

## Case Study

*Case Study:* choose an example (or examples) of practice, of what can be described as validation of non-formal and informal learning; it can be an example of a successful VNFL-IFL activity or it can be an example of a validation that went wrong: lessons learnt from unsuccessful attempts can be even more useful than successes!

Your case study or studies can be taken from a variety of sectors. The interest is for you to give a very practical 'feel' of the practices in your country, with whatever evidence you can bring: it may be interviews with candidates or members of a jury/ evaluators/assessors, a videoed session of a VNFL-IFL session, examples of a portfolio, working sheets, etc...

The grid below is designed to give you some guidance, in the form of questions, or pointers, as to what you might be able to describe; your own analytical comments are also welcome if you wish at the end. This is an exhaustive list of possible points to consider but, of course, you will not be able to cover them all.

Do not hesitate to contact me should you have any questions regarding the case study. Please send me a first draft or an outline of the case studies you are planning to use, during the month of May, so that we can discuss any elements you wish to clarify. *Mireille Pouget*

The case study, the story	Validation of non formal learning in the domain of adult education for the Qualification of trainer in adult education
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## The context

The validation exercise took place within the regular national validation system (Romanian) in a valuation centre called **Pro Vocation**

It is a Training and Resource Center for Social Occupations dealing with the Assessment and Certification for Vocational Competencies. It is also a Vocational Training Provider authorized by National Adult Training Board

### **Pro Vocation - mission:**

- Facilitating access to recognition of prior learning through certification of competencies acquired in any context.

### **General objective:**

- Recognition of prior learning acquired in non-formal and informal context through validation and certification of vocational competencies.

### **Activities:**

- Assessment and certification of vocational competencies.
- Design of assessment tools based on occupational standards.
- Delivery of continuous vocational training and specialization courses.
- Application of procedures for adult vocational training.
- Application of assessment and competence certification procedures.
- Participation in the process of adopting and making a more compatible European qualification framework.
- Assessment of training and certification needs.
- Achievement of legal framework for training and certification.
- Award of graduation and vocational competencies certificates.
- Drafting financing proposals.
- Implementation of European projects.
- Fund raising activities.

### **Services provided by C.R.F.P.S. Pro Vocation:**

- Validation and certification of vocational competencies based on occupational standards;
- Continuous vocational training courses for adults, specialization courses, competency development courses;
- Consultancy regarding training, assessment and certification of competencies.

### **C.R.F.P.S. Pro Vocation is a member of the following networks:**

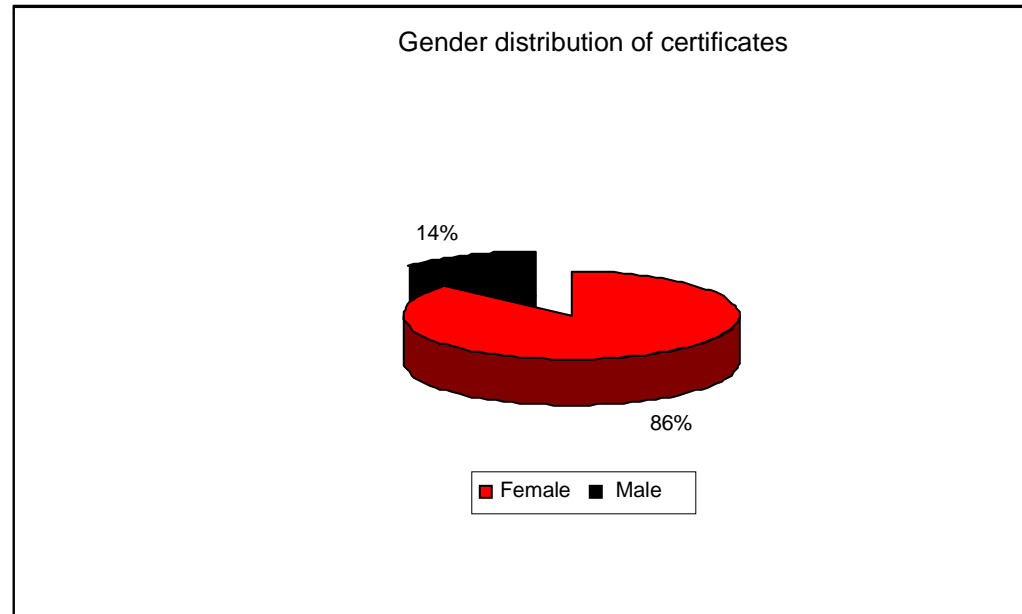
- RONAT – Training network in Romanian public administration
- ACSSISS – Association Sector Committee for Health, Hygiene, Social Services
- CEC - Comité Européen de Coordination

### **The "Pro Vocation" Assessment Center in numbers and charts**

Year of certification	No. of evaluations
Year 2003	108
Year 2004	194
Year 2005	283
Year 2006	558
Year 2007	701
Year 2008	539
Year 2009	436
<b>Total general</b>	<b>2819</b>

82.97% of the persons who were evaluated by the "Pro Vocație" Center work in public institutions and only 7,13% come from the rural area, as one can notice in the image below.

From the chart below, it can be noticed that the number of women is far higher than the number of men, situation which can be explained by means of the occupations for which we are authorized, occupations which are practiced especially by women.



**The Assessment and Certification Center "Pro Vocație" certifies the competences for the following occupations, starting with the year 2003:**

- Foster mother (the first authorization received in 2005)
- Social worker (the first authorization received in 2003)
- Home caretaker for the elderly (the first authorization received in 2003)
- Personal nurse for the person with a serious handicap (the first authorization received in 2004)
- Trainer (the first authorization received in 2004)
- Nurse (the first authorization received in 2007)
- Project Manager (the first authorization received in 2008)
- Human Resources Inspector (the first authorization received in 2008)

**The assessments of the candidates' vocational competences are carried out with instruments drafted based on occupational standards.**

People

VNFL-IFL candidate (s):

DINU LAZAR ( 56 years ) is one of the most representative photo artists in Romania . Being a famous free lancer, in 2008 he decided to give lectures at Dalles Popular University in Bucharest, the biggest popular university in Romania. He graduated the National University for Theatre and Film -department Cinematography and in more than 25 years of continuous activity in the domain of photographic art he gathered a lot of competences in the domain by participating in numerous events, competitions being awarded with prestigious awards.

In accordance with the Romanian system of validation of competences in the non formal and informal system of education, for the authorised course for photography the trainer has to be certified within an authorised evaluation centre. We recommended the Centre Pro Vocatie with which we worked in several activities and projects.

Mrs . Anca Manoiu, expert in Pro Vocatie advised him to do the validation of his competences. He was asked to bring a European CV and to demonstrate with other documents his educational and training background, and planned to sustain a practical examination in together with other colleagues and with the evaluator.

VNFL-IFL advisers/staff:  
tutors:

The evaluator Anca Manoiu has been certified as a evaluator and counsellor by the vocational centre due to her professional experience and certificates which attests her vocational and pedagogical profile. So, in accordance with the Romanian legislation she could act as an evaluator.

In the Romanian system of validation we have the position of evaluator and advisor taking part in the exercise of validation, but the certification system is given by a protocol signed by only 1 person. For Dinu it was easy to gather documents to confirm his competences, here the role of the advisor was very important. She helped him to understand how to correlate skills to evidences of learning experiences. But the candidate was very happy when he could demonstrate practical knowledge within the practical examination which in Romania is compulsory, even within the non formal system of education.

The certification system of other learning experience than those from the formal system is regulated in Romania by the Law 129/2000, and a Ministerial order between 2 ministries Labour and Education ( The Order of the Ministry of Labour and the Ministry of Education nr. 4543/468/23 August 2004).

The evaluator and the candidate work together in collecting evidences and then the evaluator is certifying some of them or all of them , a practical examination takes place compulsory.

The relationships/  
interactions

In our case study the relation between the candidate and the evaluator went well , Mrs. Manoiu is a good trainer who cares about all his students, advises well the students and is very close to them. In front of her the candidate has no inhibition at all. His experience as trainer for adults palyed an important role.

Sometimes so many documents for each of the competences are embarassing for the candidate and could exclude him from the process.

So, the lesson we learnt from the validaion exercise is to reduce as much as possible the documents needed for gathering evidences.

To sum up: the process

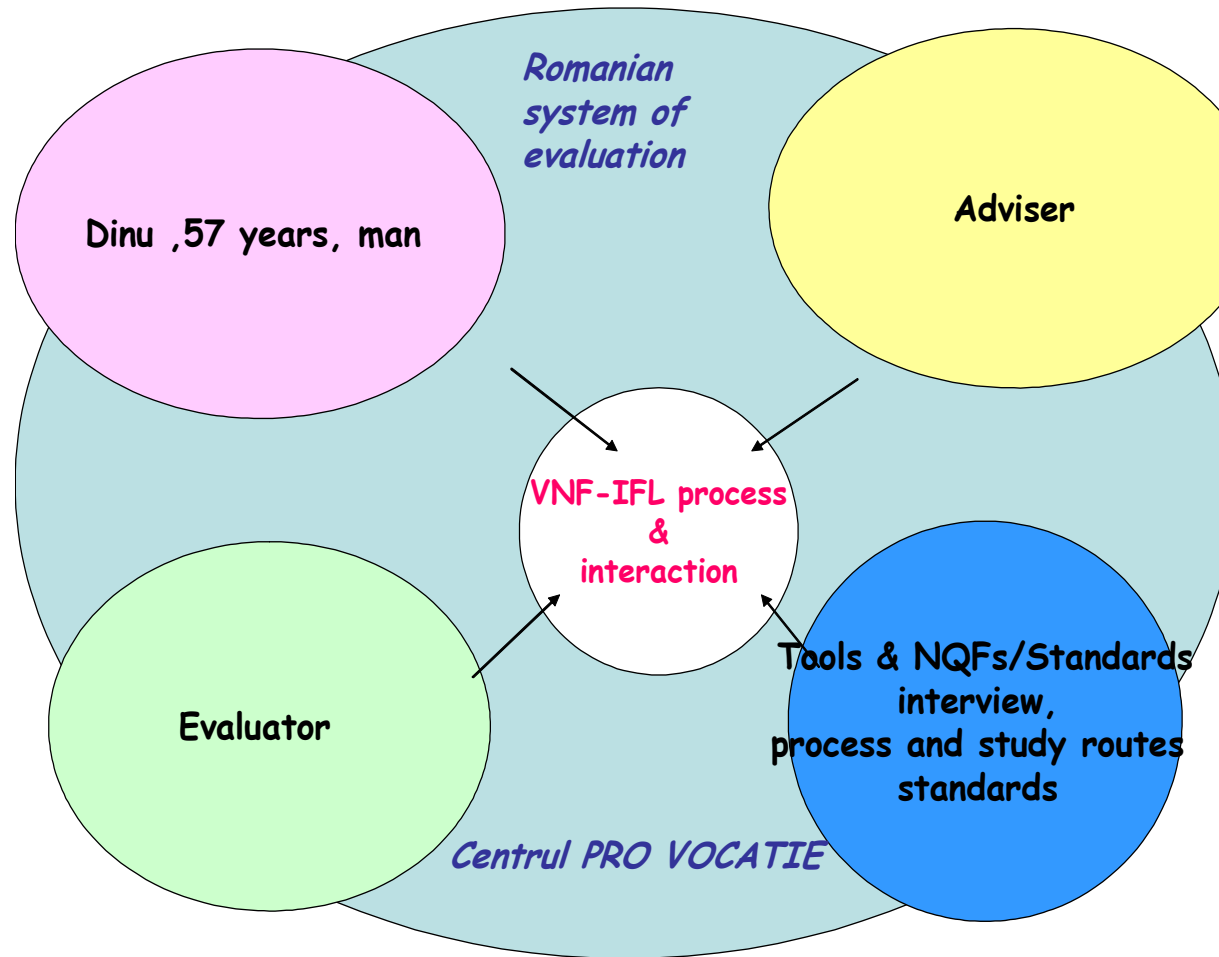
Candidate presents his professional portfolio, a CV, and other evidences that demonstrate his competences.

A learning unit is presented with its methodological steps , not only the content of the subject.

The evaluator from the authorised evaluation Centre is examining the documents and the learning unit.

A visit in the centre where he gives lessons is planned and the evaluator is taking part, makes recommendations and sugestions if there are.

All the teaching activity is based on the professional standard for a trainer in non formal system of validation.



*The case study - different stories*