

	<b>Organisation arrangements</b> Room: Köpenick 3rd floor 	<b>Financing</b> Room: Atrium III 1st floor 	<b>Procedures and Instruments</b> Room: Atrium IV 1st floor 	<b>Support Structures</b> Room: Kreuzberg 3rd floor 	<b>Post-validation Pathways</b> Room: Friedrichshain 4th floor 	<b>Legal Foundation</b> Room: Charlottenburg 4th floor 	<b>Academic Research</b> Room: Atrium V 1st floor
<b>Slot 1, 14:15 - 15:30, 7th May</b>	<b>WS 1.1</b> <b>Tormod Skjerve</b> A balancing Act, Norway <b>Alberto Almaguer</b> The National System of Competences, Mexico	<b>WS 1.2</b> <b>Patrick Leushuis</b> Effects of validation for individuals and organizations, Netherlands	<b>WS 1.3</b> <b>Ulrich Scharf</b> Mapping Pathways to Employment, Netherland <b>Michael Van der Cammen</b> Competency testing through MYSKILLS, Germany	<b>WS 1.4</b> <b>Ludovic Collin</b> Holistic approach to career counselling, France	<b>WS 1.5</b> <b>Karen Deller</b> Putting the candidate at the centre with an online RPL portal, South Africa	<b>WS 1.6</b> <b>Nathalie Druine</b> Validation of non-formal and informal learning in Flanders, Belgium	<b>WS 1.7</b> <b>Sanna Bauer</b> Digital Open Badge-Driven Learning, Finland <b>Ana Catarina Mendes Garcia</b> Using validation to improve the quality of Portuguese SMEs, Portugal <b>Grete Haaland</b> Testing the efficacy of VPL in a higher education context: vocational teacher training, Oslo <b>Marjaana Mäkelä</b> A nationwide development and research project on combining work and higher education, Finland <b>Franziska Laudenschach &amp; Alexandra Lis</b> The role of employers in VPL processes, Poland
<b>Slot 2, 16.00 -17:15, 7th May</b>	<b>WS 2.1</b> <b>Deidre Goggin</b> Building sustainability through organisational arrangements, Ireland	<b>WS 2.2</b> <b>Yolande Fermon</b> Financing of Validation, France	<b>WS 2.3</b> <b>Ramona Lopez</b> Labour market integration of migrants, Germany <b>Helge Wilters</b> Labour market integration of migrants, Germany	<b>WS 2.4</b> <b>Sonia Khoury</b> Lebanon	<b>WS 2.5</b> <b>James Rickabaugh</b> The future demands lifelong learning, The United States	<b>WS 2.6</b> <b>John Dalsgard</b> The VPL legal foundation in the Faroe Islands – how to establish a national VPL system, The Faroe Islands	<b>WS 2.7</b> <b>Gavin Clíinch</b> VPL guidance and assessment tool, Ireland <b>Pio Fention</b> Validation of Prior Learning programme for pilots, Ireland <b>Christian Blanchette</b> Programme facilitating Life-Long-Learning for those who have interrupted their studies, Canada <b>Lorenza Leita</b> LEVER UP, Italy <b>Patrick Werquin</b> Lost in Validation: An International Perspective Regarding Concepts and Applications, France
<b>Slot 3, 9:30 - 10:45, 8th May</b>	<b>WS 3.1</b> <b>Christine Wihak</b> Implementing across Jurisdictions: The case of Internationally Educated Nurses in Canada, Canada	<b>WS 3.2</b> <b>Sveinn Adalsteinsson</b> Financing VPL in Iceland, Iceland <b>Sunok Jo</b> Financing VPL in Republic of Korea, The Republic of Korea	<b>WS 3.3</b> <b>Per Andersson</b> Quality is an issue in arranging and performing VPL, Sweden <b>Pär Sellberg</b> Quality is an issue in arranging and performing VPL, Sweden	<b>WS 3.4</b> <b>Deli Salini</b> An integrated approach to VPL advice, Switzerland	<b>WS 3.5</b> <b>Marloes Smit</b> An E-portfolio for Life Long Learning, Netherlands	<b>WS 3.6</b> <b>Eduardo R. Ali</b> Validation of Prior Learning in Trinidad and Tobago, Trinidad and Tobago	<b>WS 3.7</b> <b>Pauline Boivin</b> Innoval – innovative assessment methods for validation, Belgium <b>Evelyn Tsandev</b> To what extent can standardised procedures be used for validation?, Switzerland <b>Roberto Trainito,</b> A national system of competences certification, Italy <b>Katrin Gutschow</b> Validation procedures in Germany, Germany <b>Franz Fuchs Weikl</b> The experience of going through the French validation system, Austria
<b>Slot 4, 11:15 - 12:30, 8th May</b>	<b>WS 4.1</b> <b>Erik Kaemingk</b> The benefits of Peer Review for quality development in validation, Netherlands <b>Lotta Pakanen</b> Filled with skills, Finland	<b>WS 4.2</b> <b>An De Coen</b> How to calculate the costs of VPL?, Belgium	<b>WS 4.3</b> <b>Göran Hellmalm</b> Validation concept for the Swedish Adult Education Association, Germany <b>Mona Pielorz &amp; Patrick Werquin</b> Comparing the French and German Validation systems, Germany	<b>WS 4.4</b> <b>Mariya Dzhengozova</b> Coordination of validation and guidance, Austria	<b>WS 4.5</b> <b>Klaas Doorlag</b> Dialogical Validation in teacher training, Netherlands	<b>WS 4.6</b> <b>Ville Heinonen</b> Validation of prior learning, Finland <b>Joe Samuels</b> Legal foundations to provide for the national RPL system in South Africa, South Africa	<b>WS 4.7</b> <b>Celeo Emilio Arias &amp; Luis Carro</b> Creating an observatory for the Validation of Competences and Skills in Honduras (Observal-Honduras), Honduras/ Spain <b>Christine Hofmann</b> International Labour Organisation's projects in India, Sri Lanka, Bangladesh & Jordan, Switzerland <b>Leah Dotto</b> ILO pilot project in Tanzania, Tanzania <b>Camilla Alfsen</b> Using VPL to make the skills of migrants, asylum seekers and refugees more visible