

OBSERVAL
Christina Chaib
National leader, Sweden

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The Delegation of Validation has ceased and the Swedish Board of Education has for the present the responsibility for questions about validation (www.skolverket.se)

The book, of totally 336 pages, contains of four parts. The different parts will shortly be presented after the summary.

Summary

The summary, in the beginning of the report, contains the following proposals:

- Validation, as defined and described in *Ds 2003:23 Validering m.m. – fortsatt utveckling av vuxnas lärande* (Departmental series 2003:23: On Validation etc. – continuing development within adult learning (*in free translation*)), should be the valid and official definition;
- Any new validation initiative should be specified based on its goals and purposes;
- The overall responsibility for national strategic and developmental issues concerning validation should be assigned to a Ministerial Department;
- The overall responsibility concerning future development for ongoing work within the validation process should be the responsibility of, and assigned to a public authority;
- Municipal authorities, the Public Employment Service and the Social Insurance Agency should support the availability of validation for the individual;
- Each region should, if possible, instigate co-operative validation procedures;
- The national Government should support quality development and quality assurance concerning validation;
- Validation within the labour market area should be based on frameworks developed by the social partners and industry organisations;
- Any initiatives should be based upon the individual's particular situation and needs, and be characterised by equal parameters irrespective of wherever in the country the validation is carried out;
- Validation executives should be able to operate on a local, regional and/or at a central level;

- The responsible authority or organisation within the education or labour market area should be able to contribute in the ongoing development of validation methods and models;
- The documentation of results should be published regarding the implementation of validation initiatives;
- Individuals should be given financial support during the validation process;
- Validation, which is arranged following an initiative from either a municipal authority, the Public Employment Office, the Social Insurance Agency, or an employer, should be financed by each party, respectively;
- A University Chair should be established for continuous research and the evaluation of the effects of validation;
- The goals of teacher education and training should be clarified concerning the attitude to informal and non-formal learning;
- The Migration Board should be given the responsibility for investigating migrants' educational levels and professional backgrounds;
- A standard for all those having had a foreign education should be established for the information, guidance and quality assurance of the validation process;
- The National Agency for Higher Education should be responsible for the validity of all foreign preparatory education, and any relevant professional experience, irrespective of whether any such education has been completed or not;
- The future "National Agency for professional higher education" should be assigned the task of assessing foreign post-secondary education given outside the University College/University systems;
- The National Agency for Service to Universities and University Colleges should be responsible for the validation of all foreign preparatory education for further studies;
- The National Reference Point for vocational qualifications (the NRP) should be assigned validation of the professional and/or vocational parts of any foreign preparatory vocational secondary education;
- Opinions and judgements given following validations performed by the National Agency for Higher Education, the future "National Agency for professional higher education", the National Agency for Service to Universities and University Colleges, and the NRP, should be legally binding;

The four parts of the book, besides appendices, is shortly introduced below. Each part consists of one to five chapters.

Part I – The proposals from the Delegation of the Validation

- Proposal to secure a validation activity
- Proposal to secure an efficient and quality assured assessment of foreign diploma
- Mission to deliver juridical proposals related to the implementation and documentation of validation etcetera.

Part II – Background

- Investigations of validation and political expectations

Part III – The commission of the Delegation of Validation

- Encourage quality, legitimate and equivalence
- Encourage regional cooperation
- Activities of information
- Special task on validation of foreign diploma and professional experience – Mission to be accomplished together with the National Agency of Higher Education and the National Agency for Service to Universities and University Colleges.
- Specific mission: pilot study concerning foreign vocational competence

Part IV – Development in an International Perspective

- Overview over the Nordic countries' work
- The Development in Europe