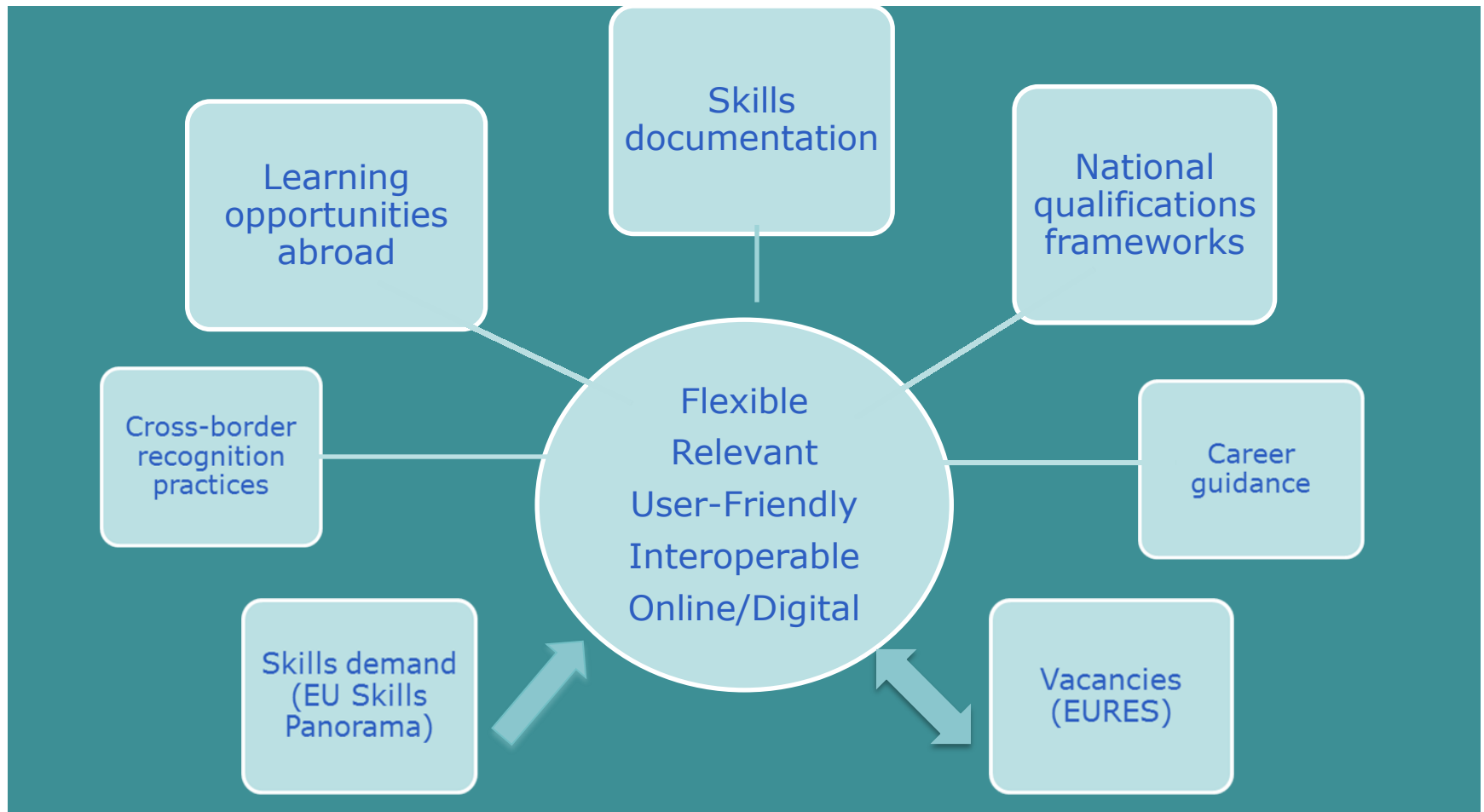## More mobility

- Reinforce funding for Erasmus+ to support mobility
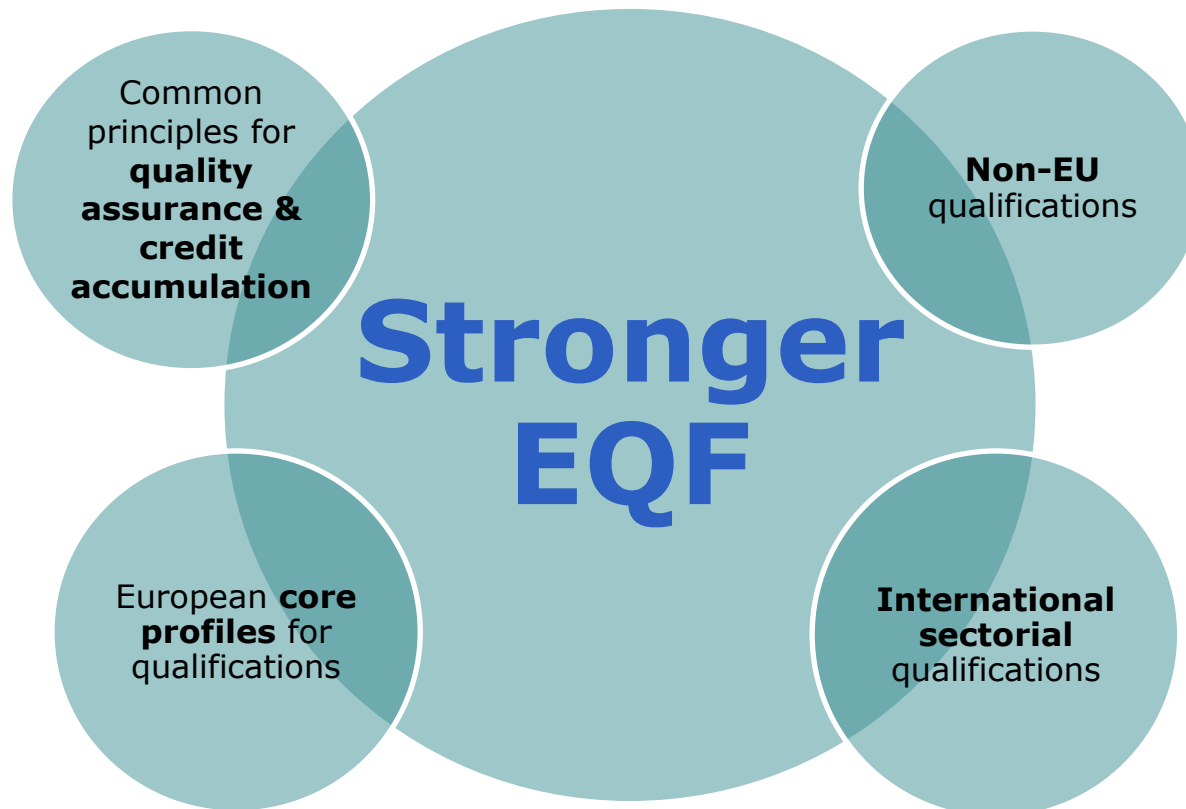
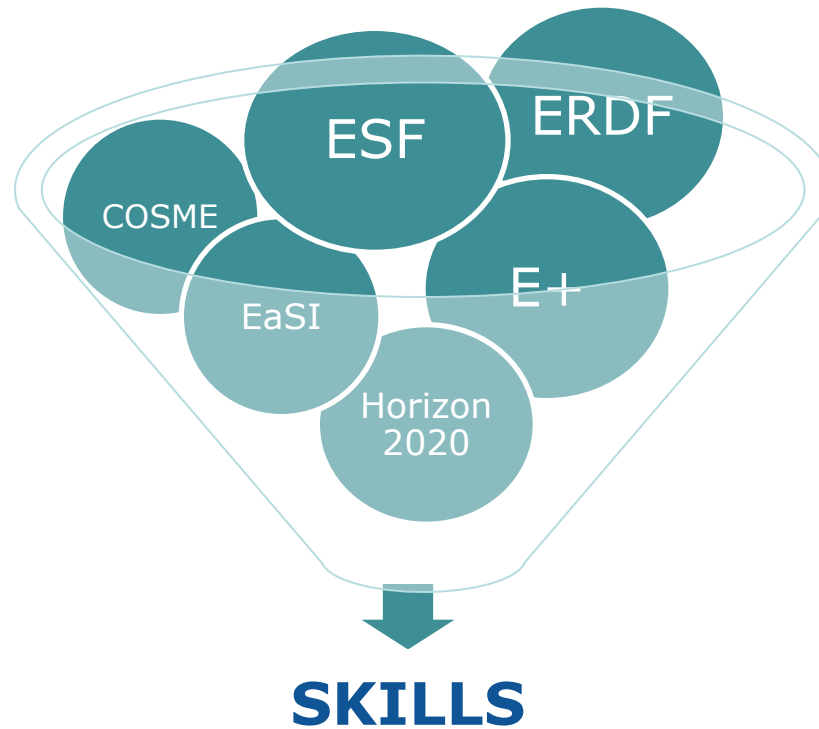# Improve services to individuals and business

Better skills intelligence

Sector Skills Alliances

Integrate anticipation tools

Thank you for your attention

DG Employment, Social Affairs and Inclusion
E2 – Skills and Qualifications