



Recognition of
Prior Learning

Your Learning Counts



RPL FOR NEWCOMERS

Exploring the role of RPL in integrating newcomers in higher education in Ireland

Practical learnings from the VINCE project: Validation for inclusion of new citizens of Europe, 13th December 2022

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VINCE Project: Erasmus+ KA3 Support for policy report
Social inclusion through education, training and youth
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Why validation of non-formal and informal learning can help in integrating newcomers in higher education?

- RPL is a **powerful tool** for social and professional inclusion;
- It **does not matter the candidate's origin or background**;
- It is an **individualised process**.

The  **INCE** Project

 **INCE**



Vince Project (2017-2019)...



- Vince project was based:
 - on interviews of newcomers, of NGOs/associations and of higher education staff involved in validation procedures in different countries
 - on peer learning sessions.
- It has mobilized a consortium of NGOs and HEI from BE, FR, DK, NL, NO, AU, SL, DE, HU, GR



Vince Project (2017-2019)...



Its main outcomes have been:

1. **Shared knowledge** based on good practices,
2. Collaborative production of **guidelines** (multilingual)
3. **Policy recommendations.**



Three observations have emerged from the project...



Observations from the VINCE project



- **Opening universities to "non-standard" audiences** is not natural,
- Migrants have **a dilemma** between finding a job quickly to survive and getting their skills recognized,
- There is a difference in **validation model** between NGOs and HEIs.



What practical learnings have been produced from the VINCE project?

based on real situations!



Practical learnings from the VINCE project



- The **obstacles** newcomers have to overcome **to find access to RPL:**
 - the information,
 - the office door to contact,
 - the right person who will guide them through the procedure.
- Their **willingness** to have their skills recognised and often to obtain a diploma from the host country, **as the key to access** employment and integration in their host country



Practical learnings from the VINCE project



- The role of the **ENIC/NARIC procedures** for people who already have a higher diploma in their country.
- For the others, **it is more complicated** but the project has demonstrated the feasibility using **RPL tools** which can enable (depending on the national/local regulations):
 - **access,**
 - **validation of modules,**
 - **credits,... or diploma.**



Practical learnings from the VINCE project



- By taking into account the constraints exacerbated by the reality of migrants:
 - The lack of **documentations**,
 - The **language and cultural barriers**,
 - **The question of money for**: tuition fees, study costs, living and accommodation while studying, etc..



To give newcomers a chance, some policy recommendations..



Some policy recommendations



- **To engage** decision makers to commit and invest
- **Be flexible** to make the process adaptable
- **Train** the professionals to deal with these “unusual candidates”,
- **Speed up** the processes for newcomers,
- **Communicate/reach out** to inform newcomers about RPL taking into account the possible language barrier,
- **Build community** to allow sharing of experiences, tools and knowledge



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/>



Thanks for your attention!

<https://vince.eucen.eu>

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