

# Worklife Guidance

## Development of guidance and counselling in the workplace

### O1

### Comparison of Methods and Tools

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## Table of Contents

<b>1. Summary.....</b>	<b>3</b>
<b>2. Project Introduction.....</b>	<b>5</b>
2.1. Preface: Lifelong guidance .....	5
2.2. Project Background .....	5
2.3. Target Groups.....	6
2.4. Aims and Objectives .....	6
2.5. Products of the Worklife Guidance project .....	7
<b>3. Methodology for the Comparison of Methods and Tools.....</b>	<b>8</b>
3.1. Introduction .....	8
3.2. Methodology .....	8
<b>4. Organisation of career guidance in the partner countries .....</b>	<b>10</b>
4.1. Summary .....	10
4.2. Career Guidance in Iceland.....	10
4.3. Career Guidance in Finland.....	13
4.5. Career Guidance in the Netherlands .....	16
4.6. Career Guidance in Sweden .....	18
<b>5. Worklife guidance &amp; Human resources management .....</b>	<b>19</b>
5.1. Summary .....	19
5.2. Worklife guidance & HR in Iceland.....	19
5.3. Worklife guidance & HR in Finland.....	22
5.4. Worklife guidance & HR in the Netherlands .....	28
5.6. Worklife guidance & HR in Sweden.....	31
<b>6. Validation of prior learning in the guidance process.....</b>	<b>33</b>
6.1. Summary .....	33
6.2. VPL in Island.....	33
6.3. VPL in Finland .....	34
6.5. In the Netherlands .....	37
6.7. In Sweden .....	40
<b>7. Tools.....</b>	<b>45</b>
7.1. Overview and Summary .....	45
7.2. Tools – Island .....	46
7.3. Tools – Finland .....	58
7.4. Tools - Netherlands .....	72
7.5. Tools – Sweden .....	73
<b>ANNEX: Validation – The Icelandic way .....</b>	<b>75</b>

## 1. Summary

This document, O1 - Comparison of Methods and Tools, summarises what has been delivered during the first phase of the project 'Worklife Guidance – Development of guidance and counselling in the workplace' will be implemented. As final deliverable of the first working phase (O1) of the project, the document contains information about all work-steps implemented during that phase. All parts (sub-chapters) which contain specific information about the partner countries are always written by the respective partners. These sub-chapters represent parts of their country reports.

Chapter 2 introduces the backgrounds of Worklife Guidance project which is supported by the European Union funding programme Erasmus+. The main target groups of the project are first of all those providing and finally those benefitting from counselling and guidance. The overall aim of the Worklife Guidance project is to raise awareness, that a strategic development of skills and competences should be a part of every-day worklife and that the responsibility is mutual. The three main outputs of the project are the "Comparison of methods and tools" (O1 – this document), a "Toolbox" (O2) which presents and promotes selected tools and "Training of providers of guidance services" (O3) which includes the production of training material and conducting a training course for the providers of guidance services.

Chapter 3 presents briefly the methodology applied to draft the comparison of methods and tools including the timing and responsibilities. The comparison of methods and tools includes information from the four participating organisations who are experts in the field of career counselling and guidance FRAE/IS (P1), OAKK/FI (P2), CFL/SE (P4) and EC-VPL/NL (P5). Each of these partners provided a country report (O1-A1) which focussed on general information about career guidance (CG), worklife guidance (WLG) and human resources management (HRM) in relation to career guidance and also the validation of prior learning (VPL) in guidance processes. In the second part of the country reports guidance tools and methods have been described, which are annexed to this report. These reports were analysed and compiled (O1-A2) by MERIG (P3) who coordinated the information gathering process, proposed methods and drafted this document. Even if MERIG was not responsible to draft a country report we also include examples from Austria to get a complete picture.

Chapters 4 to 7 present the essential parts of the country reports introduced by a summary and followed by the content delivered by the partners.

Chapter 4 outlines how career guidance in general is organised in the partner countries. Career counselling and guidance is offered by different stakeholders especially in and for periods of transition. When we compare similarities and differences in the partner countries we can see many similarities for all periods and especially for guidance in the formal education system. Also similar education possibilities on Bachelor or Master levels for counsellors exist. Detailed information about the situation in the partner countries is provided in the respective sections.

Chapter 5 focusses on worklife guidance and human resources management and deals with the issue how worklife guidance can be brought to companies. While in all partner countries worklife guidance offers are available for individuals at specialised employment centres and adult education institutions such as LLL centres in Island, TE offices in Finland, regional „learning-working offices“ in the Netherlands, Centre for flexible learning (CFL) in Sweden and BIZ (BerufsInfoZentren) in Austria, all partners report that the combination of guidance and HRM is less developed, especially in smaller companies. Nevertheless in all countries there are approaches to address employers / human resources managers and support them to develop lifelong learning strategies for those in employment.

Chapter 6 provides an overview about the situation of the validation of prior learning (VPL) in the partner countries and shows the close connection to guidance and counselling. All partner countries have established the legal framework allowing VPL and in all partner countries also pilot projects have been / are implemented. In some of the partner countries (IS, FI, NL) the system of VPL is stronger formalised, while in SE and AT mainly different pilot projects for recognition and validation are implemented by educational institutions.

The final chapter 7 compares and describes some tools which might be parts of the Worklife Guidance project toolbox. The described tools are all deal with issues of guidance and VPL but are of different type meaning that specific tools, instruments or methods are described as well as whole procedures which include/use such tools, instruments and methods.

- Workplace guidance
- Training needs assessment using competency profiling
- VPL – Validation of prior learning
- Validation of Employability and Basic skills
- Training program “More professionalism in Worklife Guidance”
- Training day or session: Developmental discussions
- Peer-group mentoring (PGM)
- One-stop shop guidance and counselling services
- Guidance corner inside company’s business premises
- Tree of professional growth – drawing and writing task
- Mapping of skills / workshops for employees and managers
- CH-Q
- Guidance for those in employment in small enterprises

## 2. Project Introduction

### 2.1. Preface: Lifelong guidance

When speaking about guidance, the European Lifelong Guidance Policy Network (ELGPN) provides in its resource kit the following definition<sup>1</sup>:

*Lifelong guidance refers to a range of activities that enable citizens of any age, and at any point in their lives, to: identify their capacities, competences and interests; make meaningful educational, training and occupational decisions; and manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used. Lifelong guidance is provided in a range of settings: education, training, employment, community, and private.*

*Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, and teaching career decision-making and career management skills. A variety of terms is used in different countries to describe these activities. These terms include educational, vocational or career guidance, guidance and counselling, occupational guidance, and counselling. To avoid ambiguity, the term 'guidance' is used in the text to identify any or all of these forms of provision; the term 'lifelong guidance', parallel to 'lifelong learning', indicates the aspiration to make such guidance available on a lifelong basis.*

### 2.2. Project Background

Adult education and continuing training of the workforce are very important factors in order to promote employment and active participation in the society as people of modern society cannot rely on the skills they acquired at school to last them till the end of their working life.

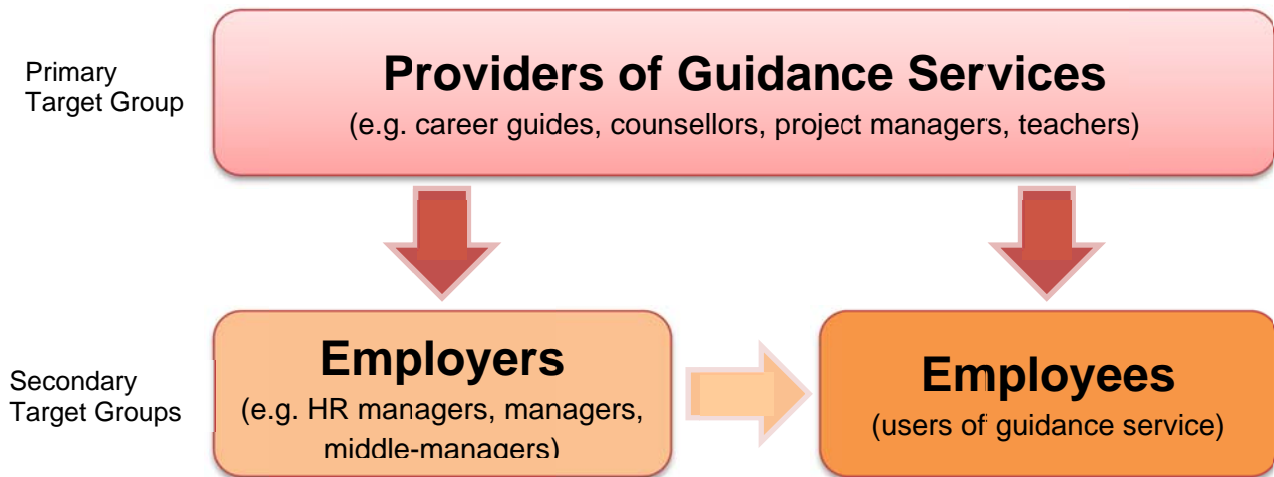
The results of PIAAC (Programme for the International Assessment of Adult Competencies) show that lifelong learning takes place in the workplace through simply practicing and improving skills. Thus, workplaces in which people use their skills each and every day are very important and even the best learning space. This project aims at introducing the method of guidance and counselling into the workplace to help mapping the current skills of the employees and the skills needed within the workplace to prevent skills mismatch. The skills analysis will make it easier to make the learning, that takes place/can take place in the workplace and through daily work (non-formal and informal learning), visible and tangible and thus bring it closer to 'the scene of action'. In addition to making learning at the workplace better visible a strategic process of continuous training of the workforce should help mitigate skill mismatch within companies and prevent employees to end up with out-of-date skills. The process of hiring people is expensive especially for small and medium sized companies, so they would gain from looking inside for a possible candidate that can be trained and up-skilled for a new or changed job.

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<sup>1</sup> European Lifelong Guidance Policy Network (ELGPN); Lifelong Guidance Policy Development: A European Resource Kit, 2011, p13. (<http://www.elgpn.eu/publications/elgpn-tools-no1-resource-kit>)

### 2.3. Target Groups

The direct target group of the Worklife Guidance project are providers of guidance services, as they will be trained in how to approach the indirect target groups. Providers of guidance services are first of all professional career guides and counsellors but also trainers, managers (etc.) who offer guidance. The indirect target groups addressed by the project and reached via providers of guidance services are (a) managers, especially within human resource management, and employers, who wish to enhance the professional skills of their workforce and (b) the final beneficiaries individual employees, who wish to enhance their professional skills and competences for a more fulfilling worklife.



### 2.4. Aims and Objectives

The overall aim of this project is to raise awareness (of managers/employers and employees), that a strategic development of skills and competences should be a part of every-day worklife and that the responsibility is mutual. The specific aims of the strategic partnership project are

- to strengthen interdisciplinary cooperation in order to decrease skills mismatch on labour markets;
- to strengthen the competences and confidence of managers and middle-managers in using counselling and coaching methods to map competences and possible skills gaps;
- to enhance the motivation of employees towards a systematic development of competences to meet organization or sector needs;
- to increase individuals' career management skills;
- to bring down barriers towards the use of competence modelling and measurements/mapping of skills mismatch;
- to increase efficiency in the use of finances used for development of human resources within organizations;
- to strengthen adult education's connections, relationships and service models with companies through the work of career counsellors and through the co-working models of career counsellors and vocational experts;
- to share and compare models of guidance at the workplace in order to develop models to be used by adult education / career counsellors.

## **2.5. Products of the Worklife Guidance project**

The intellectual outputs of the project which are defined in the application are:

- **Comparison of methods and tools** used within career guidance and counselling, validation of prior learning and human resource management. [O1]
- A **Toolbox** for providers of guidance services will be the core project outcome and includes promotional material, models to be used when providing the service, guidelines on how to approach employees and employers to gain trust in the services as well as a training programme for providers of the guidance services. The toolbox includes methods and tools for counselling and guidance of individual employees as well as of managers. [O2]
- **Training of providers of guidance services** which includes the production of training material and conducting a training course for the providers of guidance services. [O3]

### 3. Methodology for the Comparison of Methods and Tools

#### 3.1. Introduction

The first element in delivering the outputs and objectives of the project is to perform an analysis and a comparison of methods and tools used within career guidance and counselling, validation of prior learning and human resource management. The expertise of consortium members serves as basis for the elaboration of Output 1 (Comparison of methods and tools). The main output is a report on the key findings. On the basis of this comparison, the partners will choose methods and material for the toolbox (O2) which will be the basis for the development of the training of providers of guidance services (O3).

According to the application the Comparison of methods and tools (O1) includes two main activities:

- Gathering material and presentation of material (O1-A1)
- Analysis and comparison of methods (O1-A2)

#### 3.2. Methodology

In the following we present timeframe and methods used to achieve the results foreseen in O1.

##### 3.2.1. Time-plan

Tasks	Deadlines
<b>Step 1: Preparation of this framework for O1 (Comparison of methods and tools)</b> <ul style="list-style-type: none"> <li>• First draft sent out to partners <b>by MERIG</b></li> <li>• Feedback sent to MERIG <b>by partners</b></li> <li>• Final version sent to partners <b>by MERIG</b></li> </ul>	<b>11.01.2015</b>  22.12.2014  09.01.2015  11.01.2015
<b>Step 2: Gathering material and presentation of material (O1-A1)</b> <ul style="list-style-type: none"> <li>• Partners describe tools/methods based on templates provided in this framework document</li> <li>• Report sent to MERIG <b>by each partner</b></li> </ul>	<b>15.03.2015</b>  12.01.2015- 14.03.2015  15.03.2015
<b>Step 3: Analysis and comparison of methods (O1-A2)</b> <ul style="list-style-type: none"> <li>• Compilation of the four reports written by partners. Analyses and grouping of tools. Possible feedback loops in case information is missing.</li> <li>• Report sent to partners <b>by MERIG</b></li> <li>• All partners should be ready for discussions at the partner meeting taking place 16.-17.04.2015 in Oulu/FI)</li> </ul>	<b>13.04.2015</b>  16.03.2015- 13.04.2015  13.04.2015



### **3.2.2.O1-A1 Gathering material and presentation of material**

**AIM:** The aim of this activity in the project was to gather information on methods and tools used in career guidance and counselling, validation of prior learning (VPL) and human resource management (HRM) in the target countries of the research IS, FI, SE and NL. Thereby the main focus was to map the experiences of partners but also to have a look which methods and tools are used in human resources development in general to develop/manage individuals' careers.

**OUTPUT:** The output is one report from each target country of the research IS, FI, SE and NL. To harmonise these reports and make them comparable, the APPENDIX provides the template to be used by each partner for drafting this report.

**ROLES:** MERIG coordinated this process by preparing the template and by analysing and summarising the results. ALL partners prepared their report as requested.

In the general information part, the report provides a short description of the organisation of career guidance in the participating countries, and also briefly introduces if and how the validation of prior learning is organised in the partner countries in general and in particular in the career guidance process. The main part of the report is the description of career guidance tools and methods which are used. Thereby the main focus should be tools and methods used by the partners but also other sources of information have been used like methods and tools used by companies (for example by HR managers), employment services, or even interesting tools described in literature. The choice of sources of information by partners depends also on the partners' direct involvement in counselling processes.

These reports on existing materials, tools and instruments have been used to perform the analysis and comparison of methods and tools.

### **3.2.3.O1-A2 Analysis and comparison of methods**

**AIM:** The aim of this activity is to make a compilation of the four reports and to comparative analyse the methods and tools presented by and used within each participating organization. The results are used for choosing, adapting and eventually producing methods, tools and material for the toolbox which will be created within O2.

**OUTPUT:** The output is one (this) report.

**ROLES:** MERIG makes the compilation of the reports, analyse and present the results. If necessary, partners will be asked to provide additional information and inputs.

## **4. Organisation of career guidance in the partner countries**

### **4.1. Summary**

First of all we were interested in gathering information how career guidance in general is organised in the partner countries. Career counselling and guidance is offered by different stakeholders especially in and for periods of transition. When we compare similarities and differences in the partner countries we can see many similarities for all periods and especially for guidance in the formal education system. Also similar education possibilities on Bachelor or Master level for counsellors exist.

#### **4.1.1. Guidance in schools and higher education**

All our formal education systems offer guidance for pupils and students and also give them the right to receive guidance services. While in Island and Finland there are different specific regulations for guidance in compulsory and upper secondary schools, in the other countries the regulations tackle schools in general. Those who are providing guidance services are in all countries (AT, FI, IS, NL, SE) teachers, teachers with specific additional qualifications and/or specifically educated guidance counsellors. Depending on the education level on which the service is provided and the counselling offered an authorisation to work in this field is mandatory.

#### **4.1.2. Guidance by public (semi-public) services**

Unemployed persons and those in transition periods are served in all our countries by public or semi-public labour market services of job centres which in the first place should support people to find jobs, but also can have the obligation to provide guidance or career counselling.

There are also several offers for employed persons by public/semi public providers. For example job centres offer also counselling for those who are in employment but also LLL centres like in IS, like the TE offices like in FI, employers and trade unions like in NL and also AT offer career guidance.

#### **4.1.3. Private counsellors**

Especially in the Netherlands where former government-subsidised advisory training centres have been privatised a substantial market has developed to service the demand for career guidance by organisations, unions, publicly-funded reintegration services and individuals.

## **4.2. Career Guidance in Iceland**

### **Guidance in Compulsory schools**

According to the Compulsory School Act (91/2008) all compulsory school students have the right to educational and vocational counselling, carried out by specialists in the field. In the same legislation, it is stipulated that in the National Curricula, set by the Ministry of Education, Science and Culture, there shall be an emphasis on the education on the possibilities of further studies and work, with an introduction to the labour market.

Main stakeholders: Municipalities, parents, children.

Target group(s): Children aged 6-16 years.

### **Guidance in Upper secondary schools**

In the Upper Secondary School Act 92/2008 it is stipulated that ‘Students have the right to educational and vocational counselling carried out by specialists in the field’.

The main tasks of the guidance counsellors are to:

- organise and implement career educational programmes;
- provide information and counselling on educational opportunities and career pathways;
- participate in various activities in order to enhance pupils’ welfare and conditions;
- supervise the client’s educational progress and suggest solutions when needed;
- support teachers when dealing with school-related problems and advise them in supervising classes;
- contact parents and legal guardians when needed;
- report every year on the activities undertaken.

Main stakeholders: State, parents (until their children are 18years old), students, labour market (VET schools).

Target group(s): Students aged 16+ years, mostly between 16 and 20 years.

### **Guidance in Universities**

All universities offer some guidance services, and mostly there are educated career counsellors providing the guidance. The most usual services at university level are:

- personal counselling;
- group counselling;
- management of services for handicapped students;
- counselling on study-related problems and facilitating learning environment;
- evaluating and designing research in given fields, providing information on educational opportunities locally and internationally;
- (at the University of Iceland) teaching and training students e.g. at the guidance study programmes mentioned above.

Main stakeholders: State, universities, students aged 20+, labour market.

Target group(s): Students aged 20+, who have completed upper secondary level.

### **Guidance for Adults**

Target group: Employed adults

Adults entering upper secondary schools have access to the same guidance service as younger students.

### **LLL centers**

The Regional Centres for Lifelong Learning offer educational and vocational guidance to people living in their communities and they can also visit counsellors at the LLL centers. – The target group are

people with little formal education, those who have not finished upper secondary school. Within certain sectors, companies can get financial support to make competence need analysis in cooperation with a certified counsellor. Those companies make their own development plan, also sometimes with help from the counsellor, and many actually put their plan in action.

### **Workplaces**

Career counsellors at the LLL centers use also outreach measures f.ex. by visiting workplaces (in cooperation with managers) and offer guidance to individuals/ employee,

Target group: Unemployed Adults

Assistance, for unemployed or otherwise in transition, are offered mainly by Public Employment Services and are state funded. The Ministry of Social Affairs is the overall responsible and the Directorate of Labour supervises and co-ordinates a network of nine Employment Services located in the main regions. Their main task is according to legislature on Labour Market Measures, to assist job-applicants and the unemployed and to provide information or counselling on career development, career pathways and educational or vocational opportunities. Counsellors working in each one of those centres assist in the making of CV's, give advice concerning job interviews and career development. There is a wide cooperation between the employment services and the social services within the municipalities, when it comes to assisting unemployed people by offering guidance and counselling.

Stakeholders: The labour market partners, state, municipalities, associations of employers and associations of employees (unions).

There have been established some private companies offering guidance and counselling for career development but they have barely survived and are very hard to find in Iceland. Therefore this service is mostly provided by public bodies, or at least public funded bodies.

### **REQUIREMENTS**

For counsellors working within the formal school system (compulsory schools, upper secondary level and universities), the laws require that they have completed an education within the field and have the authorization to use the professional title "education and vocational counsellor". These requirements are not bound in the law on adult education, but most counsellors working within the field of LLL and at the unemployment offices do also hold this authorization. The educational background is either a university diploma or a master degree in career counselling.

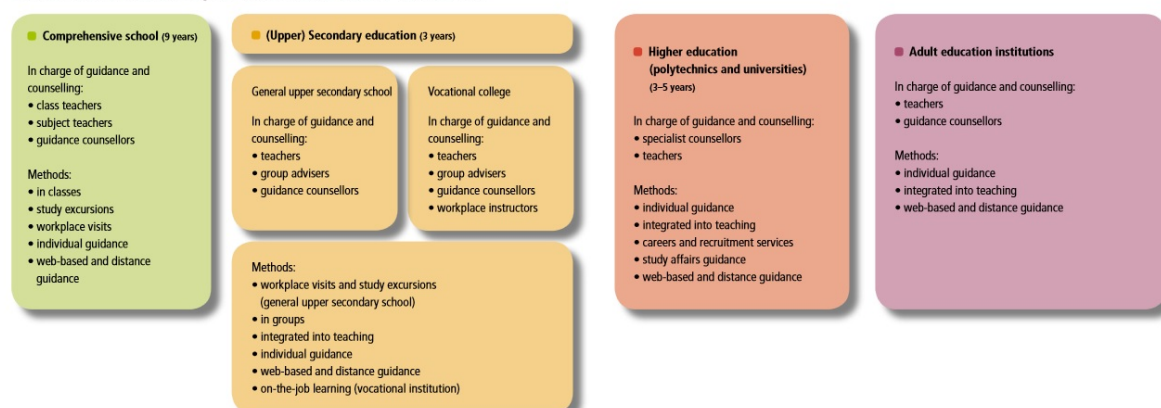
### 4.3. Career Guidance in Finland

Guidance experts and practitioners from abroad are often impressed by the provision and quality of Finnish guidance and counselling services. They have identified a number of factors contributing to the positive outcome. One is the level and nature of education and training of guidance professionals. To begin with, all teachers in Finland need a master's degree. Guidance practitioners at schools need a teacher's qualification, which secures a firm professional and theoretical basis for the job. Additionally, fieldwork and theory come together in the guidance counsellors' education and training. Standards of staff training are similarly high at the TE Offices (offices that provide employment and job related services in Finland), which serves to enhance the quality of their guidance services, too. A second factor often highlighted by foreign experts and practitioners is the strong research base in the Finnish guidance services, which is seen to ensure their high quality. For example, research reports make straightforward recommendations which are feasible to implement in everyday work. Thirdly, the way in which policy-makers at every level support the implementation of guidance is seen as essential for the provision of successful guidance policies and services. Finland is a small country; the policy-makers and practitioners know each other well. The infrastructure helps cooperation between the different sectors, and there are committed people who want to develop guidance services further. Finland also has good connections with the international guidance community. This broad perspective plays an important role in improving the Finnish guidance services, say our colleagues from abroad. The fourth characteristic feature in the Finnish guidance services is the way in which the public employment services complement the work of guidance counsellors within the school system. The guidance services provided by TE offices are widely used by young people and adults alike.

Guidance and counselling services in Employment and Economic Development Offices



Guidance and counselling services in educational institutions



As shown in the above illustration, career guidance in Finland is provided by both educational institutions and TE Offices. These are the most traditional fields of career guidance, since the most important groups to which guidance is offered are young people in general, unemployed job-seekers and students of educational institutions. Some of the assistance offered by TE Offices is intended for other groups than unemployed job-seekers, including adults with jobs. Similarly, career guidance provided by educational institutions is available to all students, whether or not they have a job in addition to their studies. In the last ten years, the providers of vocational adult education in particular have extended the scope of their guidance services to cover not only adults who are students in educational institutions, but also those who are interested in participating in education and seeking new career options. In the context of the Door to Learning (Opin Ovi) projects, the variety of guidance and counselling services provided during the phase of enrolment to studies have been merged. This means that the guidance expertise of educational institutions operating at different levels of education is now pooled into networks for the benefit of customers.

#### Guidance counsellors

Those planning a career as a guidance counsellor in Finland have many different paths to choose from. Universities offer a master's degree in education, with a major in guidance counselling (300 ECTS), and an opportunity to include 60 credits of guidance counselling studies in a teaching qualification (2 universities in Finnish, 1 in Swedish). Prospective guidance counsellors in the vocational sector can take their qualification (60 credits) at one of the three Universities of Applied Sciences that offer this qualification. As a general rule, working as a guidance counsellor requires a teacher's qualification supplemented by one of the above professional qualifications. All the above programmes provide a broad-based education: qualified guidance counsellors can work at any educational level. Guidance counsellors also have a great number of supplementary and professional development programmes available for them.

#### Education and training for advisers in TE Offices

The post of a vocational guidance psychologist in a TE Office always requires a master's degree with the highest possible grade in psychology. There are no formal qualification requirements for the positions of education advisers or employment advisers and counsellors. In practice, however, many of these practitioners have a higher education degree from a polytechnic or university. The guidance and counselling professionals in TE Offices enhance their skills through in-service training provided by the employer, in external training programmes and through independent study. Customer service personnel are given basic training in guidance and counselling. They can later develop these competences further by participating in advanced study programmes. The main training provider for staff in employment and economic development administration is the Education and Development Centre Salmia in Jyväskylä.

In Finland, the title of career counsellor ('uraohjaaja') does not exist as an academic title or appear in named degree programmes, even if the tasks of many people working in education, rehabilitation, employment services or social services are clearly related to career counselling. There are some Universities of Applied Sciences in Finland providing specialised studies in career planning and rehabilitation.

Participants from Finland highlight that the training of guidance counsellors in particular does not emphasise career guidance to a sufficient extent. In the case of Finland, studies focus on the mandatory tasks of guidance counsellors, since secondary schools and (non-adult) educational institutions are required to have qualified and trained guidance counsellors. Training is largely focused on collaboration between home and school, concrete guidance of a pupil's studies, and the multi-professional cooperation within the educational institution. During the ESF programming period 2008-2014, short study programmes (30 ECTS) in the field of adult guidance were organised for adult guidance professionals and separately for the staff of TE Offices in the context of a national development programme Door to Learning (Oviin Ovi). These study programmes also included some content related to career guidance. Training in career guidance needs to be developed further in Finland, because not all career guidance falls within the sphere of guidance counselling provided by educational institutions.



#### **4.5. Career Guidance in the Netherlands**

##### **Main stakeholders**

Various public and private institutions provide career guidance services in the Netherlands. For example, educational institutions have a statutory obligation to offer career guidance without charging the participant/student for their services. A limited amount of public funding is used to provide job seekers with career guidance services. Schools and universities have an obligation to guide their students in the development of their careers and in offering guidance to dropouts. The remaining demand is met by the private sector.

Due to changes in existing government policy and various private initiatives, the career guidance services market appears to be fragmented: there is no coordination between services; it is unclear which organisation offers what services, for how long, and at what price; and the quality of the services, products and guidance provided is also unclear.

##### **Practical application in the education and employment sectors**

The secondary education and senior secondary vocational education sectors have begun to develop career management skills training. That requires a major change from existing practices, which still focus on the supply-driven provision of information, pay limited attention to quality assurance, and offer no or very few trained guidance counsellors. The career guidance incentive plans in secondary and senior secondary vocational education and the career interview training courses in pre-vocational and senior secondary vocational education are two examples of recent government incentives that have gained the appreciation of stakeholders. One notable gap in the education sector is that access to career guidance services and the quality of the guidance counsellors depends largely on the institution's board and management.

Impartial advice is another issue. In the employment sector, the government's learning and working policy (2005-2010) has led to renewed interest in the development of career guidance services for employed persons and job-seekers, and for the infrastructure and accessibility of such services. Regional learning-working offices have been set up that are intended to develop into career centres accessible to a large proportion of the population with career and training questions. The economic crisis in 2010 has led to a change in emphasis at the Ministry of Social Affairs and Employment (SZW), with more digital delivery of the standard services provided via the Social Security Agency (UWV) and with a shift from work to work mobility. There are numerous initiatives related to career guidance for employees, employees at risk of losing their jobs, and job-seekers; some of these are public sector initiatives, but more often they are private sector. The overall picture is fragmented: the quality and effectiveness are unclear; and the guidance counsellors have only limited expertise (in many cases only affinity and training).

##### **Conclusions**

The most notable gap: citizens generally do not have access to public and professional career guidance services. Whether employed persons have access to such services depends on the sector and company in which they are employed.



Access is also unclear for self-employed workers and temporary workers.

Increasingly, the services offered to job-seekers by the UWV Jobs Centre (UWV WERKbedrijf ) are in digital form. Career guidance service providers in the education and employment sectors are not putting enough emphasis on the development of career management skills. There is no clear, uniform vision of the quality of career guidance services.

One of the most important insights of this study is that there has been very little reliable scientific, practice-based research on the effectiveness of the career guidance services offered in the employment sector. As a result, there is no firm basis for tomorrow's policy.

### 3. Guidance System in the Netherlands – Overview

Type of guidance service	Activities/Guidance provided by	Clients/Target groups	Responsibility and administrative control	Further information
1. guidance activities within the educational system	<ul style="list-style-type: none"> <li>- Teachers /mentors (first line support)</li> <li>- Careers teacher / coordinator (second line support)</li> <li>- Remedial teachers etc. (second / third line support)</li> <li>- External private parties (third line support)</li> </ul> <p>It is the government's aim that every school-leaver entering the labour market possesses at least the minimum qualifications for entry to a profession. HAVO provides a general education and is intended to prepare pupils for entry to higher professional education (HBO). In practice, however, school-leavers with HAVO certificates also opt to move across into VWO or go on to MBO. The purpose of VWO is to prepare pupils for university entry (WO). However, some school-leavers with VWO qualifications go on to HBO. New subject combinations have been introduced in HAVO and VWO with the aim of improving the interface with higher education. VMBO is not designed as terminal education but is intended to lay the basis for further education. The majority of pupils with VMBO qualifications go on to MBO. The four learning pathways were introduced in VMBO in an attempt to facilitate the transition to MBO. Given the continuing shortage of skilled personnel on the labour market, the Ministry of Education, Culture and Science is working with the vocational education sector on measures to make it easier for students to move up through VMBO and MBO to higher professional education (HBO).</p>	Students, pupils in secondary education, vocational education, higher education	For secondary education, the Secondary Education Act states that "one or more members of the staff shall be assigned the task of careers teacher/coordinator". It is, however, up to the school to decide how this role is defined and how much time and resources are allocated to it. Regarding the context, in secondary vocational education at the MBO council developed a source document 'leren, loopbaan en burgerschap in het MBO' (learning, career and citizenship in secondary vocational education). The document is to be used to develop qualification profiles based on a methodology developed by the knowledge centres. The careers section describes as main tasks that student are able to manage their own careers and can reflect on their own development and can take steps to reach appropriate learning targets. Responsible for implementation of this document are the educational institutes themselves.	<a href="#">Career developments in the Netherlands: State of Play Dutch National Education System</a>
2. guidance activities of the government	<ul style="list-style-type: none"> <li>• <b>UWV Werkbedrijf</b> In the Netherlands, career guidance is to a large extent done by the private sector although government employment and reintegration' services are on offer to unemployed people. The emphasis of these services is mainly on helping people to find jobs as quickly as possible and not on enhancing career development.</li> </ul>	Adults, youngsters at risk	Under the responsibility of the Project Directorate Learning and Working (in play until 2011) a national portal is established: <a href="http://www.lerenenwerken.nl">www.lerenenwerken.nl</a> This is a portal about learning and working possibilities. It is inspired by the UK <a href="#">LearnDirect</a> model.	<a href="#">Career developments in the Netherlands: State of Play Carrying on with Learning &amp; Working: Project Directorate Learning and Working Action Plan 2008-2011. Career developments in the Netherlands: State of Play.</a>
3. guidance activities of employers and trade unions	<p>Some sectors have developed sector training and guidance structures based on training levy (O&amp;O) funds from employers and employees. Such structures are particularly important in the case of small and medium-sized organisations which often lack the infrastructure to develop training policies of their own. The schemes may include access to some limited sector-specific guidance from training officers. Many organisations also have policies of regular development reviews with managers or supervisors with support from career advisors. Such practices have been encouraged by the government subsidised Investors in People (IIP) programme which provides a quality label to companies that invest in the employability of their employees and use career advisers. A few large employers have established mobility centres for their employees, often staffed by human resource development (HRD) staff supported by external cons. These may include training needs assessments. They are mainly concerned with internal movement within the company but may also enable employees to explore opportunities in the external labour market. In addition, it has become increasingly common for employers to purchase outplacement services on the market for employees whom it wishes to make redundant. A number of trade unions have recently begun to develop a wider interest in career guidance services. A few have started to develop rudimentary services for their members. Some, including painters and library staff, have included 'career paragraphs' in their collective labour agreements. These may involve the use of O&amp;O funds to purchase career guidance.</p>	employees	<b>Sectoral</b> organizations, employers, employers organizations etc.	<a href="#">Career developments in the Netherlands: State of Play</a>
4. guidance activities of private-sector organisations	Apart from private institutions, before 2000 government-subsidised advisory training centres or AOBs offered their services in the field of career guidance. Most of these AOBs have in the meantime been privatised with the result that most career guidance is done by the private sector. A fairly substantial market has developed to service the demand for career guidance by organisations, unions, publicly-funded reintegration services and individuals. This includes the surviving AOBs, companies consisting of staff from the AOBs or from the former public employment service, some independent traders from these and other backgrounds and a range of other organisations including some large consultancy organisations. Some of these providers concentrate on offering career guidance services while others offer such services as part of a range of other training and HRD services.	Potentially all citizens	Umbrella organizations such as NOLOC (professional association of career professionals); OVAL (sector organization) ÇMI (Career Management Institute)	<a href="#">Career developments in the Netherlands: State of Play</a>

#### **4.6. Career Guidance in Sweden**

Career counselling in situations of transition is the choice of education, vocation, occupational change or job rehabilitation is offered by different categories of counsellors.

The career counsellors can be found in the senior level of primary schools, upper secondary schools, adult educations, post secondary schools, employment offices, universities, rehabilitation centres or in private and public work organisations. The ever-increasing internationalisation of training and work and the increase in human mobility have put great demands on transnational counselling.

An increasing number of people are finding life to be a whole series of transitional periods. Changes occur not only in their employment careers but also in all aspects of their lives and more and more people are in need of counselling.

The career counsellors deals with how to help individuals reach their potential and guide them through educational, professional and personal choices to reach their goals and find their potential. Research into counselling deals with questions, concerning individual choices and also the structural design of counselling in schools and society.

To be able to work with people on these issues is it important to have the competencies for this. In Sweden you have to have an education on university level, to fill the qualifications for a guidance officer. This education is found at three universities- in Umeå, Stockholm and in Malmö.

The Career Counselling Programme is a three-year, full-time, undergraduate program. The mission of the programme is to educate Career Counsellors for the Swedish school system.

The Career Counselling program is based on a core of courses in counselling methods, career development, the educational system in Sweden and vocational analysis. Important aspects of the core courses include counselling skills and methods under direct department supervision.

During these three years courses like (for example) psychology, pedagogy and counselling methods and skills are studied. In addition, courses in political science, labour market and political economy and political science are also studied.

The Career Counselling programme prepares students for work as career counsellors in schools and adult education, as well as work in general career counselling at job centres. The programme leads to a Bachelor of Career Counselling which is about 170 ECTS.

## **5. Worklife guidance & Human resources management**

### **5.1. Summary**

While in all partner countries worklife guidance offers are available for individuals at specialised employment centres and adult education institutions such as LLL centres in Iceland, TE offices in Finland, regional „learning-working offices“ in the Netherlands, Centre for flexible learning (CFL) in Sweden and BIZ (BerufsInfoZentren) in Austria, all partners report that the combination of guidance and HRM is less developed, especially in smaller companies. Nevertheless in all countries there are approaches to address employers / human resources managers and support them to develop lifelong learning strategies for those in employment. All country reports underline the importance of information and awareness raising to bring worklife guidance in the companies what is also one aim of the Worklife Guidance project. There are different approaches how to address the companies and who is responsible. In the Netherlands many services have been privatised while in the other partner countries main counselling service providers who are also responsible to work with those responsible for human resources management in companies are public/semi-public organisations. Also the grade of formalisation differs, whereby for example in Finland organisations with more than 30 employees are obliged to draw up an annual HR and training plan.

#### **Tools for counsellors to support companies**

The partner reports provide also proposals what the Worklife Guidance project toolbox should contain. Thereby on the tools and methods to approach and convince managers and tools to gather and analyse their needs are mentioned, and tools to teach employers and workers how to stay motivated in the lifelong learning process. Also tools which raise awareness and support the validation of prior learning are of high priority (more details can be found in the next chapter).

#### **Ways to reach the beneficiaries**

In summary successful ways to apply worklife guidance which should be considered when compiling the toolbox are skills management and mapping of skills, folders of competencies / portfolios, workplace coaching, mentoring, individual counselling and step-by-step support, occupational healthcare etc.

### **5.2. Worklife guidance & HR in Iceland**

The LLL centres throughout the country provide guidance and counselling for people in employment, whereas the main target group are people that have not completed upper secondary level, due to how the service is financed. Iceland also has private employment services, but they do not offer guidance on career planning, it's more guidance on how to apply for a job, make a CV and perform in a job interview.

#### **Concerning HRM**

It's not common for organisations/enterprises in Iceland to have a strategy on career development for their employees. The main reason for that is that around 90% of the enterprises in Iceland have only 1-2 employees, whereas one of them is the manager. Nevertheless, there is a growing understanding among the larger enterprises that a HRM – strategy is a part of running a company and some of the

managers do indeed work in accordance with a certain strategy. But, they are not likely to offer career guidance and counselling or a structured VPL process, as the employees would seek this service at the LLL centres, where we have trained counsellors and assessors.

Through pilot projects, where an outsider visits the company and offers guidance services, it has shown that it often awakens managers' interests in thinking more strategic about upskilling and competence development of their employees.

Perceived obstacles related to competence development/ career guidance and counselling /VPL?

Career management and career development is thought to be more or less a matter of the individual not the company. Within companies with HRM departments (mostly the larger ones), where the HRM is more mature, it is more likely that the competence development of the employees is decided by the manager than by the employees themselves. In smaller companies the employees seem to have more influence on their own competence development than if working at a large firm. For many of the microenterprises, the main aim of the day is to survive and they do not have finances or time to think about competence development.

### **What would support managers?**

Managers that have experienced the VPL are interested in the process and also if they have seen the benefits of a competence need analysis (see the point below). As said before, seeking career guidance and counselling is seen as a personal issue where the manager does not interfere except if the manager has indeed experienced the positive influence that guidance and counselling can have on motivating employees to further competence development, either through education or training. It has shown, that companies that get outside support, both to do the needs analysis, make a competence development plan and even also to finance the training, are more motivated to engage in the competence development process.

What support is already provided?

There are several offers for managers, that aim to increase their managers skills. When counsellor from the LLL centres visit the companies, they start by approaching the manager(s) to introduce to them the main aim of the guidance and counselling provision, that the counsellors are offering. The ETSC holds several courses for VPL assessors and stakeholders per year, which managers can attend.

Perception of managers about training

Mostly positive, but due to lack of strategy, the impact of the training on the workplace is not as expected. This is of course not always the case, but this is what we sense. HR managers (where they exists) focus on the benefits of the training for the company, not the benefits for the individual alone.

### **What should the training tool about guidance consist of?**

For us, the training tool has to include ways of strengthening the counsellors' knowledge and competence on the advantage of a strategic competence development. By that, we mean, ways of motivating managers and workers to take the step and start believing in the mutual benefits of open discussion on competence development. The toolbox has to include

- a) tools and methods to approach and convince managers on the benefits of counselling (both group counselling as well as individual counselling)
- b) tools and methods to make needs analysis (what competences are needed, what competences are already in place)
- c) information on how to proceed with the results of the needs analysis
- d) tools to teach employers and workers how to stay motivated (build up resilience to finish the development process).

### **What is their preferred learning method?**

It's hard to say but the most used learning/training method is to send workers on a course. This method is often the least expensive one and also it seems that this is the only method many managers can think of. There is an ongoing pilot project where a part of it contains bringing the learning closer to the scene/workplace and this is meant to have been a success so for the target group of the ETSC, we would like to highlight this method, i.e. workplace learning based on real and practical exercises in real work-situations.

Cost/benefit and Return-on-Investment analyse: Not commonly used, is connected to a lack of needs analysis and decisions on the competence development based on the results of the needs analysis.

The most effective ways for ETSC's target group seem to be.

- Individual counselling, approaching the individual on his/her own terms and in a secure environment using motivate interview techniques.
- Support and encouragement from employer as well as family and friends. This support can be both financial as well as personal.
- VPL, has shown to be very effective when it comes to motivating ETSC's target group to engage in further education and training.
- Individual step-by-step support from a counsellor, coach or somebody who really shows interest in the progress of the individual. The VPL process includes this step-by-step support.
- Education and training is performed at the workplace, that is in a close connection to the actual work and not within the atmosphere of the formal school system, as many from the ETSC's target group have bad memories from their school years.

### 5.3. Worklife guidance & HR in Finland

In Finland, services related to lifelong guidance have been built through a cooperative network of different players in the field, because lifelong guidance would be too extensive a theme to be taken up by one operator alone. Adults with jobs may independently look for suitable sources of guidance that provide precisely the kind of information, advice and guidance currently required. At the workplace, employees have the opportunity to participate in guidance activities offered by the employer. Here, too, diversity is a positive thing, since it allows employees to decide for themselves the sort of career-related plans and issues they want to discuss within their workplace community, and what they choose to discuss with a person who does not belong to this community.

The sources from which an adult with a job can receive information, advice and guidance in Finland are shown in the picture under. Adult guidance is provided by adult education institutions, TE Offices, trade unions, employers and private companies specialising in guidance services. Informal support provided by friends and colleagues, independent searches for information, as well as materials promoting a self-directed approach can also be considered to constitute adult guidance.



1. Guidance and counselling in TE Offices
2. Guidance and counselling services during (the enrolment phase in) adult education
3. Peer counsellors at the workplace
4. Private career guidance services

#### Concerning HRM

This section focuses on guidance that takes place at the workplace and is organised or provided by the employer. Lifelong information, advice and guidance services can be interpreted more narrowly to only include services from which adults receive information and advice related to the maintenance and development of their professional skills. Understood more widely, worklife guidance means any guidance that enables employees to assess their position at work and in the labour market, the direction and content of their careers and their need for development and regeneration. Another



purpose of guidance is to provide employees with time and space to pause for a moment, take a breath, become empowered and regain their job satisfaction. In this section worklife guidance is seen this way, more widely.

In Finland, guidance at the workplace is still rather unplanned and unsystematic. Only the largest companies have realised that career planning is beneficial to employees and that advertising career planning opportunities attracts new job applicants. Below, some of the most common methods through which employees are provided guidance within their workplace communities are described, which are also applied and used by Oulu Adult Education Centre.

## 1 Skills management and mapping of skills

Skills management refers to all activities within an organisation aimed at the development, renewal and acquisition of the skills required by the organisation's strategy. Skills management requires planning, defining, development and evaluation, in which the organisation must be able to assess its present state and spell out its future goals. The current and future skills needed by the organisation may be defined through skills mapping. This means that employees, under the guidance of their supervisor, review the organisation's future objectives and the skills required to achieve these objectives. Next, the current skills level of employees is compared to the organisation's future needs. With the help of knowledge gained from skills mapping, it is possible to structure and direct the skills development of individual employees and organisational units. In this case, skills development measures – such as training or job rotation – are not random, but based on identified needs, strengthening the functioning and competitiveness of the organisation.

Organisations may carry out skills mapping independently or hire for the job an external party, such as a consultant or an adult education organisation. In small organisations, skills mapping can be carried out fairly simply, using an Excel sheet, an online survey or a similar tool. Large organisations often use skills mapping tools integrated into other HR and skills management systems, such as Elbit HR. Organisations in general are interested in making skills mapping a part of their skills development practices, but many of them still lack systematic skills management and development processes.

### Training planning

In Finland, every organisation with at least 30 employees is required to draw up an annual HR and training plan during the employee cooperation negotiations to maintain and improve the professional skills of employees. In drawing up the HR and training plan, any predictable changes in the operations of the company that are apparently relevant for the structure, number or professional skills of the staff should be taken into consideration. The costs of skills development measures that are based on the training plan are tax-deductible. The sum of the tax deduction is calculated on the basis of the average daily salary of the employer's staff, with a maximum of three days per employee per year. The purpose of this arrangement is to provide financial incentives for employers to extensively improve the skills of their employees and, in the allocation of training activities, take into account the employee groups that may have particular needs relating to skills development.

### Staff development and training

In terms of numbers, staff development and training is the most widely employed method of adult education, involving the training of the personnel in accordance with the needs of the companies. The training is normally short-term and primarily paid by the employers.

## Apprenticeship training

Apprenticeship training is intended for both young people and adults as a means to acquire initial vocational qualifications. It can also be a form of preparatory training for initial vocational qualifications or further and specialist qualifications completed as a competence-based qualification. Apprenticeship training is mainly organised at the workplace, where the guidance, education and training will be provided by a workplace instructor. Such on-site education and training is supplemented by theoretical lessons provided by a vocational institution (free of charge). The employer pays the apprentice's wages according to the relevant collective agreement for the period of workplace training. A small monthly compensation (between EUR 50 and 250) is paid to the employer for training the student at the workplace. In 2013, the number of new students in adult vocational training in Finland was 46,500, while the number of new apprenticeship training students was around 18,000. The majority of new apprenticeship training students already have a job.

### What did companies do to develop the skills of their employees in Finland in 2012?

(X per cent of the companies responding to the survey mentioned the respective measure. The total number of companies that responded was more than 1,000, and the total number of their employees was around 415,000.)

Percentage of companies / percentage of employees

- 84% / 60% training not leading to a degree
- 75% / 56% job orientation
- 58% / 30% skills development events
- 44% / 21% self-training
- 41% / 32% task or job rotation
- 41% / 29% feedback processes
- 34% / 15% training leading to a degree

What kind of trends do companies expect in the area of skills development in 2013-2015?

(X per cent of the companies mentioned the following.)

- Knowledge transfer: increases: 21%, unchanged: 67%, decreases: 12%
- Task and job rotation: increases: 18%, unchanged: 77%, decreases: 5%
- Number of projects and initiatives: increases: 18%, unchanged: 71%, decreases: 12%
- Self-training: increases: 6%, unchanged: 77%, decreases: 17%
- Training leading to a degree: increases: 5%, unchanged: 67%, decreases: 28%

## 2 Workplace coaching

Workplace coaching means regular, process-based guidance and support for the evaluation of work, the identification of work-related problems, and the planning and execution of measures required to solve such problems. Workplace coaching is usually provided over a relatively long period of time (between 1 and 3 years) by an experienced professional in the same field who has been trained to work as a workplace coach. Workplace coaching is needed particularly in tasks that involve customer or patient relationships that are more demanding than average. Workplace coaching is an essential part of the learning and development process through which employees' competence and self-



understanding required for the performance and development of their tasks takes shape. Workplace coaching supports and complements other guidance activities in the organisation, contributing to a purposeful functioning of the workplace community and organisation, and to the development of a positive organisational culture.

In the health, social and welfare sector, workplace coaching is called clinical supervision, and in Finland, employees involved in demanding client work in fields such as mental health are usually entitled to clinical supervision paid by the employer. Even if issues related to career planning may be discussed during workplace coaching, a workplace coach is not a career counsellor, and the focus should be on the job at hand and the employee.

A workplace coach may represent the same organisation as the coachee, but not the same workplace community or team. The workplace coach usually comes from outside the organisation. In Finland, there are both full-time workplace coaches and those involved in part-time workplace coaching in addition to their day job. The educational background of workplace coaches varies considerably, and anybody who has completed a vocational degree may apply to study workplace coaching. Training is provided by both secondary and higher educational institutions, and the minimum extent of the studies is 60 ECTS.

### 3 Mentoring

Mentoring means an assistance and learning relationship aimed at supporting an employee's career development and offering psychological and social support. A mentor is usually an experienced employee who knows the tasks in the organisation well. The job of a mentor is to teach a less experienced employee (a mentee), provide guidance, and act as a role model. A mentorship is usually established between the members of the same organisation and should be started on a voluntary basis. On the other hand, employees may also find mentors outside their organisation and take responsibility for their own personal and career development.

There are many kinds of mentorships, and mentoring could well be more common than it is now in Finland. Examples of mentoring in the educational sector in the context of recent development projects is the Osaava Verme network that provides peer-group mentoring to support skills development and well-being at work. The Osaava Verme network is aimed particularly at teachers at the start of their career, and its objective is to build a lifelong professional development continuum that starts with teacher training. Osaava Verme mentoring takes place in small groups in which skills and experience are shared between the members, who include both experienced and less experienced teaching professionals. There are small groups all over Finland. On the other hand, individual companies have employed mentoring to transfer tacit knowledge, strengthen the induction of new employees, help in alleviating the tension and uncertainty felt by employees returning from parental or other leave, and support work-life balance.

### 4 Career counselling

Career counselling concerns the development of human resources and the support of employees' professional careers. Traditionally, organisations have provided career counselling only for senior management. Career counselling has been made available to all employees in situations involving major transitions, development projects or restructuring. In transition or restructuring situations, career

counselling may help in employee reassignment or outplacement. When organisations are restructured, career counselling may encourage employees to acquire new skills or strengthen their existing ones.

In Finland, career counselling is usually available in major international companies (such as Accenture, in which a personal Career Counsellor, a member of existing staff, is appointed for each employee). Some major companies, such as Nokia, purchase external career counselling services for their employees from private service providers that carry out individual or group counselling. Executives and supervisors are usually of the opinion that career counselling provided to employees belongs to the responsibilities of supervisors. However, not many supervisors have the required skills.

In Finland, small and medium-sized enterprises (employing less than 250 persons) account for 99.8 per cent of all companies (321,540), and 64 per cent of all corporate employees. In SMEs, developing one's career in the traditional way of climbing up the ladder is difficult, if not impossible. Nevertheless, career development by expanding one's skills is, naturally, possible even in small organisations. Generally speaking, managers and senior executives of organisations seem to think that developmental discussions once a year or once in two years are enough for discussing all career issues at work. At least, this is a very frequent response when managers and executives are asked about the guidance available at the workplace.

#### Developmental discussions

A developmental discussion means a pre-planned discussion between the superior and a subordinate with the purpose of promoting the meeting of organizational and individual goals, performance and developmental efforts. Developmental discussions are characterized by regularity and a systematic approach. Even so, developmental discussions may be implemented in a variety of ways. Accordingly, the name of the procedure varies depending on its focus, e.g. goals discussion, results discussion, evaluation discussion, planning discussion or superior–subordinate discussion.

In developmental discussions, the following topics are generally covered (depending on the organisation): review of work performance, feedback, objectives and expectations concerning work performance, evaluation criteria related to the objectives, factors increasing job satisfaction, problems affecting work, development needs, career plans and remuneration and rewards.

More than half of all Finnish organisations use developmental discussions. However, opinions on discussions between employees and their immediate superiors tend to be varied, sometimes even polarised. Annual discussions have become more common, but many think that their true benefit is negligible. Successful discussions require effort on the part of both employees and employers. The faith in developmental discussions is strong, particularly among managers and executives, who seem to think that almost any matter – employee development, training, performance evaluation, feedback to either direction, career plans – can be resolved with an annual developmental discussion. Developmental discussions are considered to be a hallmark of a well-developed organisation and leadership culture, but the benefits of discussions for the organisation, superiors and employees should be followed up more closely. In my opinion, it is also unfair to expect developmental discussions to be the be-all and end-all in job-related matters. A single developmental discussion that lasts between 90 and 120 minutes cannot answer every need. The management of workplace communities requires more opportunities for discussion for employees, such as support and guidance for career planning.

### Guidance skills of managers

As work is increasingly becoming knowledge work, and the expertise of employees becomes more important, a more inclusive and instructive approach should also be adopted in managerial work. It is important for superiors to have interaction and guidance skills. However, managerial training in Finland (including the popular Specialist Qualification in Management) does not recognise guidance as one of the expertise areas of a manager, but concentrates on broader management themes (leadership, customer accounts, production, networks, personnel). Managerial training provided by universities focuses on high-level theoretical knowledge. With respect to the leadership of organisations, there is a clear need for practical guidance skills training that is closely linked to the daily work of managers.

### Deteriorating ability to work

With respect to the ability to work, many Finnish organisations employ an early intervention model or an early support model. Organisations with more than 20 employees are required to have a separate written description of the employed practice. The purpose of early support measures is to restore the employee's ability to work and prevent disability. The measures should be agreed during the employee cooperation process and implemented cooperatively. The early support model should describe when and how an issue related to the ability to work shall be raised and recorded, the roles and responsibilities of different parties (employee, superior, occupational health services, persons responsible for occupational health and safety, shop steward, HR management), the training provided to superiors and other parties on the early support model and the monitoring and evaluation of the model and its functionality. Many municipalities, including Oulu, have a reassignment model that helps in considering new job options in the service of the same employer for employees who are no longer able to manage their tasks or suffer from a mental or physical illness. Reassignment service customers have, in most cases, been reassigned to new tasks through work trials.

Insurance payments paid by employers and deducted from the salaries of employees guarantee that in case of the deteriorating ability to work, employees have the option to study for a new profession at the expense of their insurance company. In such situations, organisations rarely have anyone who would be able to provide guidance to the employee. Similarly, insurance companies are not always willing to pay for absolutely necessary career planning measures for choosing the field of re-education, since they help in deciding which profession is the most suitable for the person concerned. However, various paid rehabilitation services also employ career counsellors that help their customers find a new profession.

### Work trial

A work trial is designed to test a person's ability to handle different job situations and occupations. The service aims to assist with career choices and supports the return to employment. A work trial lasts between 1 and 6 months in the same duties. Powerful guidance measures will be offered for those in work trial to ensure that they will find their own path back to work after the trial. Work trials are available to all adults, including those in employment (but on sick leave due to deteriorating ability to work) and unemployed job-seekers.

### Outplacement

In Finland, the state provides support for companies that have to make employees redundant. The employer is obliged to inform the local TE Office of the termination of employment, if the number of

redundancies is at least ten. In this context, employers are also provided advice on how to manage the situation in a manner that values and respects the employees. Companies may help employees who are made redundant on economic or production-related grounds to find a new job or profession and provide support for laid-off employees through transition training. Companies only pay 20 per cent of the price of transition training. Examples of transition training include a study package for a new profession or skill or a career guidance group that lasts between 3 and 6 weeks.

In Finland, there is considerable help available to companies that have to make redundancies, provided either by the state (through TE Offices) free of charge or by paid private services. Some private consulting firms specialise in redundancies. Companies also purchase the services of external consultants, who provide guidance for teams and individuals, or job search and career guidance to employees made redundant even before employment is terminated. Small and medium-sized companies in particular often need external help when there are redundancies, as they seldom have employees specialising in HR management.

## 5 Occupational healthcare

Occupational healthcare is available to all Finnish adults in employment. All employers must arrange occupational healthcare at their own expense to prevent and combat health risks and problems caused by work and working conditions, and to protect and promote the employees' safety, health and ability to work. Finnish occupational healthcare is based on the principles of well-being, healthy lifestyles and coping at work. In many cases, the occupational healthcare services may book an appointment with a psychologist for employees who want to discuss their psychological coping and well-being in more detail. While there are connections, occupational healthcare services do not organise professional career guidance.

### **5.4. Worklife guidance & HR in the Netherlands**

Career guidance in the Netherlands is only little regulated. The job as career guide is not protected, so everyone and every organisation can become a career guide. The advantage is that career guidance is not monopolised by one of the few organisations and the demand (labour market) is steering the career guidance offer. Persons have to pay for their career guidance, although for some disadvantaged groups subsidies are available and for employees the organisation might pay and can get a tax deduction for paying for a VPL procedure and / or for guidance. (Euroguidance, 2012)

There is a wide variety of career guidance services in the employment sector, offered by both private and public providers. The services are highly differentiated by target group, sector and/or region:

1. personal career advice facilities based on collective agreements;
2. career advice facilities for trade union members;
3. career guidance services insourced by local and regional governments as employers;
4. career guidance for job-seekers and other target groups; (UWV Job Centre)
5. regional „learning-working offices“ for career advice and training questions; (often different types of tests, online information, information days
6. mobility centres to facilitate work-to-work transitions / mobility

Information, advice and guidance

Awareness-raising and recruitment

Raising awareness of the necessity and opportunities of lifelong learning for individuals in any given context is at the heart of the process of Validating Learning. Without this, learning will remain school- or company-led and cannot effectively be based on individuals' motivations and ambitions.

Most of all, an individual has to be self-aware of his/her own competences, of the value he/she is giving him/herself to these competences and the value it has for others in certain contexts at certain moments. Being able to keep up your competences in a 'made-to-measure way' is vital for this understanding.

Especially the 'Ervaringsprofiel' (= a national certificate for a validated personal portfolio) is used for generating motivation for looking into one's development so far and answering the question of what's the next step going to be in this development. This is for instance the core of a structured training for answering these two questions with the CH-Q System of Managing Competencies. This system is dedicated to strengthening links between the personal and professional development of young people and adults and their socio-economic integration. The overall objective is to enable them to acquire the necessary knowledge and skills of how to handle a sustainable career and life planning. This implies adequate training and guidance. The training concept is based on an extensive set of methods addressing all issues in career management. The solution oriented learning processes are centred around the identification, assessment and recognition of skills and competencies and they are backed up by accompanying instruments for young people and adults (print and electronic version). The latter include folders of competencies (Portfolios), of qualifications (formal, informal evidences), of applications as well as special instruments to prepare validation and accreditation procedures.

For organisations it is vital to understand that investing in 'their' people also means investing in the goals of the own organisation. This awareness needs to culminate in setting specific targets for the investment in individuals and the support the organisation can give to this human resource development.

Providing information is mainly performed at the bottom-level of learning- and working processes where informing the people for whom EVC is meant, comes to reality: workers, jobseekers, volunteers, 'private lifers', etc. In practice awareness-raising activities are targeted at specific target groups: minorities, jobseekers, youth-groups, special needs groups.

Role of information, advice and guidance networks / institutions

VPL-providers generally have the obligation to offer good information and advice on why, how and when to enter a validation-procedure. In practice information and guidance concerning EVC is distributed also on different levels by:

- On macro-level: the ministry of education and the social partners
- On meso-level by the sector partners (employers and trade unions)
- On micro level of organisations by HR departments and internal EVC 'ambassadors'
- Any registered EVC-provider, as noted above. They are the main source for people interested in VPL.

In addition, a regional structure has been set up with 35 Leer Werk Loketten across the country. Everyone – job-seeker, employee, employer – can visit such a centre and get a free advice on learning and working opportunities. These centres are a linking-pin between training providers and the labour market. They (amongst others) facilitate the cooperation between EVC providers and employees and/or employers, in order to apply EVC as a career-guidance tool.

Measures to enhance the awareness of validation initiatives and practices amongst guidance practitioners

Information and guidance practitioners in the Netherlands are already well informed about validation initiatives and practices since they are working independently from the learning and working systems to which they need to link people (their customers).

They focus on the main motivation for interest in EVC, which are based on a diversity of motivators, mainly employability- and qualification-oriented:

Extrinsic motivators

- the employer wants me to work as a qualified worker
- I need the qualification for a raise or a job-opportunity
- I need to show my potential for a careerstep
- I want to get exemptions for a shortened course.

Intrinsic motivators:

- Investing in oneself; learning as a fun-factor
- I feel awarded when offered an EVC-procedure.

In this respect these practitioners are well aware of the bottlenecks in raising awareness on the value of EVC:

- Power of the standards: lack of acceptance at schools/universities that people might have learned outside of the classroom
- The extra costs, since VPL is not embedded in education and HRM; only registered VPL-providers are allowed to offer VPL-procedures at real costs. (although subsidies are found)
- The general idea that is a lot of effort for obtaining a qualification or job-change. It is not perceived as added value for the organization as a whole.

The practitioners are best outfitted for their role when being able to stress the benefits of EVC for the individual and offer role-models on:

- investing in yourself can be fun and enjoyable,
- opening up career-opportunities,
- empowering effect of self-valuation,
- formal growth in obtaining formal qualifications,
- target-setting in learning opens up more than just working potential; it's about life as well,
- validation incorporates learning outcomes of volunteering or citizenship too.



## **5.6. Worklife guidance & HR in Sweden**

The career counsellor is often placed in front of contradictory interests and incompatible demands; it may for ex. be about the balance between community utility and interests of single individuals. The career counsellor can feel themselves exposed to pressure from authorities and clients to recruit rather than to guide and maybe in that situation will give an incomplete or by part-interests coloured information.

The career counselling work also includes a state of strain between power and dependence by the fact that the career counsellor frequently meets people in exposed situations. Those professional conditions make great demands upon the career counsellors ethic consciousness and is the reason why the Swedish Association of Career Counsellors 1989 approved an ethic declaration as a complement to laws, decrees and other rule-documents.

The choice of education, profession, work and form of life is a process going on during a great part of an individual's life. Basic it deals with making as good choices as possible from out an own point of view. In order to make a well-reflected choice you need knowledge about yourself, knowledge about the alternatives and methods to handle the choice-situation. One of the tools in this process is the person-focused guidance, private or in a group, and those with that directly attached activities.

The personal guidance is an interactive process which is carried on within an organisation/institution where a professional career counsellor, with conversation as the most significant tool helps individuals from their own unique needs to solving/handling problems arising from decision-making within education, skill or work and thereby associated paths of living.

Within the conditions for career guidance is balancing different actors' different interests important. The Career counsellor shall work as both representative for the applicant and the society simultaneously. This can involve an aim-conflict when the societies', the labour market's and the individual's aims are contradictory. As a normal standard in case of conflict of interest must the Career counsellor make a comprehensive analysis of the present situation and, view the different actors' interests on both short- and long terms. As a link between individual and society shall the Career counsellor supply her interested with factual and comprehensive information about relevant conditions.

The same generally moral commandments are valid within all human togetherness; e.g. the Principe of the Golden Rule, to treat others in the same way as you wish to be treated. Transferred to good skill-ethics this implies that the Career counsellor must acknowledge every person's own unique resources and guide the individual after her own wishes and needs.

The general Principe for the Career guidance's skill-ethic is based on the ethical values, which can arrive from UN's declaration of human rights, the fundamental principles for the public action, ILO:s convention no. 142 regarding career guidance, regulation of the law of secrecy and public documents for the career guidance organisation. The ethical declaration aims to:

- Make a support to individuals and groups and to the members in their counselling- work in different guiding- situations.

- Be a base for a continuous discussion among the members of the association and to be of assistance in applying the ethic values the career counsellor association are built on.

## HRM

The small/micro enterprises (less than 50 employees) dominates the structure of the labour market in our region. Many of them lack an organisation for HR issues, due to financial reasons. The CFLs objective is to contribute to the improvement of the training and education of those in employment. The Lisbon agenda has identified the need for both a more adaptable workforce and the need for continued investment in a highly skilled and adaptable workforce. The difficulties in achieving this are well known. The CFL addresses these problems by improving access to advice and guidance for those in employment. Advice and guidance can provide genuine access to lifelong learning for all and for employers and individuals to critically increase investment in improving the skills of the labour force.

Within their contribution to the Lisbon agenda under the title “diverse systems and a shared vision“ , The Education and Training 2010 Working group identified that action is needed to develop lifelong guidance services for the employed both in and outside the workplace. It also identified that advances are required in the role of guidance in the validation of formal and informal learning.

CFL coordinated the Leonardo da Vinci project “The Guidance Merger” (2005-2007) and identified that making advice and guidance available to those in employment made a major contribution to the development of lifelong learning, and also recognised that advice and guidance is not often easily accessible to those in employment within small/micro enterprises

The use of guidance counsellors can assist with developing a demand based strategy as opposed to a traditional supply based training strategy. The CFL has developed a 3 step model for the development of IAG provision for employers. The steps are to establish a relationship with the employers, establish a long term relationship with the staff (by offering advice and guidance to staff but integrated within the companies systems). This leads to the third step whereby advice and guidance services are accepted as a long term activity within the company and lifelong learning strategy.



## 6. Validation of prior learning in the guidance process

### 6.1. Summary

The following table summarises in short the main aspects of the validation of prior learning in the partner countries. All partner countries have established the legal framework allowing VPL and in all partner countries also pilot projects have been / are implemented. In some of the partner countries (IS, FI, NL) the system of VPL is stronger formalised, while in SE and AT mainly different pilot projects for recognition and validation are implemented by educational institutions.

	Start and basis	Who assesses and "certifies"	Main Steps
IS	2004: First pilot projects, Since 2010: The individual has the right for VPL and career guidance	Education and Training Service Centre (ETSC) and LLL centres	Preparation, Information and Screening, Portfolio and Self-assessment, Assessment (and Verification if necessary); Recognition, Follow up and continuing competence development.
FI	1994: Establishment of the competence-based qualification system	Educational institutions on different levels	1) applying for the competence-based qualification and the preparatory training 2) completing the competence-based qualification and 3) acquiring the necessary professional skills.
NL	VPL is formally laid down in Education laws (WEB & WHH) for a full VPL-procedure. Also formally there are the sector-regulations for full VPL.	Schools and universities, which provide access to their standards through VPL procedures	Depending on the VLP model: a. reflective, b. summative, c. formative VLP.
SE	2004: National Commission on Validation established. Now the Agency for higher VET in Sweden is overall responsible for the development of validation.	Schools/Education institutions	Different pilot projects.
AT	Different legal basis. BAG-Novelle 2011 intends to make VPL easier.	Schools/Education institutions	Different pilot projects.

### 6.2. VPL in Island

The Education and Training Service Centre (ETSC) operates in accordance with a service agreement with The Ministry of Education, Science and Culture and administrates the Education and Training fund for adult education. Main responsibilities include coordinating the development of Validation of Prior Learning (VPL) and training validation staff. VPL developments for the target group (people with little formal education, who have not finished upper sec. education) began in 2004. ETSC led the work in cooperation with stakeholders (labour market parties). The first pilots were conducted in 2004-2006 and a model for the VPL process was established and described in an information brochure intended for stakeholders. In 2007 funding through state budget was initiated based on a contract with the ETSC. Since then, projects in various sectors have been conducted where the focus has been on

opening up VPL towards shortening of study paths on Upper Secondary School level. Validation processes against competence criteria for specific jobs have also been developed. The Adult Education Act was passed in 2010 stating the right of the individual for VPL and career guidance. A regulation was presented in 2011, describing a defined process of validation and emphasizing cooperation and quality assurance. In 2012, 32 VPL pathways had been opened for the target group. The ETSC cooperates with 14 Lifelong Learning centres distributed around the country who deliver services, including VPL, to the target group. ETSC coordinates developments in the field, provides support to providers and oversees quality issues and results.

The Icelandic Framework for VPL is in few steps: Preparation, Information and Screening, Portfolio and Self assessment, Assessment (and Verification if necessary); Recognition, Follow up and continuing competence development. (See Annex: VPL – Icelandic way)

Is it integrated also in career advice processes (top down) and how? (For example use of portfolio or Europass.)

The Directorate of Labour (DL) has through the last decade put emphasis on career guidance for unemployed individuals where the aim is to develop a job search plan (following registration) with each jobseeker, with a focus on skills audit. In most cases career counsellors are reviewing competences/strengths with their service users, and often using portfolio or CV, but since the process of VPL is defined as a specific process – it is not called validation unless the whole process is followed (The Adult Education Act and the regulation 2011).

Is career guidance integrated in validation of prior learning (bottom-up)?

Yes a career guide/counsellor is following and supporting the individual through the whole validation process from the beginning to the end. This has been reported by the service users (individuals going through the process) as a very important part of the process. (See Annex: VPL – Icelandic way)

### **6.3. VPL in Finland**

Finland is one of the few European countries that have permanent systems and comprehensive national policies in place for validating informal and non-formal learning (prior learning). The public and voluntary sectors in Finland have had a number of validation initiatives over the period of a decade and the private sector, as well as social partners, are integrated into the planning and development of those initiatives. The implementation of competence-based qualifications, the National Certificate of Language Proficiency and the Computer Driving Licence are prime examples of the ways in which competence and skills acquired outside formal education systems may be recognised in Finland.

Vocational education and training for adults

Vocational education and training is intended for both those in employment and the unemployed. Education and training that has been specifically developed and organised for adults is available at all levels. Mature students can gain the same initial vocational qualifications as the young; all they need

to do is to take a motivated decision to participate in adult education and submit their application. Adult education is also eligible for financial support by the state. Teaching is provided in vocational institutions and, increasingly, also at the workplace and through virtual learning environments. Adults can attain all initial vocational qualifications and further and specialist qualifications as a competence-based qualification. In higher education, mature students have bachelor's degree paths of their own: they have their own entrance quotas, and the education and training intended for them takes many different forms. Universities of Applied Sciences also award master's degrees that are based on the needs of the world of work. In the university sector, mature students can benefit from conversion training, which makes it possible to attain a new higher education degree in a shorter period of time if the student already has a university degree. Universities also provide specialisation courses and extension studies to higher education graduates as well as open university studies.

#### Competence-based qualifications for adults

The competence-based qualification system is the most established form of validation in Finland. Competence-based qualifications can be awarded regardless of how and where the skills and knowledge have been acquired, since the candidate's knowledge, skills and competence can be demonstrated in officially approved tests. The qualification system was established in 1994 through the implementation of the Vocational Qualifications Act 306/1994 and are now included in the 1998 Act on Vocational Adult Education. The framework was created by the National Board of Education in close co-operation with the main labour market organisations and teachers. It is possible to complete competence-based vocational qualifications, further vocational qualifications or special vocational qualifications or only parts of them. The popularity of competence-based examinations has increased rapidly since their introduction, and they have continued to strengthen their position in the Finnish education system.

There are now nearly 380 different qualification titles, and almost 90,000 competence-based qualifications were acquired during the first 10 years of the system. Recent statistics show the continuing popularity of the system (for example, 33,168 qualifications were awarded in 2013). A total of 418,699 competence-based qualifications were awarded between 1995 and 2013.

Mature students are expected to demonstrate the required professional skills primarily with real-life work tasks. This is often preceded by preparatory training, where students learn more about the necessary skills. A competence-based qualification includes practical work assignments and written or oral assignments. The student's existing competences and know-how will also be taken into account. Students willing to complete a competence-based qualification are usually expected to apply directly to their desired educational institution. It is also possible to complete competence-based training as labour market training for adults.

The recognition of prior learning is part of the process of drafting a personal study plan during the phase for enrolment in studies for competence-based qualifications. The competence-based qualifications are subject to rules and regulations that apply throughout Finland. The provider of training must ensure that students wishing to complete a competence-based qualification receive customer-oriented advice and guidance and other services and forms of support agreed in collaboration in drafting a personal plan for 1) applying for the competence-based qualification and the preparatory training 2) completing the competence-based qualification and 3) acquiring the necessary professional skills.

Guidance during the phase of enrolment in competence-based qualification means that applicants receive advice in improving their self-knowledge, identifying their skills, finding and understanding the information necessary for completing the qualification, and making the right study choices. The aim is to identify the qualification and learning arrangements that serve the needs of the applicant in the best possible way. All instructors of the candidate should be familiar with the workplace culture, learn its operational processes to be able to share this information with the candidate, and provide guidance in completing the qualification. Applicants often need guidance and support in their learning. To take any language and learning difficulties into account, they should be identified from the onset. In the stage of enrolment in the studies, the candidate chooses the most appropriate qualification together with the employer, the body arranging the competence-based qualification and the training institution. However, the applicant should have the final word on the selection of the qualification. The task of the employer and the bodies arranging the qualification or training is only to provide support for the candidate's choice.

During the phase in which the skills required for the competence-based qualification are being acquired, and in the qualification completion phase, the student receives guidance from the teachers of preparatory training, the guidance and career counsellors of the educational institution, and other supporting personnel of the educational institution. At the stage of enrolment in the studies, however, the availability of guidance seems to leave a lot to be desired. Personalised study plans are not drafted before the selection interview for the training or the beginning of the preparatory training, when the applicant has already been selected to study for a particular qualification. TE Offices try to provide guidance and counselling during the qualification selection phase, but they often lack sufficient sector-specific information. Guidance and counselling services provided during the phase of enrolment in adult education, such as Door to Learning services, are an appropriate source of competent and relevant guidance. Adult educational institutions are also able to provide guidance, if the applicant is able to ask for it, since adult educational institutions employ a growing number of guidance professionals.

### **6.5. In the Netherlands**

The methodology for Validation of Prior Learning takes many shapes and destinations. These can all be captured in three modes:

(1) Reflective VPL,

This takes the whole learning biography of an individual as the focus for building up a portfolio and action plan. Only after this is done, the individual makes a choice on taking action: which standard to link to, which stakeholders to address, which learning goal, etc. A high level of (social) reflexivity can be defined by an individual shaping his/her own norms, desires and objectives. It refers to the notion of autonomy of the individual.

(2) Summative VPL:

Is building up a portfolio against a pre-set standard, with a one-dimensional goal; looking for access and exemptions.

(3) Formative VPL:

Is meeting up with a portfolio to a standard for deciding on what/where/how to learn further, or for formulating a career-step with the portfolio as a starting point. A third – essential – way of formative usage is for focusing on how and why to invest in one's personal development.

#### Institutionalization & legal basis

VPL is formally laid down in Education laws (WEB & WHH) for a full VPL-procedure. Also formally there are the sector-regulations for full VPL

There is an informal right for a starting qualification for access

The quality assurance is described in the national quality-code for VPL-providers

#### Purposes of VPL: ...

1. In general: transition to lifelong learning and sustainable career perspectives
2. Economical: employability
3. Social: social cohesion and empowerment
4. Educational: innovation of educational infrastructure & processes

#### The aims of VPL are:

1. Qualification
2. Employability
3. Empowerment
4. Personal development
5. Activate citizenship
6. Professionalisation / innovation

VPL-procedures are place for:

- formally: job-seekers, education
- Informally: workers, low-skilled
- Very informally: sustainable self-management of competences (CH-Q as portfolio-training)

Instruments are quality-assured assessment and portfolio training

VPL = target-group specific (job-status, sector status)

The main stakeholders in the Dutch VPL are:

1. national authorities, which facilitate the development and implementation of VPL (through law and financial means);
2. social partners, which encourage organisations to use VPL (through sectoral regulations and training funds);
3. schools and universities, which provide access to their standards through VPL procedures;
4. companies and organisations, which guide their employees towards VPL;
5. citizens who can build their personal portfolio for VPL procedures, with or without support from VPL providers.

It is known that VPL is usually limited to a specific branch or sector. However, sometimes activities stretch beyond branches. A good example is the cross-sector mobility of military personnel. Many military functions resemble civilian occupations but lack the required (civilian) diplomas. VPL helps out by identifying competences acquired in the military working - and therefore also learning – environment. So, in certain civilian functions already a possibility exists to move on from a military function to a civilian occupation without having your 'paper-work'. This cross-sector mobility occurs for instance in transport and logistics, administration and different technical functions.

### Negative experiences

As is pointed out, VPL can be applied in many situations. However, it does not always automatically lead to the desired results. Factors and circumstances that can have a negative impact are:

- The lack of possibilities for learning made to measure whereas VPL is implying just that;
- Not enough confidence of the participants in the quality of the assessments. Confidence forms the basis for further decisions about validation, valuation, certifying and future steps;
- Fear of VPL from the side of the employers that more diplomas lead fore mostly to higher salary demands or the competition hiring their employees;
- Rigid legislation that complicates flexible custom made procedures;
- Last but not least, cyclical problems can restrain the essential precondition for VPL: offering real perspective for using the outcome of a VPL-procedure, especially career-opportunities on the labour market.

## Positive experiences

The positive experiences with VPL are:

- Thanks to VPL, recruitment and selection of staff can also take place among (non-traditional) target groups without formal qualifications but having appropriate non-formally acquired competences,
- VPL is useful for keeping personnel motivated and for prevention of disability. Employees in the building sector, for example, are offered new career possibilities on the basis of competence recognition and comparison with related sectors. This way, employers can actively work on disability prevention.
- Moving on and upgrading of people are stimulated. Especially up-skilling or training to a higher level can be efficiently designed on the basis of insight in existing competences.
- There is a positive influence on outflow and outplacement of personnel. For example in the army, there are many employees on a contract for a definite period of time. In order to replace them on the labour market more successfully, VPL offers both development and qualifications and therefore new career-opportunities.
- Within the competence management of organisations, VPL proves to be useful as a controlled instrument for individual accomplishment. It strongly relates to judging and education, on the basis of competence profiles or otherwise. With VPL, more success can be booked, especially when the objective is both development and qualification. The surplus value of VPL compared to traditional competence management lies mostly in the recognition phase. The stimulus coming from recognition of competences is enormous. This can be found in the personal motivation to learn and to work. Instead of finding out what you cannot do, VPL emphasizes what you can. Employees can make far better use of their talents.
- In the field of human capital accounting VPL is helping as well, especially when European laws require companies to put 'human capital' on the balance sheet. VPL fills this gap and expresses the value of competences of individuals and organisations with regard to a standard that is accepted and understood by all parties involved. However, for the present, the quality of current standards is the weak point in VPL procedures.
- VPL also gives financial advantages. Not so much in the form of a reduction in educational costs, but more through a decrease in the time employees are absent from their work. In the VPL procedure of companies like Rockwool, the implementation of VPL already in the pilot phase showed a return on investment for the company
- VPL procedures give confidence to people. It contributes to the motivation for further development, which makes VPL valuable as a contribution to change processes within organisations.



## **6.7. In Sweden**

In Sweden the career guidance for adults is linked to APL. The guidance officers/career counsellors are the ones who gives people information about the possibilities for validation and most often they are the ones that starts and organises the validation process. They are not the ones who do the actual validation but they work closely together with teachers, trainers and/or the skilled craftsmen that are responsible for the validation and accreditation.

Validation is a process, which involves a structured assessment, documentation and recognition of knowledge and competence possessed by a person independently of how it is acquired. Validation (which is exploratory) is different from individual examination since individual examination is a measurement of knowledge out of course curricula and described by formal grades and hence controlling. Individuals may at their own initiative receive validation within the framework of the formal adult education and training system. Adults that wish to obtain a grade for a specific course at compulsory or upper secondary level are entitled to be examined without attending the course/s in question. The responsibility for carrying out validation is at municipal/regional level, the role of the state is so far to promote legitimacy, quality assurance and development of methods.

Responsibility for validation is supposed be shared between the educational system and the labour market. Implementation is supposed to take place through regional cooperation between education providers, professions and industries and the social partners. Costs for a validation process that make up one stage in for example rehabilitation, labour market political measures or integration measures is supposed to be financed by the agency that is responsible for the measure in question.

A National Commission on Validation was put in place in 2004 for a four-year period. The Commission had the following tasks regarding the development of validation (mainly outside the higher education sector):

- Promote legitimacy, quality and equivalence
- Carry out and support development of methods,
- Strengthen regional cooperation in order to reach well adapted working methods for development, consultation and evaluation
- Inform
- Work out proposals on what measures should be taken to assure validation activities after 2007.

Today (2015) the Agency for higher VET in Sweden is overall responsible for the development of validation. Validation is also defined in the School act, the legal document stating the content of the formal school system. There are however no links between the labour market and the public school providers dealing with validation issues.

Main emerging issues for Sweden

Ensuring the acceptance of validation from the labour market, especially the employers, is a critical and important task for the implementation process. To establish a common understanding of the purpose of validation, what and how to assess and the use of the results is one of the emerging issues. Cooperation between the educational sector, integration authorities and the labour market has increased during the last years. To stimulate and promote cooperation nationwide in order to guarantee access to validation for all is a main issue. Quality assurance is an important area. Securing the methods used for validation nationwide or within the European Union is another main issue.



## Regional projects

There are several projects about validation that have been going on in the county of Gävleborg during the years. One of them is the project “Validering Gävleborg” (“Validation in Gävleborg”), whose aim was to develop regional systems for guidance and validation in cooperation with other actors and with existing study centres/guidance centres. The goal at the end of this project was to have collaborating counselling- as well as validation systems between municipalities, jobcentres, universities, social insurance offices and business world.

Validation should:

- Contribute the regional growth
- Get the right competencies for labour market at a lower expense.
- Give the individual best competencies
- Find new job-and educational possibilities for people being on the sick list for long.
- Develop adult education

The target groups were for example those who or ran the risk of being unemployed and wanted to shorten the way to a new job, by documenting their knowledge, - wanted to begin an education and have experiences which could shorten the education, - had been working abroad but without documentation.

The project “DELTA Validering” (EN: Validation), was a part of a larger objective 2 project called DELTA. The goal was to set up a “validation bank” where one could find collected information validation resources in different vocational and educational areas. This validation bank was up and running for a couple of years but is now closed due to lack of update.

Another subject for this project was to produce a manual for APL personal in the province Hälsingland. The DELTA Validering project was linked to another project called “YAP” with the aim to develop high quality vocational training at workplaces.

Guidance officers are key professionals in both of these projects and both validation and work place based vocational training is something that a guidance officer can include in individual action plans for clients

Swedish pilotproject The EuroguideVAL project worked together with PhD Ewa Carling and Prof Ingemar Wedman at the University college of Gävle and the development of a course called “Validation of competencies and skills”, 7 ECTS. Target group for this course has been APL professionals and career counsellors and some of the participants have been financed by the EuroguideVAL project.

The purpose has been to give :

- Knowledge of how to develop questionnaires, tests and other kinds of instruments,
- Knowing how to use these instruments in several society areas
- Knowing how to apply theoretical substance in practical analysis of current projects and also be able to estimate reliability and economical aspects.

Course plan :

Title Grading and assessment, 7,5 ECTS

Topic Statistics

Stage Stage 1 (study level A)

Course code 3IH03A

Credits/Moments Examination: 4,5 ECTS credits, Assignment: 3 ECTS credits

Educational area Science

AIM To provide an understanding and give examples of the criterion-referenced grading system while looking into the history of grading. To understand how criteria are defined and how the different grades can be achieved. To understand how grading is anchored in psychometrics theory.

### **6.7.1. Pilot together with staff at the Vallvik pulp mill factory**

Most of the staff has a low level of formal education but a high level of non formal competence and experience after many years of skilled work in the factory. APL is of great value for both the employer and the individual staff. The staff are better prepared for changes and it is also easier to make up plans for competence development of the work force. The CFL way of work with this is to let the guidance counsellors have the individual contact with the employees and prepare them for the validation. They prepare all documentation, support the employees and are the process leaders. The guidance code of ethics plays an important role – an agreement with the employer to respect that all results of the APEL is owned by the individual staff and that they are the ones who decide if they want to leave the information to the employer or not.

### **6.7.2. Pilot interview with practitioners**

Question 1:

In some countries validation is regarded more as a process. In other countries, Sweden for example, validation is more focused on results. How do you regard this, what is the situation like for us,

Selected answers:

Guidance counsellor:

“On a five-grade scale, we probably get 4 when it comes to result-orientation. I believe that we need more process-orientation. Counselling can play an important role here. Instructors are more focused on measuring and testing. Counselling per se is a process, and the counsellor regards the situation of the individual in a more comprehensive long-term perspective.”

Guidance counsellor:

“In our municipality we have validated childcare assistants. I feel that my competence in this matter is more process oriented – its more about helping the clients to a better understanding of themselves and their capacity and competence, more of widening their perspectives and help them to find alternatives. It is also a lot about strengthening their self-confidence! To get a certificate or some kind of documentation is the “other side of the coin”, in my point of view.”

Question 2:

In some countries there are clear distinctions between the functions of different categories in the validation process. It is stated that the guidance counsellor's role is primarily in the introduction. What is your opinion about this – how do you regard the counsellor's role – introducer, companion or not involved at all? Is there a need for a new professional role?

Selected answers:

Guidance counsellor:

"In my opinion the guidance counsellor has a very important role to play in the validation process, it is the guidance counsellor that knows about the system in general. Validation is something that always must be a part of making up a career plan for a client. The guidance counsellors are the one who sees the possibilities and then hands it over to the teacher/trainer for further action. The guidance counsellor brings in a more holistic perspective to the career plan for the client and this is needed in the beginning –to see all possibilities, not only the one that is close to a certain teacher/trainer and his/her speciality. I can't see the need for a new kind of profession in this matter – there are already too many professions working with similar tasks in this field."

Question 3:

How do you regard the guidance counsellors' competence in validation

Selected answers:

Guidance counsellor:

"Validation is a new working field for guidance counsellors in Sweden and has not been included in the guidance counsellor training programme. Therefore I think that some kind of add-on training course for guidance counsellors is needed in this field"

Guidance counsellor:

"We need to develop the competence of guidance counsellors in this area. By the help of different kind of guidance networks but also by development of common tools that can be used in the validation of all kind of experienced learning. In my opinion the guidance counsellor fills a role as both introducer and process leader. Cooperation with the teacher/trainer involved is of big importance. When it comes to specific tools for each profession this must be developed by the branches themselves.

Guidance counsellors need competence development in validation but before that we need some kind of national guidelines about how and what in validation/APEL"

### 6.7.3.Future

We have interviewed a number of different kinds of experts in the field of validation: teacher/trainers, university teachers, project managers, guidance counsellors also. They have in common that they all have very good knowledge about adult education and validation in Sweden. It's our opinion that they well represent a common view of these questions in Sweden among their colleagues.

What have we learned from our discussions with them?

Well, what we have found is for example that:

- The opinion about how to define validation and the best way to work with validation is very divided.
- There is almost no existing share of good practice examples, or any kind of common order.
- All interviewed have expressed a strong interest in validation and it seems like validation is an important subject on everyone's agenda.
- Almost all interviewed wants to see some kind of national initiative and they feel uncertain about what's really permitted or not according to national law and regulations.
- Guidance counsellors sees themselves as important in the validation process but the head actor is the teacher/trainer, validation is primarily a pedagogical problem, not a guidance problem.
- Most of them want more training in validation and the specific role for guidance counsellors in this process.

What can we learn from this?

We think that this shows the need for national coordination and structures for exchange of good experiences both in Sweden and between countries in EU. One important tool for this could be a common training programme. In Sweden the guidance programme that already exists includes a lot of the basic competencies needed for anyone who intends to work professionally with validation. What is needed in Sweden is training on master level that would fit as an add-on to the existing training programme both for teacher/trainers and guidance counsellors.

## 7. Tools

### 7.1. Overview and Summary

The following table provides an overview and a comparison of the tools which are described in more details in chapters 7.2 – 7.5.

<i>Title</i>	<i>Main Target group</i>	<i>Conducted by</i>	<i>C</i>	<i>Setting</i>
Workplace guidance	People on the labour market, with little formal education	LLL centers / career guides	IS	Ind., Group
Training needs assessment using competency profiling	People on the labour market, with little formal education	career guides	IS	Ind., Group
VPL – Validation of prior learning	People on the labour market, with little formal education	LLL centers / career guides / assessors	IS	Ind., Group
Validation of Employability and Basic skills	People on the labour market, with little formal education / career changers / up-skillers / job searchers	LLL centers / career guides / assessors	IS	Ind., Group
Training program “More professionalism in Worklife Guidance”	People on the labour market, with little formal education / up-skillers	career guides	FI	Bigger group, home
Training day or session: Developmental discussions	managers, CEOs, HR specialists, other key personnel in organisations	career guides	FI	Groups
Peer-group mentoring (PGM)	Up-skilling / new employees in organisation	Individual	FI	Ind., small group
One-stop shop guidance and counselling services	People on the labour market, with little formal education / career changers / up-skillers / job searchers / other career counsellors	career guides	FI	Ind.
Guidance corner inside company’s business premises	People on the labour market, with little formal education / up-skillers / employees in danger of losing job or just lost job	career guides	FI	Ind.

Tree of professional growth – drawing and writing task	People on the labour market, with little formal education / career changers / up-skillers / job searchers / re-enterers	career guides / managers / individuals	FI	Ind.
Mapping of skills / workshops for employees and managers	People on the labour market, with little formal education / up-skillers / all workers	career guides / managers	FI	Ind., group
CH-Q	People on the labour market, with little formal education / career changers / up-skillers / job searchers / re-enterers / unemployed	career guides / managers / individuals	NL	Ind., small group
Guidance for those in employment in small enterprises	People on the labour market, with little formal education / up-skillers	career guides	SE	Ind., small group

## 7.2. Tools – Island

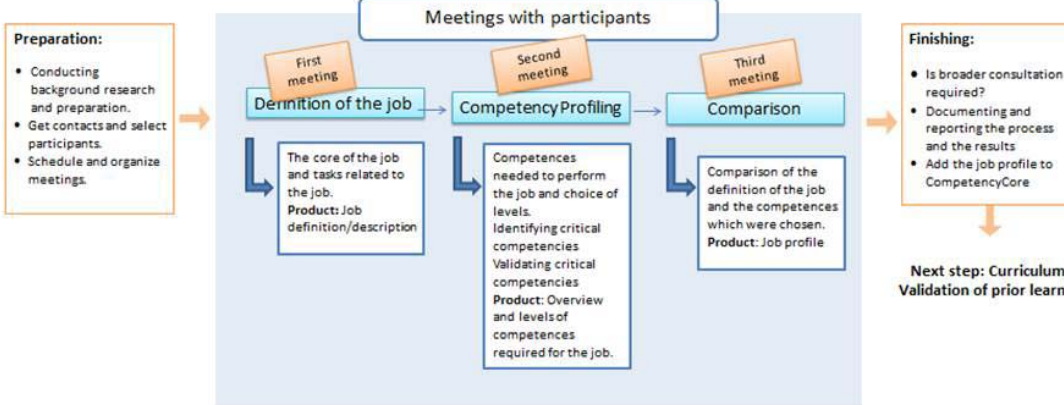
Name/Title	<b><u>Title of method/ tool - Workplace guidance - Iceland</u></b>
Type	<input type="checkbox"/> Tool/instrument <input checked="" type="checkbox"/> Method <input type="checkbox"/> Procedure
Short description	<ul style="list-style-type: none"> <li>- Career Counselors from LLL centers contact companies (managers, HR managers) to organize a meeting with the target group (people with little formal education)</li> <li>- Introduction, provided to the target group, about LLL and LL-guidance, competence development, possibilities and funding. – formal, informal approach, assistance from union representatives</li> <li>- Offer individual interviews – 1<sup>st</sup> interview organized in the company if possible (more interview either in the company or at LLL center)</li> <li>- Free of cost and impartial service</li> </ul>
Main goals	<p>Workplace guidance is an aid in reaching out to as many as possible in the identified target group, where they are located, with information about education/funds and guidance towards an active participation in lifelong learning and competence development (motivate and support the target group to develop their competences). For success it is important to base the guidance on a trusting relationship and an equal ground.</p>

Main group/s	Target	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input type="checkbox"/> Career changers <input type="checkbox"/> Labour re-enterers <input type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Job searchers <input type="checkbox"/> .....
Conducted by		<input checked="" type="checkbox"/> Career guide <input type="checkbox"/> Manager/ HR <input type="checkbox"/> Individual manager/ supervisor
Form of execution		<input checked="" type="checkbox"/> Individual consolidation <input checked="" type="checkbox"/> Small group-work (2-6) <input checked="" type="checkbox"/> Bigger group (>6) <input type="checkbox"/> At work with supervisor <input type="checkbox"/> Homework <input type="checkbox"/> Introduction can be in smaller or larger groups, and everyone can register for an individual interview with a career counsellor
Duration		<ol style="list-style-type: none"> <li>1. Introduction – group (informal/ formal ) 20 – 40 minutes</li> <li>2. Interview – the first one at workplace – 30 – 60 minutes. More interviews at the workplace provided in cooperation with employer. More interviews provided at the LLL centres for individuals.</li> </ol>
Necessary materials		<p>Introduction material, as leaflets, slides, pictures and so on.</p> <p>Computer for the counsellor to be able to search for information about work and or education.</p> <p>Different guidance tools, f.ex. interest inventories, value test, CV and different tools developed by <a href="#">Norman E. Amundson</a> translated and adjusted to Icelandic circumstances such as drawing up the route of life (<i>Life-line</i>), finding and listing one's competences (<i>Backpack, Suitcase</i>), finding and listing up the hindrances one experiences either as an unemployed person or within some particular circumstances within the employment (<i>Roadmap</i>).</p> <p>Material for registration of the interview.</p> <p>Closed room/place to conduct the interview (need for privacy).</p>
Experiences with the method/tool		<p>Excellent, especially for ETSC's target group. The counsellor reaches the individual in a safe environment at the workplace, where the individual is at home.</p> <p>It can be difficult to get the permission from managers to provide this service within the workplace, as they are afraid that the counsellors will be encouraging the employees to train/educate themselves away from the company. It has shown, that the vast minority of employees are actually thinking of leaving the company, and in those rare cases, that could even be the best solution for both parties.</p>



Effect/impact (nr. or %) of use	Around 1/3 of individuals attending the introduction meetings at the workplace ask for individual counselling interviews afterwards. The service has gained trust within the society, so more and more people are seeking guidance and counselling at the LLL centres without having had an introduction meeting on beforehand.
Evaluation/ Review/ Test by others (if existing)	Several surveys have shown that this service has positive influence on competence development of the individual, as they are more likely to seek further education or career development as they gain more self confidence and a better view of their competences through this guidance service. The vast majority of the users are very content with the guidance service provided by the LLL centres.
Author/Origin of the method	Peter Plant, Pamela Clayton. The methods of Peter Plant and Pamela Clayton have been developed further through a cooperation of a network of counsellors from the LLL centres in Iceland led by the ETSC.
General remark/s Limitations	The method has had positive influence on the individual. The limitations are the gate keepers at the companies, as it can be hard to convince the managers to let the counsellors into the workplace.
Link/s, Annex/es	Article on Workplace guidance from Peter Plant – <a href="#">see link</a> :

Name/Title	<b><u>Title of method/tool</u> – Training needs assessment using competency profiling</b>		
Type	<input type="checkbox"/> Tool/instrument	<input checked="" type="checkbox"/> Method	<input type="checkbox"/> Procedure
Short description	<p>The ETSC builds their curricula and, to some extent, criteria for validation of prior learning on job profiles which are conducted by using the method/idea of competency models.</p> <p>The ETSC uses software solution from the Canadian firm/organization Human Resource systems Group (HRSBG) for competency profiling. The software includes pre-defined descriptions of competencies needed for a different kind of jobs. By profiling, the jobs are analysed by a group of stakeholders and the competencies needed for the job are listed up and levels for each competency is defined. The outcome is a job profile which describes the competencies individual must have for the job.</p> <p>The concept of competency models is based on the assumption that it is possible to identify the critical competencies for success in work and company performance.</p> <p>Here Competency is defined as:</p> <ul style="list-style-type: none"> <li>• Observable skills, knowledge, motivations or traits defined in terms of the behaviours needed for successful job performance. Can be assessed/measured and improved.</li> </ul> <p>And Competency-based management is:</p> <ul style="list-style-type: none"> <li>• An HR management approach that standardizes and integrates all HR activities based on competencies that support organizational goals.</li> </ul>		
Main goals	To make training programs concise, economical and suitable for adults and based on detailed analysis of what skills/competencies the job requires and what demands will be made to employees in the future.		
Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Career changers <input type="checkbox"/> Job searchers <input type="checkbox"/> Labour re-enterers <input type="checkbox"/> .....		
Conducted by	<input checked="" type="checkbox"/> Career guide <input type="checkbox"/> Manager/ HR manager/ supervisor <input type="checkbox"/> Individual		
Form of execution	<input checked="" type="checkbox"/> Individual consolidation <input type="checkbox"/> At work with supervisor <input checked="" type="checkbox"/> Small group-work (2-6) <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Bigger group (>6) <input type="checkbox"/> Introduction can be in smaller or larger groups, and everyone		

Duration	<p style="text-align: center;"><b>Conducting Job Profile - process overview</b> (Definition of the job and Competency profiling)</p> 
Necessary materials	Toolkit with competency descriptions in Icelandic, methodology with clear description on which steps shall be taken and in which order. A group of experts within the field of the profession/job, which is to be analysed, these experts should be a mixture of managers and workers from the field, 10 to 20 persons.
Experiences with the method/tool	So far the experience has been positive and more people are getting interested in using this methodology within their work when designing training program for example.
Effect/impact (nr. or %) of use	Has not been measured.
Evaluation/ Review/ Test by others (if existing)	This is a rather new way of analysing and making competency profiles so there does not exist any structured evaluation of the system. But the general view of those, who have learned about the process and/or have taken part in the process of conducting the job profile, is positive and the methodology is gradually gaining more believe.
Author/Origin of the method	<p>Software from the Human Resource Systems Group; CompetencyCore® which includes the material used (Competency Library)</p> <p><a href="http://www.competencycore.com">www.competencycore.com</a></p> <p>The method for job profiling as described here was developed by the ESTS.</p>
General remark/s Limitations	The main limitations will most likely be the copyright law of the system and that it is closed, you will need a granted access to be able to make the most benefit of the system.

Link/s, Annex/es	<a href="http://www.hrsq.ca">www.hrsq.ca</a> <a href="http://www.competencycore.com">www.competencycore.com</a> <a href="http://www.competencycore.com/videos">http://www.competencycore.com/videos</a> <a href="http://frae.is/media/61881/Kynningarefni_709863047.pdf">http://frae.is/media/61881/Kynningarefni_709863047.pdf</a> (in Icelandic)
Name/Title	<b>Title of method/ tool -VPL – Validation of prior learning</b>
Type	<input type="checkbox"/> Tool/instrument <input checked="" type="checkbox"/> Method <input type="checkbox"/> Procedure
Short description	<p>Validation of prior (non- formal and informal) learning is a confirmation and validation of competence regardless of how or where an individual has acquired it. The goal is that the individual achieves recognition for the competence he/she possesses at any given time, for the purpose of a) not having to enrolling into a formal education in subjects that he/she already knows or b) in order to gain recognition that leads to job development at the work place.</p> <p>Documentation of competence is the foundation of the validation process. The individual documents his/her competence with the guidance of a counsellor so that he/she can identify his/her strengths, make a career description (CV) and get an overview of competences already acquired. It can be a goal in itself to complete the documentation of the competences, just to get a better overview over own possibilities, but it can also be used for later former validation e.g. when validating against subjects/learning outcomes set within the formal school system.</p>
Main goals	<p>Validation of non-formal and informal learning is based on the possibility to shed light on the competence that is in hand and to clarify, validate and recognize it.</p> <p>a) Validation of non-formal and informal learning against criteria within the formal schools system with the aim shortening a study path. Here competences acquired through non-formal and informal learning are seen as being equal to competences acquired through participation within the formal school system. Thus, individuals planning on finalizing a study path, will not need to repeat courses within the formal system if they have already acquired the competences that the course objectives aim for participants to acquire. The validation aims at finding the real status of the competence the individual has in order to prevent him/her having to repeat learning what he/she already knows. This kind of recognition can support further participation in continuing education and provides economic gain and saves time for the individual and the society.</p> <p>b) Validation of non-formal and informal learning against criteria of the labour market aims to bring individual's competence to light, document them and validate in order to gain recognition for the individual and to enhance her/his job development at work or within the labour market as well as if applicable find the most suitable job for the individual. The competence of the individual is compared to the competence standards for certain jobs and validated against those.</p>

Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Career changers <input type="checkbox"/> Job searchers <input type="checkbox"/> Labour re-enterers <input type="checkbox"/> .....
Conducted by	<input checked="" type="checkbox"/> Career guide <input checked="" type="checkbox"/> LLL centres <input checked="" type="checkbox"/> Assessors <input type="checkbox"/> Manager/ HR manager/ supervisor <input type="checkbox"/> Individual
Form of execution	<input checked="" type="checkbox"/> Individual consolidation <input type="checkbox"/> At work with supervisor <input checked="" type="checkbox"/> Small group-work (2-6) <input checked="" type="checkbox"/> Homework <input checked="" type="checkbox"/> Bigger group (>6) <input type="checkbox"/> Introduction can be in smaller or larger groups. The process is mostly in groups, 10 – 20.
Duration	1 – 3 months, the whole process for the individual (in general)
Necessary materials	<ul style="list-style-type: none"> <li>- General marketing material for the internet, brochures, advertisements etc.</li> <li>- Introduction material to the RPL process and possibilities after the process</li> <li>- Screening list for the screening interview</li> <li>- Standards for each Validation project/ subject which is to be validated</li> <li>- Portfolio (formative approach + methods – how to work with the portfolio)</li> <li>- Self- assessment form (summative approach + description of standards and methods of how to work with them for the assessor )</li> <li>- Computers for individuals to fill in their portfolio</li> <li>- Interview form for Assessor in each subject</li> </ul>
Experiences with the method/tool	Excellent, for ETSC's target group. It has shown to be very inspiring and empowering for those who take part in the process and finish it. Many have gone over to the formal school system to finish a study path, they started even many years ago and there are examples of people having gained more confidence through this process to change paths and/or take on a study.
Effect/impact (nr. or %) of use	About 2500 people have gone through the validation process in Iceland and about 65 – 70% of those who finish the process, go further in education and finish a degree from within the study path they got validated. It is clear that individual get higher/better self esteem/become more confident through participation in this process.
Evaluation/ Review/	Several surveys have shown that participating in the validation process has

Test by others (if existing)	positive influence on competence development of the individual, as they are much more likely to seek further education and finish their degree, or career development as they gain more self confidence and a better view of their competences through the validation process. In the Icelandic model, a career counsellor is “following” the individual through the whole process, which is very important for the individual i.e. this guidance service. The vast majority of the users are very content with the validation process as well as the guidance service provided in the process, both by the LLL centres.
Author/Origin of the method	The model/method is developed by ETSC in cooperation with stakeholders, based on information from various countries.
General remark/s Limitations	<p>The involvement of stakeholder in preparing the validation and criteria is very important, as it increases everyone’s believe in the system. This is also important to secure the openness of further paths for the participants e.g. enrolments to study paths within the formal school system.</p> <p>For our part it would be positive if this method could be implemented elsewhere as it would give access for more groups, e.g. within higher education and on the labour market.</p>
Link/s, Annex/es	<p>See attached file “VPL_the Icelandic way”</p> <p>Brochure on the process of VPL:  <a href="http://www.frae.is/files/B%C3%A6klingur%20enska_1342453022.pdf">http://www.frae.is/files/B%C3%A6klingur%20enska_1342453022.pdf</a></p> <p>European inventory on Validation: <a href="http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory">http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory</a></p> <p>NVL Quality model for validation in the Nordic countries:  <a href="http://www.nordvux.net/content/id/11675/quality-model-for-validation-in-the-nordic-countries">http://www.nordvux.net/content/id/11675/quality-model-for-validation-in-the-nordic-countries</a></p>

Name/Title	<b><u>Title of method/ tool</u> – Validation of Employability and Basic skills</b>
Type	<input checked="" type="checkbox"/> Tool/instrument <input checked="" type="checkbox"/> Method <input type="checkbox"/> Procedure
Short description	<p>“Validation of employability and basic skills” is a tool and a method to evaluate employability and basic skills generally needed in work/all jobs. The method used, is the same as used in VPL – the Icelandic way, and was described above.</p> <p>The definition of employability is: “<i>The competences, (skills attitudes, and behaviours) you need to enter, stay in, and progress in the world of work and in daily and personal activities</i>”. This definition and the criteria/standards used to describe the employability are based on information from many sources, but material from Conference Board of Canada and The Human Resource Systems Group (also in Canada) were the key documents.(See description of that model above).</p> <p>Employability consist of 11 general factors or competencies and 4 basic skills factors.</p> <p>General competencies:</p> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Concern for safety</li> <li>• Continuous learning</li> <li>• Critical judgment</li> <li>• Equality awareness (valuing cultural diversity)</li> <li>• Information gathering and processing</li> <li>• Interactive communication</li> <li>• Planning and organizing</li> <li>• Resource management</li> <li>• Teamwork</li> <li>• Work ethics and values</li> </ul> <p>Basic skills:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Numeracy</li> <li>• Information technology(use of ICT)</li> </ul> <p>The criteria for the employability skills are on a proficiency level – the same as the NQF qualification framework – from 1a, 1b, 2 – 3.The criteria for all the competencies are described on four proficiency levels, 1a, 1b, 2 and 3, the same as the NQF qualification framework comparable to EQF levels 1 to 4.</p>
Main goals	<p>To achieve common understanding of what is meant by employability skills:</p> <p><i>The aim/ benefits for the individual:</i> Helps him prepare for success in the labour market; demonstrate strength and have opportunity to strengthen the elements/ features that need to be strengthened and also compare with requirements of specific jobs.</p> <p><i>The benefits for the employer::</i> To highlight the competences important for</p>



	<p>certain work, also use them to build up skills and competences within the workplace; and to use when recruiting, e.g. within in a description in a job advertisements and /or job interviews.</p> <p><i>For schools and educators:</i> To emphasize what competencies are used as basis of learning – in preparation for participation in the economy; help individuals (students) to understand how the various skills development is associated with different aspects of work</p> <p>The purpose is</p> <ul style="list-style-type: none"> <li>• to highlight the strengths of each individual - everyone has the opportunity to strengthen own skills (enhancing skills that may need to be promoted) and he chooses to strengthen - and will thus be better prepared for the labor market,</li> <li>• get analysis on individual's position regarding employability skills,</li> <li>• in search of a job, individual can show the results of the validation, e.g. if it is in her/his benefits,</li> <li>• to empower the individual to work on strengthening new competencies or skills.</li> </ul> <p>Being able to know own skills can help the individual to take next steps in his/her career development f.eks.</p> <ul style="list-style-type: none"> <li>• decide what kind of work he/she wants to do</li> <li>• decide which areas of study or training it should be</li> <li>• write CV e.g. when applying for a job</li> </ul> <p><u>Results of the evaluation/validation are always the property of the respective person involved</u> and each individual decides whether and how to use the results (this is seen as very important, that the results and how it's used will always be the decision of the individual).</p>
Main group/s	<div> <div> <input checked="" type="checkbox"/> People on the labour market, with little formal education </div> <div> <input checked="" type="checkbox"/> Career development, competence development (up skilling) </div> </div> <div> <div> <input checked="" type="checkbox"/> Career changers </div> <div> <input checked="" type="checkbox"/> Job searchers </div> </div> <div> <input type="checkbox"/> Labour re-enterers </div> <div> <input type="checkbox"/> Our target group is always people with little formal education but their situation/ circumstances can be different in different times </div>
Conducted by	<div> <input checked="" type="checkbox"/> Career guide </div> <div> <input checked="" type="checkbox"/> LLL centers </div> <div> <input checked="" type="checkbox"/> Assessors </div> <div> <input type="checkbox"/> Manager/ HR manager/ supervisor </div> <div> <input type="checkbox"/> Individual </div>
Form of execution	<div> <input checked="" type="checkbox"/> Individual consolidation </div> <div> <input checked="" type="checkbox"/> Small group-work (2-6) </div> <div> <input checked="" type="checkbox"/> Bigger group (&gt;6) </div> <div> <input type="checkbox"/> At work with supervisor </div> <div> <input type="checkbox"/> Homework </div> <div> <input checked="" type="checkbox"/> Introduction can </div>

	be in smaller or larger groups. The process is mostly in groups, 10 – 20
Duration	1 – 3 months, the whole process for the individual (in general)
Necessary materials	<ul style="list-style-type: none"> <li>• General marketing material for the internet, brochures, advertisements etc.</li> <li>• Introduction material to the VPL process and possibilities after the process</li> <li>• Screening list for the screening interview</li> <li>• Standards for each validation project/subject which is to be validated</li> <li>• Portfolio (formative approach + methods – how to work with the portfolio)</li> <li>• Self- assessment form (summative approach + description of standards and methods of how to work with them for the assessor ) – a lot of subject/ material for self assessment)</li> <li>• Computers for individuals to fill in their portfolio</li> <li>• Interview form for assessor in each subject</li> </ul>
Experiences with the method/tool	<p>There has been one development project (one group) at Símei LLL center, with unemployed people in ETSC's target group (have not completed upper secondary level)– and another group/project will start in the coming days.</p> <p>The main results of the pilot project were that it inspired participants and empowered them to finish the process and get results. Some of them went further to a study within the formal system, others got a job and some understood better what they had to improve to get further with their lives. So overall the experience was positive.</p>
Effect/impact (nr. or %) of use	In the group there were 19 people who started and 15 finished the whole process. 7 have started education (one quit) and 6 have got job. Two are still working on their jobseeking but are more aware of their own limits and where they need to improve.
Evaluation/ Review/ Test by others (if existing)	We are still developing this project, but it proved to be inspiring and empowering for the participants. Assessors and counsellors participating in the pilot found it complicated at the beginning, lot of material and difficult to measure against the criteria and validate individuals competences. But as it went on, it proved not to be so difficult and the assessors followed the individuals throughout the whole project. This was in fact a positive experience, and the LLL centers involved is collecting participants for the next group.
Author/Origin of the method	The model/method is developed by ETSC in cooperation with stakeholders, based on information from various countries.
General remark/s	It has been discussed, whether the results are too fragile. Therefore it is

Limitations	highlighted that the individual has the sole ownership of the results and decides self how they are used.
Link/s, Annex/es	Attached is an example of a “spider-web”, the participants receive, where the results are shown in a graphical form. <a href="http://www.hrsq.ca">www.hrsq.ca</a> <a href="http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx">http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx</a>

### 7.3. Tools – Finland

Name/Title	<i>Training program “More professionalism in Worklife Guidance”</i>		
Type	<input type="checkbox"/> Tool/instrument	<input type="checkbox"/> Method	<input checked="" type="checkbox"/> Procedure
Short description	Training program aimed for executives, managers, HR specialists and other key personnel in organisations. 9 training days, tasks to rehearse and apply in participants work situations (“homework”), consultation to each participating organisation.		
Main goals	Participants will gain better understanding about guidance and counselling at the workplace. After the training program, they will also have competence, skills and tools to give guidance themselves as well as enable guidance and counselling offers for employees. Employees will gain better access to information, advice and guidance on the spot, at the workplace. They will be able to maintain and develop their vocational skills and they will get relevant career counselling. Organisation will make more profit and productivity, when employees are on their right positions in the organisation.		
Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input checked="" type="checkbox"/> Career development, competence development (up skilling)	<input type="checkbox"/> Career changers <input type="checkbox"/> Job searchers	<input type="checkbox"/> Labour re-enterers <input checked="" type="checkbox"/> managers, CEOs, HR specialists, other key personnel in organisations
Conducted by	<input checked="" type="checkbox"/> Career guide	<input type="checkbox"/> Manager/ HR manager/ supervisor	<input type="checkbox"/> Individual
Form of execution	<input type="checkbox"/> Individual consolidation <input type="checkbox"/> At work with supervisor	<input type="checkbox"/> Small group-work (2-6) <input checked="" type="checkbox"/> Homework	<input checked="" type="checkbox"/> Bigger group (>6) <input checked="" type="checkbox"/> seminars .....
Duration	Usually 9-10 months (1 training day per month).		
Necessary materials	Big plan: what kind of issues are participants interested.  Each training day consist of lots of different kinds of materials: lectures, participatory teaching techniques, group work, learning cafes, case studies, visitors, places to visit, concrete tools and methods...		
Experiences with the method/tool	OAKK has carried out 4 groups in this training program. Group 1: 20 participants from 3 different organisation (2011). Group 2: 75 participants from 1 organisation (2011). Group 3: 30 participants from 11 organisations (2011). Group 4: 35 participants from 10 different organisations (2012-2013).		

	OAKK sold this training for 250 euros per participant (years 2011-2013) and now sells this training by 450 euros per participant (year 2015).
Effect/impact (nr. or %) of use	
Evaluation/ Review/ Test by others (if existing)	Participants overall assessment: grade 4 (1-5). For example: year 2012-2013, participants assessment of each training day: 4,4 / 4,4 / 3,8 / 3,6 / 4,0 / 4,3 / 4,3 / 4,4.
Author/Origin of the method	Oulun Aikuiskoulutuskeskus Oy / Teea Oja and Marja Keväjäarvi.
General remark/s Limitations	<ul style="list-style-type: none"> <li>• Needs lots of marketing actions towards organisations.</li> <li>• Is suitable for any kind of organisation, no limits of field or size.</li> <li>• Can be organised either in mixed groups or in field-related groups.</li> <li>• Needs lots of preparation and planning.</li> <li>• Some of the training days can be open to all those interested in the issue &gt; more income.</li> <li>• Can be split up into 9 individual training days or up to 20 individual training sessions</li> </ul>
Link/s, Annex/es	<p><a href="http://www.tyoelamaohjaus.fi">www.tyoelamaohjaus.fi</a> (al in finnish, would you like me to translate some of these in English? At the moment you could maybe use google translator ☺).</p> <p>Here you will find a description of training program and contents of each day: <a href="http://www.oakk.fi/tyoelamaohjaus/wp-content/uploads/2015/01/tiivistelma_todistuksiin_oulu.pdf">http://www.oakk.fi/tyoelamaohjaus/wp-content/uploads/2015/01/tiivistelma_todistuksiin_oulu.pdf</a></p> <p>Here you will find a report of participants assessment and feedback from year 2011: <a href="http://www.oakk.fi/tyoelamaohjaus/wp-content/uploads/2015/01/toki_koulutus_2011_palauteraportti.pdf">http://www.oakk.fi/tyoelamaohjaus/wp-content/uploads/2015/01/toki_koulutus_2011_palauteraportti.pdf</a></p> <p>Here you will find similar report from year 2012-2013: <a href="http://www.oakk.fi/tyoelamaohjaus/wp-content/uploads/2015/01/toki_koulutus_2012-2013_palauteyhteenveto.pdf">http://www.oakk.fi/tyoelamaohjaus/wp-content/uploads/2015/01/toki_koulutus_2012-2013_palauteyhteenveto.pdf</a>.</p> <p>Here you will find project manager Teea Oja's writing about the whole project: <a href="http://blogit.jamk.fi/opinovikanava/2014/10/30/kuinka-kehittaa-ohjaustoimintaa-tyopaikoilla/">http://blogit.jamk.fi/opinovikanava/2014/10/30/kuinka-kehittaa-ohjaustoimintaa-tyopaikoilla/</a></p>

Name/Title	<i>Training day or session: Developmental discussions</i>
Type	<input type="checkbox"/> Tool/instrument <input type="checkbox"/> Method <input checked="" type="checkbox"/> Procedure
Short description	Training day or shorter session aimed for executives, managers, HR specialists and other key personnel in organisations, who are involved in the process of having developmental discussions with their employees.
Main goals	Participants will gain better understanding about guidance and counselling at the workplace and how developmental discussions play a vital role in this big picture. Training will give participants interaction and guidance skills and tools. Employees will benefit more from developmental discussions, when manager knows what he/she is doing. Developmental discussions are steered into the direction of guidance instead of interview to be able to give employees career support.
Main Target group/s	<input type="checkbox"/> People on the labour market, with little formal education <input type="checkbox"/> Career changers <input type="checkbox"/> Labour re-enterers <input type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Job searchers <input checked="" type="checkbox"/> managers, CEOs, HR specialists, other key personnel in organisations
Conducted by	<input checked="" type="checkbox"/> Career guide <input type="checkbox"/> Manager/ HR manager/ supervisor <input type="checkbox"/> Individual
Form of execution	<input type="checkbox"/> Individual consolidation <input checked="" type="checkbox"/> Small group-work (2-6) <input checked="" type="checkbox"/> Bigger group (>6) <input type="checkbox"/> At work with supervisor <input checked="" type="checkbox"/> Homework <input type="checkbox"/>
Duration	2-7 hours.
Necessary materials	Up to the trainer. Research information, lectures about the issue. Group discussions, group work, workshops, participatory techniques, demonstrations.
Experiences with the method/tool	OAKK has organised this kind of training days but has not so far been solely responsible for the content. Teea and Marja have trained this target group to have interaction and guidance skills and tools.
Effect/impact (nr. or %) of use	
Evaluation/ Review/ Test by others (if existing)	This has been one of the most popular training days in TOKI –project, since all the managers who have employees need these skills. Very effective way of influencing the company to have more career guidance, through developmental discussions.

Author/Origin of the method	
General remark/s Limitations	<ul style="list-style-type: none"> <li>• Needs lots of marketing actions towards organisations.</li> <li>• Is suitable for any kind of organisation and it's managers, no limits of field or size.</li> <li>• Can be organised either in mixed groups or in field-related groups.</li> <li>• Needs lots of preparation and planning.</li> <li>• Lot's of competition in this field, so you really need to be good trainer and you need to have something new and interesting to offer.</li> </ul>
Link/s, Annex/es	



Name/Title	<i>Peer-group mentoring (PGM)</i>
Type	<input type="checkbox"/> Tool/instrument <input checked="" type="checkbox"/> Method <input type="checkbox"/> Procedure
Short description	<p>Peer-group mentoring (PGM) is an activity whereby employees (teachers) share and reflect on their experiences, discuss problems and challenges they meet in their work, listen to and encourage one another, learn from one another and learn together.</p> <p>While traditional mentoring consists of one-to-one discussions, peer-group mentoring is implemented in groups consisting of both novice employees and their more experienced counterparts. The group usually meets once a month, and the group consists of 4 to 10 employees and their mentor.</p> <p>The method has been piloted by the funding of Finnish Work Environmental Fund in 2008-10 and is being continuously developed by The Finnish Network for Teacher Induction 'Osaava Verme'.</p>
Main goals	<p>The aims of PGM:</p> <ul style="list-style-type: none"> <li>• To promote professional development of new employees through mentoring and peer support.</li> <li>• To reinforce the professional competence of new employees so that their education will become a meaningful continuum of life-long learning</li> <li>• To promote networking of (for example) young and experienced employees.</li> </ul>
Main Target group/s	<input type="checkbox"/> People on the labour market, with little formal education <input type="checkbox"/> Career changers <input type="checkbox"/> Labour re-enterers <input checked="" type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Job searchers <input checked="" type="checkbox"/> new employees in organisation
Conducted by	<input type="checkbox"/> Career guide <input type="checkbox"/> Manager/ HR <input checked="" type="checkbox"/> Individual manager/ supervisor
Form of execution	<input type="checkbox"/> Individual consolidation <input checked="" type="checkbox"/> Small group-work (2-8) <input type="checkbox"/> Bigger group (>6) <input type="checkbox"/> At work with supervisor <input type="checkbox"/> Homework <input type="checkbox"/> .....
Duration	For example at OAKK: 4 meetings, each meeting 1,5 – 2 hours. Could continue much longer, too ☺
Necessary materials	<p>Advertisement of PGM. Rules of PGM for the group. Description of PGM for the group. Games, cards etc. counselling methods and tools can be used freely.</p> <p>What I did in advance: I asked for the participants to let me know, what kind of issues they wanted to deal with in the meetings. Then I formed a list of themes for our four meetings, and we discussed about the list in our first meeting and</p>

	agreed about the themes.
Experiences with the method/tool	Teea Oja has graduated as peer-group mentor (2014, 15 credits). OAKK has carried out 1 group of peer-group mentoring. OAKK also provides and has carried out several trainings of guidance and counselling skills for mentors.
Effect/impact (nr. or %) of use	
Evaluation/ Review/ Test by others (if existing)	Participants gave positive feedback.
Author/Origin of the method	Osaava verme –network. Find more info here: <a href="http://ktl.jyu.fi/ktl/osaavaverme/mainenglish">http://ktl.jyu.fi/ktl/osaavaverme/mainenglish</a>
General remark/s Limitations	Small planning and preparations. Very easy to handle. Cost-effective.
Link/s, Annex/es	<a href="http://ktl.jyu.fi/ktl/osaavaverme/mainenglish">http://ktl.jyu.fi/ktl/osaavaverme/mainenglish</a>

Name/Title	<i>One-stop shop guidance and counselling services</i>		
Type	<input type="checkbox"/> Tool/instrument	<input type="checkbox"/> Method	<input checked="" type="checkbox"/> Procedure
Short description	The guidance expertise of educational institutions operating at different levels of education is pooled into networks for the benefit of customers. Customers will find information, advice and guidance about all adult education possibilities from "one-stop shop".		
Main goals	<p>Main goal is to enable people, at any stage of their life, to have easy access to information, advice and guidance services. Professional career counsellors will provide service through email, phone or direct contact. Customer can make a reservation or just stop by. Customers will get guidance concerning:</p> <ul style="list-style-type: none"> <li>• all adult education in Finland</li> <li>• how to apply to studies</li> <li>• the content of studies</li> <li>• competence-based qualifications</li> <li>• funding of studies and</li> <li>• recognition and accreditation of adult students' prior learning.</li> </ul> <p>More general career counselling is provided as well. Part of EPL guidance process.</p>		
Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education  <input checked="" type="checkbox"/> Career development, competence development (up skilling)	<input checked="" type="checkbox"/> Career changers  <input checked="" type="checkbox"/> Job searchers	<input checked="" type="checkbox"/> Labour re-enterers  <input checked="" type="checkbox"/> other career counsellors
Conducted by	<input checked="" type="checkbox"/> Career guide	<input type="checkbox"/> Manager/ HR manager/ supervisor	<input type="checkbox"/> Individual
Form of execution	<input checked="" type="checkbox"/> Individual consolidation <input type="checkbox"/> At work with supervisor	<input type="checkbox"/> Small group-work (2-6) <input type="checkbox"/> Homework	<input type="checkbox"/> Bigger group (>6) <input type="checkbox"/> .....
Duration	One counselling session may take from 15 min up to 2 hours. Duration is individual. One customer can take part once or more often, in a longer counselling process.		
Necessary materials	The place to give guidance, service desk. Web pages, phone, email. Advertisements. Computer and internet access. Printer. Shared views about the philosophy and methods of the service > shared guidelines to the service. A guide book.		
Experiences with the method/tool	9 educational institutions in Oulu have developed and maintained this kind of guidance service from autumn 2010. Very good experiences. Network makes		

	this possible: each organisation participates once a month to give guidance in one-stop shop "OpinTori". Teea Oja is the specialist from OAKK who has been part of the network since 2009.
Effect/impact (nr. or %) of use	Thousand of customers since October 2010.
Evaluation/ Review/ Test by others (if existing)	Little written feedback from customers, but lots of happy customers have left the one-stop shop after a good guidance session. Network is happy and committed to the work.
Author/Origin of the method	9 educational institutions involved in Oulu (University of Oulu, Oulu University of applied sciences, OAKK and 6 other organisations from vocational and higher level of education).
General remark/s Limitations	Cost-effective. Good visibility in the city centre, even if the premises of the organisations are located further away. Network gives many opportunities for other kinds of activities, for example guidance corners in companies, information sessions in companies. Networking also strengthens the cooperation and skills of career counsellors and organisations.
Link/s, Annex/es	OpinTori guidance and counselling service (in Finnish): <a href="http://www.opintori.info/">http://www.opintori.info/</a> and <a href="https://www.facebook.com/OpinTori">https://www.facebook.com/OpinTori</a> .  About Finnish Door to Learning –program (in English): <a href="http://www.opinovi.fi/english/">http://www.opinovi.fi/english/</a>

Name/Title	<i>Guidance corner inside company's business premises</i>
Type	<input type="checkbox"/> Tool/instrument <input type="checkbox"/> Method <input checked="" type="checkbox"/> Procedure
Short description	The network of educational institutions and organisations providing guidance services give guidance to employees inside company's business premises, in a "guidance corner" / service desk. Expertise of counsellors will be chosen carefully to fit each company and the profile of their employees.
Main goals	Main goal is to enable employees to have easy access to information, advice and guidance services. Professional career counsellors will provide service on the spot. Guidance concerning life, career, work-life balance, career development, competence development, adult education possibilities...
Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input checked="" type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Career changers <input type="checkbox"/> Job searchers <input type="checkbox"/> Labour re-enterers <input checked="" type="checkbox"/> employees in danger of losing their job / people who have just lost their jobs
Conducted by	<input checked="" type="checkbox"/> Career guide <input type="checkbox"/> Manager/ HR manager/ supervisor <input type="checkbox"/> Individual
Form of execution	<input checked="" type="checkbox"/> Individual consolidation <input type="checkbox"/> At work with supervisor <input type="checkbox"/> Small group-work (2-6) <input type="checkbox"/> Homework <input type="checkbox"/> Bigger group (>6) <input checked="" type="checkbox"/> information sessions .....
Duration	Negotiable with the company.
Necessary materials	Advertisements in advance and on the spot, so that employees will take notice you. Service desk or chairs, computer (tablets are handy). Some brochures or paper and pencil to make notes for employee.
Experiences with the method/tool	9 educational institutions in Oulu have developed and maintained this kind of guidance service from autumn 2010. Very good experiences. Network makes this possible: companies have welcomed us with open arms, since the network represents very wide range of educational institutions and levels. We have concretely helped companies with those employees who have just heard that they are going to lose their jobs.
Effect/impact (nr. or %) of use	
Evaluation/ Review/	We have reached much more employees with this method than if we had just

Test by others (if existing)	informed them about our adult guidance services (OpinTori) in city centre.
Author/Origin of the method	9 educational institutions involved in Oulu (University of Oulu, Oulu University of applied sciences, OAKK and 6 other organisations from vocational and higher level of education).
General remark/s Limitations	Easy to organise. Easy way of helping companies, who do not have this kind of expert knowledge of educational possibilities. May be time-consuming.
Link/s, Annex/es	

Name/Title	<i>Tree of professional growth – drawing and writing task</i>		
Type	<input checked="" type="checkbox"/> Tool/instrument	<input type="checkbox"/> Method	<input type="checkbox"/> Procedure
Short description	A simple tool for the use of career counsellors, managers, HR specialists etc. A way to discuss about employees / customers career plans and hopes. Good for adults at employment, but also suitable for all adults who have some work experience.		
Main goals	To give person time to think about his/her past, present and future with this drawing task. To discuss about his/her future goals, career plans, wishes and dreams.		
Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input checked="" type="checkbox"/> Career development, competence development (up skilling)	<input checked="" type="checkbox"/> Career changers <input checked="" type="checkbox"/> Job searchers	<input checked="" type="checkbox"/> Labour re-enterers <input type="checkbox"/>
Conducted by	<input checked="" type="checkbox"/> Career guide	<input checked="" type="checkbox"/> Manager/ HR manager/ supervisor	<input checked="" type="checkbox"/> Individual
Form of execution	<input checked="" type="checkbox"/> Individual consolidation <input type="checkbox"/> At work with supervisor	<input type="checkbox"/> Small group-work (2-8) <input checked="" type="checkbox"/> Homework	<input type="checkbox"/> Bigger group (>6) <input type="checkbox"/> .....
Duration	Drawing and writing takes time from 10 min up to 50 minutes. Can be done properly with big papers and colouring pens or just quickly in 10 minutes.  Discussions after this can take time from 10 min up to 2 hours.		
Necessary materials	Paper and pen.		
Experiences with the method/tool	Teea and Marja have used this widely in training days for managers and HR specialist.		
Effect/impact (nr. or %) of use			
Evaluation/ Review/ Test by others (if existing)	Participants gave positive feedback. They have started to use this as a part of development discussions or have started separate career discussions with this tool.		
Author/Origin of the	Unknown. This version modified by Teea and Marja.		



method	
General remark/s Limitations	Gives managers courage to talk about careers with this simple, easy tool. Works as a starting point to more profound career discussions.
Link/s, Annex/es	

Name/Title	<i>Mapping of skills / workshops for employees and managers</i>		
Type	<input type="checkbox"/> Tool/instrument	<input checked="" type="checkbox"/> Method	<input checked="" type="checkbox"/> Procedure
Short description	A procedure, how to help companies in mapping of skills of their employees. Includes different phases and methods.		
Main goals	Main goal is to find out the core competences of employees working in the company and to find out the views of the executives and managers of the company for the future. The procedure will make each employee participate in the creation process of skills map / structure.		
Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input checked="" type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Career changers <input type="checkbox"/> Job searchers <input type="checkbox"/> Labour re-enterers <input checked="" type="checkbox"/> the whole company, each worker		
Conducted by	<input checked="" type="checkbox"/> Career guide <input checked="" type="checkbox"/> Manager/ HR manager/ supervisor <input type="checkbox"/> Individual		
Form of execution	<input checked="" type="checkbox"/> Individual consolidation <input checked="" type="checkbox"/> Small group-work (2-6) <input checked="" type="checkbox"/> Bigger group (>6) <input type="checkbox"/> At work with supervisor <input type="checkbox"/> Homework <input type="checkbox"/> .....		
Duration	The whole process may take a lot of time, it's up to the company's schedule. Each workshop for employees may take time from 1,5 hours to 4 hours. A workshop for managers may take 2-3 hours.		
Necessary materials	Post-it papers, pens. Whiteboard or a wall where to hang the post-it papers.		
Experiences with the method/tool	Marja Keväjäarvi has done this kind of workshops in organisations. Teea and Marja have done this inside OAKK.		
Effect/impact (nr. or %) of use			
Evaluation/ Review/ Test by others (if existing)	Participatory techniques have proved to work out really well: all employees feel, that they are part of the skills mapping process. Process in not something coming from "outside", managers, a way of controlling and evaluating. Competence and skills are important to each individual. Work really well especially in specialist organisations.		
Author/Origin of the method	Heljä Hätönen in Finland. She is the "guru" of skills mapping techniques and procedure in Finland at the moment.		

General remark/s Limitations	Facilitators need to know what they are doing. Experience required before going to companies. Methods can be used by career counsellors or could be demonstrated and taught to HR specialists and managers in company.
Link/s, Annex/es	

#### 7.4. Tools - Netherlands

Name/Title	<b>CH-Q</b>
Short description	<p>Sustainable self-management of competences:</p> <ul style="list-style-type: none"> <li>- By a bottom up approach</li> <li>- Being aware of their competences,</li> <li>- being able to describe them and to organise the prove</li> <li>- Measuring against different norm-setting standards</li> <li>- Developing a personal development plan and an action plan</li> <li>- Empowerment</li> </ul> <p>Training is in a group of 6 – 12 persons, but is directed at the individual where the others learn to understand, supported by a peer, and to become a career support for another</p>
Main goals	<ul style="list-style-type: none"> <li>- Sustainable self-management of competences:</li> <li>- Less relying on extern support</li> <li>- More own initiative = personal entrepreneurship</li> <li>- Sustainable</li> </ul>
Main Target group/s	<input checked="" type="checkbox"/> Job searchers <input checked="" type="checkbox"/> Career changers <input checked="" type="checkbox"/> students... <input checked="" type="checkbox"/> Labour re-enterers <input checked="" type="checkbox"/> employed <input checked="" type="checkbox"/> unemployed
Applicable by	<input checked="" type="checkbox"/> Career guide <input checked="" type="checkbox"/> Manager/ HR manager <input checked="" type="checkbox"/> Individual
Setting	<input checked="" type="checkbox"/> Individual consolidation <input checked="" type="checkbox"/> Small group-work <input type="checkbox"/> ...
Duration	40 hours of which 20 contact-hours and 20 hours homework
Necessary materials	
Experiences with the method/tool	<p>Positive change in many different target groups:</p> <ul style="list-style-type: none"> <li>- More self initiative</li> <li>- Holistic focus on valuation of competences</li> <li>- Applicable in for different norm-setting standards (NVQ, branch standard, job profile)</li> </ul>
Author/Origin of the method	CH-Q Switzerland
General remark/s Limitations	European Licensing (for non-German speaking countries) by the Foundation EC-VPL
Link/s, Annex/es	<a href="http://www.ch-q.nl">www.ch-q.nl</a>

### 7.5. Tools – Sweden

Name/Title	<b><i>Guidance for those in employment in small enterprises</i></b>		
Type	<input type="checkbox"/> Tool/instrument	<input checked="" type="checkbox"/> Method	<input type="checkbox"/> Procedure
Short description	<p>First step:</p> <p>Establish a relationship with employer.</p> <ul style="list-style-type: none"> <li>SME/ESF/WEA consultant or similar working with arranging education for staff introduces guidance services to the employer.</li> <li>Guidance officers meets with staff at the workplace, arranges information meetings etc.</li> </ul> <p>Second step:</p> <ul style="list-style-type: none"> <li>Establish a long term relationship with the staff</li> <li>Guidance tools are introduced that have been produced exclusively for each type of company and their traditions and way of communicate.</li> <li>The guidance officer establish contact with the HR-officers.</li> <li>The guidance officers have a by the company fully accepted informal contact with the staff.</li> </ul> <p>Third step:</p> <ul style="list-style-type: none"> <li>Guidance services are a fully accepted long term activity for the staff and a support for their participation in lifelong learning activities.</li> </ul>		
Main goals	Lifelong learning by increased career guidance support for employees in small/micro enterprises		
Main Target group/s	<input checked="" type="checkbox"/> People on the labour market, with little formal education <input checked="" type="checkbox"/> Career development, competence development (up skilling) <input type="checkbox"/> Career changers <input type="checkbox"/> Job searchers <input type="checkbox"/> Labour re-enterers <input type="checkbox"/> .....		
Conducted by	<input checked="" type="checkbox"/> Career guide	<input type="checkbox"/> Manager/ HR manager/ supervisor	<input type="checkbox"/> Individual
Form of execution	<input checked="" type="checkbox"/> Individual consolidation	<input checked="" type="checkbox"/> Small group-work (2-6)	<input type="checkbox"/> Bigger group (>6)

	<input type="checkbox"/> At work with supervisor <input type="checkbox"/> Homework <input type="checkbox"/> .....
Duration	Included in various competence development initiatives
Necessary materials	No
Experiences with the method/tool	A major contribution to the development of lifelong learning
Effect/impact (nr. or %) of use	NA
Evaluation/ Review/ Test by others (if existing)	(see attached pdf)
Author/Origin of the method	LdV PP "Guidance Merger" (2004-2007)
General remark/s Limitations	Must be included in initiatives for financial reasons
Link/s, Annex/es	No

## ANNEX: Validation – The Icelandic way

### Counselling

Career counsellor guides a person through the validation process from start to finish. Follow up after VPL.

- The role of consultants comprising: assist individuals to identify their strengths and skills and support them through the evaluation process.
- Assist people to find where his interest lies and provide advice and support both group counselling and individual interviews.
- Provide encouragement, support and feedback process.
- Provide follow-up and counselling after validation.
- Make sure of the rights of individuals in the validation process.
- Is presented at the assessment interview if the individual wishes.

### Is there something special about Icelandic validation system?

- Work with groups, use the strength of the group
- The counsellors in the LLU centers, strong connection to the working life
- Centralized coordination and collection of information about results and cost
- Counselling part of the process secured funding for counselling

### Education and Training Service Centre

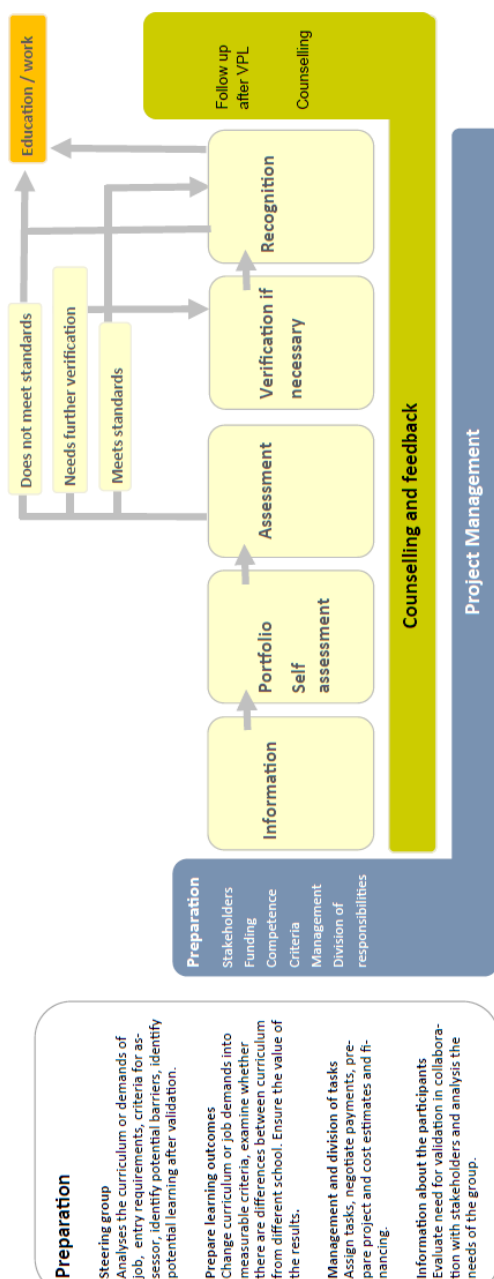
The Education and Training Service Centre was established in December 2002 by the Icelandic Confederation of Labour (ASÍ) and the Confederation of Icelandic Employers (SA) and is since 2010 also owned by the Federation of State and Municipal Employees, the Association of Local Authorities in Iceland and the Ministry of Finance.

The role of the Centre is to be a collaborative forum of the founding parties for adult education and vocational training in cooperation with other educational bodies operating under the auspices of the member associations. The Centre operates in accordance with its articles of association and a service agreement with the Ministry of Education, Science and Culture.

The Centre targets those who have not completed the upper secondary level of education. This target group comprises 35% of people in the labour market, although the ratio varies between years and regions.

HH / FML/AGG mars 2014

## Validation - The Icelandic way.



### Preparation

**Steering group**  
Analyzes the curriculum or demands of job, entry requirements, criteria for assessor, identify potential barriers, identify potential learning after validation.

**Prepare learning outcomes**  
Change curriculum or job demands into measurable criteria, examine whether there are differences between curriculum from different school. Ensure the value of the results.

**Management and division of tasks**  
Assign tasks, negotiate payments, prepare project and cost estimates and financing.

**Information about the participants**  
Evaluate need for validation in collaboration with stakeholders and analysis the needs of the group.

### Information

To inform individuals who are interested in the validation process. Information for them to make an informed decision about whether they seek participation.

**Screening**  
Find individuals who have experience and skills and meet admission requirements.

- Does the individual meet the demands for entering?
- Do not direct a person to go in validation if he does not fit in
- Costs for the project
- Rejection for the individual if the evaluation is not good

### Portfolio and self assessment

Participant writes down what he has been doing in work and private life. Not only work places, but also what he has dealt with in private life f.ex, leisure activities etc.

Self assessment – the participant evaluates his own position vs. learning outcomes of the curriculum or standards.

**Portfolio**  
2x2 hours, counsellors initiate and supervise the portfolio work – participants document their competencies.

Participants tend to underestimate themselves rather than overestimate. "I have only been building houses."

**Self assessment**  
2x2 hours + homework.  
Assessor present to explain concepts and guides.

Over 70% of what they consider they know gets estimated.

### Assessment and verification if necessary

The assessor evaluates/assesses the participant against the qualification criteria. Methods can be different - different curriculum / standards - or what methods are best for the individual.

- Assessment Conversation**
- Often two assessors at a time and sometimes many courses under.
  - Some professions are complex with many assessors while others are simpler.
  - Assessor use the portfolio and self assessment + other tools.

#### How

Talking, drawing, handle, display, case studies, crashing, solve problems, execute depending on the course content and the method which best suits participant.

The depth and width of knowledge - Perspective.

#### Verification if necessary

In most cases conversation with assessor (with tools) is enough - to assess whether the knowledge exists or not. If not, the individual has to enter the verification process where he has to show his skills better.

### Recognition

If assessors evaluate the participant fully in a specific course the results are confirmed and registered. With registration - informal learning and work experience is assessed on a pair with formal learning. Do not give grades but use M (evaluated).

It is important that the results are confirmed and available regardless of where and when the person will use it.

