1.	**Strengthening the quality of the validation process by better trained professionals**
	Professor PhD. Simona Sava West University of Timişoara
	Abstract: Validation of prior learning experiences is a functional alternative to affirmatively capitalize the competences gained in all contexts of life. Despite its unquestionable potential in this regard, it is still seen with mistrust, being a process insufficiently consolidated. To enhance its credibility and intrinsic quality, a main way of action is to prepare professionals who are involved in the identification and validation of skills, whether they are trainers, career counselors or assessors of competence. We discuss in the editorial this thematic number of the journal such critical aspects by integrating various points of views highlighted in the articles selected for publication.
	Key words: validation of competences, professionals, assessors of competences
2.	**Recognition and Validation of Competences: Process and Practices**
	Lecturer PhD. Joana Fernandes, Researcher Marta Santos University of Oporto, Portugal
	Abstract: The recognition and validation of prior learning is an emergent training practice. In Portugal, since 2001, it has been possible to obtain an academic certification by valuing the formal, non-formal and informal learning. The current study was conducted with adults and trainers who were involved in the recognition, validation and certification of competences (RVCC). This research study, using qualitative research methods, analyzed the way how these processes are developed and organized. This analysis was specially focused on three aspects: (i) the comprehension of how RVCC is developed; (ii) the role of learning in this process (iii) the exploration of the concept of competence. The findings suggested that validation was established through the resolution of standard activities created by the trainers.
	Key words: recognition, validation, certification, competence, life story
3.	**Role of Validpack in Professionalization of Adult Education in Asia: A case study of India**
	S.Y. Shah, Professor, New Dehli
	Abstract: The importance of professionalization of adult education has been increasingly felt in different parts of the globe and has often been highlighted by several international organizations especially the UNESCO and ASEM. Based on the administration of Validpack to a small group of adult educators this paper argues that notwithstanding the limitations of the Validpack, it can play an important role in the professionalization of adult educators specially the non-graduates in India.
	Key words: professionalization of adult education, Validpack
4.	**Validation of non-formal and informal learning in Latvia, Estonia and Finland: An analysis of the context**
	Professor PhD. Irina Maslo, University of Latvia; Leader researcher Svetlana Surikova, University of Latvia; Expert in European Educational Policy Anni Karttunen, Savo Consortium for Education; Professor PhD. Olav Aarna, Estonian Business School
	Abstract: This current article highlights the results of a context analysis conducted in 2011-2012 during the implementation of the European Commission project "Capitalizing on Validpack: going Europe wide – CAPIVAL" The

	background of the research is discussed in order to clarify state-of-the-art practices on the field of the validation of non-formal and informal learning on a European level. The national policy and legislative aspects of validation of non-formal and informal learning are analyzed describing the national systems of validation in Latvia, Estonia and Finland.
	Key words: validation, assessment, recognition, certification, non-formal and informal learning.
5.	**Analysis of the validation instrument of adult educators' competences: The results of the Validpack second testing session in Latvia**
	Professor PhD. Lūcija Rutka, University of Latvia; Professor PhD. Baiba Briede, University of Agriculture, Latvia; Leader researcher Svetlana Surikova, University of Latvia; Assistant PhD. Evija Latkovska, University of Latvia
	Abstract: The aim of the article is to give an analysis of the validation instrument of adult educators' competences (i.e. Validpack). The purpose of the Validpack instrument is to evaluate adult educators' competences acquired in non-formal and informal learning settings. The Validpack instrument is organised around three main validation steps: self-evaluation, external evaluation and consolidation. The validation instrument was evaluated by Latvian trainers in autumn 2011. In this article the main results of the Validpack second testing session are analysed in order to identify its usefulness and potential in the context of non-formal and informal learning validation in Latvia.
	Key words: adult educator, competence, validation, informal learning, non-formal learning
6.	**Validation of the Guidance and Counselling Practitioners` Competence – a Performance Focussed Approach**
	PhD. Speranţa Lavinia Ţibu Head of the Counselling and Educational Management Department, Institute of Educational Sciences
	Abstract: The article presents the stages and the qualitative results of the pilot held in Romania (December 2011-April 2012) regarding the IMPROVE [1] methodology and instruments for validation of the career guidance practitioners` competence. Based on the of McClelland`s (1973) and Boyatzis`s (1982) conceptual differentiation (competent-competency-competence-competencies), the IMPROVE methodology and instruments underline the fact that validation process must be performance based and must not be conditioned by initial and/or continuous training or by the membership of a professional association. The qualitative analysis of the Romanian pilot confirms the strengths of the IMPROVE methodology. The results are similar and support the data obtained from the quantitative research made on the international sample.
	Key words: guidance and counselling, competence, validation
7.	**Bridges between career counselling and validation of competences**
	Lecturer PhD. Mariana Craşovan West University of Timisoara, Romania
	Abstract: The unemployment represents a matter of high interest and a subject that has always been discussed intensively, and nowadays, due to the economical crisis, it became more acute during the last few years, from micro to macro level. Social, employment and educational policies are trying to approach this phenomenon in different ways, proposing solutions that value, make visible and validate the real competences of individuals. Therefore, the validation of competencies and career counseling are named among the most frequent used active measures of the employment policy. Validation of competences is seen as a bridge between different forms of learning, as a tool to strengthen the permeability of qualifications systems, widening, in this way, the access to the formal qualification system (Sava, 2012: 167). The article builds upon the main findings from "Back to Work" (www.backwork.eu) project. The project aimed to insert the validation of the real competencies of unemployed people as a part of counseling services done in a personalized way.
	Key words: unemployment, validation of competences, career counseling
8.	**The Validation of competences - A crucial issue to enhance access to Higher Education**
	PhD. Bénédicte Halba, Iviv, Paris
	Abstract: The Validation of competences has become a main issue in Europe since the Lisbon process launched in 2000. Setting several examples of LLL projects, the article intends to show that VPL has been implemented throughout Europe in many ways. Firstly by identifying and assessing non formal and informal learning such as a

	voluntary experience. Secondly by associating underrepresented target groups such as migrants. The article is finally proposing a new deal for the validation of competences in Europe.
	Key words : informal learning, non-formal learning, volunteering, migrants, validation, competences.
9.	**Validating the competences of migrant woman- The Forward approach**
	Junior researcher Maria Ţoia
	Abstract The article presents data from the qualitative research conducted in six European countries (Spain, Romania, Italy, Finland, Austria and Lithuania) concerning the competences acquired by migrant woman in formal, non-formal and informal learning contexts, and carried on within the European project Forward- Competence portfolio and pedagogical tools to identify, recognize, validate and improve the competences acquired by migrant women in normal, non-formal and informal learning context. Data gathered from the research sets the basis for the development of a new competence-based model (portfolio and pedagogical tools) specifically adapted to migrant women in the EU.
	Key words: validation of formal, non-formal and informal learning; competence portfolio; migrant woman