Key learnings and outcomes from the VISKA project
RPL in MTU

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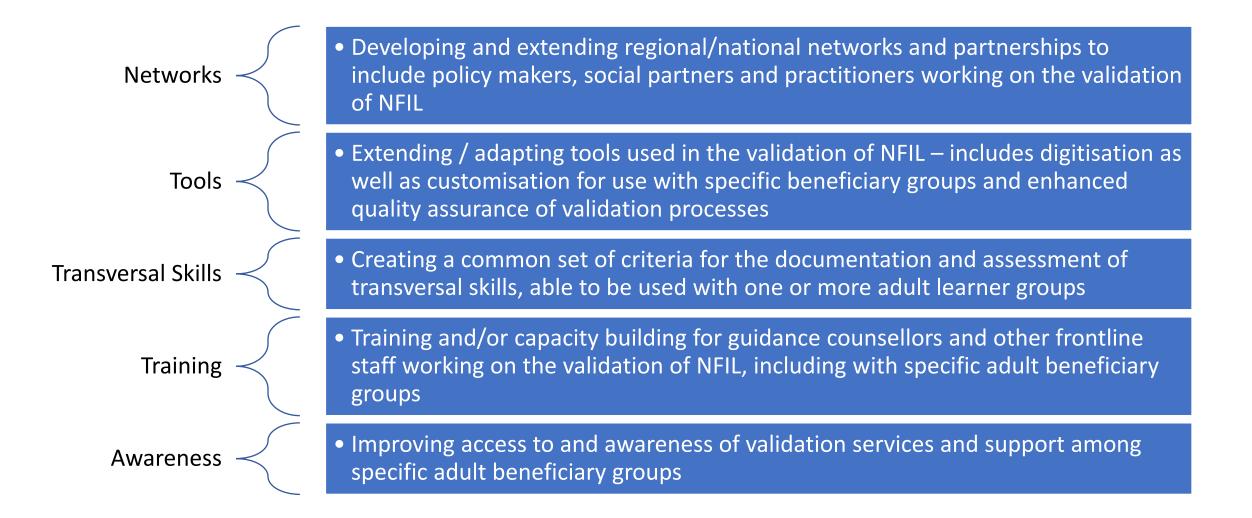Munster Technological University

Project aim

- address the European policy priority of **diminishing skills mismatch** by making knowledge, skills and competences of adults more visible through consideration of the practice of validation of informal and non-formal learning and implementation of field trials in the partner countries.

- **to make the skills** of low-qualified adults, migrants, asylum seekers and refugees **more visible**, in order to enhance their **employability**, improve their **access to education and training** offers and support active **engagement in society** in four countries; Norway, Iceland, Flanders and Ireland.

5 Interventions

Networks
- Developing and extending regional/national networks and partnerships to include policy makers, social partners and practitioners working on the validation of NFIL

Tools
- Extending / adapting tools used in the validation of NFIL – includes digitisation as well as customisation for use with specific beneficiary groups and enhanced quality assurance of validation processes

Transversal Skills
- Creating a common set of criteria for the documentation and assessment of transversal skills, able to be used with one or more adult learner groups

Training
- Training and/or capacity building for guidance counsellors and other frontline staff working on the validation of NFIL, including with specific adult beneficiary groups

Awareness
- Improving access to and awareness of validation services and support among specific adult beneficiary groups

Field Trials – implementation plans

Country / Partner(s)	Cohort / Number	Interventions
Norway (Skills Norway)	150 Refugees (seeking asylum/ residence permits)	Training for front line staff Candidate self-registration using Digital tool Validation offered to candidates along with career counselling all 4 stages where applicable leading to certification at upper secondary level
Iceland (IDAN, ETSC)	50 Polish Migrants	Participants reached through local groups. Translation services provided Validation offered to candidates along with career counselling all 4 stages where applicable leading to certification in specific trade areas (eg carpentry, housepainting) or transversal skills certificate
Belgium (Flanders) DET	150 Adults (low-qualified)	Intake interviews followed by validation offered to candidates along with guidance counselling all 4 stages where applicable leading to general education certification (Additional General Education)

VISKA validation process

- provide a <u>system</u> which addressed the stages of validation as outlined in the EU Council Recommendation 2012 on the Validation of Non-formal and Informal learning;

- place the <u>learner</u> at the <u>centre</u>;

- focus on <u>employment</u> and education <u>opportunities</u>;

- <u>empower</u> the candidate to realise the extent of existing knowledge, skill and competence and the <u>autonomy</u> to determine the next steps which they would be interested in pursuing;

- help candidates to <u>understand</u> the national context of education, employment and society where necessary.

Key findings

- Broad considerations of services pre and post validation.

- Issue with independent use of tools and language proficiency.

- Managing expectations on what was feasible and reasonable.

- Documentation and assessment of transversal skills require additional skill set of a candidate.

- Guidance and front line staff must be enabled as to how to support the learner.

- Training and capacity building were context specific and strongly influenced by existing processes and infrastructure.

Importance of…

- Early Intervention

- Language

- Engagement can be complex and difficult to resolve despite significant efforts

- Validation programmes and policies need to place the **learner at the centre**

- **Readiness to engage** with validation

- Validation is an **individual process**

- **Familiarity** with national systems and the purpose of validation

- Rigid systems are tested

Candidate Outcomes

- Key system requirement
  - Information
  - Support
  - Collaborative system

- 1425 validation applications

- Self awareness and empowerment

Policy impact

Through the VISKA field trials and interventions,

- two laws,

- one parliamentary resolution,

- two regulations,

- one strategy and

- one decree

were identified as requiring amendments to further support validation for low-skilled, migrants and refugees.

Need for greater collaboration, consultation and consideration in policy development, enabling access to and mobility of learners in education and employment

RPL in MTU

Structure

- RPL is embedded across the university
- All learners considered within the system
- All disciplines, programmes and levels
- Flexibility in keeping with the Quality Assurance of the university
- Pathways
- Opportunities
- Beyond qualifications
- Responsibility of all
- Support for learner, staff
- Staff development

Thank you for listening

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