

Centre for International Mobility CIMO – National Agency Finland



**Lifelong Guidance and Validation of Prior Learning to
help migrants' labour market integration in Finland**

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CIMO's **vision** is a genuinely openminded and tolerant Finland in a global world.

CIMO's **mission** is to contribute to the internationalization of the Finnish society.



CIMO (est. 1991) operates in the fields of education, training, employment, youth and culture.

Lifelong guidance for lifewide perspectives



Lifelong Guidance in Europe - DEFINITION

Lifelong guidance refers to a ***continuous process*** that enables citizens ***at any age*** and at any point in their lives to identify their ***capacities, competences and interests***, to ***make*** educational, training and occupational ***decisions*** and to ***manage*** their ***individual life paths*** in learning, work and other settings in which those capacities and competences are learned and/or used.

Guidance covers a range of ***individual and collective activities*** relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills.

Source: Council resolution on Lifelong Guidance 2008

Career Management Skills - DEFINITION

Career Management Skills (CMS) refer to a whole range of competences, which provide structured ways for individuals and groups to

gather, analyse, synthesise and organise self, educational and occupational information

as well as the

skills to make and implement decisions and transitions.

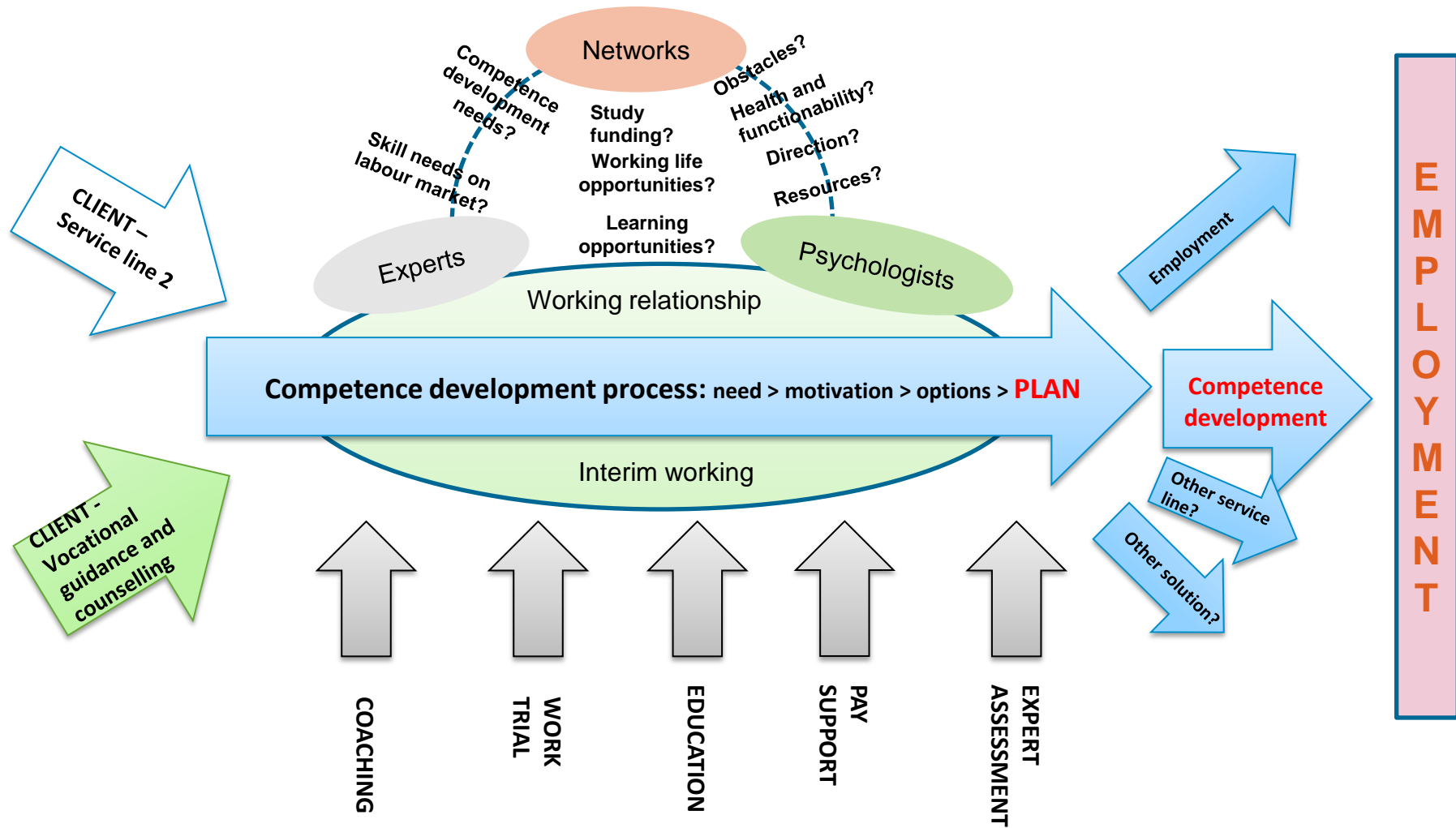
Source: Sultana, R. (2009). *Career management skills for target groups: Policy issues for Europe: Reflection note*. Prague 5-7 October 2009.

Finland's strategy for LLG (2011)

The **National Lifelong Guidance Coordination and Cooperation Group** has defined the following strategic objectives for developing lifelong and lifewide guidance in Finland:

- 1) Services will be **equally accessible** for all and they meet the individual needs
- 2) Individual **career management skills** will be strengthened
- 3) Those who **work in the field of guidance** will have the required knowledge, **skills and competences**
- 4) A **quality assurance system** for guidance will be developed
- 5) The **guidance system** will function as a coherent and **holistic whole**

Guidance process in competence development services



Model for Guidance Service Arrangements Provided in a Network , Seija Nykänen & al, 2007

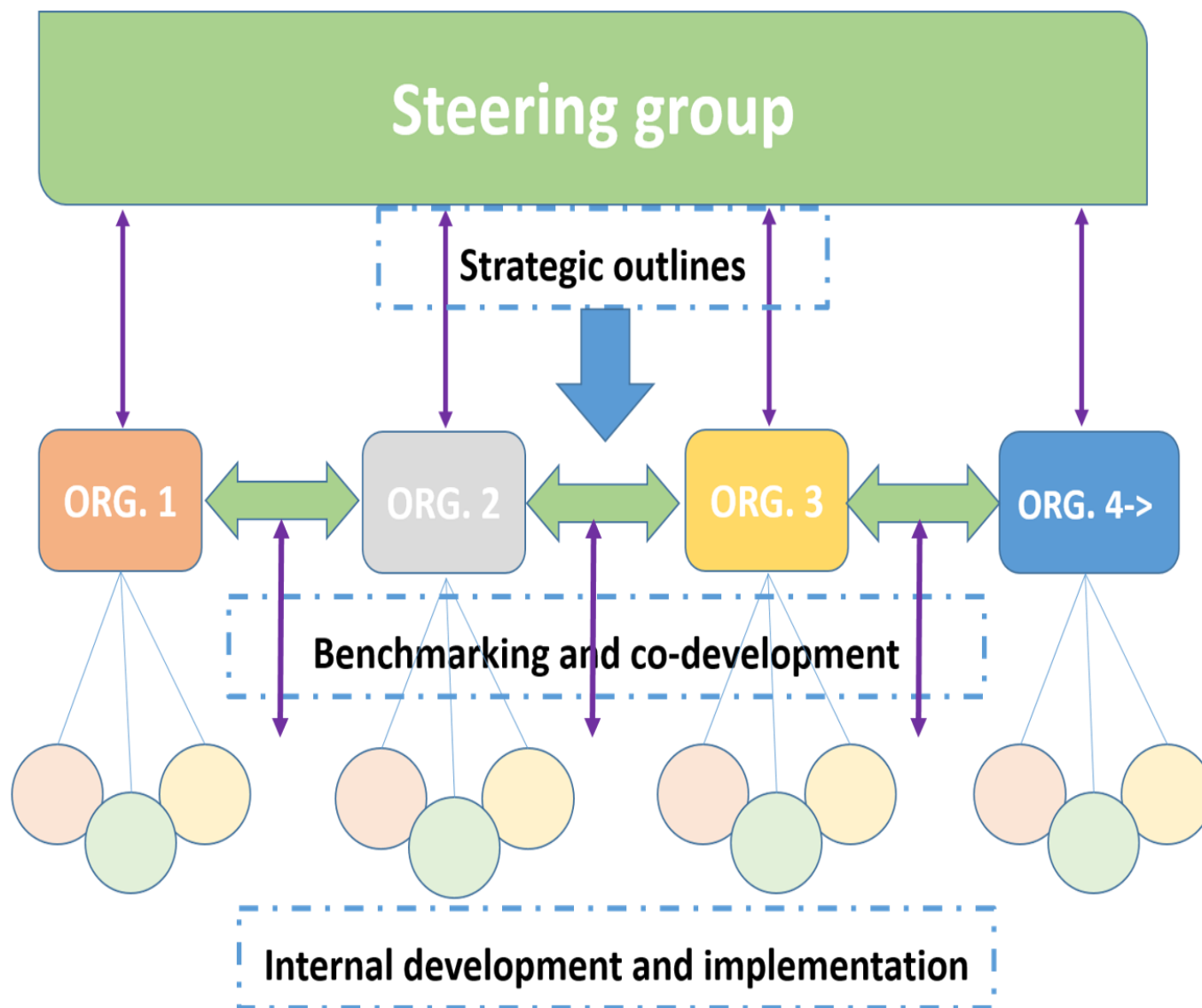
	Systemic levels of guidance	Dimensions of guidance		Questions to promote the cycle of strategic learning			
		Strenghts	Weaknesses	Analysis and eval.	Visions, strat., goals	Communic. and commitments	Actions and constant learning
Strategic design and evaluation	I Public policies in guidance	Policy dimension		Bottom			
		Contextual dimension		up			
	II Guidance provision	Organisational dimension					
		Responsibility dimension					
		Division of labour dimension					
Services visible for clients	III Guidance services visible for clients	Content dimension					
		Methodological dimension					
		Time dimension – individual paths		Top down			

Renewal of activities

Flexible activities

Modification of the activities based on client feedback

Development model for regional LLG policy-making / North Savo, Finland



Macro level (*based on EU and national LLG strategies*)

LLG Steering group: Directors of educational institutions, labour authorities and social and health care organisations => define the **strategic outlines** and possess the **mandate to implement**

Meso level (*organisational level*)

LLG working group: guidance experts from above mentioned organisations => feasibility feed-back to Steering Group on strategic outlines / policy approach

Micro level (*practitioner level*)

LLG working group members form internal working groups within their own organisations => **internal development and implementation**

NB: All levels communicate / comment from feasibility viewpoint

Guidance in Validation within the Nordic Region (2015)

AIMS OF LLG	AIMS OF VPL
Citizens recognize their own skills, competences and interests. ¹	Identification, recognition and possibly certification of knowledge, skills and competences of citizens. ²
Citizens make appropriate decisions regarding their learning and career. ³	The citizen should be able to make the best use of each phase of VPL in an appropriate manner (Identification, Documentation, Assessment and Certification), whether it is further learning or employment. ⁴
Citizens manage their individual paths in terms of learning, work and other activities. ⁵	The citizen is provided with individual paths according to the validation results that may lead to further learning or employment. ⁶

Guidance in Validation within the Nordic Region (2015)

Working life receives motivated, employable and flexible employees with tools to develop themselves.⁷

The citizen's existing competences are made visible in the validation process, which promotes motivation for further learning, employability and flexibility in working life.⁸

Supports local, regional and national fiscal policy by developing more flexible and adaptable workforce.⁹

The purpose of validation is to prevent redundant learning, shorten study times, provide faster access to the labour market.¹⁰

Helps society to support the development of more socially aware, democratic citizens, who adhere to sustainable development.¹¹

VPL makes the citizen's knowledge, skills and competences visible, thus empowering and activating the individual, and enhancing democratization and social awareness.¹²

(see: <http://nvl.org/Content/Guidance-in-validation-within-the-Nordic-region>)

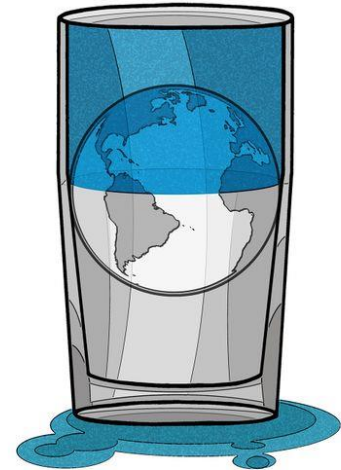
Validation of non-formal and informal learning

How can validation help refugees?

What is validation of non-formal and informal learning?

It is...

- ...a process of **identifying, documenting, assessing** and **certifying** a person's existing competences
- ...a process that **values** knowledge, skills and competences **regardless of where, how or when** they were gained
- ...a process of **empowering** individuals by making their learning visible
- ...a process, in which the **glass is always half-full**



EBERT

**GUIDANCE=> IDENTIFICATION OF SKILLS AND COMPETENCES => DOCUMENTATION =>
ASSESSMENT = VALIDATION**

**SOCIAL
VALIDATION**

**WORKING
LIFE
VALIDATION**

**VALIDATION
IN CONTEXT
WITH
FORMAL
QUALIFI-
CATIONS**

E.g. Third sector

E.g. Working life

E.g. Schools

All in co-operation with each other => networking, networking, networking!!!

**THE INDIVIDUAL SHOULD HAVE A CHANCE TO DECIDE HOW TO USE THE RESULTS OF
VALIDATION (FOR EMPLOYMENT, FURTHER LEARNING, SELF IMPROVEMENT...)**

What validation should NOT be?

It should not be...

- a mechanical assessment method
- carried out solely by education providers
- only reflecting educational standards
- an overly bureaucratic process based on masses of paperwork and/or written documentation
- restricted to qualifications systems only



What should the outcomes of validation be?

- Individual's **competences become visible** and **usable** => enabling and empowerment
- **Career/learning paths** can be defined more easily
- Increase in **active citizenship, social awareness** and **democratization**
- Better **matching** of jobs and skills/competences => cf. the needs of **global competence economy**
- **BETTER INTEGRATION THROUGH VALUING EXISTING COMPETENCES!!!**

Guidance + Validation = Integration

Worth reading

- Cedefop, 2014. [**Valuing diversity - Guidance for labour market integration of migrants.**](#)
- Cedefop, 2011. [**Lifelong guidance across Europe – Reviewing policy progress and future prospects.**](#)
- Launikari, M. & Puukari, S. (Eds.), 2005. [**Multicultural Guidance and Counselling – Theoretical Foundations and Best Practices in Europe.**](#)
- [**Council Recommendation on the validation of non-formal and informal learning**](#) (12/12)
- Cedefop, 2015. [**European guidelines for validating non-formal and informal learning.**](#)
- Cedefop and the European Commission, 2015. [**European Inventory on Validation: 2014 Update.**](#)
- Bertelsmann Stiftung, 2015. [**When Competences Become Occupational Opportunities.**](#)

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