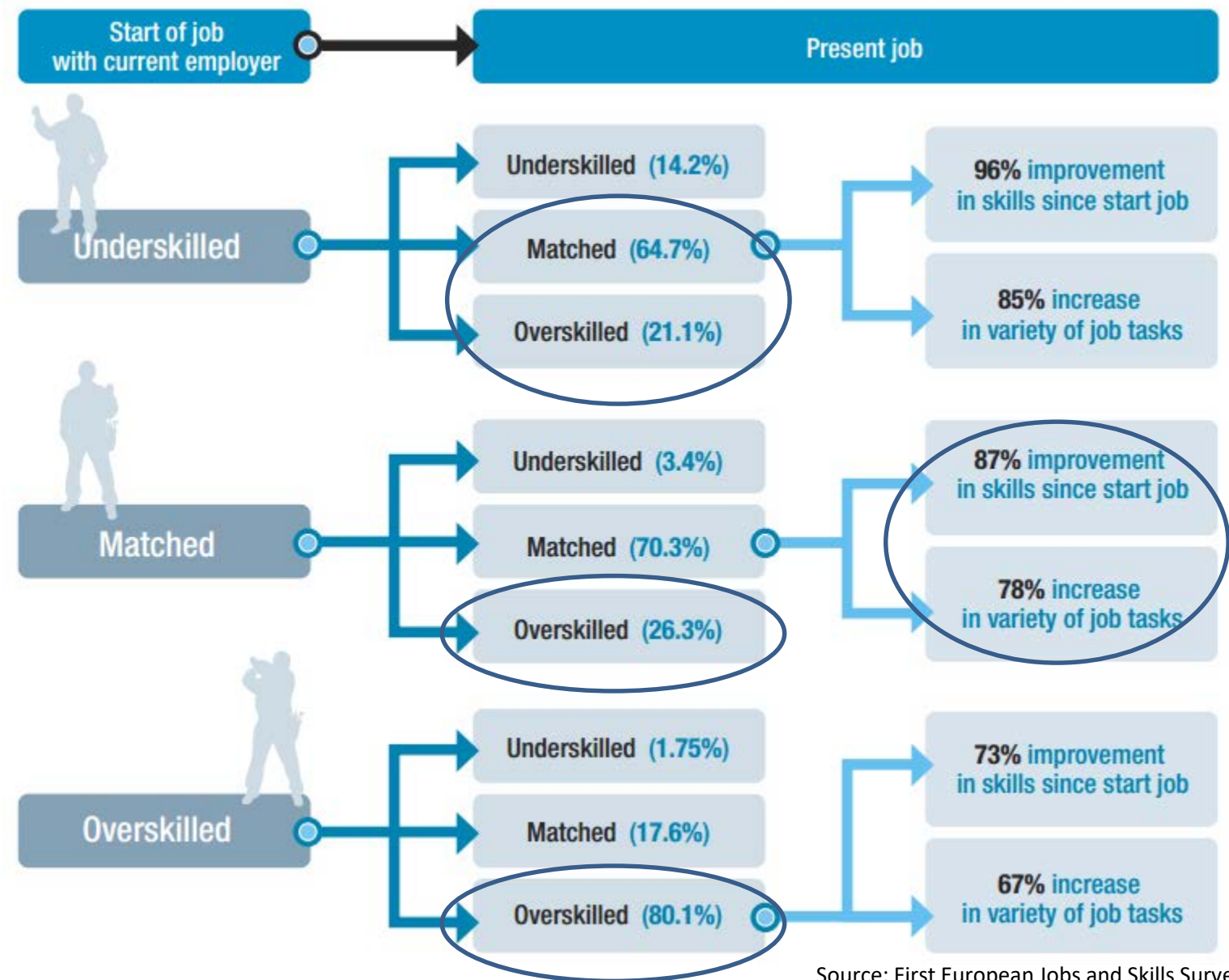


Trender och utveckling inom valideringsområdet i vår omvärld

Ernesto Villalba

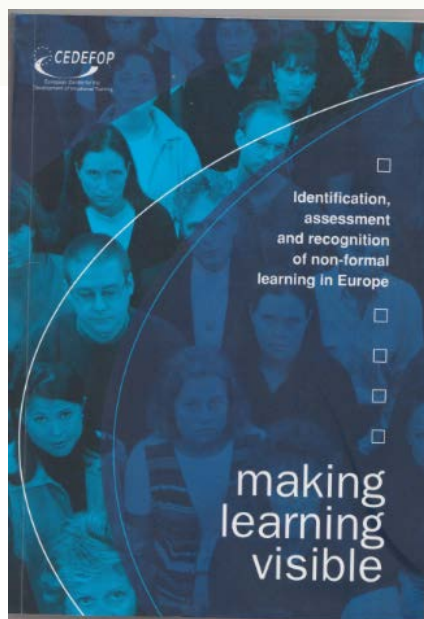
Skills mismatch



Source: First European Jobs and Skills Survey (Cedefop, 2015, p. 78)



Validation of non-formal and informal learning



Cedefop working on validation for more than 20 years

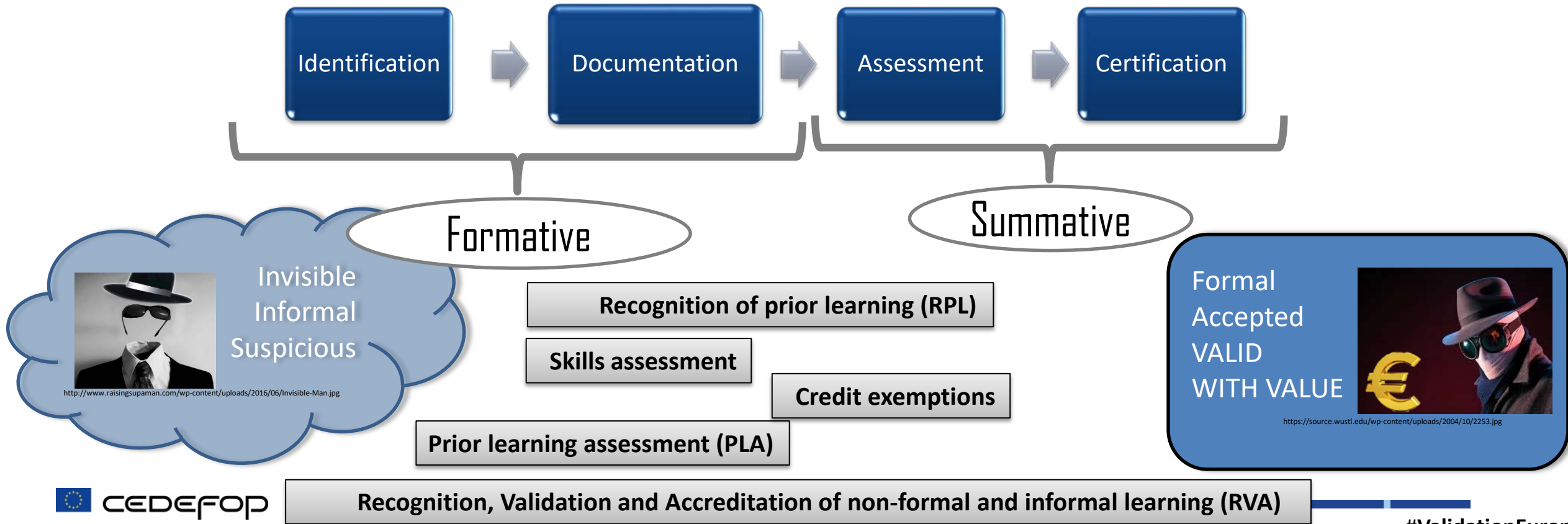


www.cedefop.europa.eu/validation



VALIDATION of non-formal and informal learning and its objectives

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



Storyline of validation in EU

1995

European Commission White Paper on Teaching and Learning

2000

Making lifelong learning a reality

2004

European Principles

2008

EQF recommendation

2009

1st edition European Guidelines

2012

Council Recommendation on validation

2015

Updated European guidelines

2016

Upskilling pathways recommendation

2017

EQF new recommendation

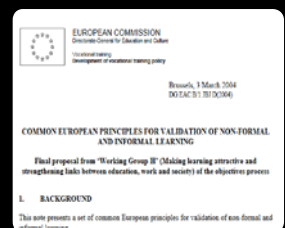
European Pillar of social rights

2020

New skills agenda

2022

New updated guidelines



2004

1st EU inventory



2005

2nd EU inventory



2008

3rd EU inventory



2010

4th EU inventory



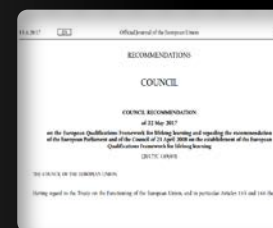
2014

5th EU inventory



2016

6th EU inventory



2018

7th EU inventory



Adapted from: Villalba, E., & Bjornavold, J. (2017), Villalba-García (2016), Villalba-Garcia, E., Souto-Otero, M., & Murphy, I. (2014)

Key Challenges for the future

Reducing complexity

Diversity of stakeholders
Diversity of sectors/contexts
Diversity of individuals and needs
Diversity of professionals and services



Valid and reliable tools

Multiplicity
Adaptable and robust



Assure agreed standards

Reference points
Learning outcomes approach
Education and Labour market oriented



Digitalization and certification

New land scape of qualifications
Use of ICT





Reducing complexity

Diversity of stakeholders



**Support measures/
Guidance, financing**



Skills pacts

The individual at the centre

User-centred

Individual Right

Ownership, privacy



**Individual Learning
Accounts**



Transportability



**Diversity of
objectives/needs**





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Valid and reliable tools

How do we assure *validity* in a context with:

- Uniqueness of learning
- Diversity of knowledge, skills and competences
- Explicit and implicit/tacit



Fit for purpose



Assure *reliability* across different systems of assessment and different purposes

Scalability and *cost* considerations

Variety
ICT tools
Self-assessment



Assure agreed standards



Learning outcomes as the building block



The role of NQFs and the potential role of EQF



Education vs. Labour market



Defining, writing and applying

Learning Outcomes

Opening frameworks to non-formal and informal learning?

Curricular design



Digitalization and certification

 Increasing diversity of providers, types of certification, duration, nature

 Block chain

 Digital credentials

Databases/registries 

Europass 

Micro-credentials 

Some concluding remarks



Strategic, integrated approach



Financing and human resources



Practitioner training

More research and data



Further readings

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- Villalba-García, E., & Bjornavold, J. (2017). Validation of non-formal and informal learning: A reality in Europe? In Cedefop, ETF, & UNESCO (Eds.), *Global Inventory on NQFs, volume 1: Thematic chapters*. (pp. 72-82). <https://www.cedefop.europa.eu/en/publications/2221>

Tack!

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4th VPLBIENNALE

MAIN THEMES

PRACTICAL INFORMATION

VPL PRIZE ▾

PHOTOS

BOOKS

Building a common ground

Validation of prior learning for integrated approaches in lifelong learning

19-20 May, Reykjavik



<https://vplbiennale.org/>



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