Recognition and validation of informal and non formal learning for VET teachers and trainers in the EU Members States

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A TTnet project

One hypothesis :
practices of RVNFIL can be developed according to a problem to solve and not according to specific methods set up by a country. In this case the same method may be used in all countries.

Three phases:

- exchanges about the concepts and debates about
            recognition   and validation of informal and non formal learning

- collection of examples in nine countries volunteers

- analysis of the results

9 Countries involved

- Belgium   - Italy
- Denmark   - Lithuania
- Finland   - Slovakia
- France   - United Kingdom
- Ireland

First phase   : October to December 2004
Second phase : January to may 2005
Third phase   : June to August 2005

Methodology

Synthetic recall for each country of :

- requirements and conditions of the recognition of trainers and teachers qualification

- policies and practices in use about RVNFIL

Synthetic recall about main debates and principles already proposed at the EU level

Set up of a common grid for collecting information about study cases of RVNFIL

The content of the grid

Case studies describe actions already set up, or finished, or planed. They concern as well trainers as teachers.

Three dimensions were explored :

- Context and aims of the action

- Processes and procedures used

- Quality control of the process

Added monographs give further information about the environment, policies and results of the action.

First results about 30 cases studied

The recognition of trainers and teachers qualification is not based on the same principles and conditions for recruitment. Cases described follow this this distinction.
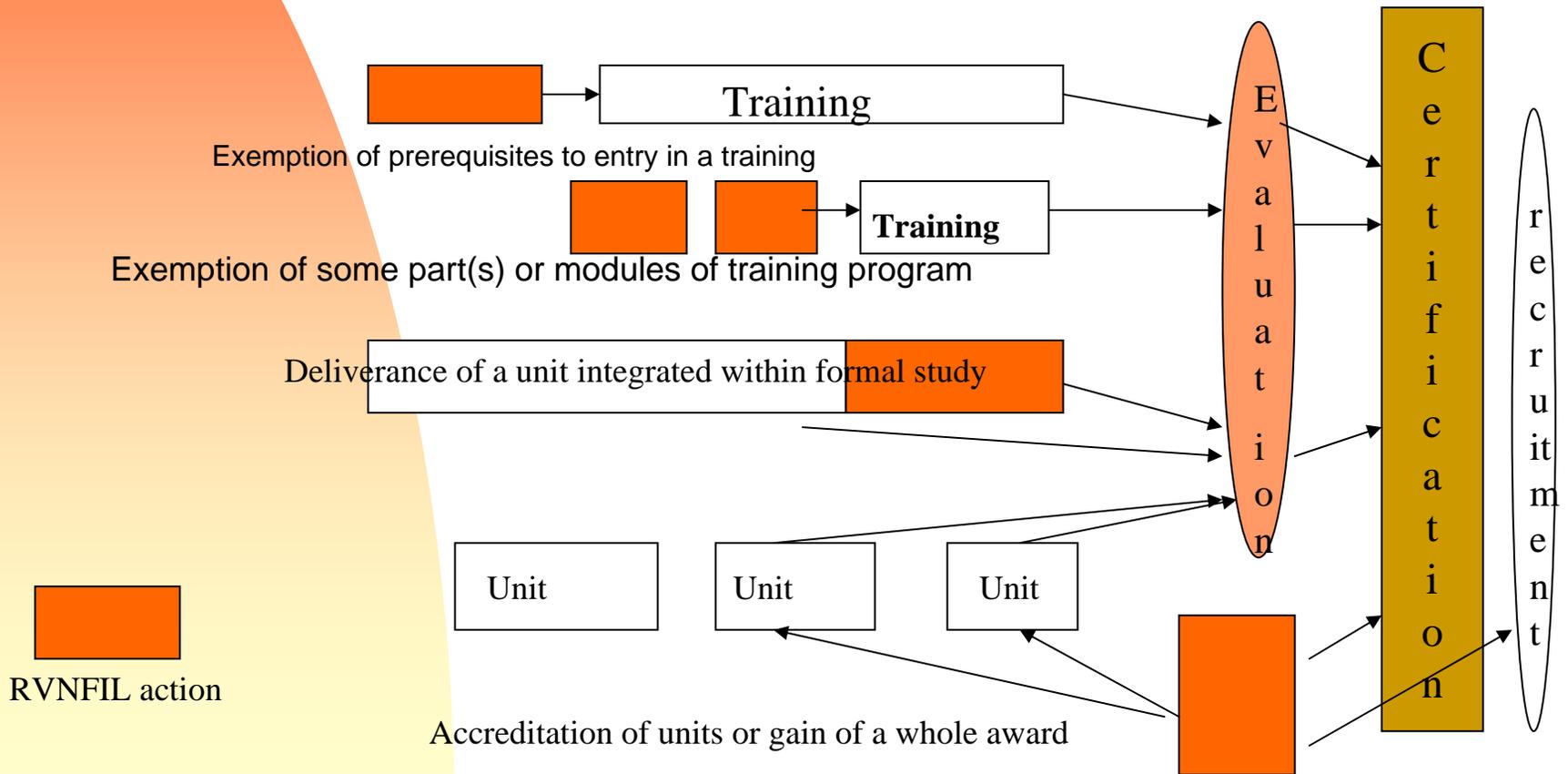
- they turn around the opportunity to got a degree or a diploma or an accreditation delivered by a University when teachers are concerned.

- when they concern trainers the objectives turn around quality process organised by employers to develop trainers qualification.

RVNFIL can be develop in countries where exists already a national policy allowing such practices. If not they concern only experimentation. Generally trainers and teachers are forgotten in RVNFIL policies and actions.

Purposes pursued through RVNFIL actions

Purposes	Teachers	Trainers
Exemption of prerequisites to entry in a training	1	
Exemption of some part(s) or modules of training program	2	
Deliverance of a unit integrated within formal study	7	1
Accreditation of units or credits concerning pedagogical as well as general aspects leading to an award (diploma or degree)	6	5
Gain of the whole of an award (diploma or degree)	1	
Gain of part or the whole of a qualification or a competencies title recognising professional skills		5
Appointment as a trainer		3

RVNFIL cases studies linked to training action

Exemption of prerequisites to entry in a training

Training

Exemption of some part(s) or modules of training program

Training

Deliverance of a unit integrated within formal study

Evaluation

Certification

recruitment

Unit

Unit

Unit

RVNFIL action

Accreditation of units or gain of a whole award

The different situations proposed by cases studies

Purposes	Before training or process of recognition	Process of accréditation	Process of qualification certification	Process of recruitment
Guidance	Bilan de compétences			Bilan de compétences
Exemption of prerequisites to entry in a training	RNFIL*I VAE (1985)			
Exemption of some part(s) or modules of training program		RNFIL /AP(E)L Positionnement		
Deliverance of a unit integrated within formal study		RNFIL /AP(E)L	Evaluation Validation	
Accreditation of units or credits concerning pedagogical as well as general aspects leading to an award (diploma or degree)		AP(E)L	AP(E)L VAE	
Gain of the whole of an award (diploma or degree			VAE	
Gain of part or the whole of a qualification or a competencies title recognising professional skills			AP(E)L VAE	
Appointment as a trainer				RNFIL

* RNFIL : Recognition of non formal and informal learning