



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

Country: Luxembourg

Name: Jos Noesen

Date: june 2008

1. The general situation regarding VNF-IFL

Points to consider	Your text
<p>1. National strategy: is there one? What is in place re the VNF-IFL, at which level? If not, are there regional, local or institutional strategies?</p> <p><i>Any reference or URL links to official documents, Websites?</i></p>	<p>In comparison with the previous YNR the situation in Luxembourg is :</p> <p>The law concerning the reform of the vocational training that foresees at chapter 5 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 has been adopted by the parliament in December 2008 .</p> <p>At this moment the regulation (règlement grand-ducal) that defines the details for carrying out the law is on the legislative way.</p> <p>The law can be downloaded under: http://www.legilux.public.lu/leg/a/archives/2008/0220/a220.pdf#page=2</p>
<p>2. main responsibility for VNF-IFL, regulations, monitoring and evaluation:</p> <ul style="list-style-type: none"> • 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? 	<p>No change See previous report</p>
<p>2. Sectors: where, which sectors:</p> <ul style="list-style-type: none"> • Does VNF-IFL apply to all educational sectors? Or to specific ones (vocational education & training, Further Educ. Colleges, universities, adult education etc....) • Or/ and does it apply to other sectors: 3rd sector, private sector <p><i>Name some examples or references to examples (websites, documents etc....?)</i></p>	<p>No change See previous report</p>

<p>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?</p>	<p>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 law and the agreed understanding refers to the recognition and validation of the learning outcomes stemming from formal, non-formal and informal learning experiences.</p>
<p>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? <i>Brief description of the NQF (diagram etc)?</i> <i>Reference to docs or website?</i></p>	<p>As the validation is another way to come to a formal certification the question in relation to NQF is not applicable.</p>

II. Impact of Validation

<p>6. Impact on individuals</p> <ul style="list-style-type: none"> • 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 positive, negative, problematic impact? <i>Some evidence/ reference to examples of this impact?</i> 	<p>Can not be evaluated at this moment</p>
---	--

<p>7. structural and institutional impact:</p> <ul style="list-style-type: none"> • 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

<p>8. Stakeholders' engagement: how would you rate the stakeholders' level of interest in your country regarding the VNF-IFL?</p> <ul style="list-style-type: none"> • 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? <i>Reference to examples, documents?</i> 	<p>1 to 5: Very Low to High?</p> <p>The whole discussion around the principle and development of the methodology in relation to the law 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 this stakeholders and on the other side it is the only way to get the necessary legitimacy.</p>
<p>9. Debates-discussions: Are there any (few/many) discussions concerning VNF-IFL?</p>	<p>All this points were subjects of the above consultation process.</p>

<ul style="list-style-type: none">• 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? <p><i>Any evidence or references to those?</i></p>	
<p>10. Research and VNF-IFL: Does research feed these debates? <i>Are there examples of this? Reference to reports, research findings etc...?</i></p>	
<p>11. Problems/ difficulties, and resistance:</p> <ul style="list-style-type: none">• Are there any emerging? If so which ones? What type? (strategic, operational, organisational, attitudinal, cultural, financial etc...) <p>Is there resistance appearing?</p> <ul style="list-style-type: none">• At which level?• In which sector in particular?• From which category of actors/ stakeholders? <p><i>Evidence available? Some examples?</i></p>	

Any other comments