



Coordinating guidance and validation

Description

Building on Cedefop's expertise in the two areas, this study – based on analysis of 13 practices from 12 countries – explores how coordination between career guidance and validation of non-formal and informal learning can be improved. Results point to three factors:

- a. comprehensiveness: provision of adequate information and guidance before a decision to undergo validation is taken, throughout the entire validation process, as well as after it;
- b. coherence: use of common qualifications or competence standards, occupational standards or other reference frameworks in all the stages of the practice to identify, document and assess skills;
- c. quality of staff, resources, competences, and tools used.

The study concludes with policy recommendations on how to improve the link between guidance and validation.

Countries

 EU level

Downloads

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EN1.37 MB

Related resources

Tools



Toolkit for diversity in the primary school - Together towards inclusion

Guidance on best practices (to improve the design of policies and practices). The toolkit aims at helping schools create and sustain a welcoming and inclusive environment for students and parents from all backgrounds and ensure equal access for all.



The Guiding Cities model

Guiding Cities aims to create a model of guidance to promote coherent policy and strategic planning and to respond to the complex needs in the fight against early school leaving.



Course on Prevention of Early School Leaving - School Inclusion Project

Guidance on what works (to help improve the design of policies and practices)



Publications



Investing in career guidance

Career guidance describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are right for them.

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