

# 1<sup>ST</sup> BIENNALE

The **promise** of Validation of Prior Learning (VPL)  
as the **motor** of social and economic **change**

Nominated for the  
**Global VPL Prize 2014**

***IRIV (France)***

The Institute of Research and Information on Volunteering (*iriv*) is a free private institution, nonprofit, independent of public administrations and economic interests, with the aim to enrich the public debate and inform on volunteering issues :

- by realising and publishing studies for nonprofit, public or private organisations ;
- by improving knowledge on the voluntary sector among the general public, the medias and any nonprofit, public or private organisation working or willing to work with the nonprofit sector ;
- by training volunteers and paid staff in the associations and any public or private organisation working with the nonprofit sector ;
- by organising colloquium, symposium, conferences or being invited in them ;
- by editing a Newsletter since September 2004 on the different aspects of volunteering ([www.benevolat.net](http://www.benevolat.net)).

The nomination is for the workshops for migrants. These workshops are offered each month by *iriv* since 2012 in order to present the different tools and strategies to be useful for publics with a migratory background on the French labour market. A portfolio designed in a former EU project, Migrapass ([www.migrapass.eu](http://www.migrapass.eu)), and the support to be provided for a VPL process ([www.allinhe.eu](http://www.allinhe.eu)).



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***ECAP (Switzerland)***

World Wide Women (WWW) is an initiative promoted by ECAP Foundation, dealing with the transfer and adaptation of a previous successful program (EFIS) from the French to the German speaking Cantons of Switzerland.

World Wide Women is implemented as an attractive learning path, integrating VPL and training, for qualified immigrant women. The methodology embeds VPL principles in an intensive learning path, aiming at promoting the elicitation, consolidation and even acquisition of key skills and know-how which are essential for the professional integration of this target group: advanced language skills, the use of ICT technologies that support learning and work (e-learning, teleworking, etc.), personal and social skills. The learning path is modular and includes traditional modules (classroom lessons) and e-learning modules, as well as a stage (internship).

The case study deals with the implementation of VPL in the framework of a practice (World Wide Women project) designed and piloted by ECAP Foundation, and other partners, addressed to qualified immigrant women, in order to foster their social and professional integration in the local context. VPL is embedded in a comprehensive guidance, learning and accompaniment process, and has a formative character. It aims at empowering women, making prior learning, also formal education achievements, visible and valuable.



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***DAEA (Denmark)***

The Danish Adult Education Association (DAEA) is the national umbrella organisation for non-formal adult learning in Denmark.

Teachers and guidance counselors in the non-formal learning sector have been trained by the DAEA as 'prior learning guides'. The purpose of the training is to be able to help participants in the non-formal learning sector to clarify and get documentation for their prior learning.

Through the training and follow-up activities the prior learning guides has learned from each other's experiences and developed and tested different methods, including ways of using the competence cards. In this process the cards were developed into a strong and versatile tool for clarification and verbalization of prior learning.

The Day Folk High Schools are used as example in the case, because relatively many staff members from this sector have been trained as prior learning guides. Prior learning clarification is considered 'extremely relevant' at the Day Folk High Schools because the participants are a diverse group among which there are vulnerable persons.



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***IREA (Romania)***

The Romanian Institute for Adult Education (IREA) is a pedagogic research institute that advances research and practice in the area of adult education in Romania and in Europe through supporting access to quality resources emerging from collaborative research & development practices and through proactive contributions to processes and products that aim to professionalize adult educators in Romania.

IREA developed tools for integrating the different professionalization pathways of adult learning staff which aimed to improve the adult educator's image and to consolidate their professional status, to help them building up their continuing professional development by integrating and validating different career paths, through the means of validating their pedagogical competences acquired in different contexts. It also promoted the compatibility, transferability, transparency of their competences & qualifications at European level by proposing a set of instruments for the validation of competences of adult educators and a guide for using these instruments-VALIDPACK. An innovative and user-friendly tool for documenting & assessing the trainers' pedagogic competencies.



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## Nominated for the **Global VPL Prize 2014** *Rockwool (Netherlands)*

The ROCKWOOL Group in the Netherlands considers the role of learning as a key element in the human resource management-policy of ROCKWOOL.

In the plant in Roermond this HRM-policy is regarded as an on-going process of linking learning and working for each individual employee by means of competence-steered assessment-methods and work-based development-programs:

- Assessment is applied as a summative and a formative method for enhancing performance of not only the employees for the company but also of the company for the employees.
- Learning goals are oriented towards employability and qualification on the one hand for strengthening the working-processes, and on the other hand for creating empowerment and opening up internal/external career-opportunities for the employees.
- Development is focused on facilitating learning trajectories that are beneficial for employability, personal development and internal/external career-steps of the employees.
- VPL is the method for linking the potential of employees with the need for competences in the function-groups. It is utilized as a multi-targeted and single-targeted method for sustainable HRM.



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## Nominated for the Global VPL Prize 2014 *ETSC (Iceland)*

The Education and Training Service Centre (ETSC) in Iceland has worked on the EU funded project “Increasing employability of low qualified workers through the development of a skills recognition system in adult education” since September 2012.

The aim of the project is to improve quality and efficiency of the Recognition of Non-formal and Informal Learning system for low-qualified workers in Iceland.

The project focused on increasing possibilities for the target group with regard to the Validation of Prior Learning (VPL) and working on a VPL-system development to cover the validation in the majority of studies offered on Upper Secondary School Level in addition to VPL against job standards, and basic skills.

The project has brought forth an enhanced method for initiating projects with stakeholders and tools for increasing quality and access, and is therefore considered to be a good example of VPL practices. Before execution, each project has undergone a bidding process among LLL-centres. That process resulted in lower prices at the same time as quality was raised.



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