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Organizing VPL at national, regional and local levels: Making VPL the core mechanism of a quality lifelong learning system

Madhu Singh

UNESCO Institute for Lifelong Learning, Hamburg

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Organizing VPL at the national, regional and local levels

1. Step One. Looks at the organization fo RVA systems in different contexts. Draws on previous approaches to produce different typologies of education ad training, lifelong learning and skill formation systems.
2. Step two. Adopting a systems approach for organizing VPL a the macro, meso and micro levels;
3. Step Three. Come up with initial indicators for organizing RVA at the local level with the end-user in mind.

Organizing VPL especially at the local level is a challenge

1. Existing empirical findings show that organizing RVA at the national, regional and especially local level is a real challenge for all those involved.

Conceptualizing the organization of RVA systems

1. To come up with a rough classification of countries according to socio-cultural contexts and stakeholder constellation. This relies on previous approaches that combine various dimensions such as:
 - ‘skills formation models’,
 - ‘stratification’,
 - ‘standardization’ and
 - ‘learning practice’.

Conceptualizing the organization of VPL

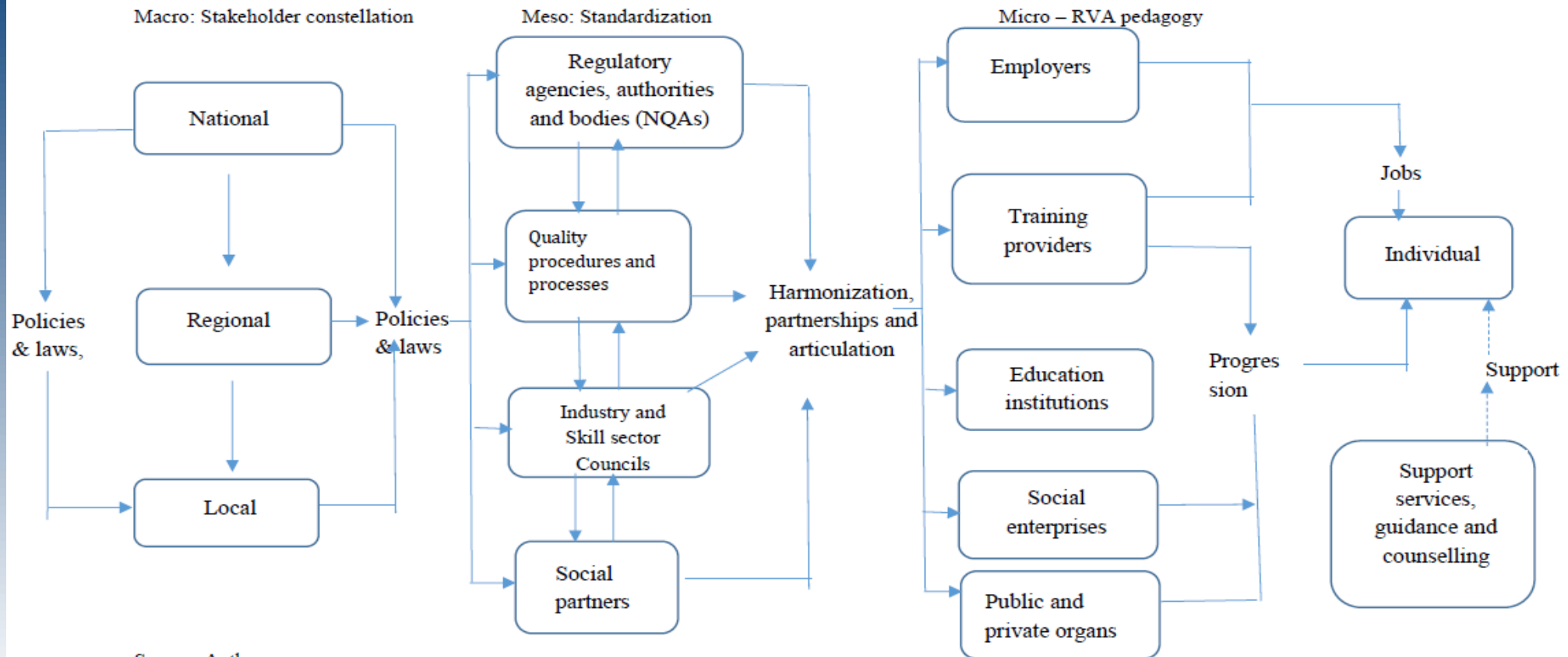
1. Setting up a framework for organizing VPL at the macro, meso and micro levels;

Conceptualizing the organizational aspects of VPL

1. Macro level	1. Skill formation system. (State and company) (state dominance) (company dominance)
	2. Stratification
	1. Legislation
	1. Financing
1. Meso-level	1. Standardization and quality assurance approaches (
1. Micro-level	1. RVA practice

The organization of VPL must pay attention to all these aspects

Figure 1. Organizing RVA at the macro, meso and micro levels



Source: Author

Macro-level

Countries	Skill formation system	Stratification	Standardization	Practice-based learning
Australia and New Zealand	Individualized (low state, low employer activity)	High	Yes	High
USA and Canada	Individualized (low state, low employer activity)	Low	Low	High
France	State Dominance	High	High	Low
Germany, Austria, Switzerland	Mixed (state and company dominance)	high	High	High
Denmark Norway Finland, Netherlands	Mixed (State and company)	Low	High	High
Portugal, Greece, Turkey	Individualized	High	Low	High
Jordan Lebanon, Egypt	Individualized	High	Low	Low
Rumania, Bosnia and Herzegovina	Individualized	High	Low	Low
India, Mexico, South Africa, Philippines	Individualised	High	Low	High
Afghanistan, Pakistan	Individualised	High	Low	Low
South Africa Namibia, Mauritius	Individualized	High	Low	High
Hong Kong SAR China	State dominance	High	High	Low
South Korea,	Market oriented	High	High	Low

The roles and responsibilities of stakeholders in the organization of RVA

1. Social partnership model	1. Germany, Switzerland, Austria 2. Norway, Denmark, 3. Netherlands , Finland
1. Stakeholders in the adult and communtiy learning sector	1. USA, Canada
1. National Qualifications Frameworks	1. South Africa, India, Mexico, Australia, New Zealand

Meso level. Standardization:

1. Role of regulatory agencies
2. Inter-institutional arrangements
3. Establishment of multi-stakeholder partnerships
4. Landmark in standardization and quality assurance are NQF developments
5. Learning outcomes approaches
6. Overarching evaluative frameworks
7. Designing non-formal learning to meet formal objectives.

Micro-level: the pedagogy of RVA

1. Ownership and acceptance of stakeholders at the local level
2. Resources
3. Expertise
4. Progression
5. Encouraging employers and voluntary organizations to be involved in VPL
6. RVA must have real benefits for workers and voluntary workers.
7. Emphasize the demand side of VPL

Summary

1. At the macro level, the constellation of owners involved in VPL depends to a very large extent on country-specific skill formation systems. Skills formation systems interact with the existing education and training and employment systems. Often existing education and training systems are differentiated in terms of access routes, selection and transition mechanisms.
2. At the meso level, standardization is a key terms to understand the quality of structures, processes and outputs underpinning the organization fo RVA system.
3. At the micro level, the presentation has highlighted the demand side of VPL.



Thank you

Ms Madhu Singh

Senior Programme Specialist

UNESCO Institute for Lifelong Learning

Feldbrunnenstr. 58

20148 Hamburg

Tel : +49 (0) 40 44 80 41-26

Fax : +49 (0)40 410 77 23

Email : m.singh@unesco.org

madhu.singhwetzlaugk@gmail.com