



CASE STUDY SUMMARY: DENMARK

Number	SUMMARY	SECTOR
CS 1	<p>CS1 Jette's case: Presentation of processes for a developmental project between AE and VET sector in the region of Århus "Authentic Ways of presenting a problem in the RPL process": the CS is presented as a research and developmental project carried out in collaboration between DEL, a sectoral independent institution which provides services to the voc. education and labour market training centres, and vocational schools. The project aims to address the question of transfer between learning environments, and developed what it calls a methodology of "authentic problems" (based on Ellström 's activity theory) or establishing situations as close to real life work situation as possible (in English this may also be called work simulation situations) in order to bridge the differences of learning acquired through formal education and work-based competences, It sits within the framework of the Basic Adult Education programme aiming to increase access to learning for adults and making use of PL.</p>	3 RD Sector/ AE cross ref to VET
CS2	<p>CS2 "Sparring partners": The CS sets the context of a country with a rich voluntary sector, where there was a recognised need for cross sector transfer of competences, to help individuals provide evidence of prior learning and competences from their voluntary activities and in all sectors of adult education. It shows the effectiveness of partnerships for the development of VLP tools, involving a university, 3rd sector organisations, formal educational institutions and social partners. It introduces and explains the concept of "sparring partner", the person who supports a VLP candidate through probing and enhancing self-assessment. It mentions the challenge posed to the 3rd sector by the formalising of competences acquired through voluntary work, as well as the issue of establishing a network of local sparring partners all over the country and financing it. It goes on to explain how the Danish Association of Adult Education (DAEA) established training courses for teachers and counsellors from the non-formal adult educational schools to become sparring partners themselves, and VPL-guides/ mentors for future sparring partners across the 3rd sector.</p>	3 rd Sector/ AE

CS3	<p>CS4 “Carpenters”: This CS describes an example of good practise by Skive Technical College in Jutland in developing specific test materials for the process of VPL in relation to training in carpentry, for a course at upper secondary education level for young people, but also for adults with work experience.</p> <p>This case study is viewed in Denmark as a VPL example because it is a part of the increased opportunities for adults to have their prior learning recognised. It establishes an individually tailor made programme on the basis of the actual competences of the individual, with a mix of classroom and placement learning. The CS clearly explains how the first two weeks of the programme aim to get a clear picture of students’ competences in order to develop an individual study plan. It mentions that the material development involves not just teachers but counsellors and the Head of the educational programme. It highlights that it includes observation and assessment of personal competences, attitudes, maturity and study readiness, as well as special pedagogical support, e.g. mentorship, special courses in Danish etc, as needed.</p>	VET
CS4	<p>CS5 Trade Unions & RPL: This CS involves one of the biggest Trade Union in Denmark, 3F, which has a well-developed tradition of advice and guidance for its members in relation to education. Its members come from the private and public sectors, many of whom being semi-skilled or unskilled. This CS describes how the Union views RPL as a “teaser” to motivate its members to take part in educational activities. The CS present 3F’s VLP activities at national and local level, with the development of a new set of materials addressed to workers and employers, and a ‘toolbox’, and it describes the approach taken by the Union’s local learning representatives/ also called “learning angels”, trained to be active in the workplace.</p> <p>It also refers to a midterm evaluation and gives substantial evaluative comments about the effectiveness of 3F’s activities.</p> <p>Finally, the CS refers to a local branch in Holstebro/Herning and to the ‘reach-out’ activities of the local consultant.</p>	3 rd Sector/ AE cross ref to Work-Based/ Employer based learning