

Denmark – VIA University College

Institution	VIA University College
Interviewed Person	Jawad, from Lebanon

I – Preparation

Jawad is born in Beirut. He has spent his childhood in various European countries, France, Switzerland and Germany. He and his family came to Denmark when he was nine years old.

Jawad is now 42 years old, he is married and he has two children. Jawad heard about the FIF course from his wife who is an employee at the University College, VIA UC. When Jawad finalized the FIF preparation course for the Pedagogic Bachelor study, February 2017, he started immediately after at the study programme.

II - Awareness

Jawad did not fulfil secondary school because of problems with dyslexia, he tells. For many years, he has been working as an unskilled pedagogue in projects and temporary occupations, especially in relation to young people and adults. For 10 years, he has been involved in projects for young people with problems related to drugs and crime. Besides, he has some experience from marketing and with management. Whatever he has worked with, he has done it without formal qualifications.

Jawad chose the FIF course for the Pedagogue bachelor programme because of his interest for and his experience with this kind of work. It was an interesting course as it also increased his interest for inclusion issues as well as it provided a deeper understanding of the Danish society.

III - Starting up

Before starting the FIF course, Jawad had a slight knowledge about VPL. At the course, he and the other students were well informed and guided about the legal framework and regulations for the VPL process.

Jawad especially appreciates the guidance and support for the documentation and for the identification of all the work experience and learning that he was able to describe and to document.

“It was surprising for me to realize the relevance of all my work for the field of this study, Jawad explains.

IV – Documentation and support

The support and guidance was especially directed towards the documentation for the elaboration of the motivated study application, as it is defined. Jawad recalls this guidance as *“very respectful from enthusiastic teachers”*.

Besides this valuable support from the teachers, Jawad points at the common fruitful dialogue among the students to help each other reflect on prior learning and the relevance of it.

Jawad also stresses the importance of the teachers' ability to guide each of them with an individual approach.

We are all different individuals and the teachers were good to understand what I needed in order to identify my relevant competences”.

V - Assessment

The assessment was carried out mainly in terms of a 20 minutes interview with the study counsellor and the director of the bachelor programme for the Pedagogic study.

To Jawad's opinion, the purpose of the interview was mainly for the director to make sure that Jawad's documentation together with the interview, was valid and trustworthy.

Jawad especially remembers the question: *Why do you want to be a pedagogue?*

Two weeks earlier, Jawad had applied for a job within an Exit programme for young people involved in banditry. Students were recruited for volunteering in the Exit programme. At the recruitment interview, Jawad was asked to define his pedagogic profile. This was difficult and quite surprising for him as he was actually not able to do so. He explains that he had done lots of work within this pedagogic field but he had never reflected on his professional identity in terms of a certain profile!

Jawad benefitted from this former negative experience and brought this open-mindedly into the assessment interview, which ended up being a fruitful dialogue.

“During the interview, it became very clear for me, what I am able to do now and what is required by me to achieve in terms of theory and terminology. I realized that I missed the professional pre-understanding of pedagogic work and the reasons for acting professionally in the exact situation”.

VI – Impact

It was a surprise for Jawad that he passed the admission criteria. After the assessment interview, he did not expect so.

While having been very enthusiastic during the preparation course, he felt that the assessment interview was more for control than for real interest in him as a potential student. Jawad describes the situation of being met by a more distanced approach than he had experienced during the course.

I did not know what they were looking for. I did not know what they paid special attention to and why?

Right now as Jawad has studied for the first year, he tells that he is not very satisfied with the study – which, he explains, has more to do with the didactic than the profession.

Jawad explains that the preparation course helped him become aware of his interest for the educational field. However, the study is still a challenge for him. He explains:

“I knew the work but not the profession. It has become clear for me that the education is very broad as it covers so many target groups of the pedagogic profession”.

“As the FIF course gave me a direction towards the educational field of the pedagogic profession, I did not realize that the education covered so many angles and perspectives, theory, teaching and assignments. The study is quite boring”. At the FIF course, we discussed topics from various perspectives and we all had something to contribute.