



# NEWSLETTER

Issue 2/2018

**Welcome!**

## What is VINCE?

VINCE is an ERASMUS+ project that intends to develop training materials for university staff working in processes of Validation of Prior Learning (VPL) and Validation of Non-formal and Informal Learning (VNIL) with migrant and/or refugee students. The objective is to provide university staff with tools to be better equipped when working with newcomers who want to access Higher Education (HE) and want to be more aware and integrated in European society.

## Content of this VINCE Newsletter

What is VINCE?.....	1
VINCE country profiles .....	2
Collection of case studies .....	2
VINCE Guidelines .....	3
Training workshop in Oslo .....	3
VINCE presented at the Bologna Day in AT.....	4
VINCE Online.....	4
Becoming Associate Partner .....	4
VINCE Partnership .....	4

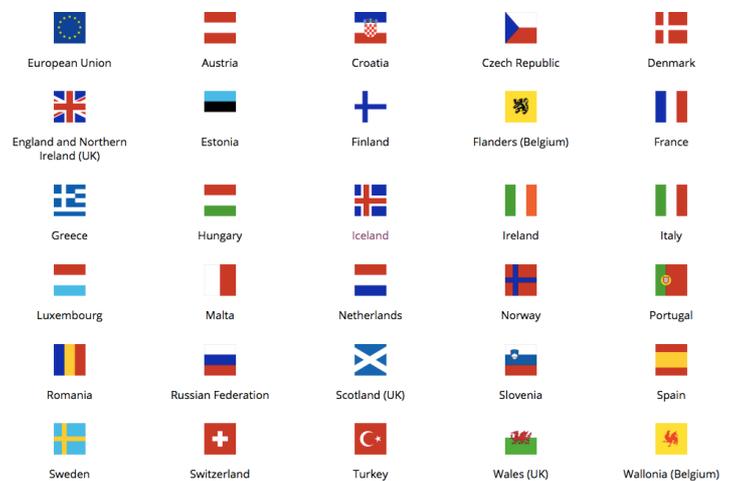


## VINCE country profiles

Validation systems and procedures differ considerably in the different European countries. VINCE has collected the updated situation of validation procedures in European countries and created 30 country profiles. These profiles are short user-friendly summaries that provide a good overview of how validation works in the different countries, in relation to aspects such as:

**VPL in Higher Education, Validation in the Labour Market, Validation in the Third Sector and Funding of VPL.** In some cases the profiles also cover procedures and practices that countries

have put in place specifically for refugees and newcomers, though this kind of information is not available for all the European countries yet.



The country profiles can be easily accessed online on the [VINCE platform](#). A list of further references is suggested within each country profile, for those willing to know more about the normative background and administrative rules. For additional information, we invite you to also have a look to the [CEDEDOP European Inventory on Validation and country reports](#).

## Collection of case studies

VINCE is about to close one of the major project steps: the collection of relevant good practices where validation of people's prior learning experiences was part of the integration process of a refugee or newcomer in the welcoming country. The case studies collected by the VINCE partners are structured according to the steps of the validation process: Identification, Documentation, Assessment, Certification. They have been collected mainly through ad-hoc interviews with refugees and newcomers but also with counsellors, advisers and other staff involved in validation processes applied to refugees and migrants.

A transversal analysis of the case studies collected is being done, highlighting the common successful or challenging aspects of the cases. Both the case studies and the analysis will be published on the [VINCE platform](#) by the end of summer 2018.

An **open call for case studies** will be launched later this year. We will collect further cases showing that validation makes a difference! Keep an eye on our [website](#) if you are interested in submitting a case. The three best cases will win a trip to attend the final event of VINCE in Barcelona in November 2019. You may be one of the winners of the VINCE VPL Awards!

## VINCE Guidelines

As one of the first steps towards focusing on the needs of refugees and newcomers, the VINCE project has prepared a comprehensive set of Guidelines for Higher Education staff, to help those professionals supporting newcomers and refugees in accessing Higher Education. *What do newcomers and refugees normally ask? Which are their worries? Maybe they ask the same questions as other international students but, what is the answer for newcomers and refugees?* In summary, the guidelines meant to help HE staff to understand which are the questions of newcomers and what to answer when these questions are asked. There are 5 VINCE Guidelines:

1. **Welcome to Europe**
2. **Welcome to this Country**
3. **Welcome to Higher Education**
4. **Welcome to this Institution**
5. **Welcome to Validation**

HE teachers, validators, advisors and administrators will be invited to use the guidelines, as well as adapt and improve them according to the specific needs of their target groups and to their own validation procedure, internal institutional rules or assistance put in place.

Keep following our [website](#), where the Guidelines will be published by the end of summer 2018!

---

## Training workshop in Oslo

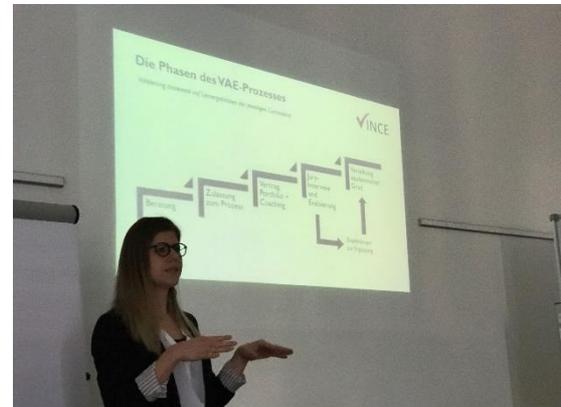


The partners of VINCE will be meeting in Oslo next June to participate in the Training Course for validation professionals hosted and organised by [NOKUT](#), the Norwegian Agency for Quality Assurance in Education, which already established a special recognition procedure targeted to refugees, displaced persons and persons in a refugee-like situation.

One of the main outputs of the VINCE project will be a prototype training course for HE teachers, validators, advisors and administrators, adapted to the needs of newcomers and refugees. It will be a practical tool that will suggest a structure for the course, a process on how to organise it and advice to trainers. The course will embed the use of the guidelines developed by VINCE, the good practices collected, the experience of the partners and the specific needs of the newcomers, including their language issues, to enable participants to deliver effective VPL for this target group in the future.

## VINCE presented at the Bologna Day in AT

On 22 March, the Bologna Day conference was organised at the University of Applied Sciences Burgenland, Austria. The aim of the conference was to discuss recognition of prior learning in Austria, including formal, non-formal and informal learning. Anne Kalaschek (University of Applied Sciences Burgenland) and Isabell Grundschober (Danube University Krems) presented the VINCE Project and explained how validation of prior learning, especially informal and non-formal learning, could help refugees and migrants to access higher education in Europe. Two good practice examples of how to validate non-formal and informal learning were presented: Validation of Acquired Experiences at Université de Bretagne Occidentale (FR) and Work-Based and Integrative Study-Programme at University of Chester (UK). The role of higher education staff was also discussed: university staff needs to be well trained in terms of validation as well as in terms of refugees' needs. This is also an aspect that was supported by keynote speaker Patricia Staaf from Malmö University.



## VINCE online



In addition to finding all information on the [VINCE platform](#), we invite you to join us and get active in the [VINCE Facebook group](#) to exchange your experiences in validation non-formal and informal learning, especially considering the needs of migrants and refugees! We are also on Twitter with the hashtag [#VINCEproject](#).

## Becoming Associate Partner

Are you interested in VINCE? [Contact us](#) and we will send you letter template you can fill in to join us as Associate Partner: you will be the first to be informed about the project results and invited to participate in some of our activities!

## VINCE Partnership

[eucen](#) (coordinators) | [SOLIDAR](#) | Université de Bretagne Occidentale | VIA University College | [EC-VPL](#) | [NOKUT](#) | Danube University of Krems | [CPZ International Centre](#) | Ludwig-Maximilians University | Fachhochschule Burgenland | University of Pécs | [IVC den Helder](#) | Club for UNESCO of Piraeus and Islands.