



CEDEFOP

European Centre
for the Development
of Vocational Training



European Economic and Social Committee



A VISION
FOR THE FUTURE

Policy Learning Forum **ON UPSKILLING PATHWAYS**

7-8 February 2018

EESC | JDE building **Rooms 60, 61, 62** | Rue Belliard 99, Brussels

Validation and Recognition

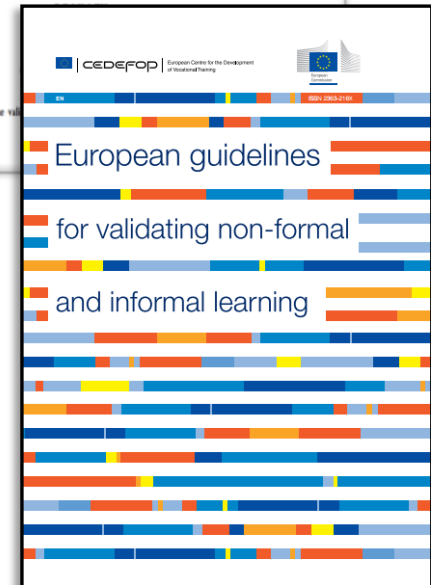
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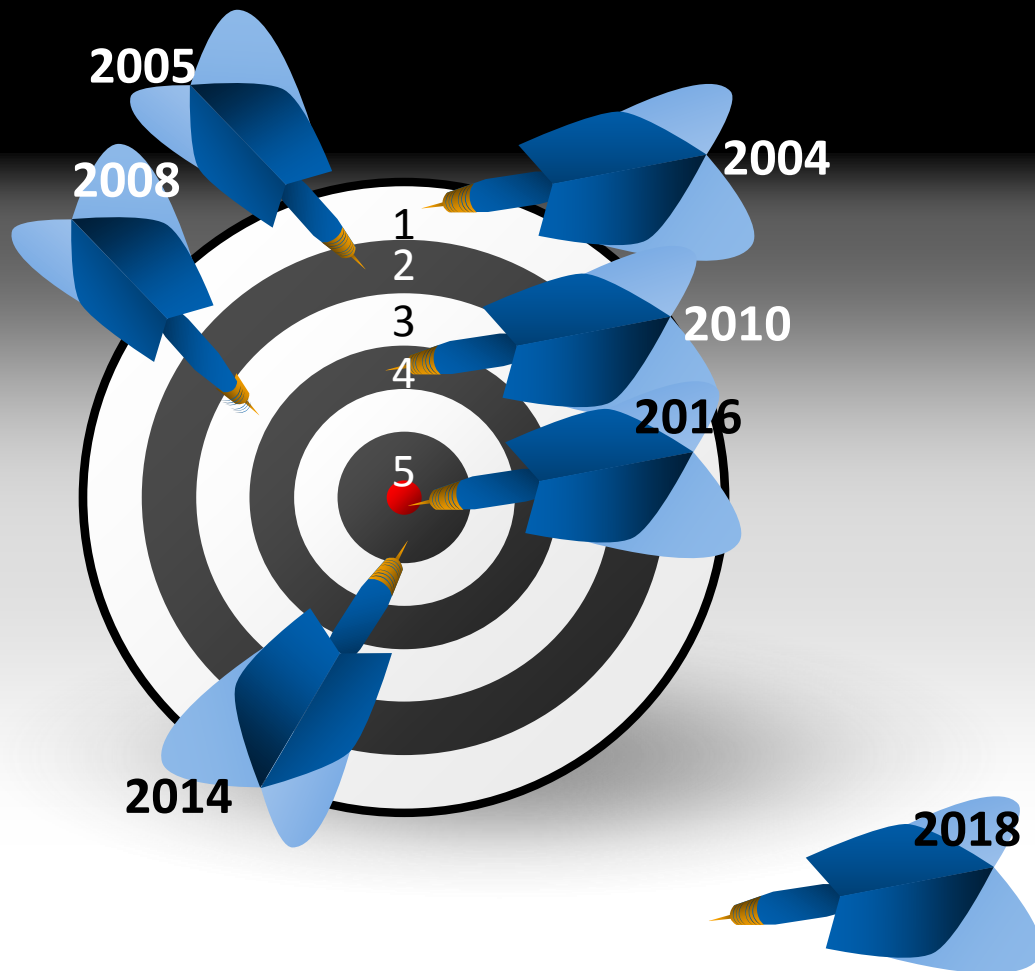
Validation in Europe

1. The centrality of the individual
2. Objectives of validation (4 phases)
3. Information, guidance and counseling
4. Stakeholder coordination
5. Links to national qualification frameworks
6. Standards and learning outcomes
7. Quality assurance
8. Professional practitioners
9. Validation in context
10. Validation tools





Validation Inventory



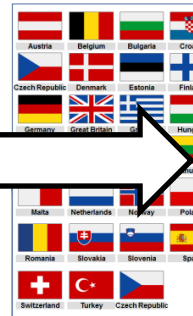
Objectives

- 1 – A trustworthy source of information
- 2 – Up to date information
- 3 - Systematic monitoring of progress
- 4 - Both a country-specific and a thematic dimension
- 5 – Work together with the **guidelines**



➤ 36 country reports (covering 33 countries)

- ✓ Sub-sector of education
- ✓ Labour market
- ✓ Third sector

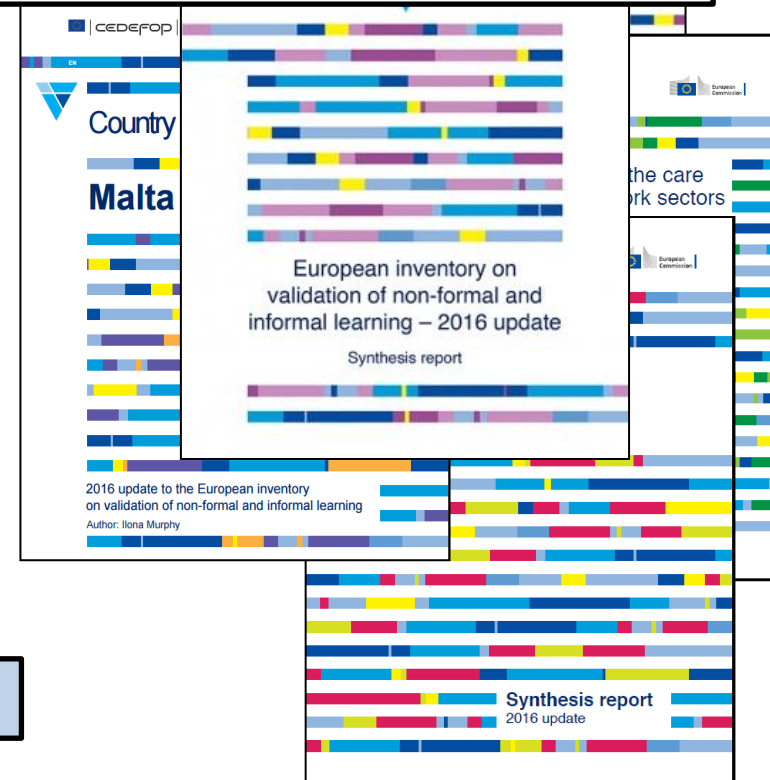


1. General Education
2. IVET
3. CVET
4. Higher education
5. Adult education

➤ 4 Thematic studies

1. Validation and OER
2. Financing validation
3. Validation in relation to the labor market: The cases of youth and health sector
4. Monitoring validation

➤ A synthesis of main findings



Overview of validation arrangements in Europe

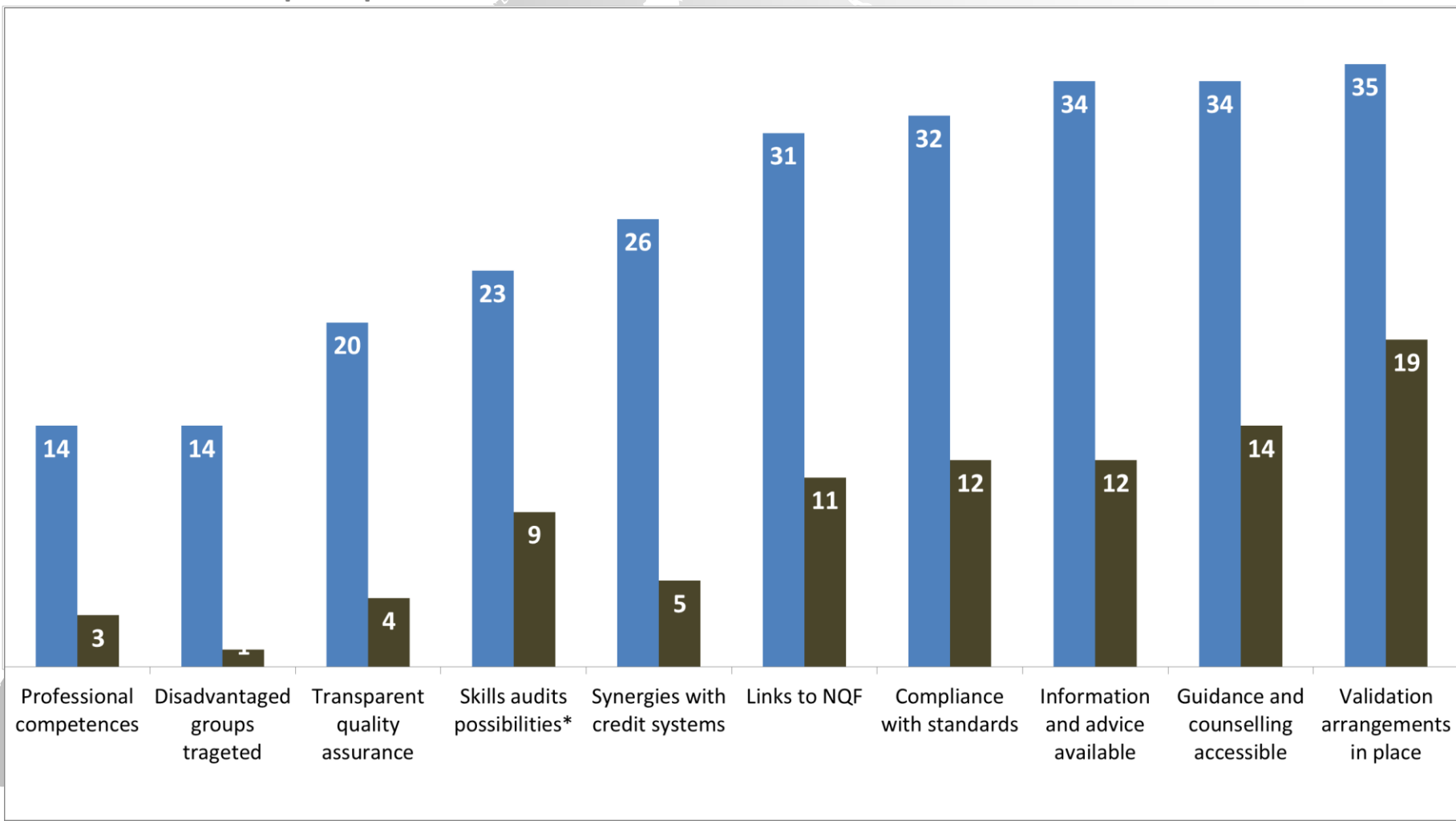
Professional Practitioners	Target Disadvantage Groups	Transparent Quality Assurance	Skills Audits	Synergies with Credits	Links to NQF	Compliance with Standards	Information available	Counselling available	Validation Arrangements in place
Professional competences	Disadvantaged groups targeted	Transparent quality assurance	Skills audits possibilities*	Synergies with credit systems	Links to NQF	Compliance with standards	Information and advice available	Guidance and counselling accessible	Validation arrangements in place

Source: European Inventory 2016

Overview of validation arrangements in Europe

■ Number of countries meeting the validation principles in at least one sector of education

■ Has the principle in at least 4-5 sectors of education



Source: European Inventory 2016