VINCE – Validation for New Citizens of Europe

Francesca Uras – **eucen**

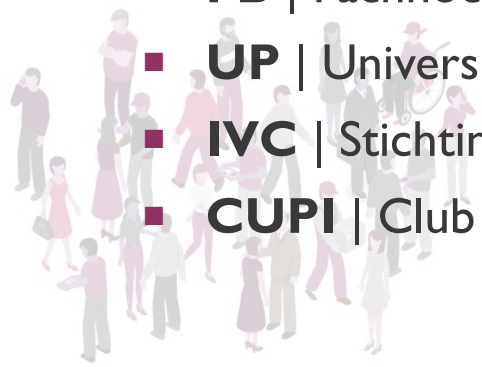Anne Kalaschek – **Fachhochschule Burgenland**

FACTS

- Starting date: **31 December 2016**

- Finishing date: **30 December 2019**

- Contractor and Coordinator: **eucen | www.eucen.eu**

- Programme: **ERASMUS+**

- Sub-programme: **Support for Policy Reform**

- Call of proposals: **EACEA-05-2016**

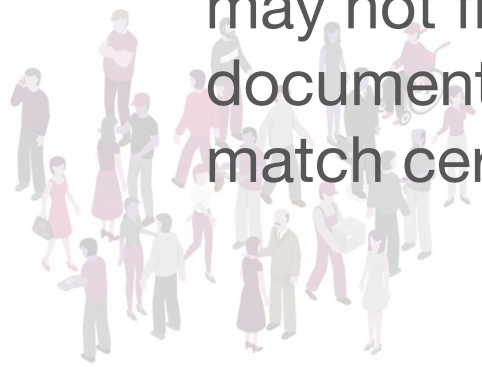- Action: **KA3 – Social inclusion through education, training and youth**

PARTNERSHIP

- **eucen** | European university continuing education network (BE) – contractor and coordinator
- **SOLIDAR** (BE)
- **UBO** | Université de Bretagne Occidentale (FR)
- **VIA** |VIA University College (DK)
- **EC-VPL** | Foundation European centre valuation prior learning (NL)
- **NOKUT** | Norwegian agency for quality assurance in education (NO)
- **DUK**| Danube university Krems (AT)
- **CPZ** | International centre for knowledge promotion (SI)
- **LMU** | Ludwig-Maximilians university (DE)
- **FB** | Fachhochschule Burgenland (AT)
- **UP** | University of Pecs (HU)
- **IVC** |Stichting international vrouwenwerk den helder (NL)
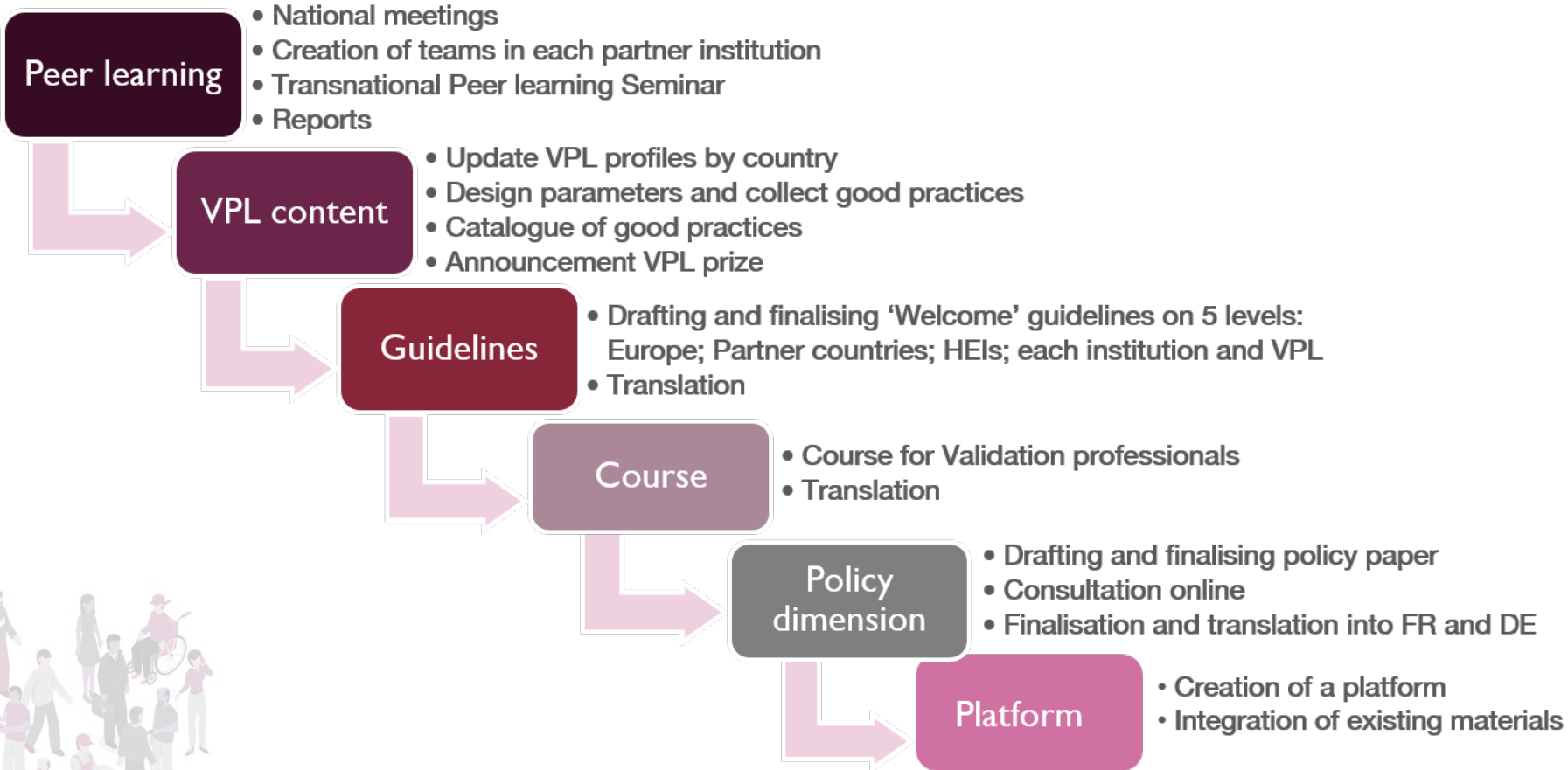- **CUPI** | Club for UNESCO of Piraeus and Islands (GR)

BACKGROUND

- The flow of **new migrants and refugees** reaching Europe is likely to continue in the coming years. The EC recognises that **education plays a crucial role** in helping migrants and refugees settle in new countries and environments. From language learning to the **recognition of qualifications**, education is part of the integration process. The newcomers face many challenges and among them are **obstacles to access the labour market or continue their studies**, frequently because their competences are not easily recognised in the host society. There are many reasons for this: their skills and knowledge may not fit into predefined bureaucratic policies and procedures, documentation is lacking, or the curriculum they followed does not match certification structures in the host country.

TIMELINE

VINCE

Management, Quality assurance, Evaluation, Dissemination and Exploitation transversally

Peer learning
- National meetings
- Creation of teams in each partner institution
- Transnational Peer learning Seminar
- Reports

VPL content
- Update VPL profiles by country
- Design parameters and collect good practices
- Catalogue of good practices
- Announcement VPL prize

Guidelines
- Drafting and finalising 'Welcome' guidelines on 5 levels: Europe; Partner countries; HEIs; each institution and VPL
- Translation

Course
- Course for Validation professionals
- Translation

Policy dimension
- Drafting and finalising policy paper
- Consultation online
- Finalisation and translation into FR and DE

Platform
- Creation of a platform
- Integration of existing materials

OUTPUTS

- Different reports

- Peer learning seminars

- VPL country profiles

- Good practices

- Guidelines at 5 different levels in different languages: Europe, Country, Higher Education, Institution, Validation

- Training course in different languages

- Policy paper with recommendations in different languages

- Interactive platform

- The VINCE VPL Award

- National and International events and presentations

- eTalks for VPL professionals

- European round table discussion with policy makers

How to get involved

Would you like to get involved? Can you bring in your experiences?

Would you like to be updated about our activities?

You can contact the project writing to **vince@eucen.eu** and request to be added to our distribution list

Would you like to become an **Associate Partner**? Let us know if you are interested and we will let you know how to proceed!

Guidelines

- Guidelines will be prepared for higher education staff to support them in welcoming newly arrived migrants/refugees

- The guidelines are aimed at welcoming these newcomers to Europe, the host country, higher education, the institution and validation

- The guidelines will be available on the VINCE platform as FAQs

- The guidelines will be translated from English into a number of different languages

- The guidelines will be integrated into a training course for validation professionals working with newly arrived migrants

Welcome to Europe

Where can **information about the EU** in general be found?

What are the **different regions** in Europe? How do they differ?

What are the **rights, responsibilities and obligations** of European citizens?

What is the European view of **human rights** (gender equality, sexual orientation, freedom of religion, etc.)?

How is **democracy** viewed in Europe and how does it work?

Where can migrants find information on **cultural differences**?

Where can information about the **labour market** be found?

What instruments are needed for **mobility within Europe**?

Can migrants **register** in one country and **apply for asylum** in another?

Welcome to this Country

What are the **main cities/universities** in this country?

What are the main **industries/sources of economic wealth** in this country?

How not to upset the locals – **culture** (history, traditions, values – models for culture).

What are the **rights, entitlements, obligations of citizens/migrants** in this country?

What is the **public transport system** like? How can people travel?

Map of **everyday issues** (e.g. chemist, social map)

How does the **health system** work? What are migrants entitled to and how can they register?

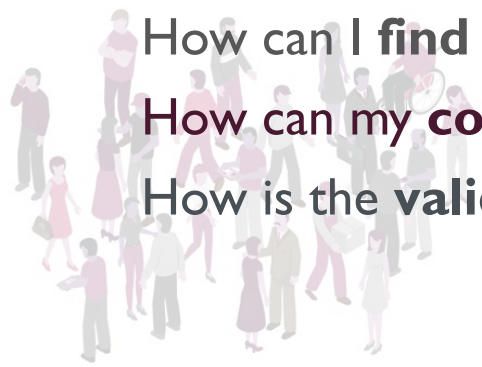How does the **education system** work in this country?

How can I learn the **local language**?

What is the **national qualification system** in this country?

How can I **find a job** in this country?

How can my **competences** be recognised?

How is the **validation of my prior learning** handled in this country?

Welcome to Higher Education

What are the **different primary, secondary and tertiary levels**? (in particular, various institutions or paths at HE level)

How does the **European system** work? (Bologna)

How do my **qualifications compare to European ones**? (Table with European High school leaving certificate, BA, MA, PhD etc. as column headings, migrant countries as row headings (e.g. Syria, Afghanistan, Iran…) and the terminology for each row matched to the column.)

How can I make my higher education qualifications **officially valid/recognised**?

What are the **general admission procedures** to higher education?

How are students supported with regards to **transport, health and funding**?
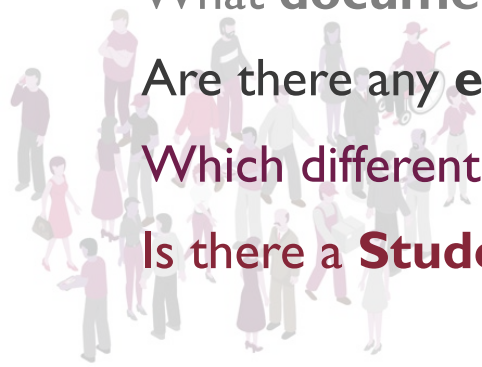
What is the system of **payment/fees**?

What **documents** are needed to enrol in higher education?

Are there any **entry restrictions** to HE?

Which different **study areas** are available?

Is there a **Student Union** and what support/services do they provide?

Welcome to this Institution (1)

Link to Institution's **website.**

Where is the institution and how to get there.

Is it compulsory to be able to speak the **local language**?

Are there courses available in languages other than the local language, e.g. **English**?

Where can **migrants find other migrants/overseas students** in similar situations at this university? Where can they meet?

Does the **International Office** provide any services specifically for migrants?

What is the **Students' Union**? What does it do?

What is the **student card** used for?

Are there any **clubs, sports facilities**, etc.?

Welcome to this Institution (2)

Are any **other migrants** already studying here?

Does the institution provide any **support for migrants with families**?

What is the **timetable** for the start of the semester, holidays, applications, etc.?

What are the **rules and regulations** of the institution?

Are there any **student fees**? How much?

Are there any **special grants or financial support** available at this institution?

Is any support available for finding **accommodation**?

Is there any **support** for students/migrants to settle in to the university?

Is the **library** available to everyone, not only students?

Welcome to Validation

What is **validation of prior learning** (VPL)?

Why is validation **important** for citizens?

Why is validation **relevant for migrants**?

Which are the main **documents** that need to be presented in the validation process?

What if the **documents** required for validation are **not available**?

Can **experience** be validated?

Examples of migrants who validated their prior learning and the outcome of this experience.

How does **guidance or coaching** work to help migrants prepare for a validation process?

A **glossary of terms** (with links) should be provided.

What is **d.i.v.e.r.s.e.** (diplomas, labour market) ?

Are there any **legal restrictions**?

Who can be **contacted** for further details?