VALIDATION OF NON-FORMAL AND INFORMAL LEARNING (VNFIL): WHERE ARE WE? SELF-ASSESSMENT TOOL

(based on the EC recommendation principles for VNFIL – the same criteria used for VNFIL inventory produced by Cedefop)

Instructions:

Mark the appropriate coloured circle: **Green** = yes/to a significant extent; **Amber** = more or less/partially; **Red** = no/needs to be initiated

QUESTIONS	RATING	COMMENTS
Validation arrangements in place		
Country experience		
• Is there any practice of validation of prior learning and/or work experience in your country?	🔴 🟠 🟢	Examples? For which target groups / sectors?
• Are there specific demands for validation (existing or emerging demands)?	🔴 🟠 🟢	
• Is the purpose of validation clearly defined?	🔴 🟠 🟢	What is the main purpose?
Strategic framework - national or sectoral policies		
Are validation arrangements part of national strategies and/or policies for:		
• general education?	🔴 🟠 🟢	
• vocational education and training?	🔴 🟠 🟢	
• higher education?	🔴 🟠 🟢	
• adult learning?	🔴 🟠 🟢	
• employment?	🔴 🟠 🟢	
• social inclusion?	🔴 🟠 🟢	

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

QUESTIONS	RATING	COMMENTS
Legal framework		
• Are there plans to regulate validation of non-formal and informal learning by law?	🔴 🟠 🟢	
• Are there plans to regulate operational arrangements for validation in secondary legislation?	🔴 🟠 🟢	In which legislation?
Institutional elements		
• Are the institutional roles and tasks of validation clear?	🔴 🟠 🟢	
• Is there a coordination body responsible for validation?	🔴 🟠 🟢	Which body?
Bodies in charge of validation		
• Do bodies in charge of validation need an accreditation or license?	🔴 🟠 🟢	Who issues an accreditation or license?
• Is there an application procedure to become an accredited body for validation?	🔴 🟠 🟢	What type of entities can apply? Public and private?
• Are accredited bodies operational?	🔴 🟠 🟢	
VNFIL practitioners and coordinators Are there any requirements for staff involved in validation such as:		
• Coordinators?	🔴 🟠 🟢	What sort of requirements?
• Counsellors and guidance personnel?	🔴 🟠 🟢	
• Trainers- assessors?	🔴 🟠 🟢	
• External verifiers- assessors?	🔴 🟠 🟢	
Stakeholders involvement		
• Are relevant stakeholders involved in validation?	🔴 🟠 🟢	
• Are mechanisms for coordination of relevant stakeholders in place to ensure a coherent approach	🔴 🟠 🟢	

QUESTIONS	RATING			COMMENTS
Basic features of validation				
• Do you have any kind of administrative processes for validation of prior learning and /or work experience in your country?	🔴	🟠	🟢	What type of process? Who is in charge?
• Do you have any written manuals, handbooks, guidelines for validation of prior learning and /or work experience in your country?	🔴	🟠	🟢	
• Are the four stages of validation – identification, documentation, assessment and certification – taken into account in your country, as per the European Guidelines on Validation?	🔴	🟠	🟢	Which stages?
• Are procedures and tools in place for these four stages of validation stage?	🔴	🟠	🟢	For which stages?
• Do you consider that validation processes are reliable and valid in your country?	🔴	🟠	🟢	Explain why
Rights of candidates for validation				
• Do you consider that confidentiality of information about candidates is guaranteed in validation processes?	🔴	🟠	🟢	
• Do you consider that ethical standards are applied in validation (such as fair, impartial and transparent procedures)?	🔴	🟠	🟢	Explain why
Awareness raising				
Do you consider that promotion of validation arrangements is effective for:				
• Individual candidates?	🔴	🟠	🟢	
• Employers?	🔴	🟠	🟢	
• Other relevant stakeholders?	🔴	🟠	🟢	

For reflection
• Which are the relevant stakeholders at different levels for validation? How are they involved?
• To what extent validation practices in education and training systems take into account competence assessment in companies and validation initiatives in the voluntary sector?

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

QUESTIONS	RATING	COMMENTS
Information, Advice and Guidance on benefits, opportunities and procedures for validation		
• Are there any career guidance and counselling services that provide information and advice on validation?	🔴 🟠 🟢	
• Do candidates receive information about the validation procedures and tools?	🔴 🟠 🟢	
• Are information, advice and guidance services locally available (where potential candidates live, study and work)?	🔴 🟠 🟢	
• Is there any guidance and counselling services for certified candidates towards job opportunities, further education and training possibilities, etc.?	🔴 🟠 🟢	
For reflection		
• What are the main benefits and opportunities of developing validation arrangements in your country?		
• How can we attract more candidates to the validation processes?		
• How can existing career guidance and counselling services network be improved to address all potential target groups for validation?		
Links to NQF and in line with EQF		
VNFIL arrangements seen as an integrated part of the NQS		
• Are validation arrangements seen as an equal route to access qualifications?	🔴 🟠 🟢	
• Can existing national qualifications be acquired through validation?	🔴 🟠 🟢	Which qualifications?
Relationship between validation and NQF		
• Are validation arrangements linked to the National Qualifications Framework?	🔴 🟠 🟢	How?
• Are certificates issued after a validation process included into the NQF?	🔴 🟠 🟢	

QUESTIONS	RATING	COMMENTS
Progression between all types and levels of qualifications in the NQF		
• Is validation used to support progression between all types and levels of qualifications in the NQF?	🟢 🟠 🔴	
For reflection • How does the fact of validation being linked to the Qualifications Framework impact the transparency and access of those processes?		
Compliance with agreed standards		
• Is the validation process based on learning outcomes?	🟢 🟠 🔴	
• Do the learning outcomes of validation refer to the same or equivalent standards as those used for formal education and training?	🟢 🟠 🔴	
For reflection • What are the implications for validation if the standards used are not based on learning outcomes? • How does it affect the implementation and reliability of such processes?		
Quality assurance measures		
• Do you have quality assurance measures for validation?	🟢 🟠 🔴	What kind of measures?
• Is validation part of a quality strategy?	🟢 🟠 🔴	
• Do you distinguish between internal and external quality assurance procedures for validation?	🟢 🟠 🔴	How?
• Is there a monitoring and feedback system for validation?	🟢 🟠 🔴	
For reflection • How does quality assurance mechanisms in validation influence trust and credibility? • How is the credibility of the authority/awarding body assured? • Who participated in the defining the quality strategy for validation? And who are involved, at different levels, in implementing this quality strategy?		

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

QUESTIONS	RATING	COMMENTS
Development of competences of validation practitioners		
• Do validation practitioners have opportunities for professional development?	🔴 🟠 🟢	What steps have been taken for professional development of validation practitioners?
• Is there a strategy in place for the professional development of validation practitioners?	🔴 🟠 🟢	
For reflection • Can a community of practice for validation professionals be developed, supporting networking and professional developments?		
Synergies between validation and credit systems (ECTS and ECVET)		
• Is there any credit system adopted?		
• Is there a link established between validation and credit transfer and accumulation arrangements?		
For reflection • How do credit transfers work and are linked to the validation arrangements?		
Disadvantaged groups		
• Do you have any specific validation arrangements for vulnerable groups (people with disabilities, refugees and asylum-seekers, long-term unemployed)?	🔴 🟠 🟢	What sort of special arrangements?
• Do you have any specific validation arrangement concerning migrants and displaced people in place?	🔴 🟠 🟢	
For reflection • How do we foresee the use of validation on the specific case of migrants (pre-departure or post-arrival situations) as enablers of mobility pathways?		

QUESTIONS	RATING	COMMENTS
VNFIL outcomes for the candidates (job opportunities and career progression, further education, etc.)		
• Do validation bodies cooperate with public employment services or other career and guidance services for future job placement of certified candidates?	🔴 🟠 🟢	
• Are social partners involved in the final assessment sessions of the candidates?	🔴 🟠 🟢	
For reflection • To what extent can the outcomes of validation (documents, portfolios, certificates, etc.) be used into further education, job opportunities?		

PRIORITIES AND ROADMAP

KEY PRIORITIES

KEY PRIORITIES	
1	
2	
3	
4	
5	

ROADMAP – BURNING ISSUES

	WHAT	WHEN	WHO	FUNDS
1				
2				
3				
4				
5				

COMMENTS