

## **IMPROVE Improving Validation of Not-Formal Learning in European Career Guidance Practitioners.** (Leonardo Evangelista [leonardo@orientamento.it](mailto:leonardo@orientamento.it))

Partners

Summary table of partners			
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WP 1. DEVELOPMENT OF THE VALIDATION METHODOLOGY

WP2. TRAINING OF FACILITATORS

WP 3. PILOT

WP4 WEBSITE

WP5. DISSEMINATION

W6 EXPLOITATION (includes guide)

WP7 MANAGEMENT

WP8 QUALITY ASSURANCE

### **Project aims and rationale**

Career guidance practitioners play a fundamental role in fostering adults participation in education, but in most European countries the qualifications of careers guidance practitioners are mainly based on informal and not formal learning and not formally recognized.

Several frameworks have been recently developed in Europe to validate the not formal learning and more in general the competence of European CG practitioners (for example ENTO, ISO, MEVOC, EAF, IAEVG, CEDEFOP 2009 Competence Framework) and some other are currently being implemented in other EU countries (DE).

Cedefop has recently produced (2009) a set of Guidelines for validating not formal and informal learning.

The project aims:

1. to compare 5 of the existing frameworks to check compatibility with the European Guidelines for the Validation of Non-formal and Informal Learning and when needed to advice which changes to adopt to make each of them compatible with the EGV European Guidelines

2. to develop and pilot a Guide to Validation of Non-Formal Learning in Career Guidance Practitioners coherent with the European Guidelines. The Guide will be focused on how to perform effective validation procedures with Career Guidance practitioners (whatever framework is used),

so to foster effective validation practice and piloted with 120 CG practitioners in partner countries (20 each country).

The Project is submitted by a consortium of 6 partners (IT, CZ, ES, EL, BG, DE) involved in research and training in the career guidance field and in CG career guidance delivery.

### **C.1.3 Aims and objectives**

Define the concrete aims and objectives of the project / network and describe the ways in which the situation set out under the previous point will be changed and the specific needs will be addressed by the project / network.

The partners want to understand better how the existing frameworks for validating the competence of CG practitioners work, how effectively they assess not formal learning, how their efficacy can be improved, how the recent Cedefop Guidelines on assessment of not formal learning work and can be applied to the frameworks.

The project will produce Study on Existing Frameworks to Validate Competence of CG Practitioners, and develop and pilot with 120 CG practitioners a methodology for validation of not formal learning, described in a Guide.

Thanks to the project, the European CG world, of which the partners are active members, can have a better understanding of the Cedefop Guidelines and the assessment procedures of existing frameworks can be improved.

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Following the Cedefop Guidelines, the validation process will be managed by 4 different figures. The CG practitioner inform the candidate about the procedure, and helps in competence mapping and building of portfolio, and after the assessment to understand results. The assessor seeks and review evidence of an individual's learning and judge what meets specific standards. The Process manager supervises the process. The External observer checks the quality of the procedure.

As the validation process has to be short the procedure will be initially piloted in only 3 meetings (and later expanded if needed). In meeting 1 the CG practitioner helps the candidate in competence mapping and to prepare a portfolio for the assessment. In the meeting 2 the assessor assesses candidate's not formal learning and competence level. In meeting 3 the CG practitioner helps the candidate to review the results of the assessment and to structure an action plan for further learning. The process is guided by several worksheets where all parties summarizes the results of the different activities. The CG practitioner will consign to the candidate a final report with the main finding which could be partly transmitted, with the candidate's approval, to the employer.

This WP will develop a methodology to help CG practitioners to validate their own not formal learning on the workplace, and to identify directions and ways to improve their own employability. The methodology is based on differential psychology and Human Resources management and

Career Guidance theories and carried out according to Cedefop's Guidelines on recognition of not formal and informal learning. For a detailed description of the methodology please go to C.1.3 Aims and objectives. This WP includes the writing of A: Study on Existing Frameworks to Validate Competence of CG Practitioners and B. Guide to Validation of Not Formal Learning in Career Guidance Practitioners. The Study on Existing Frameworks is an account of the several frameworks existing to validate not formal learning of CG practitioners and of their approach to validation of not formal learning. The Study (40 pages spaced 1) will be produced in English in electronic format by the project Scientific Director. The Guide to Validation of Not Formal Learning will explain the different practical steps to carry out validation, and includes the rules and the worksheets to be used by the candidate, the CG practitioner and the assessor. A first draft (version1) and a final version of the Guide to Validation (version 2, after the WP 2 Pilot) will be produced. The second version will be enlarged with an account of the project. The version in English will be printed in 500 copies to be used to dissemination and exploitation purposes.