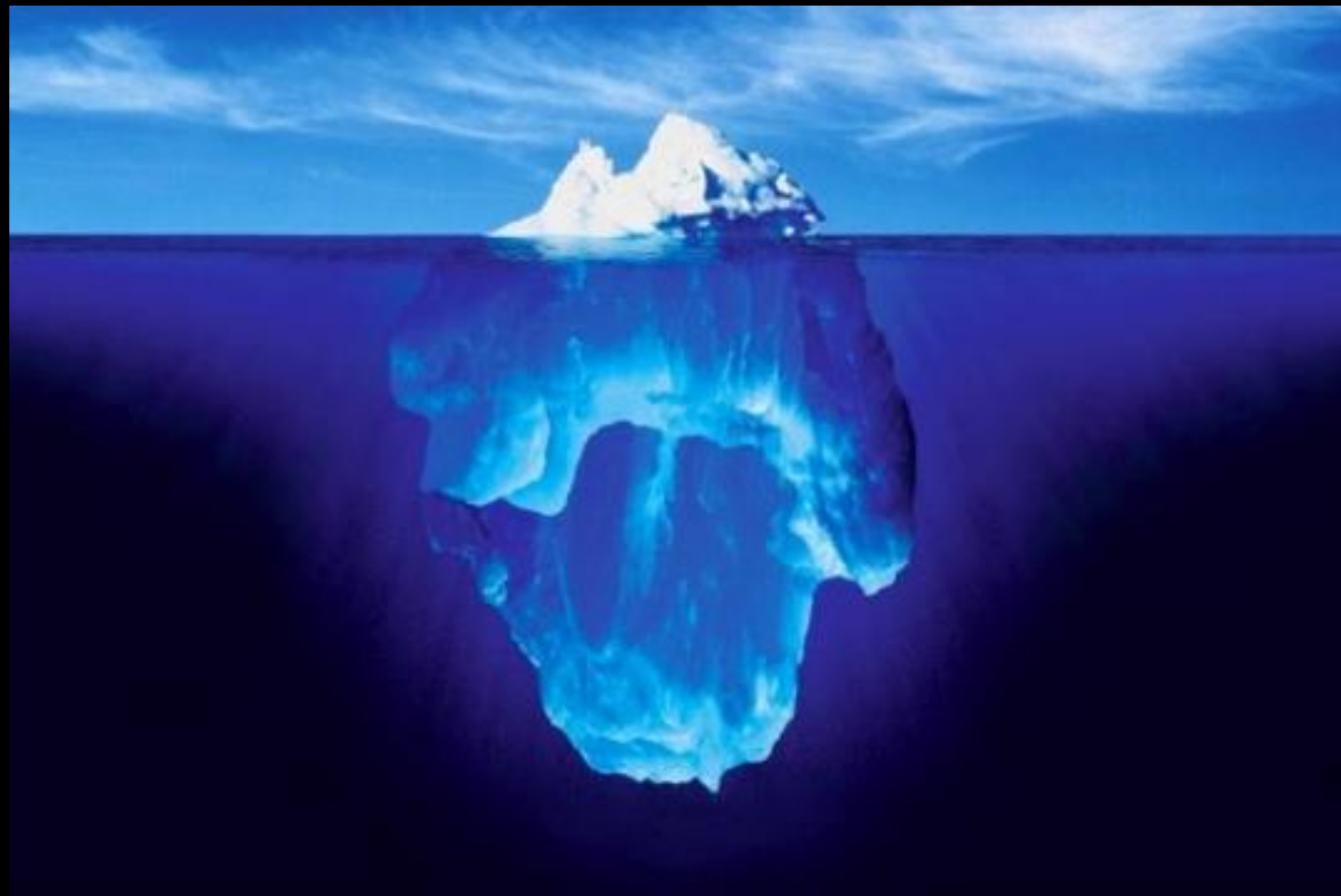


Formal education is just the tip of an iceberg. Validation recognizes all the prior learning of a person and is thus essential for skills matching.



Swedish National Agency for Higher Vocational Education

The Swedish National Agency for Higher Vocational Education is a contributing supplier of the competence currently in demand in the labour market.

Pär Sellberg

National Validation Coordinator

Department of Analyses and Research

Our mission

- **Analyse the demand for qualified workforce in relation to the current development in the labour market**
- **Decide which programmes are to be provided as higher vocational education (HVE)**
- **Administrate HVE, Commissioned Education and Supplementary Education**
- **Allocate public funding to education providers**
- **Conduct a quality assurance program, aiming to preserve and maintain high educational standards**
- **Coordinate and promote a national structure for validation of prior learning**
- **Serve as the national coordinator for the EQF – the European Qualifications Framework**

More specific about validation...

- **According to European Principles and Guidelines, coordinate and support a national structure for validation of prior learning, and**
- **in cooperation with concerned national agencies, promote the participation from public education and sector organizations when strategies, methods and information about validation is being developed:**
 - **Start and run the necessary networks for validation**
 - **Provide an Internet Portal for collected and coordinated information about validation**
 - **Develop national criteria for validation and guidelines for documentation and quality assurance**

Validation – making prior learning visible

Structured assessment and recognition of the actual knowledge, skills and competence of an individual.

valideringsinfo.se

What's specific about VNIL in Sweden?

Swedish labour market has a demand for high skilled workers and the educational level is comparably high.

Sweden has a long history of non-regulated professions.

National Sector Organizations have developed their own standards and methods for VNIL.

Thus, Sweden has a dual system for VNIL, one branch within the educational system and another more labour market oriented.

Validation towards trades matching

When the purpose of validation is to enhance the possibilities for an individual to get employment, start a business or just to get a more qualified position at work – the use of sector specific models of validation are of higher legitimacy.

If the competence of the individual is enough for a full qualification, it is the actual certificate document issued by the appropriate organization.

The network of sector organizations and trade associations

It was inherited from the Swedish National Commission on Validation and has been developed ever since.

About 50 different organizations and associations participate in the network – from different craft sectors to healthcare and defence – some have highly developed models for validation, others are interested in starting the process.

National agencies like the Swedish Public Employment Service do participate too in the network.



There are in this moment around 30 sector specific models for validation in Sweden, encompassing more than 150 different trades.

Examples of sector models

Business sector organisations, such as the Swedish Trade Federation (*Svensk Handel*), the Swedish Construction Industry Training Board (*Byggnadsindustrins Yrkesnämnd*) and the Vocational Training and Working Environment Council – Transport Trades, TYA) have developed sector models with part funding and support from national public agencies.

<http://www.skarteknikcentrum.se/sv/cnc-teknik-2010/>

<http://www.transportkompetens.se/>

<http://www.utek.se/Kunskapsval.aspx>

What development can we foresee?

Education has, except for adult education, had a limited interest in VNIL due to poor financial incitements.

Labour market demands is probably the stronger driving force for development and VNIL could have great impact on companies competitiveness on a global market.

There is a big interest from sector organizations concerning a national qualification framework due to the proposed open structure and the link to VNIL.

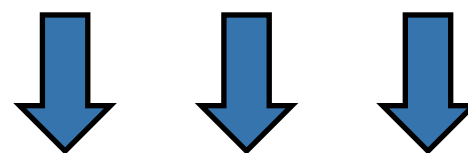
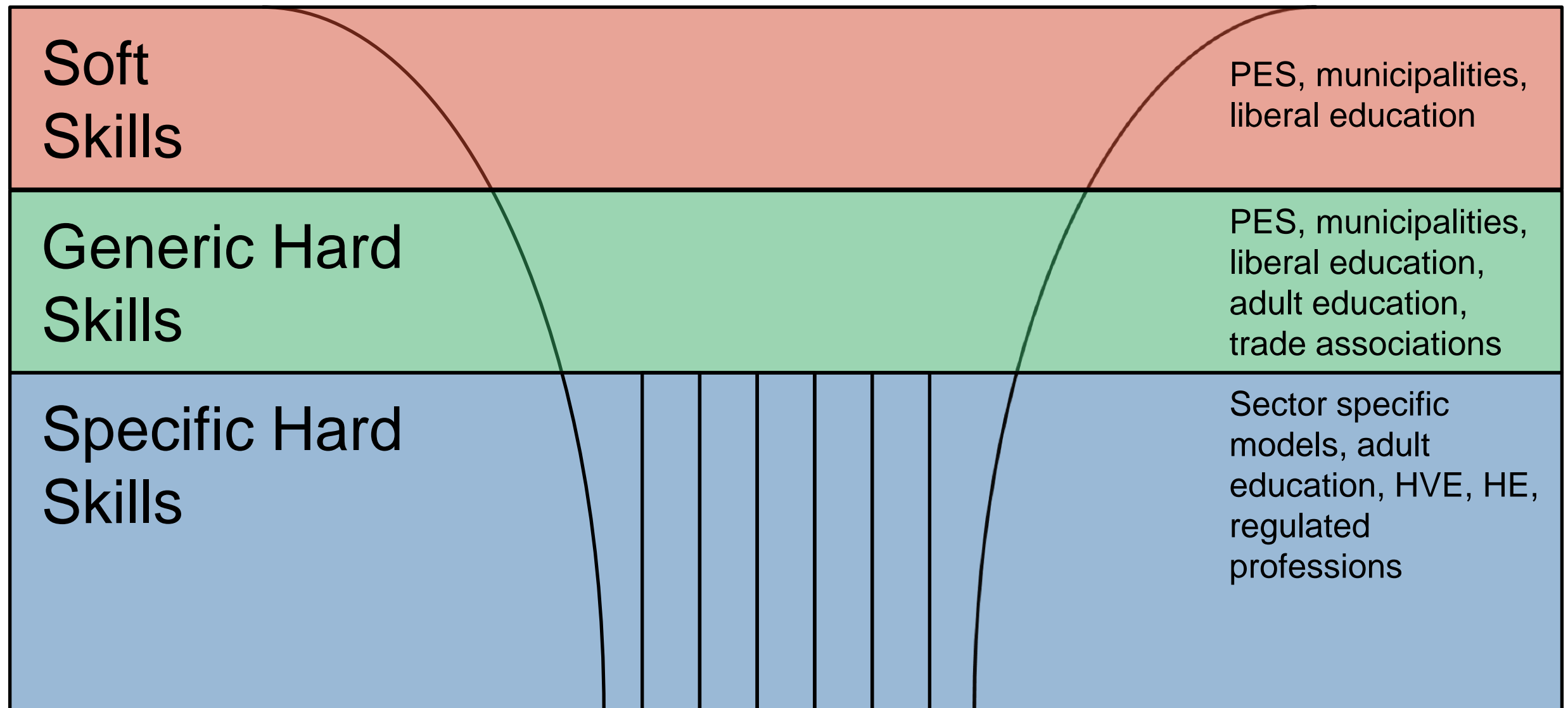
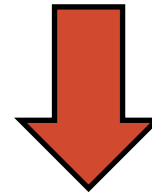
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Cultural awareness and expression																																			
Entrepreneurship																																			
Learning to learn																																			
Digital competence																																			

The figure above focuses on national tests that can be used for summative or formative purposes. It shows strikingly how the key competences that are crucial for lifelong learning, innovation and social and cultural development are not covered by national assessment regimes.

European Commission: Assessment of Key Competences in initial education and training: Policy Guidance (2012)

The funnel model

Transferable Skills



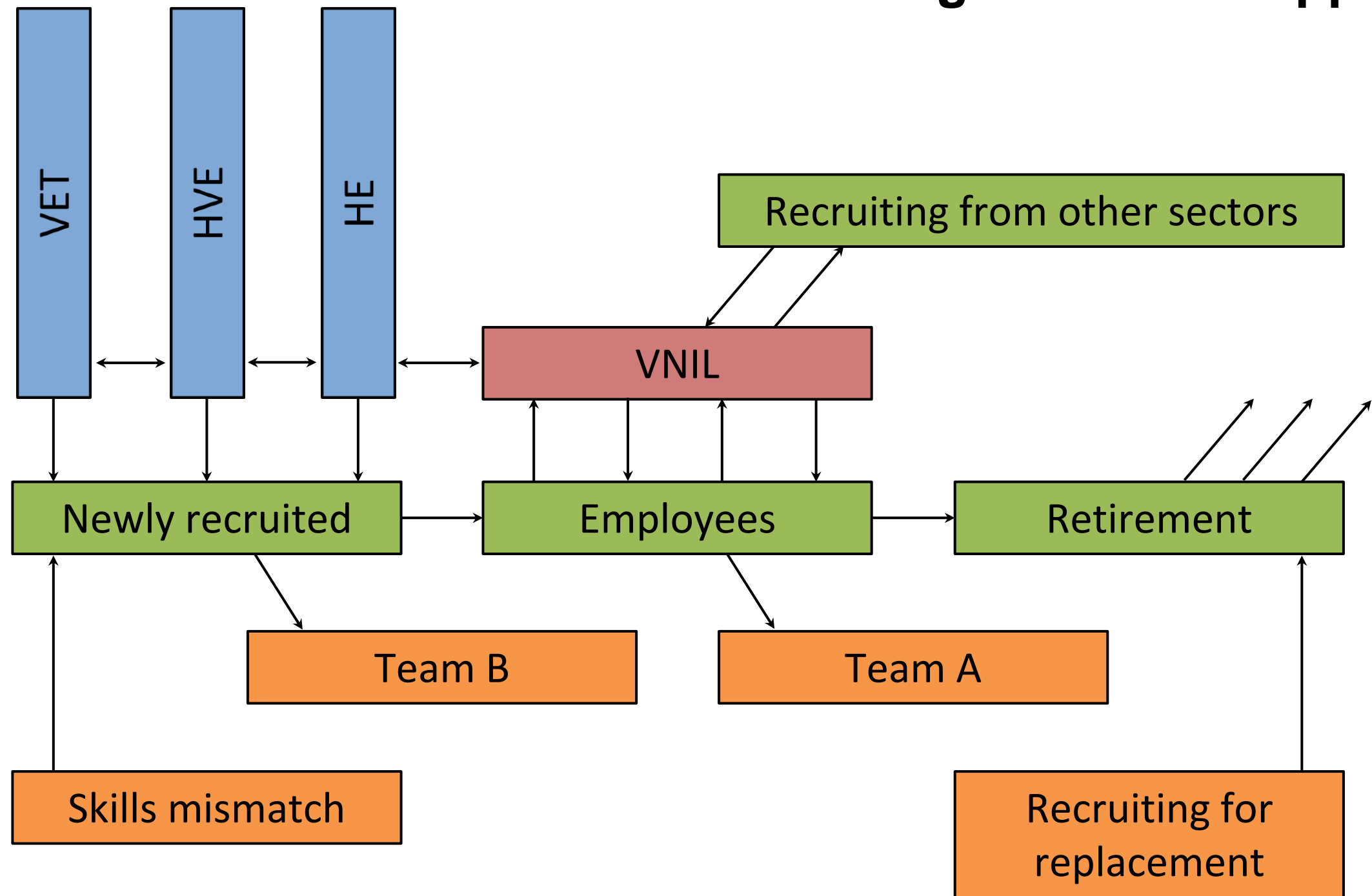
A wider scope:

VNIL for integration – targeted for groups far from education and labour market.

VNIL for job matching – main stream validation for adaption to new labour market demands.

VNIL for strategical skills supply – validation used as a means to identify the needs for competence development both inside companies and in the educational sector.

Strategical Skills Supply



The importance of qualification frameworks and learning outcomes

The proposed national qualification framework (SeQF) encompasses non-formal qualifications.

Sector organizations will be able to apply for to connect trade certificates, licenses etc. written in the form of learning outcomes.

In the process, qualifications will be quality assured and will contribute to more standardized validations accordingly.

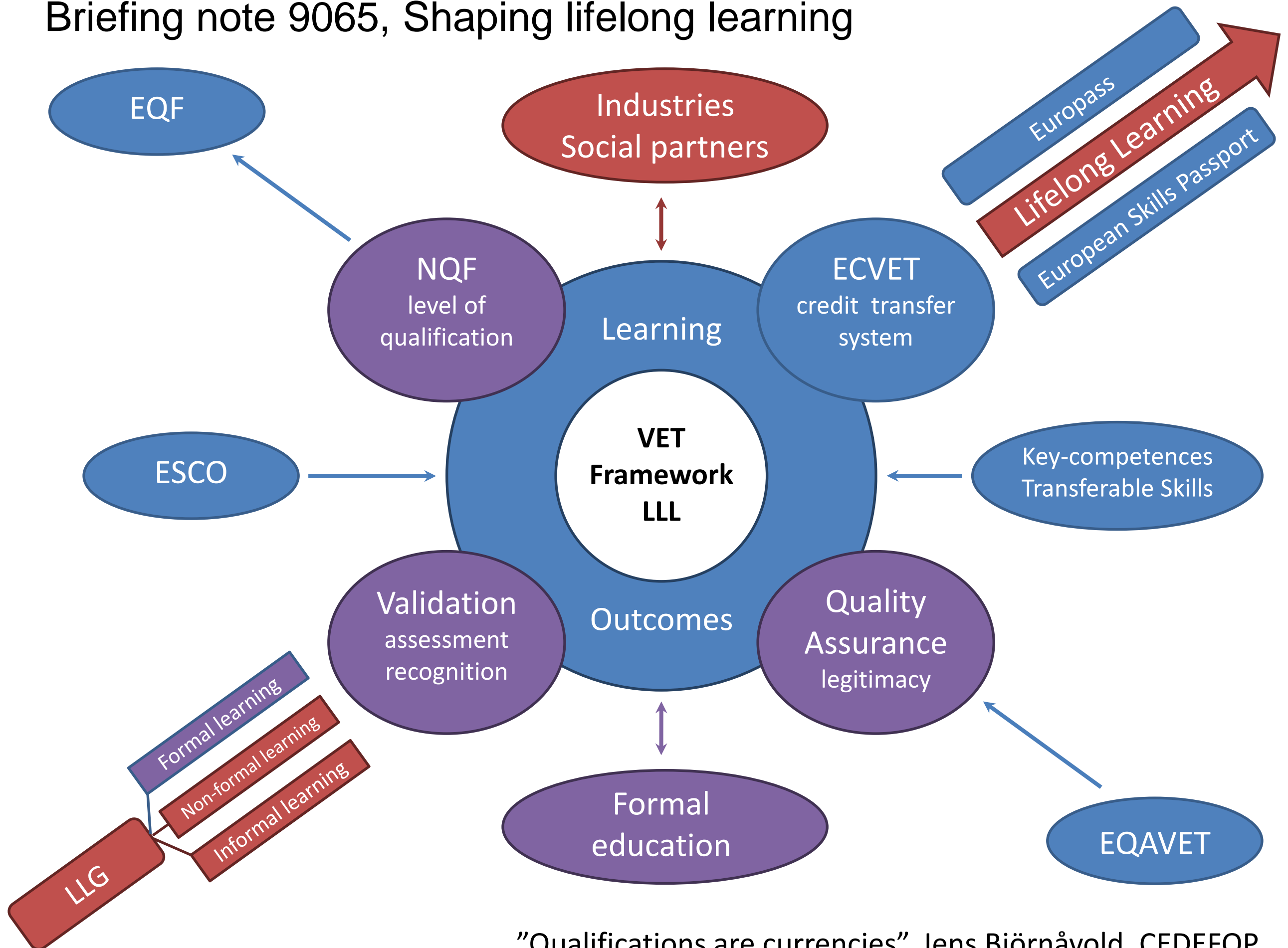
Expert team of validation within the Nordic Network for Adult Education, NVL

As a result of a NordPlus project, criteria has been developed for quality assurance of validation.

In the pipeline: Roadmap 2018 – heading for the new competence economy. A follow up on the Council Recommendation on the validation of non-formal and informal learning (20 December 2012).

”Qualifications are currencies” – Jens Björnåvold, CEDEFOP.

Briefing note 9065, Shaping lifelong learning



"Qualifications are currencies", Jens Björnåvold, CEDEFOP

Thank you for your attention.

myh.se

