

#VPL2017

ANTRA CARLSEN

2nd VPL Biennale,
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Århus, Denmark



Nordisk
Samarbejde

Key-notes on the developments and challenges of VPL for reflections



How to move from fragmentation to integration in VPL arrangements?
The role of validation practitioners?

**11 different workshops with 37 presentations,
170 participants – diversity of perspectives**

2017 BIENNIALE
Session A3
VPL and personalized
learning
26. april 2017



How to support and
serve the user in a
VPL process ?
What's the power of
self-management of
competences?

**Inspiration, learning
examples and
recommendations**

VPL gives us wings



How to understand
the use for validation
seen from the user
(learners, workers,
unemployed and
employers)?



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Diversity of perspectives

Validation is simple: all learning – no matter where it takes place - is valuable for the individual and the society. Formal learning needs to be supplemented by the validation of non-formal learning.

Validation is very complex: challenges with institutional settings; resources, methodology, project approach

And validation is also a learning process – individuals and assessors need to learn in the process of RPL/VPL.

There is a forest of VPL – the trees are not directly obstructing our way, still we need to find a path.

AND! We need to be very precise what validation is and **need a holistic approach** when we talk about expanding and increasing the volume!

Perspectives – we do move ahead

VPL can help to break the social heritage – create more resilient society and more societal gain.

Validation has been used in a very limited way – **need for a reform** - need to validate more in order to get more people in education.

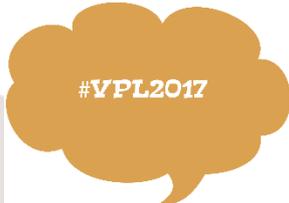
Demand for VPL is growing:

- Increased focus on post-basic education at a global level,
- Expansion of non-formal and in-formal sectors,
- Collective activities such as systemic recognition – NQFs has been a push for VPL in the South and VPL has acquired a central place in NQF developments
- Individualisation and reflexive modularisation taking place in the North

Conclusion:

YES – policy statements that validation is a reality, a lot of methods available

NO – not taken for granted and fully implemented yet



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Reflections

Today the benchmark is formal education! Validation is an alternative. Formal education may not be the only point of reference in the future.

The methods and pedagogy of non-formal learning is an asset to the VPL process, the potential not used enough.

Individual is one's **own agent of empowerment!** Only I can connect my own learning efforts with the learning outcome

Shaking and turning the teaching/learning perspective upside down – learners can learn themselves, become experts and show their knowledge when teaching others.

Customised Learning Path is created together with the learner, who is coached during this path.

VPL is managing learning – valuing learning for further learning!

Recommendations 1 – achieve better and more cooperation

Broaden the process of validation, get outside VET and the formal education system!

Which sectors have become more involved?

How broad cooperation among the sectors and deep understanding has been achieved?

What preconditions have fostered this process?

Is there an **agreement** of what competences we are talking about in working life and education?

Is there a mutual **trust** concerning the competences between VET, higher education working life, third sector?

Recommendations 2 – use the diversity of methods and tools and monitor

There are links between validation and NQF since 2010 at least in 31 EU countries (Cedefop inventory). If validation should be a recognised learning pathway towards a qualification, frameworks need to include also qualifications from outside the formal system. **Countries need to re-visit their NQF:s and check how open and inclusive they are.**

NQF can be a start for the collaboration among the systems; key words – transparency, relevance and trust.

What is the role and place / significance of validation in NQFs?
More learning and convergence between South and North?



VPL includes all

Recommendations 2 – use the diversity of methods and tools, and monitor

Quality models can be used to create a common language and understanding of concepts and processes, and to enhance cooperation. But – then dialogue with the user! Look for the benefits for the user! **Compare the effects from using the quality models!**

Implement the quality standards equally across all sectors!

More focus on the professionalization of the field. Guidance helps individual to grow; guidance needs to be integrated in the validation very closely! **Differentiate** what type of guidance is needed in each of the four steps of validation, focus on life skills and upskilling in working life. **Take a close look and analyse - what role does guidance play in validation?**

Recommendations 3 – expand and include more in VPL

VPL is re-designing the system. It takes time. And we do not make a system that needs to beat another system. We need to **build systems where people can do more with their skills!**

Grow the volume of validation (massification), report:

How has the “growth” been achieved?

Have we opened some “closed doors”? Which and how?

How do you achieve transparency and usefulness of VPL for an individual / user through a collective processes? (trust from stakeholders, articulation of competences, quality assurance)

Recommendations 4 – to expand and reach target groups who need VPL

How does the individual find VPL, understand processes and use VPL? How many are validated in your country / region?

We need to be flexible as concerns tools and methodologies but not compromise with quality and trust. Keep looking for the ways of raising professionalism. **More peer learning!**

Do the existing financial mechanisms support VPL? Are there reforms in progress? What changes do we want to see in two years?

Recommendations 5 – get engaged and network more

Validation taken for granted and fully implemented - need to evaluate and show the effects! **We need to know what works!** Closer sharing of practices in the period between Biennale 2 and 3.

Validation is a national matter, which benefits from a European and global interaction.

Extend and strengthen the network for the exchange of experience and creating of evidence for further development work nationally (policy and practice):

- regional and / or national network
- network of network meetings (Biennales)
- use EU project meetings and conferences to invite the Biennale network - use visiting Biennale clusters
- peer learning reviews
- use EPALE



YPL for the user

Biennale is an interaction, we need to go on sharing and go in depth!

Get busy – implement, practice and report at the next Biennale!

A scenic view of a city at sunset or sunrise. The sky is filled with vibrant orange and red hues, transitioning to a darker blue at the top. The city below is silhouetted against the bright sky, with various buildings and trees visible. In the foreground, the dark roof of a building is partially visible. A blue callout box with a scroll-like border is positioned in the top left corner, containing white text.

Networking -
from Århus in
Denmark 2017
to ... 2019