



Validation of non formal and informal learning The French Framework

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Three historical steps

- 1985 Validation for access to Universities
 - 1992 Validation for credits
 - 2002 Validation for a qualification
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Validation for access

- A decree authorising **access** to all levels of higher education and **exemptions** on the basis of prior learning **and/or** personal and professional experience
 - In 2004, universities examined 18506 application forms and gave a positive answer to 13695
 - These arrangements are still alive and can be part of the VAE process
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Validation for a qualification

- A law and two decrees (a general one and a specific one for HE)

Which establish a **new right** for individuals :

- They can claim for validation of their experience, if they have been in paid, unpaid or voluntary employment or activities for at least 3 years
 - Learning and training institutions are obliged to give them an answer
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What has changed in 2002?

1 Learning and training institutions are allowed to award a **full qualification** (degree, diploma, certificate) on the basis of individual experience,

By this way VAE is opening up a new road towards qualifications by comparison with schooling, apprenticeship, or further education,



2 The whole experience of an individual, and not only professional/work experience, should be taken into account.

3 The duration of the experience required has been reduced from 5 years to 3.





All qualifications are concerned :

- state diplomas
- qualifications accredited by CNCP
- professional certificates awarded by professional organisations

These qualifications must be registered in a national list (Répertoire National des certifications professionnelles) established by a new State Commission (Commission Nationale de la Certification Professionnelle)





The « VAE » arrangements

Two decrees

A general decree '26/04/2002)

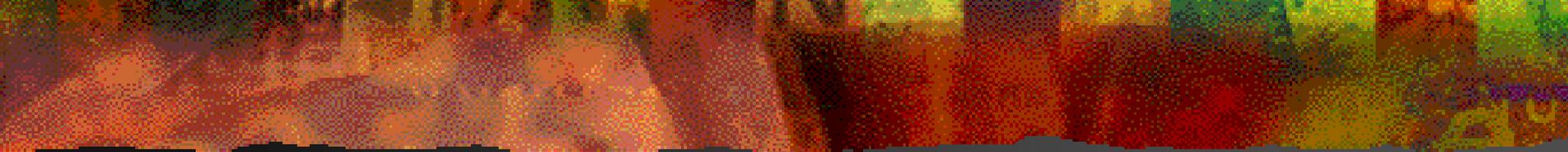
- Candidates apply to the institution awarding the qualification aimed at in respect of the conditions defined by this institution
 - They can only apply for a specific qualification or for at a maximum three different ones each year
 - They have to produce the « dossier », portfolio, collection of evidences required by the institution awarding the qualification
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The role of the jury

- The dossier is examined by a jury
 - The jury must be composed of at least a quarter of representatives of companies or professional bodies (half employers and half employees) and must be balanced between men and women.
 - The jury may interview the candidates, but it is not compulsory. The candidates can ask to be interviewed by the jury
 - The jury can decide to award a full qualification or to award part of a qualification. In this case it gives them recommendations on the elements that they have to provide in order to be fully awarded later
 - The candidates have 5 years to present the required elements to the jury
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The Higher Education decree

- The general conditions are identical.
 - What is changing is the composition and role of the jury
 - The president of a university or the director of a high school nominates the president and members of the accreditation jury, taking into account their competences
 - Academic must be on majority
 - The jury must include at least one member from companies or external organisations.
 - The jury must interview the candidates
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Where are we now?



A procedure shared by all the actors

- More or less, the same procedure has been adopted by in all institutions. It is divided in **6 phases** :
 - Reception and information of people interested in validation approach and organisation
 - Orientation: to identify the most appropriate qualification corresponding to their project or intention and the institution likely to offer the best solution
 - Preparation of the dossier or collection of evidences, or testing in situation,... This phase requires the help of a « professional » in guidance
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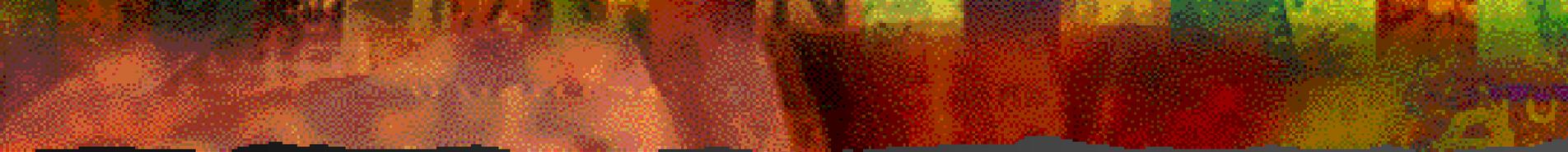
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- Examination of the dossier by the jury and possibly audition
 - Decision by the jury
 - Information of the candidates about the decision, and follow-up
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Financing

- Four main ways of financing:
 - Companies, which are allowed to charge to the training tax they have to pay for their employees' validation
 - A decree in 2002 has created a new leave authorising employees from companies to spend 24 paid hours on preparation of their dossier
 - Regions or institutions in charge of unemployed people, in general, have decided to pay validation costs for them
 - The individuals for themselves
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Statistics 2005 in public institutions

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|--------------------------------|-------|
| ■ Dossiers filled in | 76282 |
| ■ Dossiers accepted | 60839 |
| ■ Dossiers presented to a jury | 42892 |
| ■ Full qualification (52%) | 22257 |



Towards a global framework

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- Mobilisation of State and Regions : various and numerous initiatives, financing, evaluation, regulation, quality
 - Mobilisation of companies, professional bodies and trade unions: agreement on continuing education, human resources management
 - Mobilisation of training and learning institutions: new organisation, new staff or new competences for their staff
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In conclusion: five effects

- Inversion of the logic of evaluation
 - An individual centred approach
 - A developmental logic
 - The learning outcomes perspective
 - A global approach and a process thought as continuous, validation as key element of LLL
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- My view is the following one :
 - We will move progressively from an individual to a collective demand, depending of the inclusion of this procedure in human resources policies in companies
 - We will move from a « one shot » approach, to a recurrent approach as the first step of each training or learning period on a lifelong return between work and training
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