

2ND



BIENNALE

2017, April 25, 26 and 27
Aarhus, Denmark

#VPL2017

PROGRAM

Validation of Prior Learning
strengthens lifelong learning for all
THE USER AT THE CENTRE!

The **two yearly** event on
development and implementation
of VPL-systematics... **worldwide**

PROGRAM OF THE 2ND VPL BIENNALE

Validation is increasingly recognised as the key component for the individual's possibility to manage shifts in modern life in terms of lifelong learning and career. To make VPL a core element in life and career self-management, the individual needs information, guidance and counselling, emphasising both learning and work perspectives in order to secure longer term relevance and value for the individual. The mission of *The 2nd VPL Biennale* is to share information, knowledge, ideas and visions on **the practice of VPL: the user at the centre**. The user should be understood as the learner, the worker, the unemployed, the volunteer and the employer (the practice of VPL focusing on protagonists/users (learner, worker, unemployed, volunteer) and key stakeholders (employers, educational institutions, trade unions, authorities).

To fulfil the vision, the main questions to be answered by researchers, practitioners, policy makers and stakeholders involved in this Biennale will be:

- How to move from fragmentation to integration in VPL arrangements?
- How to support and serve the user in the VPL processes (identification, documentation, assessment and certification)?
- How to understand the usefulness of validation seen from the user's perspective?
- How to understand the biography and career development from the individual perspective?
- Which are the professional roles to be filled-in?
- The key question through all activities: How to improve VPL practice with the individual use at the centre?

ADDRESSES

Tuesday 25 april: Rådhuset, Rådhuspladsen 2, 8000 Aarhus C

Wednesday 26 april and Thursday 27 april: VIA University College, Campus Aarhus C , Ceresbyen 24 , DK-8000 Aarhus C

CONTACT

If you have any questions don't hesitate contacting Kirsten Aagaard: kiaa@via.dk + 45 87 55 18 21

REGISTRATION FOR THE SESSIONS

The registration for the sessions takes also place at the Biennale-desk (on a first come- first served basis).

PARKING

There is an underground parking garage under Campus Aarhus C.

The costs are 16 DK-kroner per hour. You can go directly to Building A from the garage.

MEETING PLACE FOR NETWORKING

We have arranged a meeting place for networking etc, just next to the Amphitheater / Plenary place.

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Parallel sessions 27 april 2017	10

TUESDAY 25 APRIL 2017

Address: Rådhuset, Rådhuspladsen 2, 8000 Aarhus C

Welcome at the City Hall: On Tuesday, April 25 at 18:30, we welcome you at the City Hall / Aarhus Rådhus, Rådhuspladsen 2, 8000 Aarhus C.

At the City Hall a buffet-dinner will be served. We kindly ask you to confirm your participation in the Opening event on April 25 by sending a mail to konferencer@via.dk stating: yes, I will come to opening at the City Hall. If you have any food allergies or special dietary needs, please send a mail to Susanne Kaae SKA@via.dk.

18.30 - 18.45

INTRODUCTION BY THE STEERING GROUP OF THE VPL BIENNALE

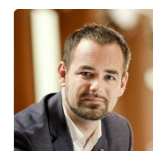
Antra Carlsen, NVL; Madhu Singh, Unesco; Ruud Duvekot, EC-VPL and Kirsten Aagaard, NVR, VIA University College



18.45 - 19.00

OPENING OF THE VPL BIENNALE

Jacob Bundsgaard
Mayor of Aarhus







19:00 – 20:30

BUFFET (DINER) WITH MUSIC





WEDNESDAY 26 APRIL 2017

Address: VIA University College, Campus Aarhus C , Ceresbyen 24 , DK-8000 Aarhus C

8.30 - 9.00	REGISTRATION	
9.15 - 9.25	WELCOME AND SHORT INTRODUCTION	
9.25 - 9.40	WELCOME TO DENMARK, THE DANISH APPROACH TO VALIDATION AND WELCOME TO VIA UNIVERSITY COLLEGE Rector Harald Mikkelsen, VIA University College	
9.40 - 10.00	GLOBAL PERSPECTIVES IN LIFELONG LEARNING: POSITIONING OF THE INDIVIDUAL IN THE RECOGNITION, VALIDATION AND ACCREDITATION DEBATE Madhu Singh, Senior Programme Specialist, UNESCO Institute for Lifelong Learning (UIL)	
10.00 - 11.00	THE USER AT THE CENTRE OF THE VALIDATION PROCESS: A EUROPEAN PERSPECTIVE AT PAST, PRESENT AND FUTURE Jens Bjornavold & Ernesto Villalba	
11.00 - 11.45	PREPARING LEARNERS TO BECOME THEIR OWN BEST TEACHERS Jim Rickabaugh	
11.45 - 12.10	THE HISTORY BEHIND THE VPL BIENNALE Ruud Duvekot, EC- VPL and Kirsten Aagaard, NVR, VIA University College, <i>Initiators of the VPL Biennale</i>	
12.10 - 13.15	LUNCH	
13.15 - 15.30	PARALLEL SESSIONS How to improve VPL practice with the individual at the centre?	
15.30 - 17:00	REFLECTION FROM THE SESSIONS	
19.00 - 22.00	BIENNALE DINNER VIA University College Campus, Aarhus C Ceresbyen 24 DK-8000 Aarhus C	

THURSDAY 27 APRIL 2017

Address: VIA University College, Campus Aarhus C , Ceresbyen 24 , DK-8000 Aarhus C

9.00 - 9.10	SHORT STATUS AND INTRODUCTION TO THE PROGRAMME	
9.10 - 9.40	LIFELONG LEARNING AT THE CENTRE: THE NATIONAL RECOGNITION OF PRIOR LEARNING (RPL) SYSTEM IN SOUTH AFRICA Heidi Bolton, Research Director at the South African Qualifications Authority – ‘SAQA’	
9.40 - 10.10	VALIDATION AS LEARNING PROCESS Per Andersson, Professor of Education, Department of Behavioural Sciences and Learning (IBL) / Division of Education and Adult Learning (PVL), Linköping University, Sweden	
10.10 - 10.30	PRESENTATION OF THE EPALE PLATFORM The Nordic EPALE team represented by Anni Karttunen Programme Manager, Adult Education	
10.30 - 12.30	PARALLEL SESSIONS Second day parallel sessions focusing on VPL in practice	
12.30 - 13.45	LUNCH	
13.45 - 14.50	CONCLUSIONS FROM THE SESSIONS	
14.50 - 15.25	THE GLOBAL VPL PRIZE 2017	
15.25 - 15.45	GENERAL CONCLUSIONS Antra Carlsen, NVL Head-coordinator	
15.45 - 17.00	SOCIAL MEETING FOR AN INFORMAL CLOSING	

PARALLEL SESSIONS 26 APRIL 2017

SESSION A 1: VPL IN WORKING LIFE

MODERATOR: ERNESTO VILLALBA | RAPPORTEUR: PÄR SELLBERG

When workplace is a key learning arena, the questions are: How validation can strengthen the individual's opportunity on the labour market?

ASSESSING COMPETENCES IN ENTERPRISES. MAIN FINDINGS FROM CEDEFOP STUDIES OF VALIDATION OF NON-FORMAL AND INFORMAL LEARNING IN EUROPEAN ENTERPRISES

When workplace is a key learning arena, the questions are: How validation can strengthen the individual's opportunity on the labour market? How can added value be created for implementing VPL in working life recognised by employers and employees and other stakeholders? Assessing competences in enterprises. Main findings from Cedefop studies of Validation Of non-formal and informal learning in European enterprises.



Ernesto Villalba

COMPETENCE TRANSLATION: MOBILITY MADE EASIER

To document and verify skills gained through work experience in a particular industry or sector, may help mobility across industries.



Kurt Harald Aase
Partner, Realkompetanse AS

A METHODOLOGY FOR VALIDATION OF IN-COMPANY LEARNING

Presentation of a national project making learning outcomes a bridge within the worklife and to the formal education and training system.



Tormod Skjerve
Senior policy advisor

STANDARDS FOR TRADES VALIDATION OF PROFESSIONAL SKILLS

Pär Sellberg has been working at the Agency since 2009. Previously he worked for different Craft Associations with educational matters, trades models for validation and journeyman and master certification. Pär has been coordinating the assignment to develop standards for Trades validation of professional skills.



Pär Sellberg
Validation Coordinator,
Department of Education, the
Swedish National Agency for
Higher Vocational Education

SESSION A 2: GUIDANCE IN VPL

MODERATOR: GIGJA GUÐMUNSDÓTTIR | RAPPORTEUR: FJOLA M LARUSDÓTTIR

How can a common ground for developing guidance in validation improve the quality of guidance in validation and the recognition of validation?

GUIDANCE IN VPL

How can a common ground for developing guidance in validation improve the quality of guidance in validation and the recognition of validation? Presentation of a Nordic report on guidance in validation.

Fjóla María Lárusdóttir (specialist) & Arnheiður Gígja Guðmundsdóttir (project manager), the Education and Training Service Centre in Iceland



Fjóla María Lárusdóttir
& Arnheiður Gígja
Guðmundsdóttir

COMPETENCE CARDS: 7 LANGUAGES AND AN IMAGE BRIDGE THE GAP BETWEEN GUIDANCE SYSTEMS FOR VPL

In Germany's fragmented guidance system the Competence Cards open the path to a learner's successful VPL journey from migration counseling to employment services and beyond.



Dr. Martin Noack
Senior Expert

TRANSNATIONAL PEER REVIEW FOR QUALITY ASSURANCE IN VALIDATION OF NONFORMAL AND INFORMAL LEARNING

Peer Review is a promising instrument for quality assurance and development. It is cost-effective and it fosters networking between providers of validation of non-formal and informal learning.



Erik Kaemingk
director

SESSION A 3: VPL AND PERSONALISED LEARNING

MODERATOR & RAPPORTEUR: RUUD DUVEKOT

What does it take to link VPL effectively to personalised learning?

WHAT DOES IT TAKE TO LINK VPL EFFECTIVELY TO PERSONALISED LEARNING?

Validation of Prior Learning (VPL) and Personalised Learning Strategies both concern processes that allow adult learners to reach out to an active learning attitude for achieving personal, civil and/or social impact. In this session dr. Jim Rickabaugh (USA) and dr. Ruud Duvekot (NL) wil explain both concepts in theory and practice for integrative purposes in the participant's own context.



Dr. Jim Rickabaugh and
Dr. Ruud Duvekot

SESSION A 4: QUALITY IN VPL

Moderator: Ulla Nistrup | Rapporteur: Kirsten Aagaard

How to establish a shared understanding of quality. How can validation arrangements be linked to quality assurance?

A DYNAMIC MODEL FOR QUALITY IN VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

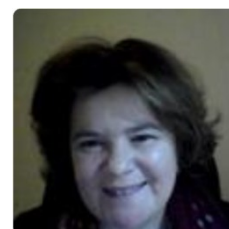
The model is a dynamic an operational model which can be used by practitioners in their own practice. It means in different institutional and sectorial contexts which differ from country to country.



Kirsten Aagaard,
Per Andersson, Timo
Halttunen, Ulla Nistrup

THE TOOLKIT FOR QUALITY

Presentation of the Qualifications Platform, an online, worldwide community for people working on qualifications managed by the European Training Foundation.



Carmo Gomes
Vocational Education and
Training Specialist Operations
Department

THE CONCEPT OF COMPETENCE AND THE CHALLENGE OF COMPETENCE ASSESSMENT

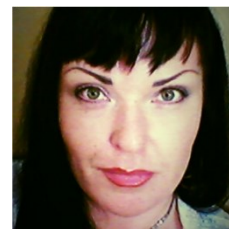
This session will explore developing a language that can grasp the re-configuration of life experience and learning that is involved in competence development.



Henning Salling Olesen
Professor, Roskilde University,
Denmark

VALIDATION AND THE VALUE OF COMPETENCES - ROADMAP 2018

Roadmap 2018 can be used as a checklist on the status of development in individual countries, but it can be applied as a benchmark between countries and their various systems for validation.



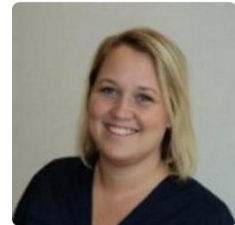
Anni Karttunen
Programme Manager, adult
education

SESSION A 5: NQF, NATIONAL QUALIFICATION FRAMEWORKS AND VPL

MODERATOR: HANNE CHRISTENSEN | RAPPORTEUR: ÅGE HANSEN

A DYNAMIC MODEL FOR QUALITY IN VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

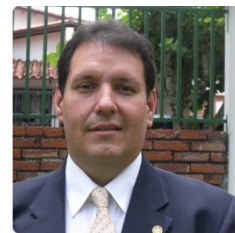
Two parallel systems that, like parallel lines, never meet? Or rather two sides of the same coin, aimed at making all learning visible and giving it value?



Anna Kahlson

EXPLORATORY ANALYSIS FOR A NATIONAL QUALIFICATIONS FRAMEWORK PROPOSAL IN VENEZUELA

This work presents the exploratory analysis for the construction of a proposal for a National Qualification Framework in Venezuela.



Francklin Rivas
Echeverria

PARALLEL SESSIONS 27 APRIL 2017

SESSION B 1: VPL IN VET, VOCATIONAL EDUCATION AND TRAINING

Moderator: John Dalsgaard | Rapporteur: Hanne Christensen

In general, there is a strong focus on the benefits of VPL in VET. Stepping up from low skilled to skilled worker forms an obviously motivating and realistic scenario from the individual's perspective as also similarly met and supported by a large scale demand for skilled workforce. The session focuses on how good VPL practice supports the coherent process for the user, what works and why? Where are the obstacles for the non-fragmented process?

THE ROLE OF SPANISH VET CENTERS AND THE VALIDATION OF COMPETENCES AS OPEN EDUCATIONAL RESOURCES

In Spain, there are two types of vocational training centers that have attained the responsibility of managing an organization and the resources that allow them to accomplish the validation of non-formal and informal learning within their own legislation, authorizing that this process of validation might be conducted as an open educational resource. By 2013 an investigation was performed in order to assess the validation of competences' process carried out by those centers.



Luis Carro Director of
Observal (Spain), University of
Valladolid

PRELIMINARY EXPERIENCE WITH VPL IN VOCATIONAL EDUCATION FOR ADULTS IN DENMARK (EUV)

The Danish Evaluation Institute (EVA) is following the new vocational education for adults (EUV) with special regards to recognition of prior learning. On the basis of quantitative data and case study data we will give a status of the implementation process and benefits and challenges that schools and participants are experiencing.



Mille Lassen &
Michael Andersen

VALIDATION OF PRIOR LEARNING IN VOCATIONAL TEACHER EDUCATION, BACHELOR DEGREE - WHY AND HOW

There have been great resistance in university colleges in Norway concerning validation of prior learning. For students in vocational teacher education in Norway, this resistance is a great challenge. Grete Haaland is Professor in vocational pedagogy/didactics at Oslo and Akershus University College.



Grete Haaland

MULTILINGUAL DIGITAL TESTS FOR PROFESSIONAL COMPETENCES - AN IMPORTANT BUILDING BLOCK FOR VPL IN VET

Bertelsmann Stiftung together with German PES is developing tests for professional competences in 30 professions for 200.000 candidates p.a. (roll-out starting in 2017). A report on work in progress.



Dr. Martin Noack

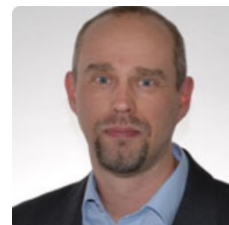
SESSION B 2: VPL IN HE, HIGHER EDUCATION

Moderator: Anne Lund | Rapporteur: Camilla Alfsen

In general, there is a strong focus on the benefit of VPL in HE but still development is needed. Validation opens alternative access routes to higher education, and allows students to progress more rapidly in their studies. The session focuses on how good VPL practices support the coherent process for the user, what works and why?

HOW TO IMPROVE THE OUTCOME OF BENEFITS FOR THE INDIVIDUAL BY FOCUSING ON EFFECTIVENESS OF THE VPL PROCEDURES?

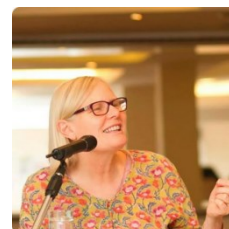
The presentation focuses on how good VPL practices support the coherent process for the user, what works and why?



Timo Halttunen
University of Turku, Finland

CLOCK: TIME FOR A CHANGE IN THE HIGHER EDUCATION LANDSCAPE

Kit-is a CPD toolkit to validate & certificate Peer2Peer Learning of higher level skills anywhere!



Denise Stanley-Chard
TULIP PEER2PEER LEARNING LTD

RECOGNITION OF PRIOR LEARNING IN HEALTH EDUCATIONS

Jeanette Lindholm Ph.d.-student



Jeanette Lindholm

RECOGNITION OF PRIOR LEARNING (RPL) FROM STUDENT'S SUBJECTIVE PERSPECTIVES

The aim of this paper is to contribute to an understanding of the experiences of recognition of prior learning as seen from students' subjective perspectives in Denmark.



Jeanette B. Leth

FROM AUTODIDACT TO HOLD A BA DEGREE BY VPL

Translation of work experience into a diploma in public administration



Anne Lund

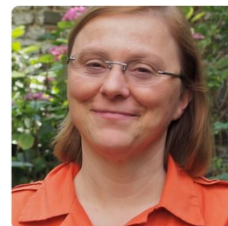
SESSION B 3: VPL IN ADULT EDUCATION AND THIRD SECTOR

Moderator: Gina Ebner | Rapporteur: Gøran Hellman

Non-formal learning has a potential to work with especially the first elements in the validation process, as raising awareness and making learning visible. Moreover learning in non-formal and informal settings have an important role to play in the whole validation process. This session focuses on opportunities and potential for the non-formal learning sector to contribute to validation.

A PRESENTATION OF THE AVA PROJECT AND PRINCIPLES FOR VALIDATION IN NON-FORMAL EDUCATION

EAEA represents non-formal adult education with 141 member organisations in 45 countries. EAEA promotes adult learning and access to and participation in non-formal adult education for all, particularly for groups currently under-represented.



Gina Ebner
General of EAEA

HOW TO IMPROVE THE OUTCOME OF BENEFITS FOR THE INDIVIDUAL BY FOCUSING ON EFFECTIVENESS OF THE VPL PROCEDURES?

How to deal with a causality of effectiveness of VPL procedures & resources and benefits for the individual when focusing on the broad and much differentiated group of disadvantaged people?



Bodil Lomholt Husted
Associate Professor

THE COMPETENCE GAME

The Competence Game and cards is an attractive tool to support articulation of and reflection over the concept and the value of key competences.

Stine Hohwü-Christensen, Development Officer, Danish Adult Education Association, DAEA and Randi Jensen, Head of Secretary, Association of Day High Schools in Denmark



Stine Hohwü-Christensen &
Randi Jensen

SESSION B 4: ORGANIZATION OF VPL AT NATIONAL, REGIONAL AND LOCAL LEVELS

Moderator: Madhu Singh | Rapporteur: Svante Sandell

EU policy & papers point at the need for member states to further develop systems and structures for VPL. How do structures, organisation and arrangements at national, regional and local correspond in order to communicate the VPL offer for the users, both the individual and the employer? Do system levels correspond – or are there fragmentation risks in terms of non-correspondence? Are roles & responsibilities clear and adequate in terms of assuring the coherence of user's VPL process and results?

MAKING VPL THE CORE MECHANISM OF A QUALITY LIFELONG LEARNING SYSTEM

The presentation aims to discuss and debate the organization of VPL at national, regional and local levels in relation to the creation of a lifelong learning system of quality.

Madhu Singh, PhD Senior Programme Specialist, UNESCO Institute for Lifelong Learning (UIL)



Madhu Singh

BUILDING A RPL PRACTITIONER NETWORK – REFLECTIONS AND CONSIDERATIONS FROM THE IRISH PERSPECTIVE

This session discusses some of the key reflections from building a RPL practitioner network in Ireland with a top down and bottom up approach for all practitioners across all sectors. Ms Deirdre Goggin (RPL/ WBL Development Officer) & Ms Josephine (Finn Lecturer Adult and Community Education).



Deirdre Goggin & Josephine Finn

INTEGRATING NON-FORMAL AND INFORMAL LEARNING IN THE EDUCATIONAL MODEL OF UNAH

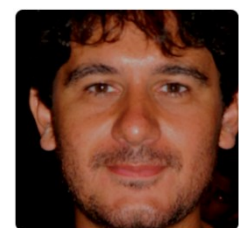
By integrating the VPL in the educational model of the National Autonomous University of Honduras -UNAH, privileging with an immaterial humanist perspective, it will achieve optimal inclusion and greater social redistributive justice of learning, knowledge, skills, competencies and capabilities. Prof.Dr. Céleo Emilio Arias Profesor and Coordinator of studies, programm and project in Academic Vice rectory of UNAH



Céleo Emilio Arias

THE COMPETENCIES CERTIFICATION SYSTEM OF THE ITALIAN REGIONS

The document in this session is a technical translation of the most relevant and detailed Italian normative (Decree of June 30th 2015) carried out by PwC linguistic and methodological experts fully involved in the design and implementation of validation services in the Italian regions.



Roberto Trainito

SESSION B 5: VPL AND TARGET GROUPS

Moderator: Kirsten Aagaard | Rapporteur: Astri Pestalozzi

Validation for integration and career development for refugees, immigrants and volunteers.

FASTER INTEGRATION OF REFUGEES INTO WORKING LIFE

How self-registration for mapping competences, career guidance and validation can contribute to faster integration.

Gina Lund General director, Skills Norway



Gina Lund

FAST TRACK TO JOB OPPORTUNITIES FOR REFUGEES

The primary purpose of "Talent Management" is to increase the supply of labor to the Danish workforce, through the ability to mobilize and utilize the skills of refugees in Denmark.

Mette Fenger, The Danish Refugee Council



Mette Fenger

VALIDATION OF VOLUNTEER EXPERIENCES

Sharing the outcomes of our European projects on recognition and validation of volunteer experiences.

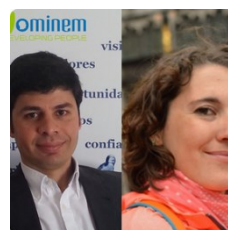
Guus Bremer trainer, coach, board member Edos Foundation



Guus Bremer

THE LEVER PROJECT: A PRACTICAL APPROACH TO VALIDATING TRANSVERSAL COMPETENCES WITHIN THE VOLUNTARY SECTOR

Yazid Isli (Education and training consultant -Partner at Hominem Challenge) & Silvia Haenen (Trainer, tutor and coordinator of EU project LEVER at LAVOPS, volunteer support centre of province Sondrio, Italy)



Yazid Isli &
Silvia Haenen

SESSION B 6: VALIDATION AND NEW TECHNOLOGIES

Moderator: Johanni Larjanko | Rapporteur: Haukur Hardarson

The use of new technologies for validation of non-formal and informal learning. This includes discussions about on-line badges, e-portfolios and other ICT issues.

VPL AND DIGITAL COMMUNITIES OF PRACTICE

VPL and digital communities of practice – possibilities of EPALE in VPL cooperation. The Nordic epale team.



OPEN BADGES OPENS DOORS

Within only a few years Open Badges has established itself as a viable, flexible, open and useful system for validating skills and competencies within a wide range of learning arenas.



MY COMPETENCEFOLDER AS A NATIONAL TOOL FOR DOCUMENTATION OF COMPETENCES IN DENMARK

The Danish National Agency for It and Learning

