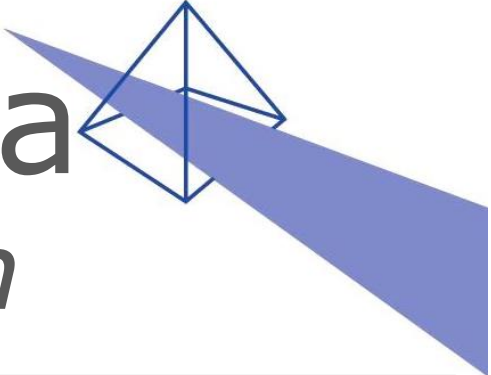


Ana Carla Pereira

European Commission



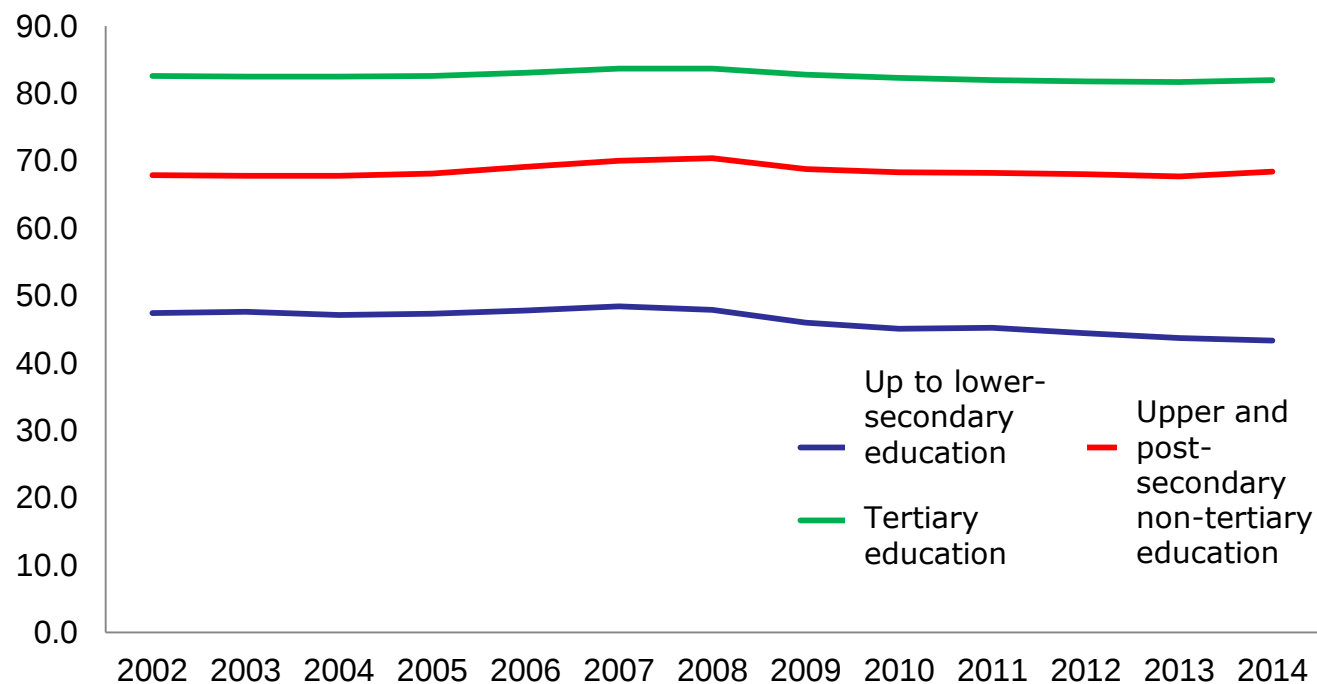
Political context for validation

Setting the scene

Some data



Employment rates by qualification level, EU-28



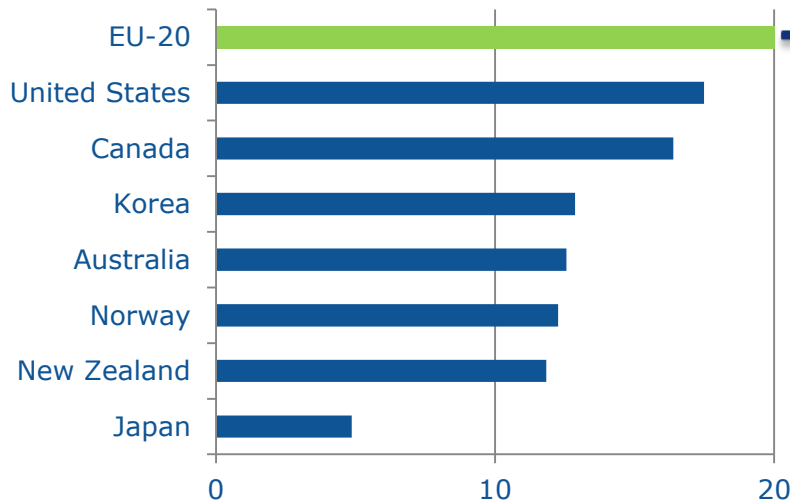
Source: EUROSTAT

Some data : Low skilled

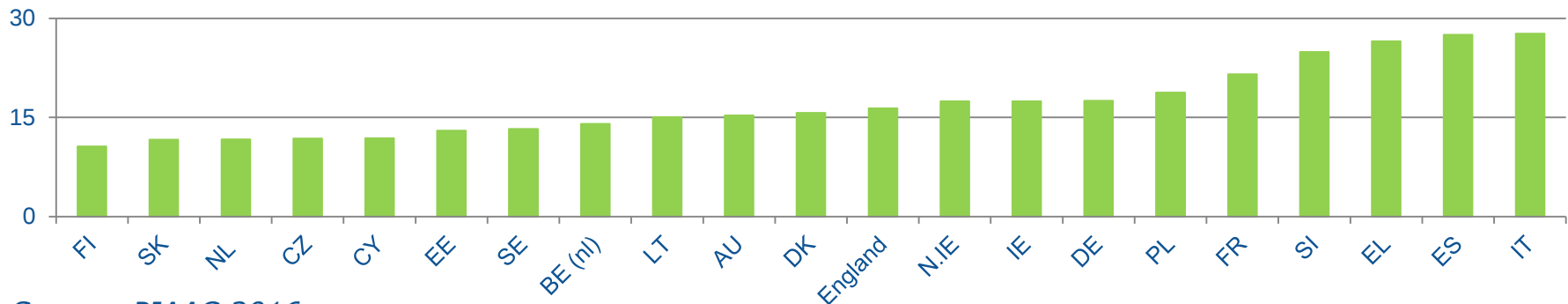
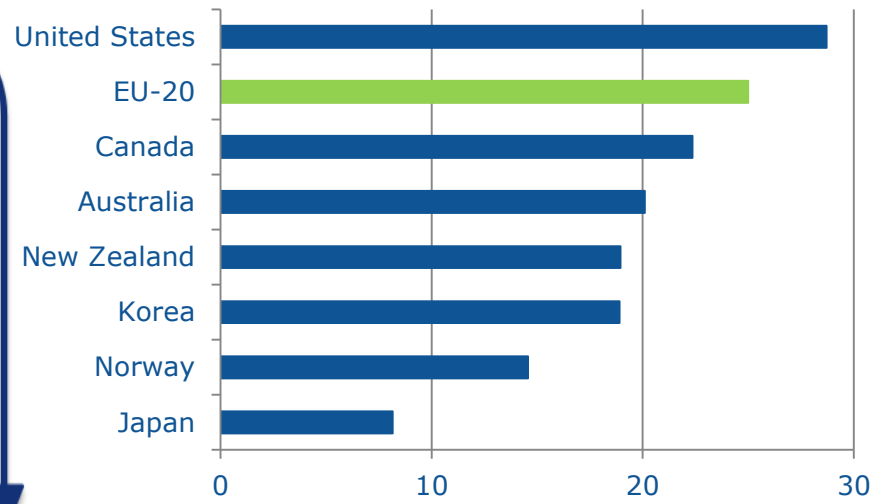


Europe vis-à-vis its competitors

Low literacy skills



Low numeracy skills

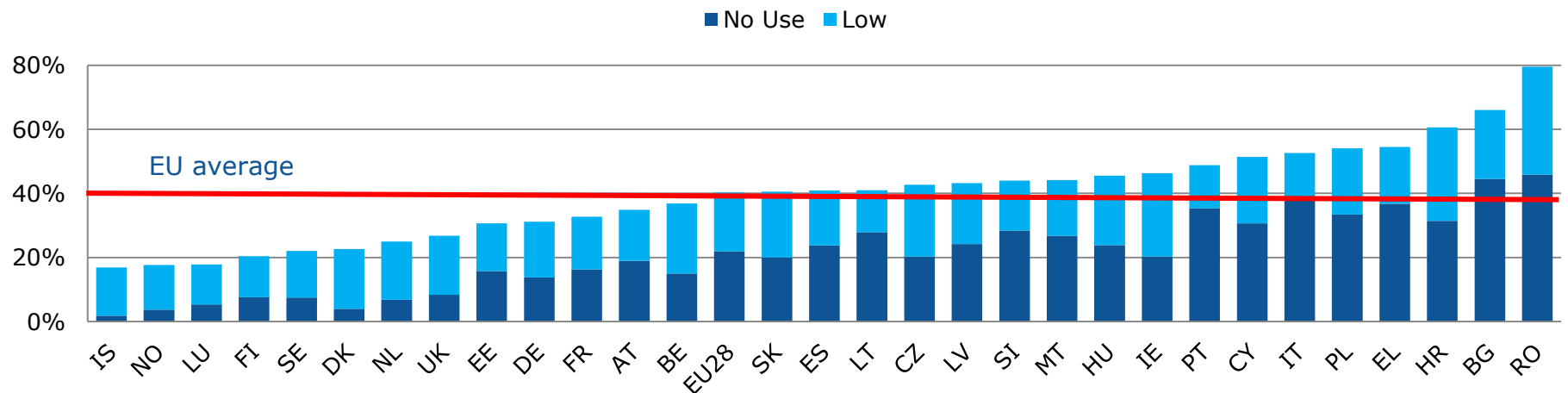
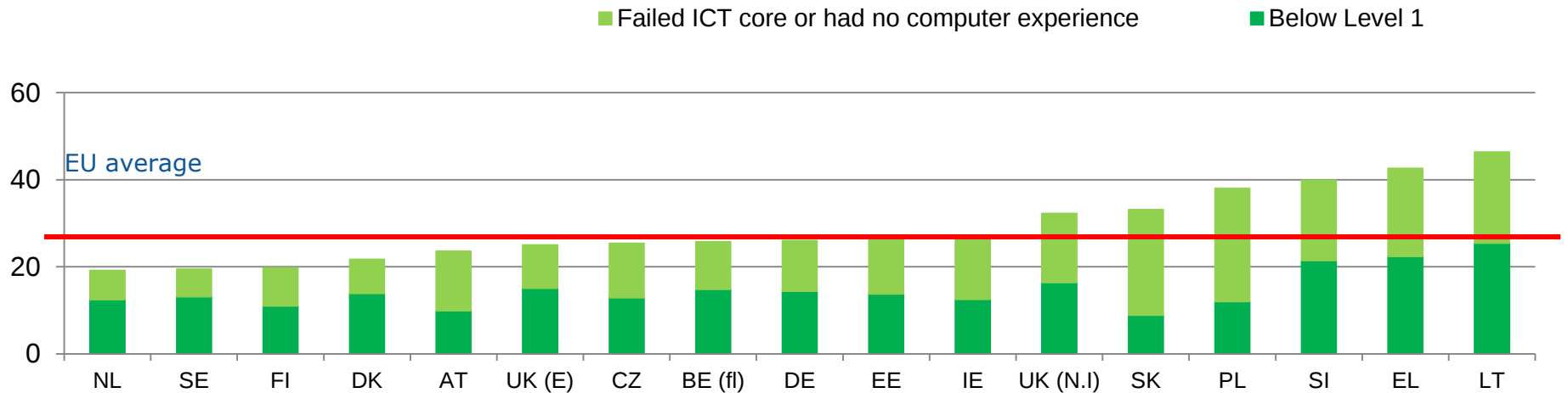


Source: PIAAC 2016

Some data : Low skilled



Low digital skills

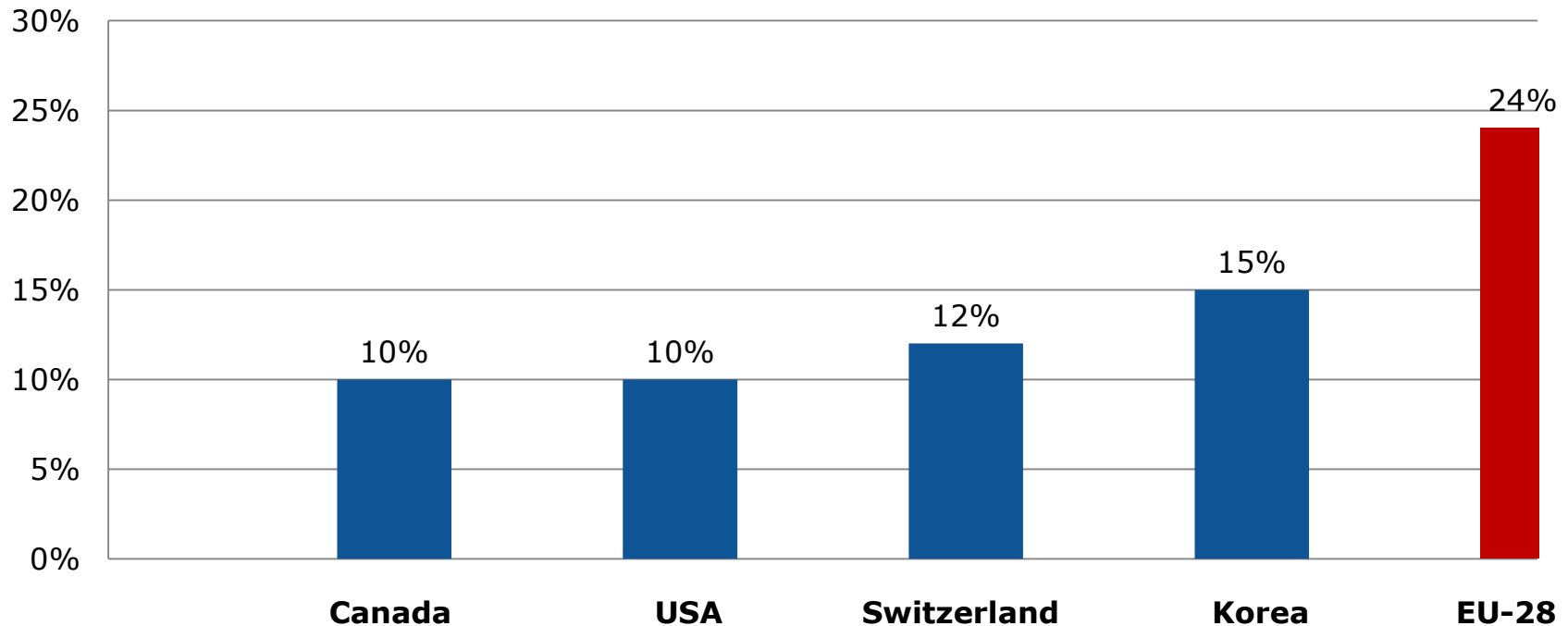




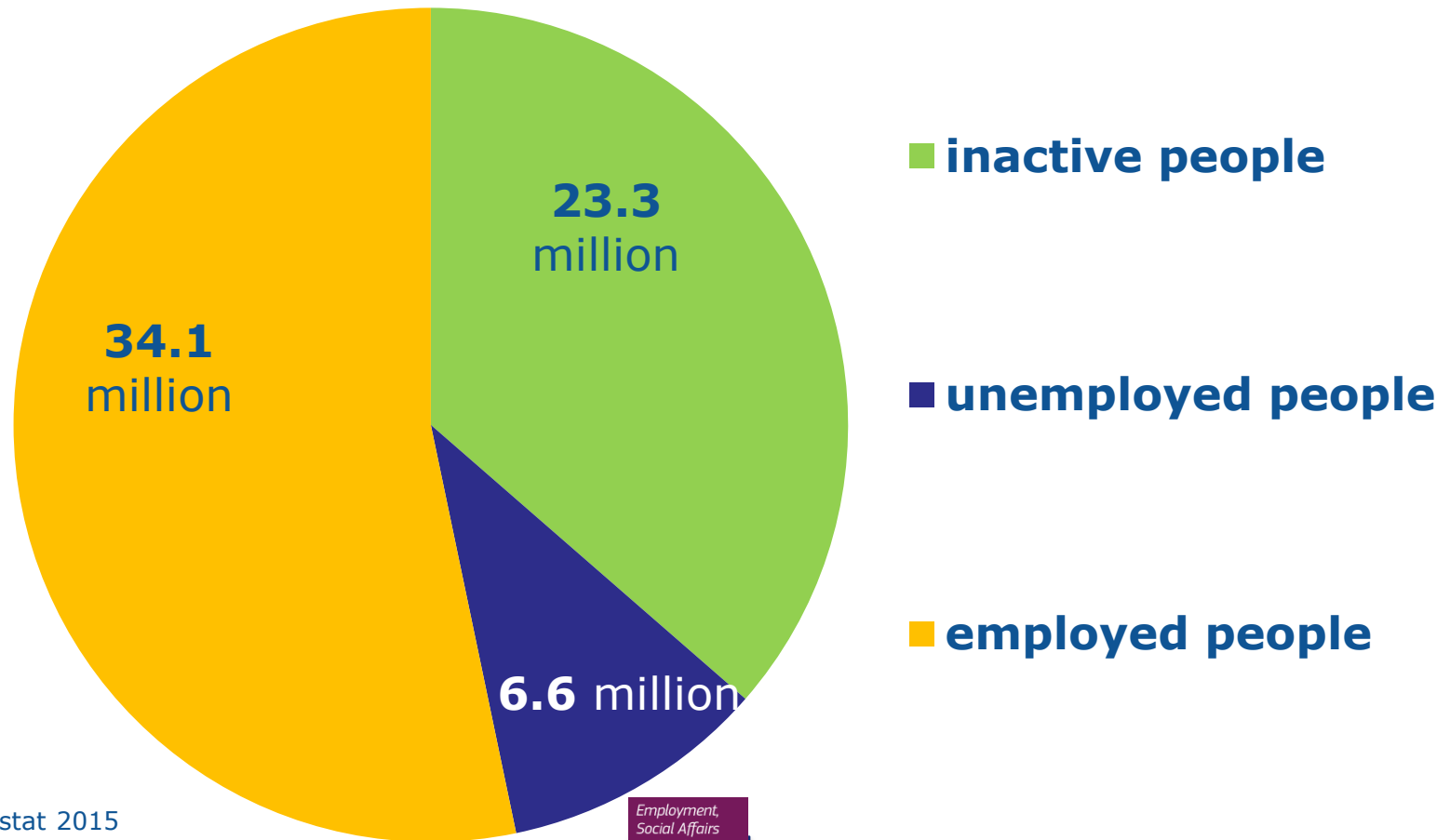
What about qualifications?

more than **65 million European adults** without upper secondary education

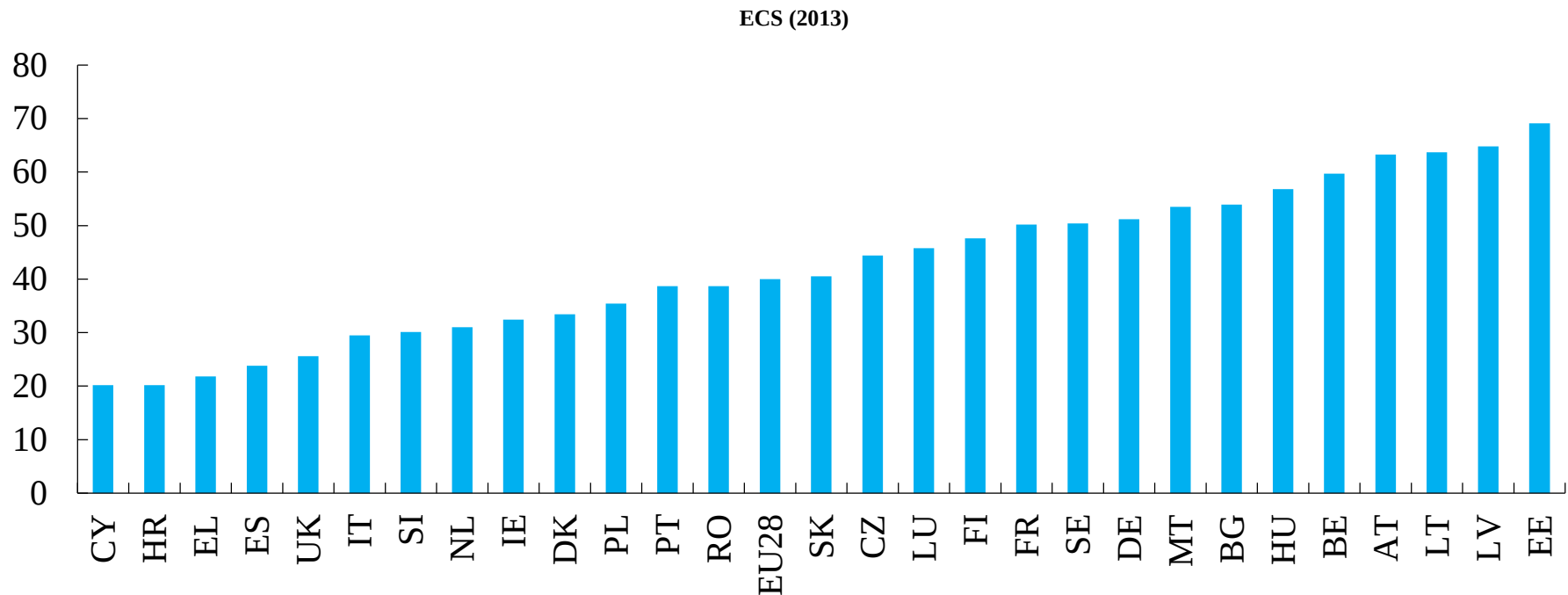
Percentage of adults without upper secondary education
(lower secondary is the highest acquired educational attainment level)



64 million low-qualified adults

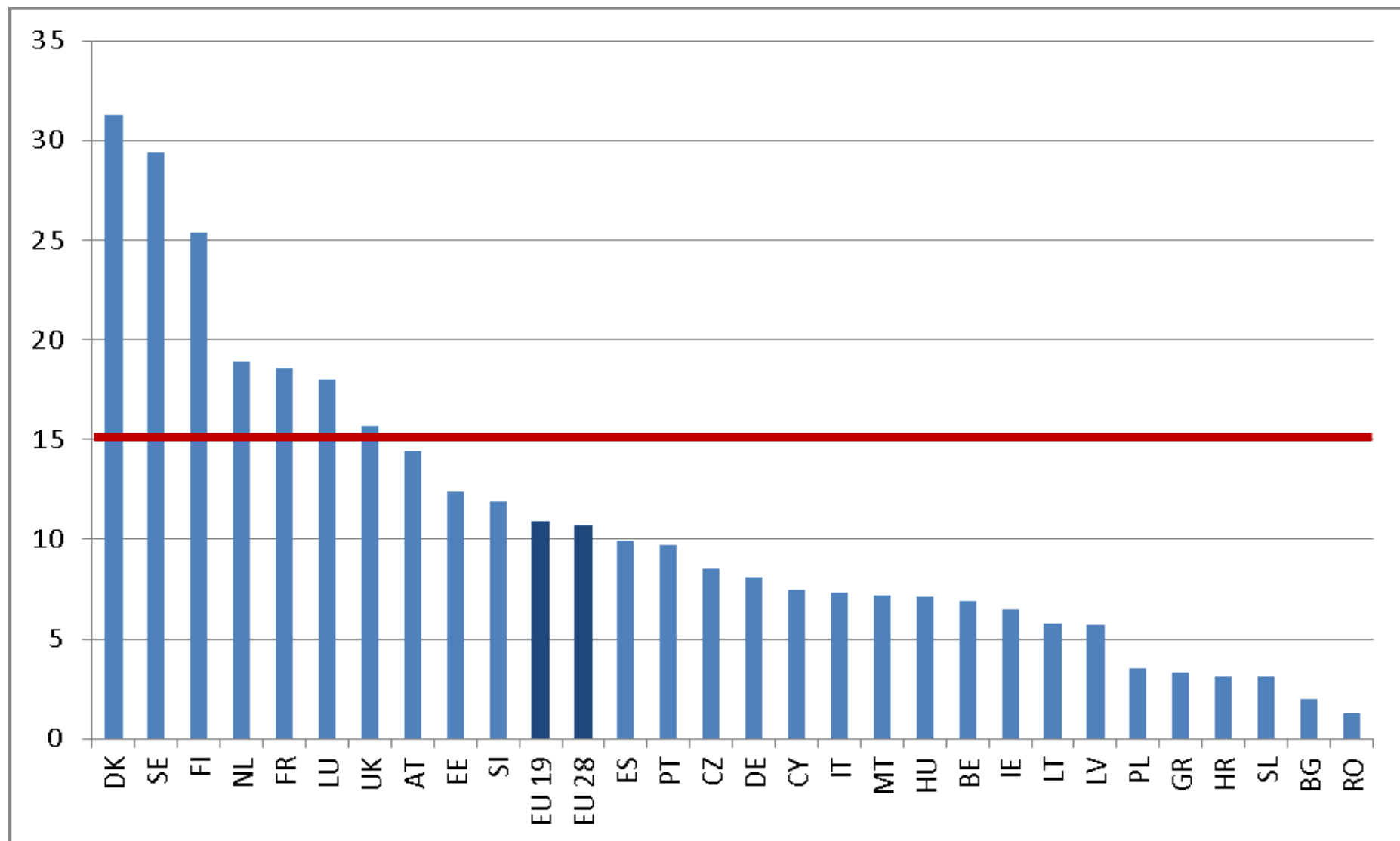


% employers reporting difficulties in finding employees with the right skills



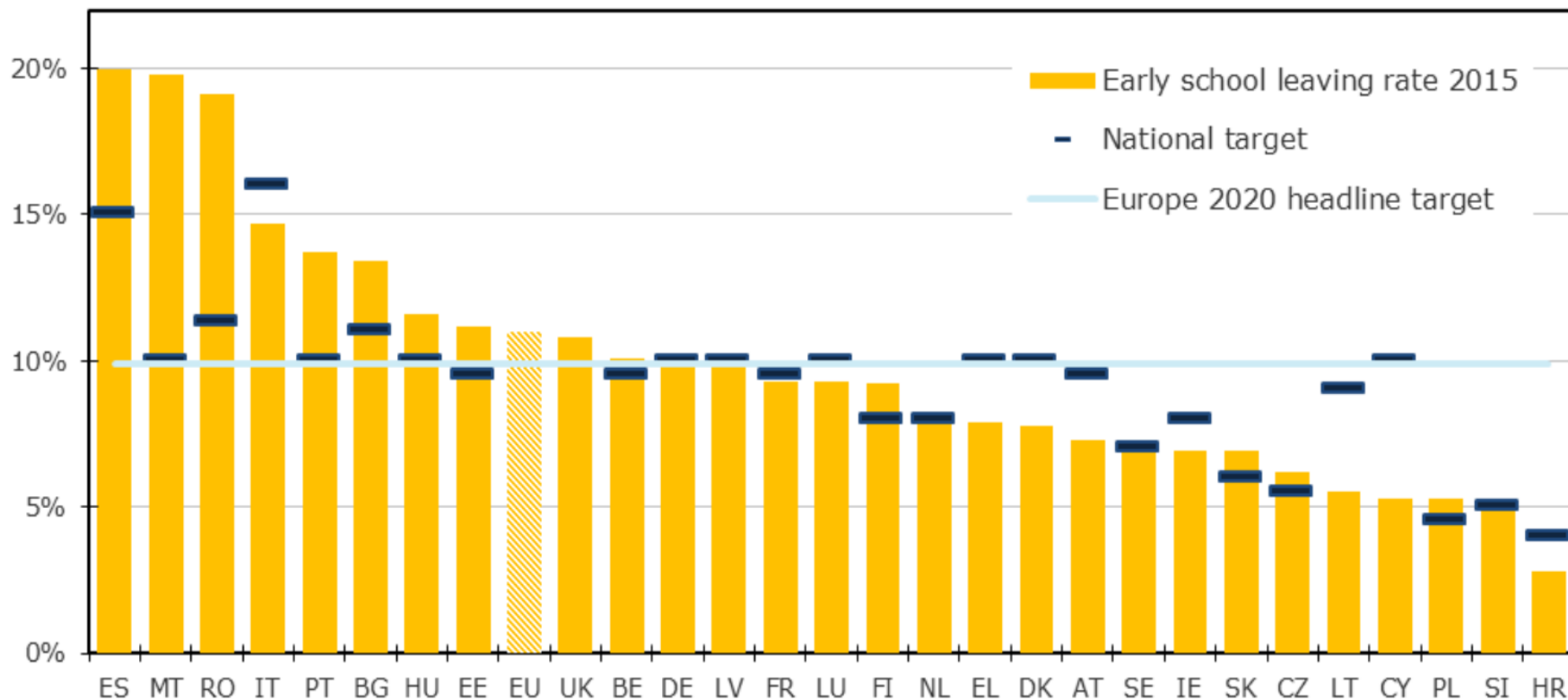
European Company Survey

Participation in lifelong learning (population aged 25-64, %, 2015)

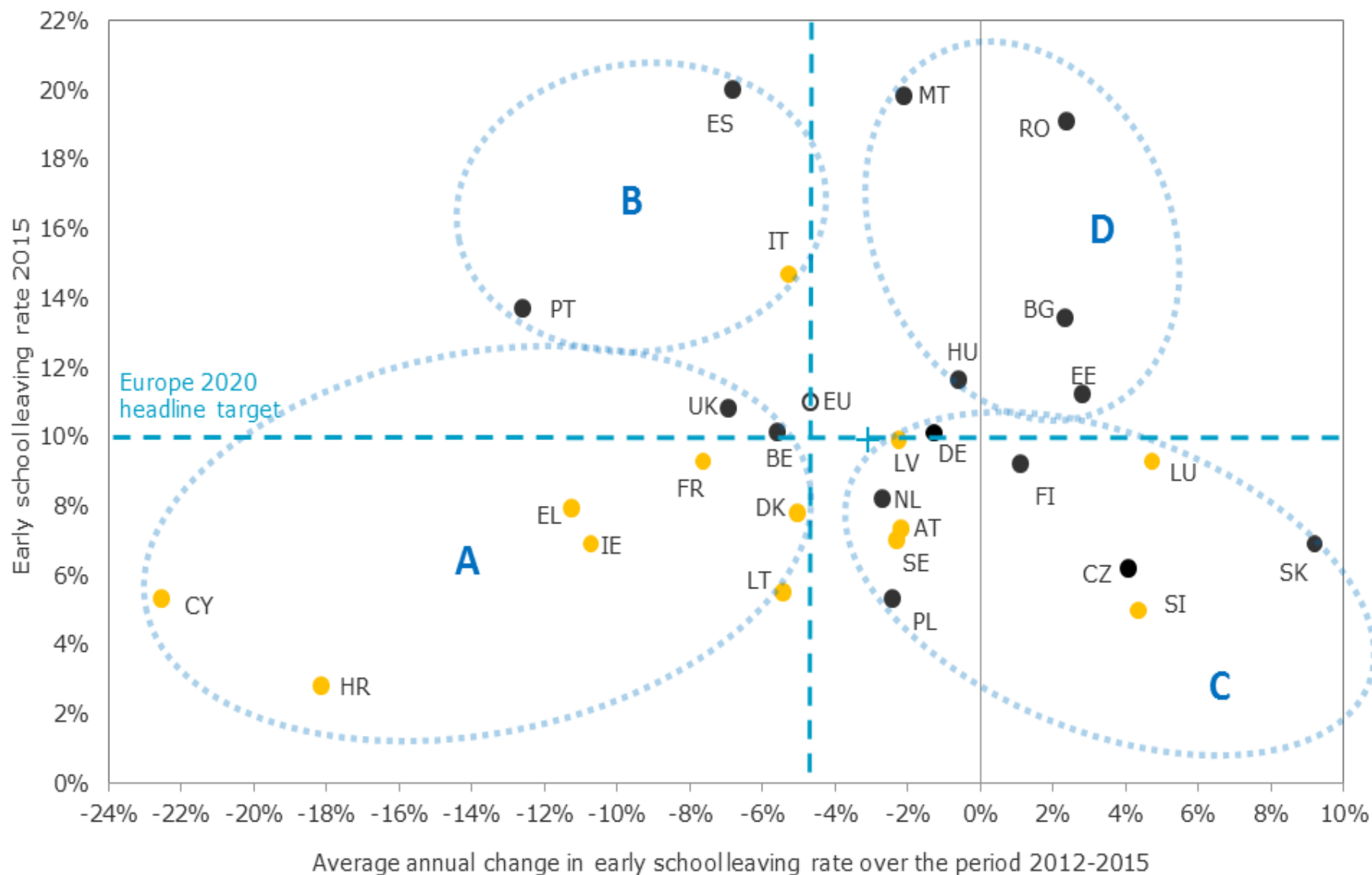


Source: Eurostat, Labour Force Survey

Early school leaving



Early school leaving: current performance and recent change



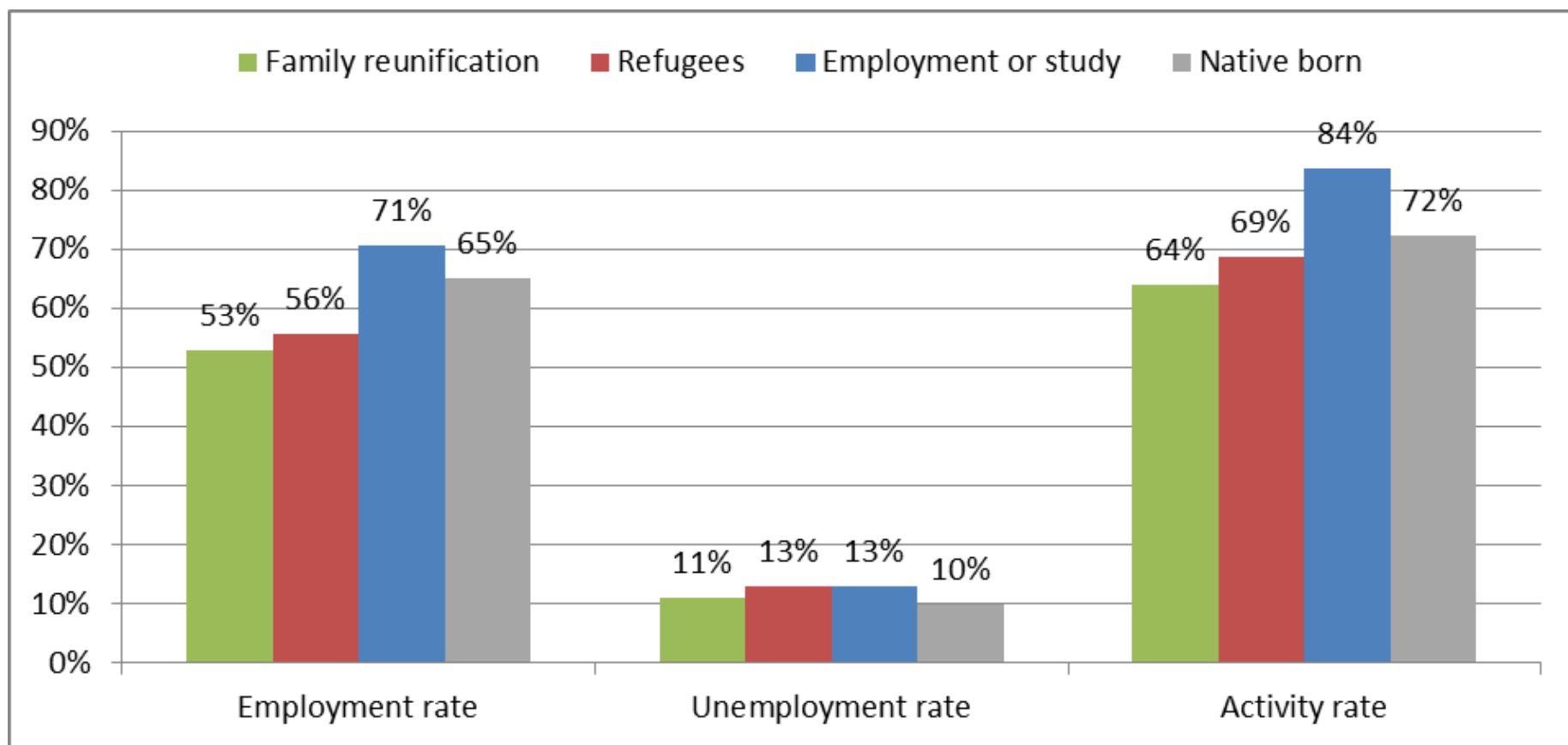
2015 influx of asylum seekers

1,321,600 asylum applications

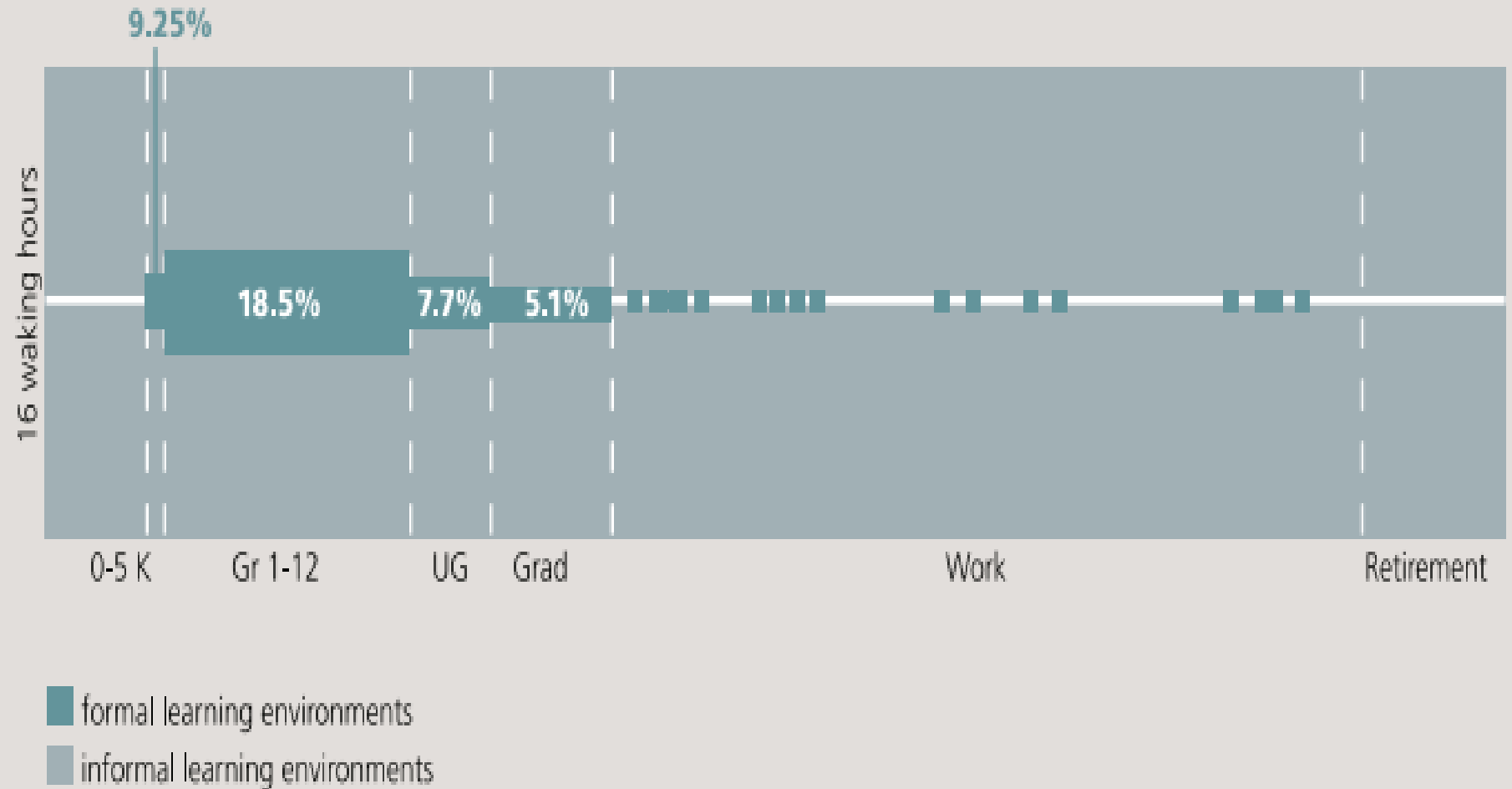
307,620 positive asylum decisions



Low labour market performance, especially for refugees (EU-25*)



The 80/20 rule about the where of learning



Source : 21st century learning <http://www.p21.org/news-events/p21blog/1682-the-8020-rule-changing-mindsets-about-the-where-of-learning>



A New Skills Agenda for Europe - Working together to strengthen human capital, employability and competitiveness, COM(2016) 381 final.

Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning 2012/C 398/01

Council Recommendation on Upskilling Pathways for Adults (political agreement 21.12.16)

New Skills Agenda

3 Priority Areas



10 Key Actions

I. IMPROVING THE QUALITY AND RELEVANCE OF SKILLS FORMATION

1. Proposal for a Skills Guarantee
2. Proposal for the review of the Key Competences
3. Proposals on making VET a first choice (e.g. revision of EQAVET and ECVET)
4. Digital Skills and Jobs Coalition

II. MAKING SKILLS AND QUALIFICATIONS MORE VISIBLE AND COMPARABLE

5. Proposal for the revision of the EQF
6. Skills Profile Tool for Third Country Nationals

III. IMPROVING SKILLS INTELLIGENCE AND INFORMATION FOR BETTER CAREER CHOICES

7. Proposal for the revision of the Europass Framework
8. Blueprint for Sectoral Cooperation on Skills
9. Analysis and sharing of best practice on brain drain
10. Proposal on Graduate Tracking



Council Recommendation on Validation of Non-Formal and Informal Learning 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.**

WHY:

- **To make learning more visible**
- **Same/equivalent standards** of qualifications obtained through formal education
- **Information** and **guidance** available to individuals and organisations
- **Currency value on the market**
- Special "focus" on **disadvantaged groups/individuals** (e.g. skills audit)



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.

EU level implementation



European inventory on validation of non-formal and informal learning

European guidelines on validation

European database on validation, which connects the European Guidelines with the European inventory

Case and thematic studies

EQF-AG + peer learning activities (PLAs) and workshops



EU level implementation



European inventory on validation of non-formal and informal learning

European guidelines on validation

European database on validation, which connects the European Guidelines with the European inventory



Case and thematic studies

EQF-AG + peer learning activities (PLAs) and workshops



2016 update European Inventory on validation

OUTPUTS (Dec.2016)

- **36 National reports**
- **Corresponding 'country fiche database**
- **4 Thematic studies**
- **A synthesis of main findings**
- **An executive summary**
- **Interlinks through EU database on VNIL**



1. **Monitoring the use of VNIL**
2. **Funding validation**
3. **Validation & OER**
4. **Validation in the care and youth work sectors**

Progress made on VNIL in Europe

Key messages

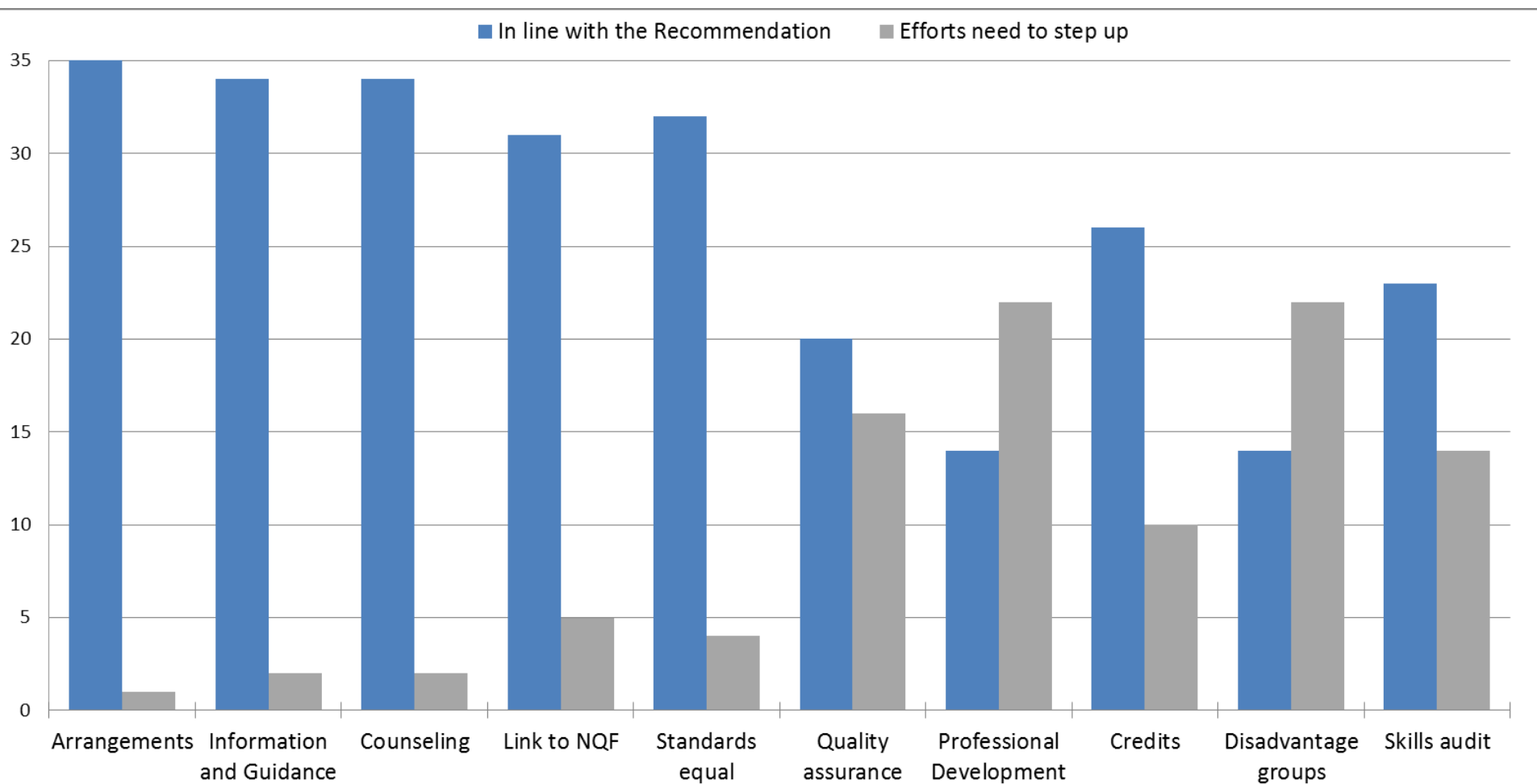


VNIL continues to be high in the political agenda but countries report that implementation is slow due to lack of resources

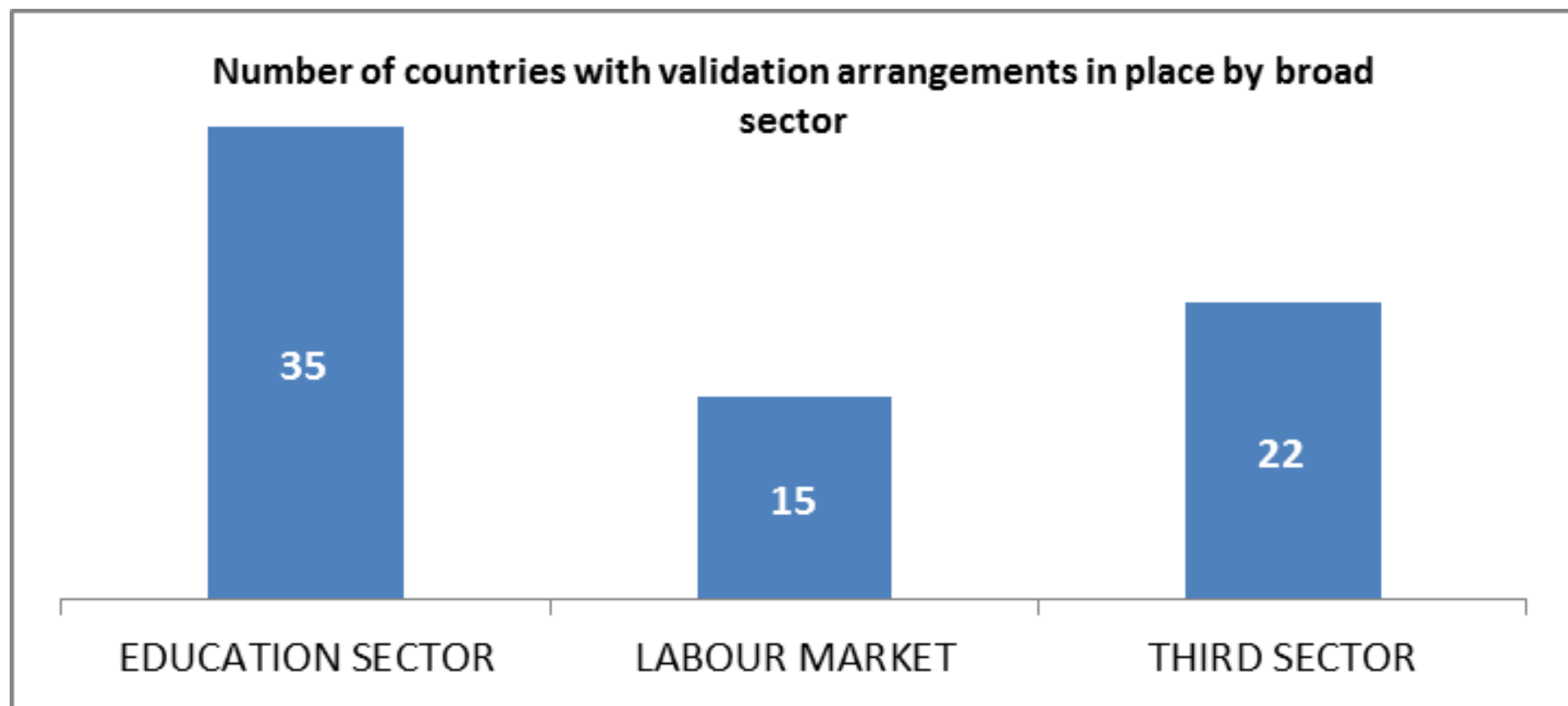
Validation arrangements are in place in all countries but in 1/3 arrangements are sectoral and in some cover only some sectors:

- still much an educational issue → open validation up to labour market & third sector
- coordination is important BUT 50% countries have no mechanisms in place

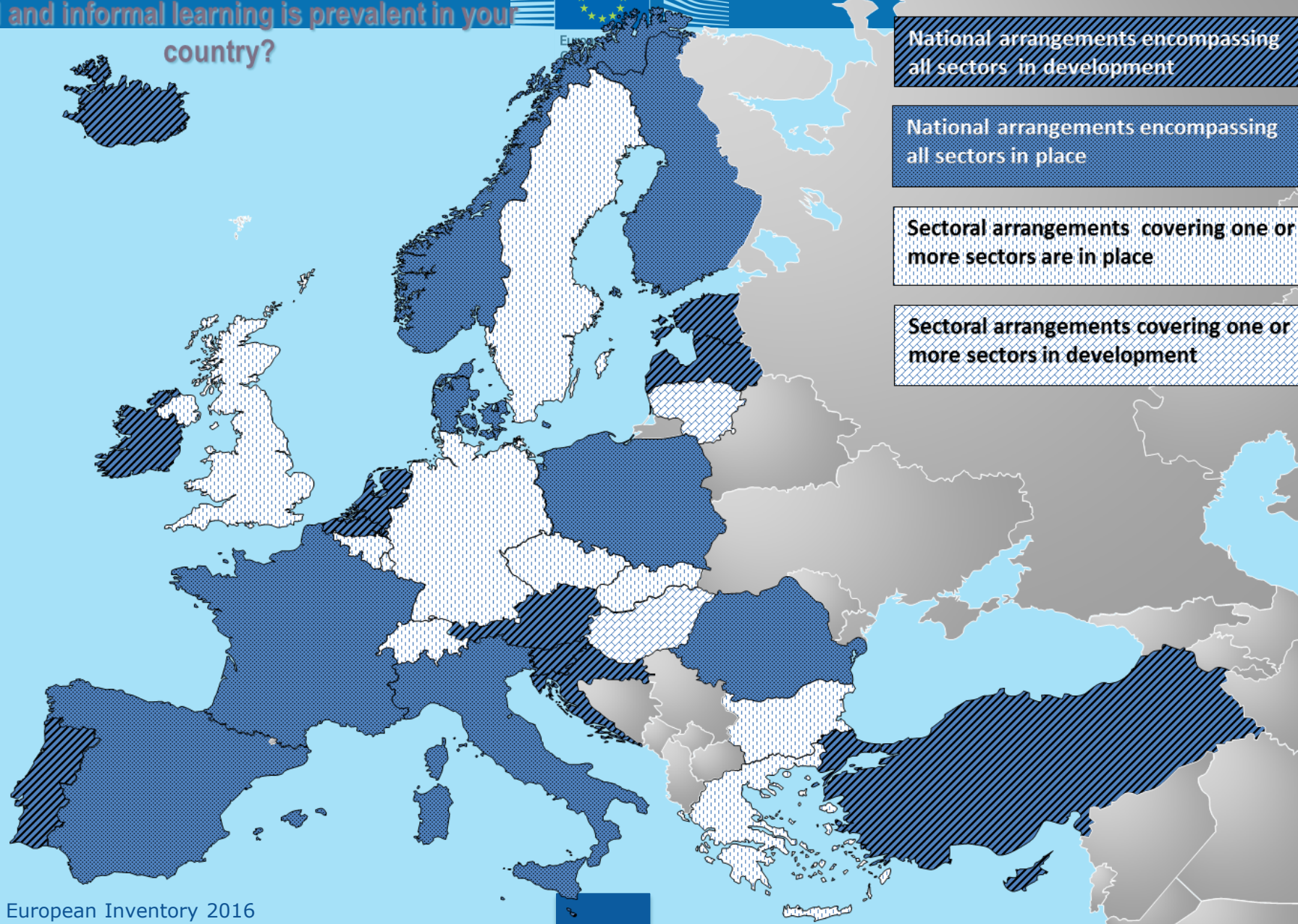
Overall progress



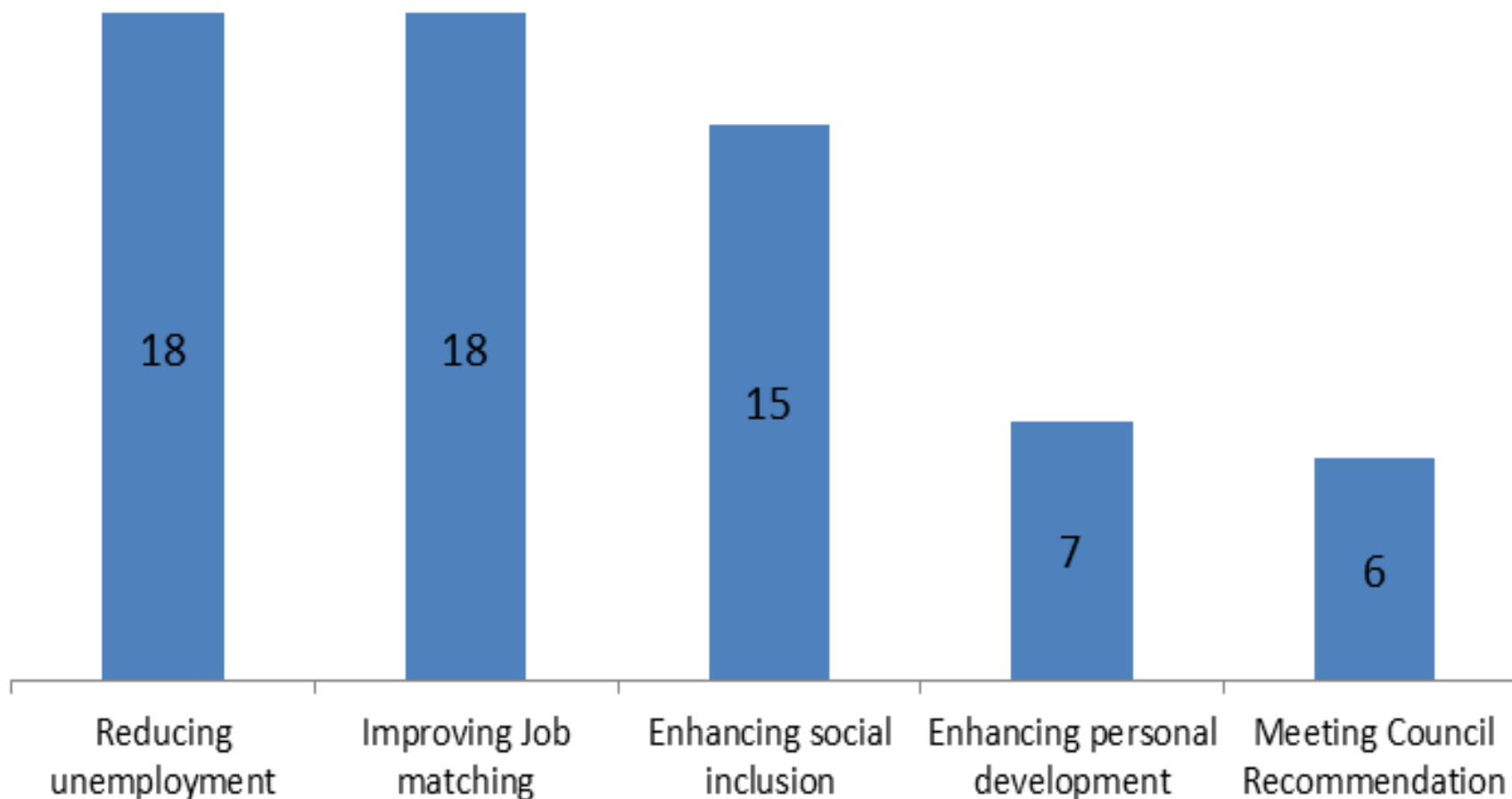
Validation arrangements for the purpose of education, labour market & third sector



Q1.1 What kind of approach to validation of non-formal and informal learning is prevalent in your country?



Reason for prioritisation by number of countries

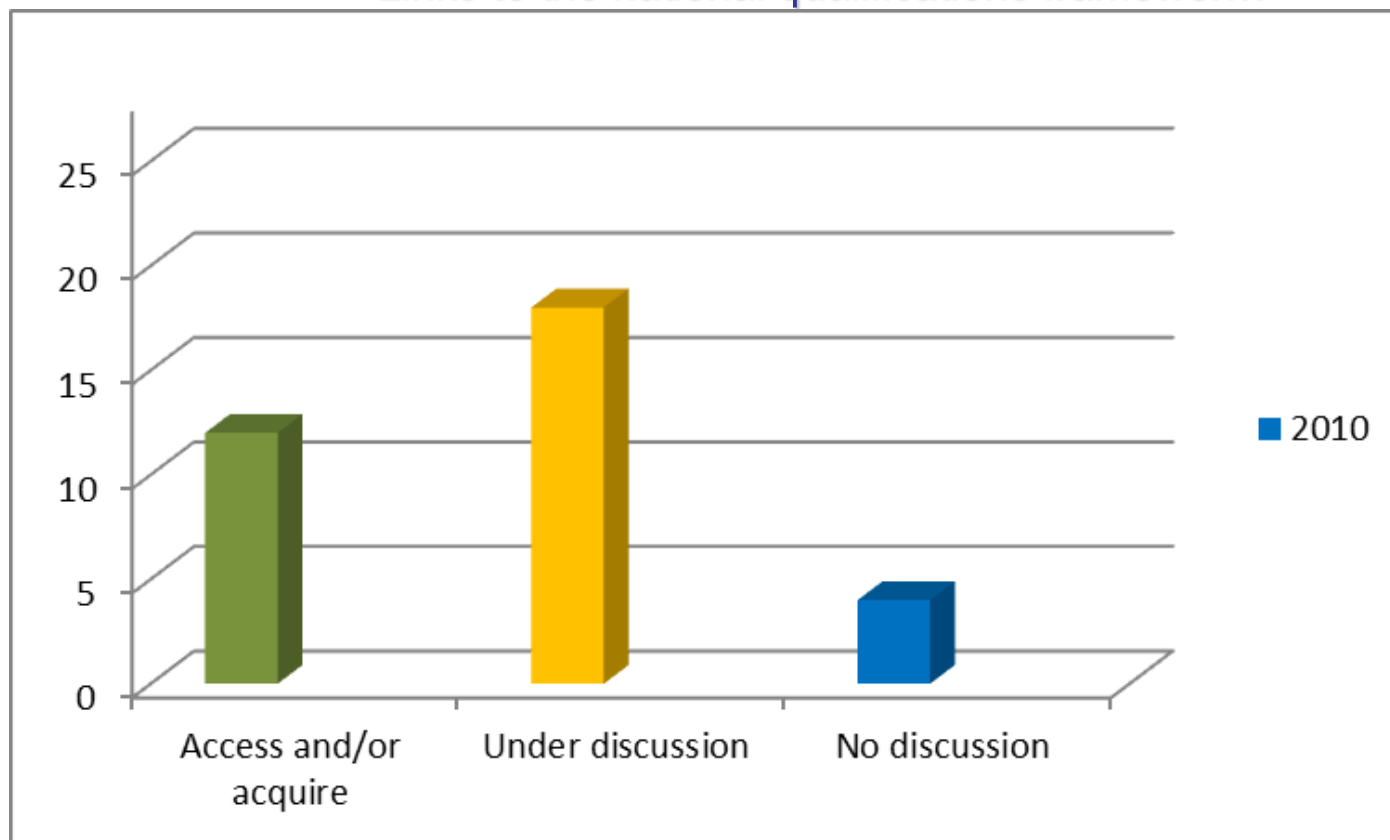


Links with the NQF

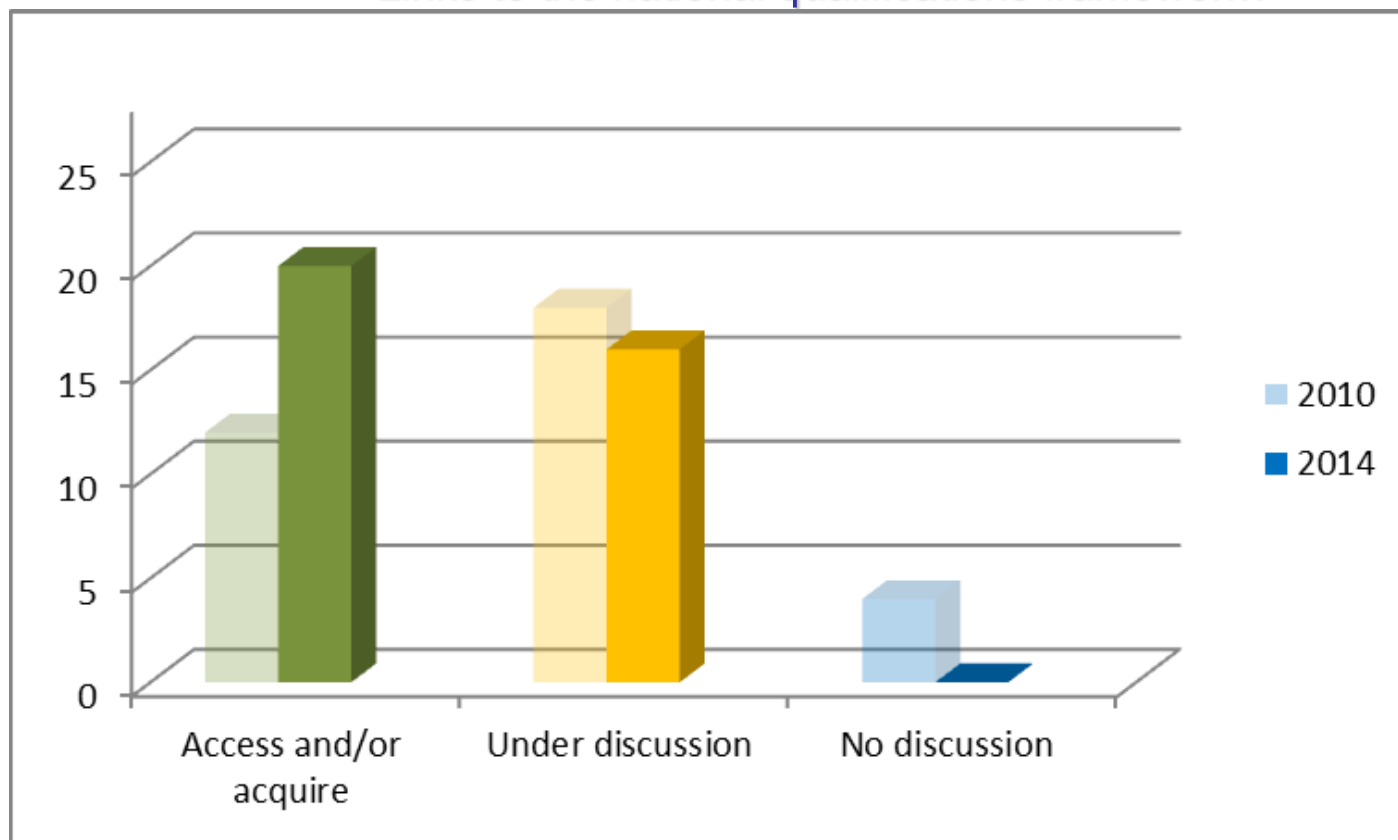


Links with the NQF	2010	2014	2016
Link exists (e.g. access formal education and/or acquire at least module/part qualification, credit)	12	20	28
Link under discussion	18	16	9
No discussion to establish link	4	0	1

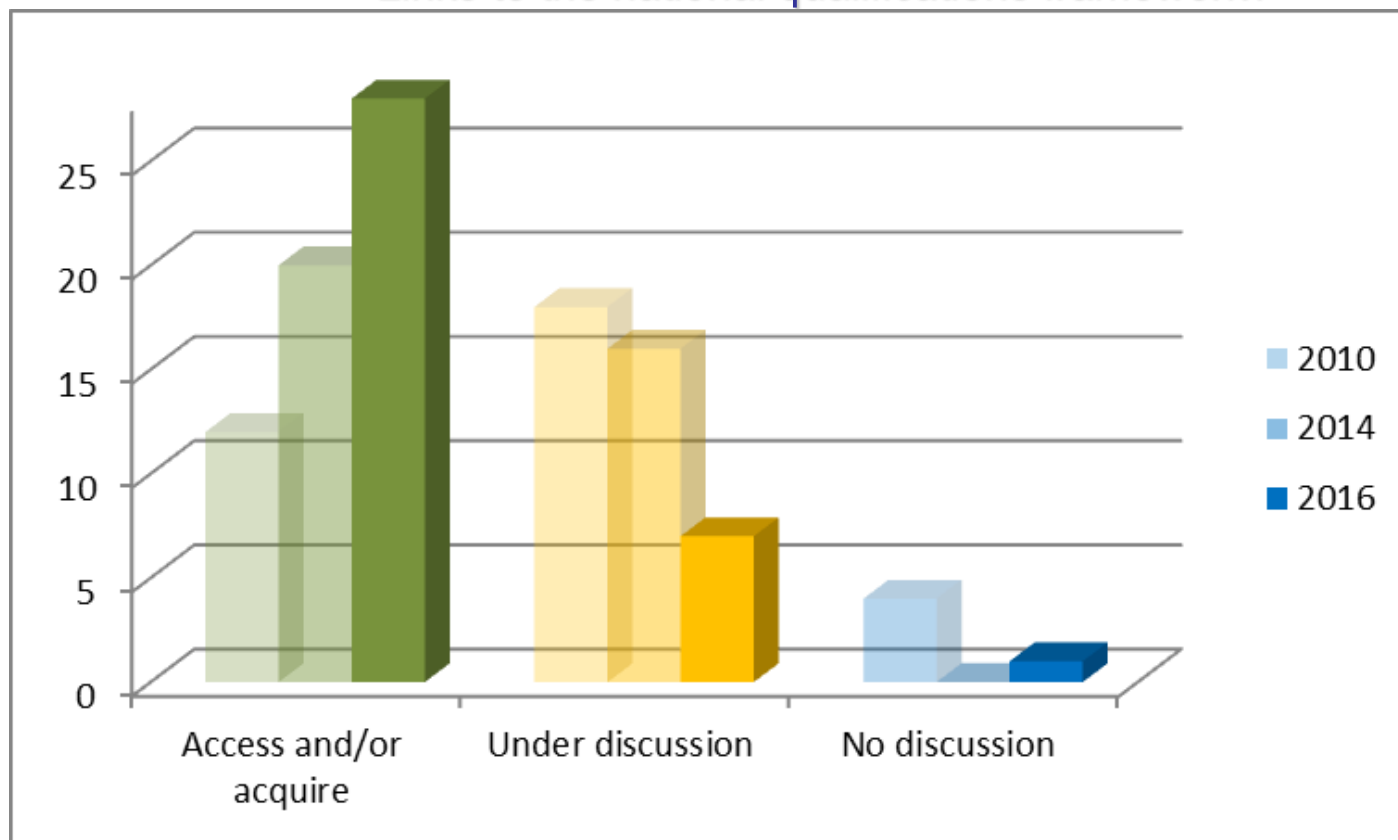
Links to the national qualifications framework?



Links to the national qualifications framework?



Links to the national qualifications framework?



Main progress since 2014:

From 35% (2014) to 78% (2016) of countries, learning recognised through validation can be used to access *formal education* or to acquire credits or (part) qualifications in formal education

BUT validation in the third sector and the labour market seldom leads to the award of qualifications

Less progress on

Professional competences of practitioners:

many countries have no mandatory requirements for staff

Opportunity to undergo a skills audit : 56% (20 countries) integrate skills audits within their VNIL arrangements BUT in no country was there a right to undertake a skills audit within 6 months from becoming unemployed

Looking ahead

- **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.

***A call for political action
2018 is very close***

- 1. Put validation higher on the political agenda in a LLL context**
- 2. Accelerate implementation of validation arrangements at national level**
- 3. Open up and connect validation to labour market**

Thank you