

Coordination of validation of non-formal and informal learning and career guidance

Mariya Dzhengozova
3s Unternehmensberatung,
Vienna, Austria

3rd VPL Biennale
Berlin, 8th May 2019



Background information

Cedefop project ‘Validation of non-formal and informal learning and career guidance’ (2017-2019)

Objectives

- To understand the necessary conditions, synergies and benefits of linking validation with guidance and counselling services

Main outcomes

- Theoretical and research framework
- 13 case studies: AT, CZ, FI, FR, IE, IS, IT, NL, PT, PL, SE, UK-Scotland
- Comparative analysis including recommendations

Theoretical and research frame (excerpt)

Research questions	Dimensions
1) What are the <u>necessary conditions</u> to ensure a successful coordination b/n validation and guidance in practice?	<ul style="list-style-type: none">▪ Organisations implementing the practice▪ Existence of a framework enabling coordination▪ Rationale and target group of the practice
2) What are the characteristics of <u>guidance provision</u> ?	<ul style="list-style-type: none">▪ Activities▪ Comprehensiveness▪ Prescribed/harmonised procedure?▪ Flexibility of access and form of delivery
3) How can the <u>coherence</u> of the outputs of guidance and validation be assured?	<ul style="list-style-type: none">▪ Existence of common standards and reference frameworks▪ Use of standardised/harmonised forms▪ Digital systems▪ Staff competences
4) What are the <u>benefits</u> and <u>challenges</u> of stronger coordination between the two services?	<ul style="list-style-type: none">▪ Individual benefits▪ Organisational benefits▪ Challenges

Forms of coordination between validation and guidance

At least three forms of coordination:

1. **Formal** cooperation between independent services
2. **Informal** cooperation between independent services
3. **Integration** of services

Note: ‘Formal’, ‘informal’ and ‘integrated’ are value-free categories.

Formal cooperation b/n independent services

Characteristics	Examples
<p>Cooperation is supported through a shared project/operational <u>framework</u> and/or a network of regional or sectoral stakeholders.</p> <p>Guidance is typically provided <u>before and during validation</u>.</p> <p>In some cases there may be a <u>follow-up</u>.</p> <p>Referrals are more or less <u>systematic/ formalised</u> (following more or less standardised procedure).</p> <p>A <u>common standard</u> can be used in both services which increases the coherence between their outputs and enables information sharing/transfer. The latter may also be supported through a digital system.</p>	<ul style="list-style-type: none">▪ AT: You have skills!▪ NL: Learning and Working Desks

Informal cooperation b/n independent services

Characteristics	Examples
<p><u>No formal link or institutional cooperation.</u></p> <p>Individual practitioners can cooperate on an <u>informal basis</u> e.g. career counsellors may recommend to suitable clients to take on a validation procedure.</p> <p>Guidance is provided <u>before validation</u> and is sometimes fragmented.</p> <p>Outputs, produced in career guidance, do not have a <u>formal value</u> for the validation process, but they can develop client's CMS and support his/her further decision making related to learning and work.</p>	<ul style="list-style-type: none">▪ CZ: Education for Everybody Centre▪ FR: Competencies assessment

Integration of services

Characteristics	Examples
<p>Services are typically provided by a <u>single organisation</u> and their integration can be enshrined in legislation or be based on the specific logic of service delivery.</p> <p>Processes, procedures and methods are <u>clearly defined</u> and <u>harmonised</u>.</p> <p>Guidance is provided <u>before and during validation</u>, sometimes also after validation.</p> <p>Outcomes can be <u>more or less coherent</u>; in some cases they are based on common standards, in other they are simply used to inform the next stage and therefore cannot be transferred directly.</p>	<ul style="list-style-type: none">▪ FI: SIMHE services at the Metropolia University of Applied Sciences▪ PT: Qualifica Programme

Factors for successful coordination

- **existence of a framework** that enhances coordination between validation and guidance (incl. funding)
- **clear distribution of roles** and responsibilities
- **flexible and affordable guidance** provided through **all the stages** of a practice
- **coherence** of outputs created at the different stages
- **competences** of practitioners (further training; common professional standards)
- **data collection** on participants' transition into employment or further education (after validation)

Thank you very much!

Mariya Dzhengozova
dzhengozova@3s.co.at

