

# European Inventory

on validation of informal and non-formal learning



# **A European inventory on validation of informal and non-formal learning LUXEMBOURG**

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Update based on the Luxembourg chapter of the 2005 Inventory by James Winter

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# FOREWORD

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## **Purpose of this report**

This draft chapter has been written in 2007 by using a variety of national and international sources. Interviews with representatives of public agencies, voluntary organisations and social partners were also carried out both in 2004 and 2007.

The aim of the chapter is to provide a brief overview of the initiatives to assess and validate informal & non-formal learning in the country by building on to the work carried out for the Inventory in 2004. Thus, this version focuses on reporting developments from the past couple of years, and should be read in conjunction with the 2005 country report on Luxembourg (can be accessed from [www.ecotec.com/europeaninventory](http://www.ecotec.com/europeaninventory))

## **Comments and Feedback**

- We welcome any feedback and comments on the chapter. If you feel we have misrepresented some facts or in case you hold additional information/reports that we have not included, please contact us by e-mail: [jo.hawley@ecotec.com](mailto:jo.hawley@ecotec.com).

## 1.0 INTRODUCTION

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When the 2004 Inventory<sup>1</sup> was produced, the development and implementation of methodologies for the validation of non-formal and informal learning were still in their early stages. Since then, a major bill has been elaborated to reform the system of professional training, which includes provision for significant changes to be made in the area of validation of non-formal and informal learning. However, currently little change has been made in practice and until the bill is finalised and approved (which is expected in 2008) this will continue to be the state of play.

This chapter will outline the current provisions for validation of non-formal and informal learning in Luxembourg and where possible, will give details of the changes which are likely to be implemented following the approval of the bill for reform of professional training. First, it is important to contextualise this relatively small Member State in terms of its rather unique characteristics compared to fellow European countries.

The population of Luxembourg is relatively small, totalling 451,600, of which the proportion of resident foreign nationals is comparatively high at around 38.6 per cent (174,200). The labour force in Luxembourg is 200,500, of which around 98,500 are foreign cross-border workers<sup>2</sup>. With regard to professional training it is also worth noting that Luxembourg's geographical position means that there are competing forces from border regions in neighbouring countries for recruitment of staff. Currently, formal professional education and training qualifications are delivered solely by the state. As such, developments in the sphere of validation centre on these formal qualifications provided by the state. Until recently, the country has not had a university (this was created by the 'loi du 12 août 2003'). The above factors combine to make the debate on education and training in Luxembourg particularly complicated.

However, the impetus behind the current developments in the sphere of validation is similar to other Member States and is based on both national and European factors. There is an identified need within Luxembourg to valorise and validate the country's human capital. The unemployed from older age brackets with low qualification levels are not seen to fit with Luxembourg's labour market needs – validation presents an opportunity to recognise the skills and experience they have gained in their professional life and is a way of encouraging people to take part in lifelong learning. It also represents an opportunity to change the national mindset that formal qualifications have more value than professional experience.

<sup>1</sup> ECOTEC Research and Consulting, 2004, A European Inventory on validation of non-formal and informal learning

<sup>2</sup> STATEC, 'Le Luxembourg en chiffres, 2004'

Moreover, the emphasis across Europe to adapt education systems to meet the needs of the changing world and the changing labour market has been recognised in Luxembourg. This European dimension has led to an increased drive in Luxembourg to introduce validation systems for another interesting reason. Previously, candidates would travel from Luxembourg to France to gain accreditation for their skills and competences through the validation system which is in place there then return to Luxembourg, where the qualifications they had gained could be recognised through a process of *homologation*. Introducing Luxembourg's own validation system would mean that candidates could undergo the process in their own country, rather than travelling to neighbouring France. Thus there are a variety of reasons which have combined to bring about the current developments in terms of validation, which we will now explain in more detail.

## 2.0 PUBLIC SECTOR

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In order to gain an overview of the current situation with regards non-formal and informal learning in Luxembourg, certain legislative measures merit consideration. Firstly, the National Action Plan for employment adopted in 1998 saw the creation of a form of skills assessment methodology which examined the competencies gained by a person via non-formal and informal means<sup>1</sup>. This process, known as the '*bilan de compétences*' or individual skills audit, is used as a tool to help people evaluate their own skills and competencies, and hence match these to appropriate jobs or training programmes. The National Action Plan for employment of 2002 saw the creation of a similar tool for assessing skills, the '*bilan d'insertion professionnelle*' (BIP)<sup>2</sup>.

The validation of non-formal and informal learning is also gradually being introduced as a way of accessing formal learning. The legislation creating the University of Luxembourg in 2003 includes an article allowing a prospective student to request a '*validation des acquis de l'expérience*', which is effectively a validation of non-formal and informal learning of the candidate, as a substitute to certification or other proof of having undertaken the formal education required for entry to the university<sup>3</sup>. Furthermore, the '*Règlement grand-ducal*' (17 June 2000, revised 18 May 2007) regarding the organisation of adult learning allows in certain cases, the admission to courses for candidates who do not meet the regular requirements, providing that they have relevant previous professional experience, which can be validated<sup>4</sup>.

As stated in the introduction, a major bill has now been submitted to the Luxembourg Parliament, proposing reforms to the formal state professional training system. When approved (approval is likely to take place in 2008), the legislation will build on existing provision to create a system of validation of non-formal and informal learning which is similar to the French model. The system will be centred on the concept of lifelong learning and it is anticipated that it will enable many adults, including those with an existing low level of qualifications, to gain recognition for the skills they have acquired during their working life.

<sup>1</sup> Loi du 12 février 1999 concernant la mise en action du plan d'action national en faveur de l'emploi

<sup>2</sup> Plan d'action national en faveur de l'emploi 2002

<sup>3</sup> loi du 12 août 2003 - Université de Luxembourg

<sup>4</sup> Règlement grand-ducal du 17 juin 2000 portant organisation de l'apprentissage pour adultes

## 2.1 Skills audits

### 2.1.1 The 'bilan de compétences'

The '*bilan de compétences*' or personal skills audit was created via legislation drawn up in 1998, that of the National Action Plan for Employment. Several articles in the legislation refer to the '*bilan de compétences*' and the cases in which it may be used. It is only available via the ADEM (*Administration de l'emploi*), to job-seekers. The 'bilan de compétences' is used as a tool to explore the personal and professional skills of the individual concerned, and the skills required by the labour market, and is formative in nature.

#### Objectives of the 'bilan de compétences'

- To establish and specify, for the individual concerned, ability and experience in the following areas:
- Knowledge – what the person knows: school and professional qualifications
- Know-how – knowledge that a person has regarding the workplace – technical skills
- Behavioural skills – self image, social interaction, communication skills, initiative, manners, motivation

With the aim of:

- Developing the individuals' skills in self-evaluation
- Developing a better organisation of personal career priorities
- Improving awareness of personal skills
- Improving management of personal potential
- Re-motivating the individual in case of loss of employment
- Raising personal awareness for potential for self-improvement

The methodology for producing a '*bilan de compétences*' is via a combination of interviews, questionnaires, and observation of the individual being assessed. The assessments are conducted by third parties on behalf of the '*Service d'accompagnement personnalisé des demandeurs d'emploi (SAPDE)*' section of the ADEM.

### 2.1.2 The 'bilan de compétences basses qualifications'

The National Action Plan for Employment of 2003 introduced another level of this type of self-assessment, the '*bilan de compétences basses qualifications*', an assessment method for people with very few qualifications. It is divided into two parts 'professional skills' and 'social skills', since jobs requiring very low knowledge often place a lot of importance on criteria such as hygiene, health, and behaviour in the workplace.<sup>1</sup> The '*bilan de compétences basses qualifications*' was a pilot project only and is no longer in use in 2007. It was felt to be too complex a tool which brought little impact for the unemployed.<sup>2</sup>

<sup>1</sup> Ministère du travail et de l'emploi, 'Plan d'Action National pour l'emploi, Rapport National 2003'

<sup>2</sup> Source: Representative of the Administration de l'Emploi (ADEM)

### 2.1.3 The 'bilan d'insertion professionnelle'

The '*bilan d'insertion professionnelle*' (BIP), is similar to the '*bilan de compétences*', with the specific aim of helping job-seekers to become more autonomous in their search for employment, in addition to providing a tool for evaluating their technical and social skills as well as competencies. It was created in 2002 via the implementation of the National Action Plan for employment.

#### Objectives of the 'bilan d'insertion professionnelle'

- To improve the job-seeker's responsibility and autonomy with regard to becoming employed
- To put into practice in the most optimal way the social and technical skills which the individual possesses

#### Outcomes:

- Increased ability of the job-seeker (via better awareness of his/her abilities, career aims)
- Definition of a realistic occupational 'project' which is transposable to the labour market
- Defence of one's 'project'
- Development of an action plan
- Management of the action plan

The basis for the preparation of the BIP is via group work, in which the job-seekers are encouraged to propose and discuss their career plan, and whether it is compatible with the job market situation. At the same time, the candidate is questioned about what he/she believes are his/her personal competences, and whether they are compatible with their career plan. The BIP is prepared in the form of a 'log book', in which the candidate notes what he or she has drawn from each session of group work, and uses these notes to modify his or her occupational project and plan of action.

### 2.1.4 Impact

The 'bilan' system for evaluating competencies is used to some success in tackling unemployment in Luxembourg – according to statistics from the ADEM, 50% of those that undertook a '*bilan de compétences*' or a '*bilan d'insertion professionnelle*' in 2003 are still in employment. While they are not the most concrete method for validating informal and non-formal learning, they do contain an important element which involves the evaluation of one's skills and competences, which are requisite to a job-seeker developing a suitable strategy to re-access the labour market or recognise what fields of work he or she has the ability to work in. The '*bilans*' therefore represent what could be described as an evolutionary step towards more 'formalised' validation methodologies.

Unlike, for example, in the French system, the '*bilan de compétences*' and the '*bilan d'insertion professionnelle*' are only available for the unemployed. There is no provision in the legislation for those who are currently working to apply to undergo a '*bilan*'. This may not necessarily be because those who are currently employed would not benefit from or

wish to undertake a *'bilan'*, rather it suggests that there is the possibility to expand the scope of the *'bilan'* system in the future should policy-makers see fit to do so.

## 2.2 **'Validation des acquis' – the summative approach**

*'Validation des acquis'* translates as validation of prior learning, and is mentioned in the legislation creating the University of Luxembourg (*la loi du 12 août 2003*). The legislation allows for the validation of prior occupational learning to be substituted for formal learning qualifications in certain cases when applying to study at the university. Furthermore, the *'Reglement grand-ducal du 17 juin 2000'* (revised 18 May 2007) regarding the organisation of adult apprenticeships also contains provisions for admission to courses through a form of validation of prior occupational learning. While this does not currently represent a large legislative framework for the validation of non-formal and informal learning, it does show that at the national level, this method of assessing an individual's learning experience has already been formalised in certain instances.

### Validation of prior occupational learning and the University of Luxembourg

Art. 9 of the law of 12 August 2003 creating the University of Luxembourg specifies the circumstances under which a candidate can use the validation of prior learning to demonstrate how they meet the knowledge and aptitude levels required in order to be awarded a diploma or other certificate. It is clearly stated on the University website that an individual who has a minimum of three years professional experience (paid or unpaid, or voluntary) can apply for a validation of their prior experience. The awarding of such a validation is decided by a panel (*'jury'*), the composition of which is stipulated by the university rector according to the nature of the validation requested. The panel is primarily made up of teaching/research staff, although when assessing prior work-based learning, experts from the relevant private sector are also present.

Evidence upon which the panel bases its decision is a combination of a dossier submitted by the candidate, an interview with the candidate or, in certain circumstances, directly via observation of the candidate in their occupational setting, either real or reconstructed, if this procedure is allowed by the authority which delivers the certification. The panel also determines the scope of the validation, and in instances of partial validation, states where knowledge and skills in a certain area need to be evaluated by a complementary assessment.

However, the University is still in the early stages of putting this system into practice and validation of prior learning as a criterion for acceptance to a course at the university is only carried out for a certain number of courses.<sup>1</sup> For example, engineering candidates are eligible for validation of skills acquired in vocational training as well as on the job in order to ensure access to a bachelor programme.<sup>2</sup>

<sup>1</sup> Information provided by a representative of the Ministry of Education

<sup>2</sup> Towards the European Higher Education Area, Bologna Process. National Reports 2004-2005. Luxembourg. Available at: [http://www.bologna-bergen2005.no/EN/national\\_impl/00\\_Nat-rep-05/National\\_Reports-Luxembourg\\_050222.pdf](http://www.bologna-bergen2005.no/EN/national_impl/00_Nat-rep-05/National_Reports-Luxembourg_050222.pdf)

### **2.3 Admission to adult learning courses via validation of prior learning**

Legislation developed in 2000 regarding adult learning also contains provisions for the use of validation methodologies for admitting candidates onto adult apprenticeship courses. The completion of a successful adult apprenticeship in Luxembourg leads to one of the following qualifications:

- Certificat d'initiation technique et professionnelle (CITP)
- Certificat de capacité manuelle (CCM)
- Certificat d'aptitude technique et professionnelle (CATP)

These apprenticeships are managed jointly by the Ministry of Education and the professional Chambers. Training takes place either through the Centre National de Formation Professionnelle Continue (CNFC), or in one of the technical Lycées.

Article 9 of the *'Règlement grand-ducal du 17 juin 2000 portant organisation de l'apprentissage pour adultes'* (Article 8 in the new règlement) allows for 'dispensations to the normal admissions requirements for candidates who do not meet the conditions stated above, but who can demonstrate previous professional experience which can be validated'. In cases where such a validation is requested, the Admissions Commission decides whether to admit the candidate to the first, second, third or fourth year of the training scheme.

### **2.4 Reform of professional training in Luxembourg**

In October 2006, a bill<sup>1</sup> was submitted to the Luxembourg parliament outlining proposed reforms to the professional training system in the country. This bill is now open for consultation and is likely to be finalised and approved in 2008. The reforms include provision for the development of a comprehensive system for the validation of all types of learning: (formal, non-formal and informal) for formal professional qualifications, based on a similar methodology and procedures to those currently in place in France. The processes outlined in the bill will only apply to formal qualifications and will not be compulsory for validation initiatives which are implemented by other bodies (e.g. third sector, private sector).

The validation aspect of the reform was developed through a consultation by the government with social partners and through learning from practice already in place in other Member states. A working group on validation has been set up, composed of two representatives of the Ministry of Education, two representatives of vocational training schools and two representatives of each Chamber. Other relevant stakeholders are also

<sup>1</sup> Projet de loi portant réforme de la formation professionnelle et portant modification, no. 5622, 24 octobre 2006

able to contribute to the work of the group. This working group oversees the development of the validation methodology and procedures, which has thus incorporated input from all relevant stakeholders, including the private sector and trade unions (represented by the sectoral Chambers). For example, social partners were particularly keen that given that Luxembourg is such a small country, only one system of validation should be developed, in order to ensure transparency and compatibility across the country. The bill therefore proposes one single system for validation, although the University system continues to take a different approach and there are some exceptions for organisations which deliver qualifications in partnership with French institutions. Third sector initiatives (see below for more detail) have also been developed separately from the state system but ongoing consultation has meant that the third sector initiatives in place are in line with the state system, thus enabling an individual to transfer their validation from one sector to another.

The qualifications which will be included in the proposed state system for validation are:

- Secondary-level technical certificates and diplomas
- higher-level technical certificates (*brevets*)
- Masters-level certificates (*brevet de maîtrise*).

The bill outlines plans for the methodology of the new system, although is still in the process of being finalised in detail. Validation for the above courses will be possible for all relevant activities, paid or unpaid, provided the individual has at least three years experience. Validation can account for all or part of the qualification and will be assessed by Validation Commissions (which will be set up once the legislation has been approved) made up of employer and worker representatives as well as representatives from the education system.

The bill outlines the envisaged procedure for validation, as outlined below:

- 1) Candidates submit a request for validation of their experience to the Ministry of Education.
- 2) The request should be accompanied by a dossier which has been put together by the candidate, outlining the qualification they are applying for and including:
  - a. A personal profile
  - b. A description of the candidates career history
  - c. Relevant documentation to confirm their training and career history

Candidates will be entitled to personal advice and support when putting together their dossier if requested. This will be provided by the state bodies which currently deliver guidance services, although it is envisaged that advisers will require specific training in validation in order to fulfil this specific role. In addition, the Ministry foresees that a separate guidance service will be set up to focus specifically on validation – this will depend on the approval of the bill. It is also anticipated that the private enterprises will also be able to apply to carry out VAE support and guidance, provided that they meet quality criteria set by the Ministry of Education.

- 3) The validation request is submitted to a validation commission. The evaluation of the dossier may be supplemented by an interview or a practical assessment, if requested by the validation commission or the candidate. The commission then concludes whether the candidate's dossier can be used to validate either part, or all of the qualification and if necessary, indicates what additional skills should be developed to gain the qualification in full.

It is intended that validation commissions will be set up for each professional sector and that these commissions will have a mandate of five years.

The bill also indicates that the implementation of the validation process will be monitored in order to disseminate and evaluate the procedure.

## **2.5 Recognition of validation methodologies from external countries**

Luxembourg is unique in its size and geographical location, and it is to be expected that policy formation is influenced by policies of neighbouring countries. With regard to the validation of non-formal and informal learning, there are instances in the higher education sector in which institutions use the validation methodologies of other countries. For example, in the Centre de Recherche Public (CRP) Henri Tudor, a publicly funded science and research centre, the French system of 'Validation des Acquis' is used as a method of determining the skills which a candidate possesses in order to allow him or her to take up certain courses.

## **2.6 Sub-national Initiatives**

There are no initiatives at the sub-national public authority level in Luxembourg. The mandate of the Ministry of Education and Professional Training covers all areas of education policy, including lifelong learning.

## 3.0 PRIVATE SECTOR

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The principle private sector actors in the training and lifelong learning sector in Luxembourg are as follows:

- Chambre de Commerce (chamber of commerce)
- Chambre des Métiers (representation group for artisans)
- Chambre de travail/Arbeiterkammer – AK (representation group for workers)
- Chambre des employés privés, Luxembourg – CEPL (representation group for all private sector employees in Luxembourg)
- Institut de Formation Bancaire, Luxembourg –IFBL (Institute for training in the banking sector)

As outlined above, there are validation procedures in place for the formal apprenticeship schemes delivered by the professional chambers in collaboration with the Ministry of Education.

In addition, the Chambre des employés privés has set in place provision for validation of skills and competences for candidates to its adult education evening courses in continuing professional training, as outlined below.

### Example - Validation at the Luxembourg Chambre des employés privés (CEPL)

The CEPL offers evening courses to adults in a variety of vocational subjects, including ICT and administration, accounting and management, law and sales. The courses are delivered by the Luxembourg Lifelong Learning Centre (LLLC) and on completion of six modules students are delivered an official diploma by the Ministry of Education (although it does not constitute a formal state qualification).

Since January 2007, candidates have been entitled to apply for validation des acquis (validation of skills and competences) in order to obtain these certificates. Candidates must have a minimum of three years' relevant experience in relation to the desired certificate. The methodology for the validation process is outlined below:

Candidates submit a dossier to the LLLC, made up of relevant documentation to evidence the validation process. The LLLC must authorise the validation process, based on this dossier.

Approved dossiers are submitted to a jury, made up of professionals and stakeholders from the LLLC evening classes. The jury's decision on the validation is based on an analysis of the candidate's experience in relation to the skills and knowledge required to obtain the certificate. The candidate's education and continuing professional training may also be taken into account.

The jury may request an interview with the candidate or an additional test (written, oral or practical).

The jury may grant the diploma in full or in part. Candidates who receive validation for a number of modules within a certificate should take the remaining examinations within a period of five years in order to be awarded the certificate in full.

The validation process costs 150 € in total per certificate. A small number of candidates have made use of

the validation process since its introduction at the beginning of this year.

More information can be found at [www.cepl.lu](http://www.cepl.lu), under Formation Continue.

Certain private sector actors deliver Masters courses in collaboration with partner bodies in France and are therefore able to apply the French validation system to these courses. For example, the Chambre des employés privés delivers a Masters course in business administration (either business management or human resources management) in collaboration with the University of Nancy2-Tours – candidates can apply for validation of their prior experience to be taken into account in their application for this course, in place of a bachelor degree (which is the normal entry requirement). The introduction of the reform of professional training will not have any impact on this current system for courses delivered in collaboration with French partners, since the French methodology will continue to be accepted.

The Chambre des employés privés is in favour of the introduction of legislation relating to VAE. However, a representative of the Chamber suggested that when introduced, the legislation should apply not only to the qualifications specified in the projet de loi (those relating to vocational training) but to all official diplomas delivered in Luxembourg.

The Institut de Formation Bancaire Luxembourg (IFBL), offers the services of its 'Diagnostic Centre' for the purposes of training those working in the banking sector, part of the role of which is to assist workers in this area to assess their skills and abilities relevant to working in the sector. One of the tools used by the Diagnostic Centre to achieve this, is the drawing up of 'bilan de compétences' similar to those described in section 2.1.2 above.

The Ministry of Education was unable to provide examples of small and medium-sized enterprises (SMEs) with validation initiatives in place.<sup>1</sup>

<sup>1</sup> Information provided by a representative of the Ministry of Education

## 4.0 THE THIRD SECTOR

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Third sector bodies have been represented in the design of the reform of professional training through the representative social partners. Some third sector organisations have also developed their own initiative for the validation of skills and experiences gained through voluntary activities, in collaboration with the Ministry of Youth. 2006-2007 is now the pilot phase for this initiative, which is known as the *attestation de compétences*.

### Validation of non-formal learning: The Attestation de compétences<sup>1</sup>

In 2004, the Fédération Nationale des Eclaireurs et Eclaireuses de Luxembourg (Luxembourg Federation of Scouts) and the Service National de la Jeunesse (National Youth Service) initiated the development of a system of validation for the skills and competences developed by young people through their participation in voluntary work.

This initiative was led by a working group of the Commission Consultative pour la formation d'animateurs et responsables de loisirs (consultative commission for the training of activity leaders) and began with a consultation phase with employers. The initial proposal was amended in line with their feedback and a pilot attestation (certificate) has now been launched, which aims to record the skills and responsibilities which young people have acquired or held during their participation in voluntary work. In 2005, a guidance leaflet was published outlining the pilot attestation procedure, which is based on a similar document produced by the Swiss scout movement.

The attestation can only be awarded to young people who meet the criteria set out in the guidance booklet:

- They must be a minimum of 18 years old
- They must have been involved for at least one year of continuous service in their voluntary activity, or for at least three years in the case of a project
- They must carry out a leadership, training or project management role
- They must have followed a training course from the youth sector.

In addition, during the pilot phase, the attestation can only be awarded to young people who are active in a member organisation of the Commission consultative pour la formation d'animateurs et de responsables d'activités de loisirs. Once the pilot phase is completed and evaluated, and any necessary amendments to the process have been made, it is anticipated that the attestation will be opened up to a wider sphere of participant organisations.

The pilot phase is being run by a Commission d'Attestation which will review all applications submitted and undertake general management of the pilot project. In addition, a steering group has been put together of representatives of the project, enterprises and ADEM. This steering group will have responsibility for monitoring the quality of the project.

The attestation is made up of three principal elements: personal details, information about the organisation the young person is involved in and a description of their voluntary activities. There are three different certificates which can be obtained, according to the role and responsibilities the young person has held (leadership, training or project management). The process which must be followed to apply for an attestation is as follows:

- An interview is carried out with the young person requesting an attestation in order to discuss the evidence they can provide and the type of attestation they should request.
- An adult member of the organisation drafts an attestation for the young person, using the appropriate template. This is then discussed with the young person.

<sup>1</sup> <http://www.snj.public.lu/publications/publications-diverses/index.html>

- The attestation is submitted to the National Youth Service with an accompanying letter from the organisation. The Commission d'Attestation then considers the dossier and forwards it, with their recommendations, to the Ministry of Youth.
- Approved dossiers are co-signed by the Ministry of Youth.

The need for a validation process to recognise skills and competences developed through voluntary work was seen as a vital component of the concept of lifelong learning. The attestation de compétences is said to be a response to both European and national recommendations.

Close collaboration with the Ministry of Education (a Ministry representative is involved in the pilot group for the system described above) has enabled the initiatives developed by the third sector to be aligned with the state system for validation of formal professional qualifications.

## 5.0 CONCLUSIONS

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The development of tools and methodologies for the validation of non-formal and informal learning in Luxembourg has clearly made significant progress since the last Inventory was produced. Although progress in the public sector has been delayed by the necessary process of consultation and approval of the proposed bill for reform of profession training, there is a clear recognition of the importance of validation of non-formal and informal learning and the need to set in place comprehensive policy on validation and systems for its implementation. It is positive to see that the work carried out by the public sector has been informed by consultation with and involvement of relevant stakeholders, as well as learning from policy and practice in other Member States.

There are also positive signs that in both the private sector and the third sector, validation is on the agenda and action has been taken to implement methodologies and procedures to recognise individuals' professional and non-professional experience. Again, the pilot project carried out by the third sector shows good practice in terms of consultation, involvement of stakeholders and learning from other countries.

Although there remains work to be done (particularly with respect to higher education) it is clear that the foundations have been laid for a strong system of validation to be set in place in Luxembourg in the future. The success of this system will rely on the continuing commitment of all those involved, backed up by appropriate policy and resource allocation, together with awareness-raising among the general public.