

Annex 1: Mapping grid

Annex linked to the report Guidance in validation within the Nordic region - Challenges and recommendations. Nordic Network for Adult Learning (NVL)2015.

DOCUMENTATION OF GUIDANCE IN VALIDATION IN THE NORDIC COUNTRIES

The aim of this documentation study is to provide an overview of how **guidance in validation** is carried out in the Nordic countries. In the European Guidelines for validating non-formal and informal learning (2009) it is brought forth that **the individual should have access to impartial counselling and guidance at the right times, focused on individual needs**. In the Council Recommendation on the validation of non-formal and informal learning (2012) it is recommended that “the validation of non-formal learning is supported by appropriate guidance and counselling and is readily accessible”. For further development and quality of service deliverance it is important to define the content and activities of that guidance.

The study is conducted by the Nordic Network for Adult Learning (NVL) through combined efforts of the Validation and Guidance networks. Dr. Raimo Vuorinen, an expert in the field of guidance, provided feedback and support during the development of the grid below. The purpose is to bring forth a common ground for discussing and developing guidance in validation and through that **improve quality of guidance in the Nordic validation systems**. Inspiration for the study has been for example the report Quality in validation in the Nordic Countries (2012), European Guidelines for validating non-formal and informal learning (2009), Council Recommendation on the validation of non-formal and informal learning (2012), Survey on Adult Education in Iceland conducted by Capacent (2013), the Resolution of the Educational Council (2004 and 2008), The Four priority areas of European Lifelong Policy Network (ELGPN Tools, 2012), Towards a European Area of Skills and Qualifications – Results of public consultation, (EU, 2014), Career development at work – A review of career guidance to support people in employment (Cedefop, 2008) and more.

For the mapping process, 7 focus areas divided into 3 categories (Policy level, Organizational level and Practical level) were identified for obtaining information from each of the Nordic countries to create basis for discussions and comparisons of practices. In addition, cases will be gathered describing the guidance component in real practice, see guidelines for gathering of cases in appendix 1. The focus areas for the mapping process are presented in the grid below. When all countries have filled in the grid, a summary will be produced and a SWOT analyses conducted in each country. Recommendations will be set forth based on these results and are to be seen as a possible tool for further development.

The following focus areas were defined for the study:

Policy level (macro)

1. Laws and regulations, for guidance in validation
2. Policies and financing, for guidance in validation

Organisational level (meso)

3. Responsibility for delivering career guidance in the validation process? (What institution/organization/specialists?)
4. Qualifications of guidance personnel and need for expertise in each phase
5. Feedback for quality and evidence base regarding guidance delivery in validation processes

Practical level (micro)

6. The purpose of career guidance in different phases of validation
7. Methodology used in the different phases of guidance in validation

In focus area 1, laws and regulations are addressed with a focus on different service providers for adults. Focus areas 3-7 are addressed with a link to the 4 phases of validation presented in the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, with minor adjustments; the category of information was added covering the role of guidance personnel to introduce and inform individuals about validation possibilities and assist them in making an informed decision about participation or other options of competence development. Follow-up is also added to the phase of certification, where guidance is provided towards the next steps of competence development.

Council recommendation 2012	This document
	INFORMATION and introduction to validation to individuals – rights of the individual – spreading information through guidance deliverance
(a) IDENTIFICATION of an individuals learning outcomes acquired through non-formal and informal learning	IDENTIFICATION of competences/an individuals learning outcomes acquired through non-formal and informal learning
(b) DOCUMENTATION of an individuals learning outcomes acquired through non-formal and informal learning	DOCUMENTATION of competences/an individuals learning outcomes acquired through non-formal and informal learning
(c) ASSESSMENT of an individuals learning outcomes acquired through non-formal and informal learning	ASSESSMENT of competences/an individuals learning outcomes acquired through non-formal and informal learning
(d) CERTIFICATION of the results of the assessment acquired through non-formal and informal learning in the form of qualifications, or credits leading to a qualification, or in another form, as appropriate	CERTIFICATION of the results of the assessment acquired through non-formal and informal learning in the form of qualifications, or credits leading to a qualification, or in another form, as appropriate and FOLLOW-UP based on the results – guidance towards continuing competence development

In 2014 a working group was formed, consisting of Nordic members of ELGPN and NVL guidance network representatives aiming at creating a common Nordic understanding and frameworks for questions related to Career Management Skills (CMS). One of the questions in this study focuses on identifying Career Management Skills addressed in the validation process. The Canadian Blueprint for Life/work design competence areas (<http://206.191.51.163/blueprint/competencies.cfm>) can be used for defining CMS addressed in each phase of the process. An example on such mapping, from the Icelandic model, is provided in appendix 2.

The questions in the grid below aim at exploring the contribution of career guidance in the validation process in order to identify its' scope and content. The task for the country representatives is to respond to the questions and provide documentation (short description) within the different focus areas.

Policy level (Macro)					
1. Laws and regulations for guidance in validation	Adult education (non-formal education - 3rd sector)	Vocational Education and Training (VET)	Formal school system (Upper Secondary level and Higher Education)	Public Employment Services and labor market (companies)	Guidance institutions
Describe existing national laws regarding career guidance for adults and their link to validation (i.e. individual entitlements)					
Describe set restrictions and/or special conditions for access (age, experience, target group)					
Does the law/regulation state that Career counselor professionals are a part of policy making regarding validation processes?					
Describe the laws and regulations dealing with financing of guidance in validation					

Describe the laws and regulations dealing with follow-up measures of guidance in validation					
Describe the laws and regulations dealing with competence of guidance professional					

2. Policies and financing for guidance in validation

How are guidance services for specific groups (below) financed:	
Low-qualified	
Unemployed	
Immigrants/foreign language speakers	
Upper Secondary Schools	
Third sector	
Higher Education/University	
Other (if there are other specific target groups in your country)	

Organisational level (Meso)					
3. Responsibility for delivering career guidance in the validation process? (What institution/organization/specialists?)	Information/introduction to validation	Identification of competences	Documentation of competences	Assessment of competences	Certification of the results and follow up based on that
Low-qualified					
Foreign language speakers					
Upper Secondary Schools					
Third sector					
Higher Education/University					
Other (if there are other specific target groups in your country)					
4. Qualifications of guidance personnel and need for expertise in each phase	Information/introduction to validation	Identification of competences	Documentation of competences	Assessment of competences	Certification of the results and follow up based on that
What are the basic requirements for education/training?					
What pathways are available for continuing professional development?					
5. Feedback for quality and evidence base regarding guidance delivery in validation processes	Information/introduction to validation	Identification of competences	Documentation of competences	Assessment of competences	Certification of the results and follow up based on that
What is documented and for what purposes?					

What feedback is obtained from stakeholders for service improvements?	<i>Not according to the phases, just in general.</i>
What kind of networking is in place between professionals delivering guidance aiming at service improvements?	
Describe the quality system in place? Please describe	
How are the benefits of guidance in validation defined?	

Practical level (Micro)					
6. The purpose of career guidance in different phases of validation	Information/ introduction to validation	Identification of competences	Documentation of competences	Assessment of competences	Certification of the results and follow up based on that
Which activities are embedded in the guidance in each phase – and what is the purpose of the activities?					
How are the individual's needs assessed and to what extent is the guidance impartial?					
Which Career Management Skills/career learning is addressed in each phase? Based on Blueprint for Life/work designs (Canadian					

instrument), please map the competences addressed (see example in appendix 2)					
Who provides the guidance? (Professional background)					
7. Methodology used in the different phases of guidance in validation	Information/introduction to validation	Identification of competences	Documentation of competences	Assessment of competences	Certification of the results and follow up based on that
What kind of tools and methods used by guidance personnel					
Describe the estimated time for the work of the guidance personnel with the individual/group in each phase					

Appendix 1: Guidelines for gathering cases on guidance in validation

Each country/area provides **2 different cases** on individuals/validants who have received **guidance in the validation process**. You will need to approach guidance personnel and validants in order to gather the information needed.

Please provide information on guidance delivered/obtained in the validation process according to the headings below.

1. Provide background information of the validant (demographics, situation, brief history)
2. Describe the existing legal rights of the validant
3. Describe the intake process (why and how did the validant enter the validation process – was guidance provided during that phase?)
4. Describe the process of guidance in validation (describe the guidance provided content wise during the validation process – what was the purpose and what type of a professional delivered the guidance?)
5. What were the results in regards to guiding the validant towards continuing learning/career development?
6. How did the validant experience the guidance delivered during the validation process?
7. How was the guidance delivered financed?
8. Additional comments

Appendix 2: Career management skills addressed through guidance in each validation phase (example from Iceland)

6. The purpose of career guidance in different phases of validation	Information/introduction to validation	Identification of competences	Documentation of competences	Assessment of competences	Certification of the results and follow-up
<p>Which Career Management Skills/career learning is addressed in each phase? Based on Blueprint for Life/work design. Please map the competences addressed</p>	<p>(3.1)Discover that change and growth are part of life (4.1)Discover “lifelong learning” and it’s contributions to one’s life and work (5.1)Discover and understand life/work information</p>	<p>(1.1) Build a positive self image while discovering it’s influence on self and others (4.2)Link life-long learning to one’s life/work scenario, both present and future (5.1)Discover and understand life/work information (11.1)Explore the underlying concepts of the life/work building process</p>	<p>(1.3)Develop abilities to maintain a positive self-image (4.3)Link life-long learning to one’s career building process (5.3)Locate, interpret, evaluate and use life/work information (7.1)Explore effective work strategies (8.1)Explore and improve decision making (9.1)Explore and understand the interrelationship of life roles (10.1)Discover the nature of life/work roles (11.1)Explore the underlying concepts of the life/work building process</p>	<p>(1.3)Develop abilities to maintain a positive self-image (4.2)Link life-long learning to one’s life/work scenario, both present and future</p>	<p>(1.3)Develop abilities to maintain a positive self-image (3.4)Develop strategies for responding to life and work change (4.4)Participate in continuous learning supportive of life/work goals (5.3)Locate, interpret, evaluate and use life/work information (7.4)Improve on abilities to seek, obtain/create and maintain work (8.4)Incorporate adult life reality into life/work decision making (11.4)Manage one’s life/work building process.</p>