



# Tools that help making a difference in people's life

## VPL Biennale, 19-20 May 2022

Carme ROYO and Francesca URAS | [eucen](#)

Jean-Marie Filloque | Independent expert

*The European Commission support for the production of this presentation does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

Erasmus+ KA3 Support for policy reform  
Social inclusion through education, training and youth  
580329-EPP-I-2016-I-BE-EPPKA3-IPI-SOC-IN

Co-funded by the  
Erasmus+ Programme  
of the European Union



Project coordinated by

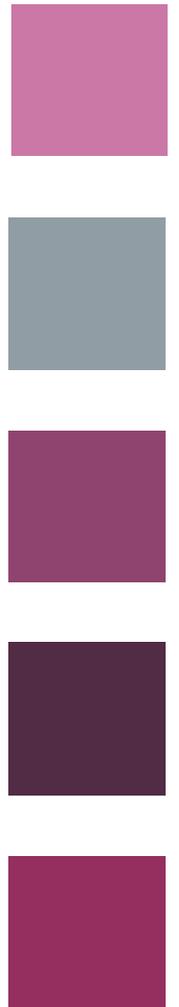
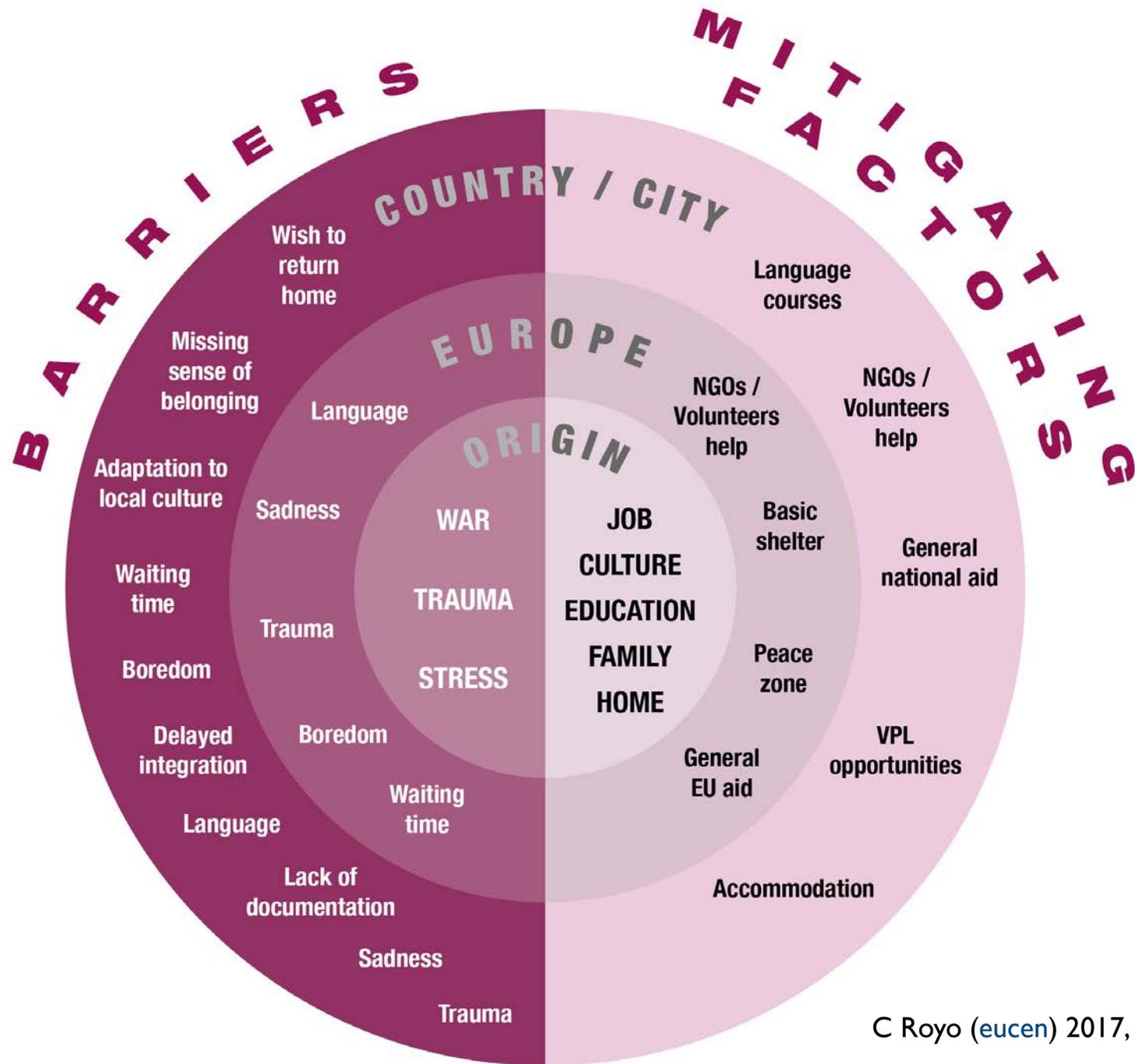


# Background



- **Increased number** of asylum seekers and migrants in Europe exponentially in the last decade
- The **legal barriers** for these individuals to start a new life in their host country are high at European and national levels and involve long waiting periods
- **Lack of documentation** makes the incorporation of newcomers to HE/VET studies or directly to the labour market very difficult
- **Language and cultural** barriers are a challenge
- **Validation** of formal, non-formal and informal learning might be of help in these situations
- However, **staff** attending newcomers are not always prepared – they might not fully understand the situation of these individuals





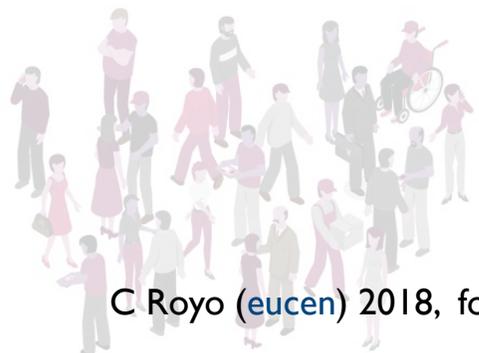
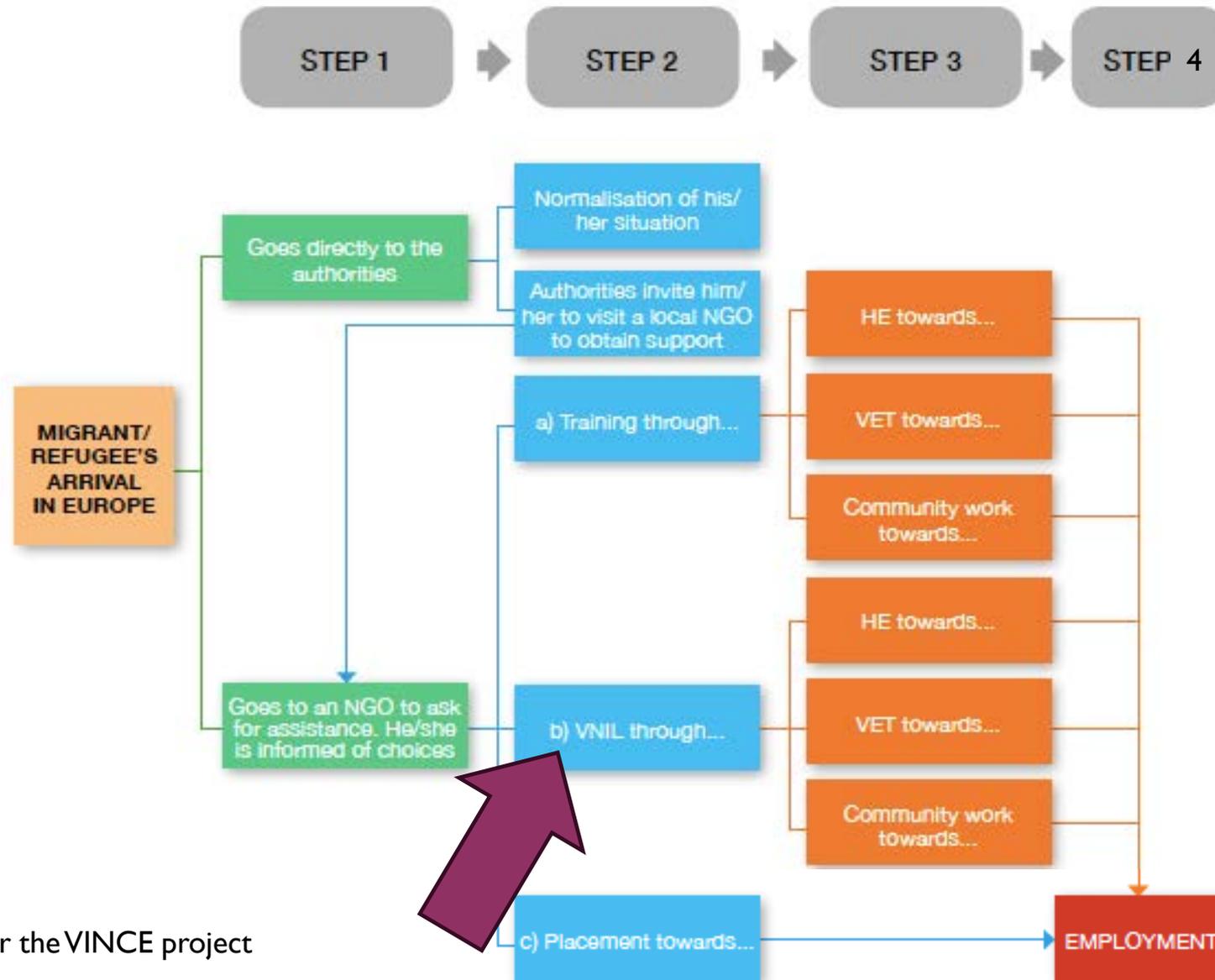
# Why Validation of non-formal and informal learning?



- VNIL is a **powerful tool** for social inclusion and recognition of the talents and capabilities of individuals towards HE/VET and/or employability
- It **does not matter the candidate's origin or background**, VNIL is always an option
- The **individualised processes** of VNIL allow newcomers to receive the attention and help they need
- A review of **legislation/regulations** at European, national and even institutional levels is needed, specially if it is harmonised throughout Europe
- Our professionals must be recognised, their current skills acknowledged and helped to prepare themselves properly for “different” types of VNIL candidates – **training** is a must



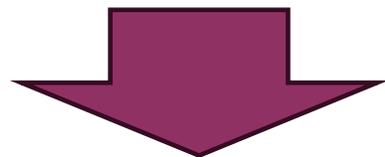
# Becoming a full citizen - the final objective



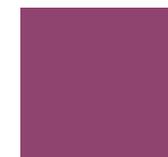
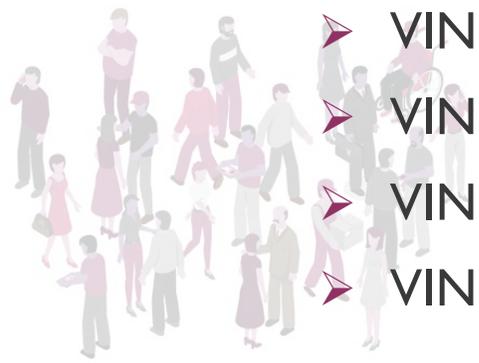
# How were the VINCE tools developed?



- VINCE set of tools take into account the situation of newcomers and the challenges and barriers of the current systems in place, taking VNIL as the vehicle for the integration of newcomers
- VINCE collected data **accumulatively**:
  - Feedback collected by VINCE at national level, consulting with NGOs and associations
  - External reports and documents, specially CEDEFOP's reports and materials
  - Results from other projects (e.g. OBSERVAL-Net and others)



- VINCE country profiles (37)
- VINCE Case Studies (68) and interviews with individuals - Commentary report
- VINCE guidelines (5 in 11 languages) based in feedback from newcomers and NGOs
- VINCE generic training course for VNIL professionals (in EN, FR, DE)
- VINCE Policy Recommendations (in EN, FR, DE)



# VINCE Case Studies and Country Profiles



Validation for Inclusion of New Citizens of Europe

Validation of non-formal and informal learning for higher educated refugees and migrants

A VINCE case studies Commentary Report

19 October 2018 | Version 2.5



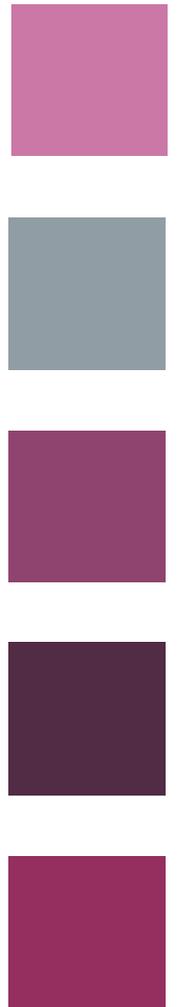
VINCE | Validation for inclusion of new citizens in Europe  
580329-EPP-1-2016-1-BE-EPPKA3-IP1-SOC-IN  
Project coordinated by eucen | [vince@eucen.eu](mailto:vince@eucen.eu)

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

 European Union	 Austria	 Bulgaria	 Croatia	 Cyprus
 Czech Republic	 Denmark	 Estonia	 Finland	 Flanders (Belgium)
 France	 Germany	 Greece	 Hungary	 Iceland
 Ireland	 Italy	 Latvia	 Liechtenstein	 Lithuania
 Luxembourg	 Malta	 Netherlands	 Norway	 Poland
 Portugal	 Romania	 Russian Federation	 Slovakia	 Slovenia
 Spain	 Sweden	 Switzerland	 Turkey	 United Kingdom
 Wallonia (Belgium)				

- European based, focusing on HE and on newcomers



# VINCE Guidelines and Training



## ■ Five different guidelines about:

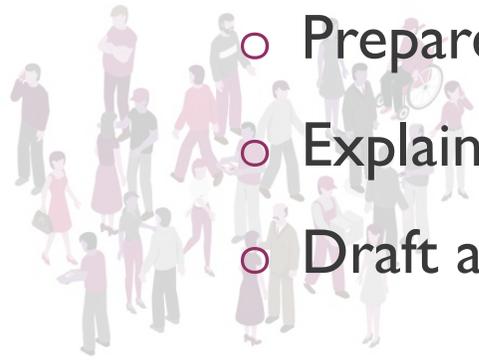
- Europe
- Country
- Higher Education
- Institution
- Validation

Templates for higher education institutions, containing frequently asked questions (FAQs) from refugees and migrants to prepare professionals working with them.

## ■ A training CPD course for Validation professionals to:

- Prepare for VPL with newcomers
- Explain how to work each VPL stages
- Draft an action plan for users

Aims to provide insights and ideas for organising staff training for validation professionals who work with candidates from other countries during their adaptation processes to our society.



# The VINCE Policy Recommendations



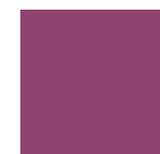
- This paper is a document that aims at reaching policy makers specially, hoping to make an impact in European policies
- The VINCE findings have pointed out the key issues that policy makers need to take into consideration
- Each recommendation has special interest or relevance for one or several levels of audience
- Each recommendation has a reason and shows a final objective
- The policy recommendations paper might be also useful for newcomers as information to the validation processes
- The recommendations have been done in a generic way - each user can adapt them to the national context and needs



# Policy Recommendations at a glance



	Policy makers level	HEIs-VET VNIL professionals level	Newcomers level
<b>Communicate/Reach out</b> to inform newcomers about VNIL	✓	✓	✓
<b>Engage</b> decision makers to commit and invest	✓	✓	
<b>Be flexible</b> to make the process adaptable	✓	✓	
<b>Train</b> the professionals	✓	✓	
<b>Speed up</b> the processes for newcomers	✓		
<b>Reflect and self-assess</b> to estimate how VNIL can be improved		✓	
<b>Monitor</b> success, progress and further needs	✓	✓	
<b>Build community</b> to allow sharing of experiences, tools and knowledge		✓	✓



**NOTE:** The ticks show the points with higher interest for each of the levels.



# Where to find the VINCE tools?



- **Country profiles**

<https://vince.eucen.eu/validation-in-europe/>

- **Case studies and a commentary report**

<https://vince.eucen.eu/experiences/>

- **Guidelines**

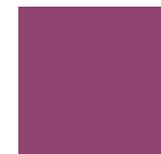
<https://vince.eucen.eu/guidelines/welcome-to-europe/>

- **Generic CPDC for professionals working with newcomers**

<https://vince.eucen.eu/vince-training-course/>

- **Policy Recommendations**

<https://vince.eucen.eu/policy-recommendations/>



# So, what can you do now?



- Visit our website at <https://vince.eucen.eu> and get to know better the tools that we have developed
- Talk to your colleagues about the VINCE tools
- Consider if you can apply any of our work and how
- Write to us [projects@eucen.eu](mailto:projects@eucen.eu) and tell us how you plan to use these tools or how you are using them – tell us if they are working well for you or if you think something should be modified
- Follow us still in Facebook: the online community won't be closed!

<https://www.facebook.com/groups/625674957628908/>

- Join the VNIL community in LinkedIn to continue talking about VPL

<https://www.linkedin.com/groups/6539538/>





Thanks for your attention!

If you have questions or suggestions, contact us at [projects@eucen.eu](mailto:projects@eucen.eu)

<https://vince.eucen.eu>

*The European Commission support for the production of this presentation does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

Erasmus+ KA3 Support for policy reform  
Social inclusion through education, training and youth  
580329-EPP-1-2016-1-BE-EPPKA3-IP1-SOC-IN

Co-funded by the  
Erasmus+ Programme  
of the European Union



Project coordinated by

