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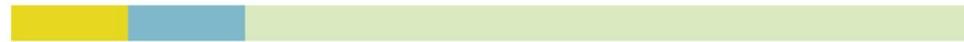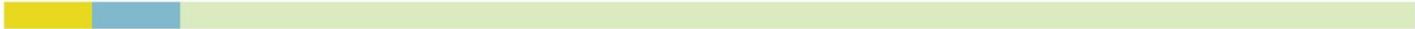
Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks

Links between the inclusion in NQFs of all types of qualifications and the validation of non-formal and informal learning

Sylwia Walicka, Educational Research Institute

Difference between the concepts:

- validation of non-formal and informal learning (VNFIL)

- non-formal sector qualifications

Validation of non-formal and informal learning

VNFIL refers to the process where an authorised body confirms that an individual has achieved learning outcomes in order to attain a qualification.

Non-formal sector qualifications

refers to the types of qualifications functioning outside the school education system.

Non-formal sector qualifications can also be awarded through a VNFIL procedure.

Main purposes of validation:

1. Increase motivation and participation in lifelong learning

→ Link to the number of qualifications included in the NQF

Main purposes of validation:

2. Make the skills acquired through life and work experience more visible

3. Enhance employability and mobility across the European labour market

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Main purposes of validation:

4.   Better match skills and labour demand

5.   Fight social exclusion

Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning

„the validation arrangements are linked to national qualifications frameworks and are in line with the European Qualifications Framework"

Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning

„…better linking formal, non-formal and informal learning and supporting the validation of learning outcomes acquired in different settings"

Is a coherent approach used for all qualifications in the system in terms of the validation of non-formal and informal learning?

Basic characteristics of a validation system:

1. Accessibility of attaining qualification included in the NQF through the validation of non-formal and informal learning

2. Differentiation of certificates obtained through validation and those acquired through formal education

Type 1 link between the NQF and validation

All qualifications included in the NQF are accessible through the validation of non-formal and informal learning	Certificates obtained through validation cannot be differentiated from those acquired through formal education
Yes	Yes

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Type 2 link between the NQF and validation

All qualifications included in the NQF are accessible through the validation of non-formal and informal learning	Certificates obtained through validation cannot be differentiated from those acquired through formal education
No	Yes

Type 3 link between the NQF and validation

All qualifications included in the NQF are accessible through the validation of non-formal and informal learning	Certificates obtained through validation cannot be differentiated from those acquired through formal education
Yes	No

Type 4 link between the NQF and validation

All qualifications included in the NQF are accessible through the validation of non-formal and informal learning	Certificates obtained through validation cannot be differentiated from those acquired through formal education
No	No

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What can facilitate the validation of non-formal and informal learning?

- Qualifications included in the register are divided into smaller parts

- Possibility of gaining the qualification gradually

Points of discussion:

1. What types of links between the NQF and validation do you have in your country?

2. What are the premises behind the implemented solutions?

3. In your opinion what are the consequences of the two presented characteristics (accessibility of attaining qualification through VNFIL and the differentiation of certificates)?

4. What other characteristics do you think are important regarding the links between the NQF and validation?

Thank you for your attention

Sylwia Walicka

s.walicka@ibe.edu.pl