



CHAMBRE DES SALAIRES
LUXEMBOURG

MAKING VALIDATION A REALITY IN EUROPE

VALIDATION IN NATIONAL SKILLS STRATEGIES

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LUXEMBOURG, A TRIPARTITE APPROACH

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Luxembourgish policy on validation of non-formal and informal learning

- Validation procedures introduced
 - in 2003 for higher education (NQF levels 6 & 7), focusing on access to HE programmes
 - in 2008 for secondary education, including VET (NQF levels ≤ 5), focusing on the qualification - came into force in 2010



Development of the validation model for secondary education,

1. phase

- consultation among employees and employer representatives, views of the social partners in relation to the principles, methods and institutions concerning VNFIL

N.B. the representative trade unions (TUs) in Luxembourg mandate the Chamber of employees (CSL) to represent them in the VNFIL process.

- social partners insisted on a legal basis to define the validity and credibility of the process



Development of the validation model for secondary education

1. Phase (continued)

- first principle : validation procedure should lead to a full formal qualification (recognition on the labour market) – principle suggested by the CSL/TUs, general consent among the stakeholders
- second agreed principle: validation includes ALL the learning experiences of the individual (individual's life and work experience)
- agreed principles – basis of the draft law. Full support of the end version of the law by TUs/CSL as they were involved in the whole development process from the beginning.



Development of the validation model for secondary education

2. General features of the validation agreements

- creation of sectoral working groups with CSL/TU representatives to define occupational/training standards in VET to identify skills/competences subject to validation and certification
- the minimum experience requested related to the desired qualification, the skills/competence frame, the application file, the information and guidance of the candidates, the training of counsellors and members of the validation commissions elaborated by and validated on a tripartite basis
- CSL/TUs representatives organised overall information and promotion sessions for individuals to promote the VNFIL model



Development of the validation model for secondary education

Some statistics:

- 3677 applications introduced until March 2021
- 2674 applications declared admissible
- 1094 applications with no follow-up
- 1580 applications with follow-up
 - 1255 applications analysed
 - 400 full validations (31.8%)
 - 78 partial validations (6,2%)
 - 674 refusals (53.7%)
 - 103 candidates didn't follow up on their partial validations (8,2%)
- 85 applications in progress
- 240 candidates are working on their application file
- 1337 candidates out of the 2674 asked for support/guidance

2010	299
2011	226
2012	239
2013	291
2014	334
2015	308
2016	366
2017	394
2018	422
2019	352
2020	363
2021	83



Some conclusions of the actual LU validation system and future actions to be taken by TUs/CSL

- Implementation and real functioning of the system is not easy
- number of refusals and the quality of the validation dossiers show an urgent need of procedures to adapt the system to non-qualified, resp. low qualified interested people
- common understanding of the basic principles among the stakeholders but the concrete implementation differs – difference is partly conditioned by the mindset of the different actors.



Some policy recommendations

- Keep VNFIL systems and related procedures easy and simple (too much formalisation may be counterproductive)
- support and speed up the process by specific national budget lines
- open the way for skill/competence recognition through non-traditional elements (e.g. testimonials, photos, ...)
- provide adequate support to individuals
- introduce paid individual training/validation leave and financial assistance



Some policy recommendations (continued)

- improve support especially for low-skilled workers (joint responsibility of the HR department and staff delegates/employee representatives within the company)
- raise awareness about recognition and validation to a large public (unemployed, migrants, refugees, ...)
- ensure access to further training modules supplementing partial qualifications (→ full qualification)
- introduce a right to access validation and recognition processes to ALL adults.



Conclusion:

An effective tripartite dialogue (state-employees-employers), a concrete involvement of the social partners during the different stages in a VNFIL system is a « conditio sine qua non » for building trust in validation and thereby a successful system!

Thank you for your attention