



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

ANaR Report Year 1 – 2009-2010

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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 regulation (règlement grand-ducal du 11 janvier 2010) defines the details for carrying out the.</p> <p>The regulation can be downloaded under: http://www.legilux.public.lu/leg/a/archives/2010/0006/index.html</p> <p>This regulation was the start for the process. A specific website was created. www.vae.men.lu You can find all the relevant information and documents (flyer, dossiers) on this site</p> <p>Beside this a whole page on the “guichet unique” (<i>One Access Point</i>) of the government is dedicated to the official validation procedures in Luxembourg. http://www.guichet.public.lu/fr/citoyens/enseignement-formation/education-formation-adultes/formation-continue-diplomante/validation-acquis-experience/index.html</p> <p>On this page you can find information on another educational sector (BTS) that introduce the validation. The legal text can be found under: http://www.legilux.public.lu/leg/a/archives/2009/0153/index.html</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....) 	<p>No change See previous report</p>

<ul style="list-style-type: none"> 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>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>	No change See previous report
<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>	No change See previous report

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</i> 	No change See previous report
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<p>impact?</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? 	<p>idem</p>

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? <p>Why is that so? Any particular or obvious reasons? <i>Reference to examples, documents?</i></p>	<p>No change See previous report</p>
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<p>9. Debates-discussions: Are there any (few/many) discussions concerning VNF-IFL?</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>id</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>id</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>	<p>id</p>

Any other comments