Annual National Review (ANaR) on the Validation of Non-Formal and Informal Learning (VNF-IFL)

on the national context

The objective is to produce each year a state of play (approximately 3 pages in English) about main events, key issues, debates and discussions, which have arisen during the year.
This grid is informal. It provides just few questions to guide your reflection.
You may wish to use it or not, or leave blank some of the categories, or increase the spaces for others, depending on what content you can provide. It is FLEXIBLE. It is only a tool to guide your report.

✹ *It would be useful for the Observatory to give references (when they only exist in your own language) and terms used in your **own language**, then give the English translation you think most appropriate for the terms used, or the official translation usually given; whichever, the question of terminology will be discussed throughout the project for the purpose of the Observatory itself.* ✹

ANaR Report Year 1 - 2008

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1. **The general situation regarding VNF-IFL**

Points to consider	Your text
1. **National strategy**: is there one? What is in place re the VNFL-IFL, at which level? If not, are there regional, local or institutional strategies? *Any reference or URL links to official documents, Websites*?	First I have to stress that in the formal education and training fields there are only 2 Ministries that have responsibility: Ministry of education and vocational training and Ministry of higher education). No other Ministry has force in the field of education and training. The Ministry for family and youth has developed some validation procedures in the youth sector. This validation is in line with the developments of the below mentioned bill and can therefore, if there is a need be linked to this system. At this moment we have the following formal situations. The bill concerning the reform of the vocational training foresees the validation of formal, non-formal and informal learning outcomes for all certifications of the secondary technical system, the upper secondary technical system, and the diploma of master in crafts. The remaining general secondary system is the only of the formal education and training system that is not included. On the other side is the law of the 12 August 2003 concerning the creation of the « Université du Luxembourg ». This law says that the validation of professional experience can lead to a part or full certification
2. main responsibility for VNF-IFL, regulations, monitoring and evaluation: • Who has the main responsibility for VNF-IFL? Which ministry (ies), which institution (s), organisation or body (ies)? Who gives the main impetus and direction? • Who regulates, monitors and assesses practices and pilots new initiatives? • Or are they local, regional, sectoral, institutional initiatives?	Concerning the above mentioned developments, the responsibility is one side (future law) in the hands of the Ministry of education and vocational training, on the other in the hands of the University (Ministry of higher education) One institutional imitative is driven by the chamber of employees. This chamber is validating experience for their courses. At the same time as they are offering master courses together with some French universities, the validation is done following the law of 85
2. **Sectors:** where, which sectors: • Does VNF-IFL apply to all educational sectors? Or to specific ones (vocational education & training, Further Educ. Colleges, universities,	As said above the luxemburgish system is centralised and therefore except the general education part the future and existing validation covers the whole system.

adult education etc….) • Or/ and does it apply to other sectors: 3rd sector, private sector *Name some examples or references to examples (websites, documents etc….?)*	
4. Terminology: Is there a common definition of VNF-IFL, or are there specific terms used by different institutions implementing VNF-IFL? What would be the best way to translate it / them into English?	**Give the definition (s) and terms used in your own language, and your translation in English** There is no formal definition, nevertheless the wording in the bill and the agreed understanding refers to the recognition and validation of the learning outcomes stemming from formal, non-formal and informal learning experiences.
5. National Qualification Framework: How do VNF-IFL practices or initiatives relate to NQF in place or in construction, if they do? If not, why not? *Brief description of the NQF (diagram etc)?* *Reference to docs or website?*	As the validation is an other way to come to a formal certification the question in relation to NQF is not applicable.

II. Impact of Validation

6. Impact on individuals • What impact has VNF-IFL had on individuals? On whom, in your opinion, has it had the most impact: Validation candidates/ learners, practitioners, teachers/ academics/ tutors/facilitators in adult education, careers advisers, human resource managers…any more? • In what way has it had an impact: • in the actors/ stakeholders' attitudes, practices and methodologies, interaction with each others, understanding of different types of learning, better understanding of adult learners' needs, assessment practices, etc…? • Do you have evidence whether it is felt as a	Can not be evaluated at this moment

positive, negative, problematic impact? *Some evidence/ reference to examples of this impact?*	
7. structural and institutional impact: • Has it had an impact on education and training (or lifelong learning) policies? • On other legislation, official/ governmental organisations, bodies, institutions? • On the negotiations between social partners (who are those anyway in your country?) • On human resource management in the private sector? • On civil society/ NGOs/ adult education sector? • On building bridges (of communication, working partnerships…) between different systems of certification, sectors etc?	idem

III. Your analysis of the national situation regarding Validation

8. Stakeholders' engagement: how would you rate the stakeholders' level of interest in your country regarding the VNF-IFL? • Which stakeholders in particular are very interested? • Which ones are not so/ not at all interested? Why is that so? Any particular or obvious reasons? *Reference to examples, documents?*	**1 to 5: Very Low to High?** The whole discussion around the principle and development of the methodology in relation to the bill was discussed with the relevant stakeholders e.g. employer and employee chambers, world of school and training. The fundamental reason for this is on one side the fact that in general all issues in relation with education and training are discussed with these stakeholders and on the other side it is the only way to get the necessary legitimacy.

9. Debates-discussions: Are there any (few/many) discussions concerning VNF-IFL? • Has it stimulated discussion on specific issues (social inclusion, employability, learning society, accessibility for older learners, women, migrants…) • On the nature of assessment, knowledge…? • Between which stakeholders mainly/ or within which sector mainly? *Any evidence or references to those?*	All the points were subjects of the above consultation process.
10. Research and VNF-IFL: Does research feed these debates? *Are there examples of this? Reference to reports, research findings etc…?*	
11. Problems/ difficulties, and resistance: • Are there any emerging? If so which ones? What type? (strategic, operational, organisational, attitudinal, cultural, financial etc…) Is there resistance appearing? • At which level? • In which sector in particular? • From which category of actors/ stakeholders? *Evidence available? Some examples?*	

Any other comments