

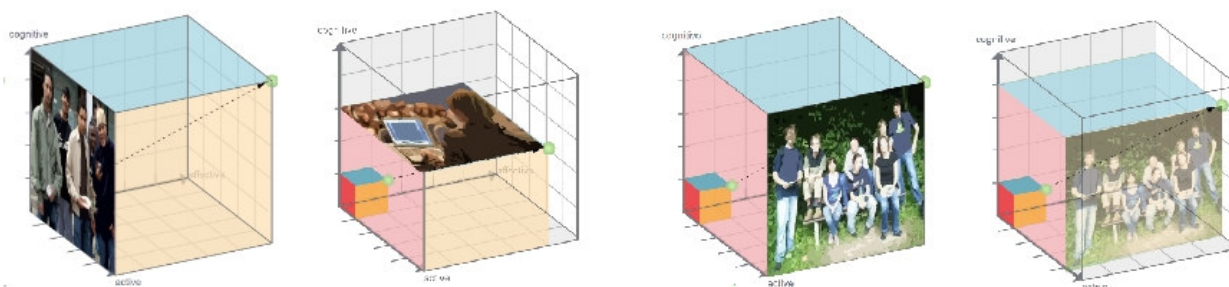
Who is VIC?

VIC stands for Validating Integration Competences of refugees and is a two-year European project funded by the Programme Erasmus+ and coordinated by the German partner DVV e.V., Deutscher Volkshochschulverband (German Adult Education Association).

The aim is to develop an approach to measure the effectiveness of the educational offers that have been put in place to ease immigrants' pathways to integration into the labour market and society in general, on the one hand, and to assess their impact on the individual integration competences of the immigrants, on the other hand.

Hence the project is focusing on the validation of integration competences and VIC is about to develop a validation system for this purpose which is based on the LEVEL5 approach.

Validation in VIC



Validation of informal and non-formal learning has been a priority for years. Validating competences is a valuable contribution to the self-assessment and further individual development of refugees and migrants. The identification and recognition of competencies acquired in different types of integration measures help refugees reflect on their competences in terms of integrating into the society and being an active citizen. It can help them become more active as they will understand what this can mean.

In addition, the individual support of the final beneficiaries provides valuable support for people who might not have any social networks. Outcomes of the validation can also be used to make existing integration measures more suitable in order to promote the integration process in an optimal way.

In VIC we will make use of the validation system LEVEL5 – a unique system to validate competences and competence developments and to create learning environments and pathways in non-formal and informal learning contexts.

Validating Integration Competences



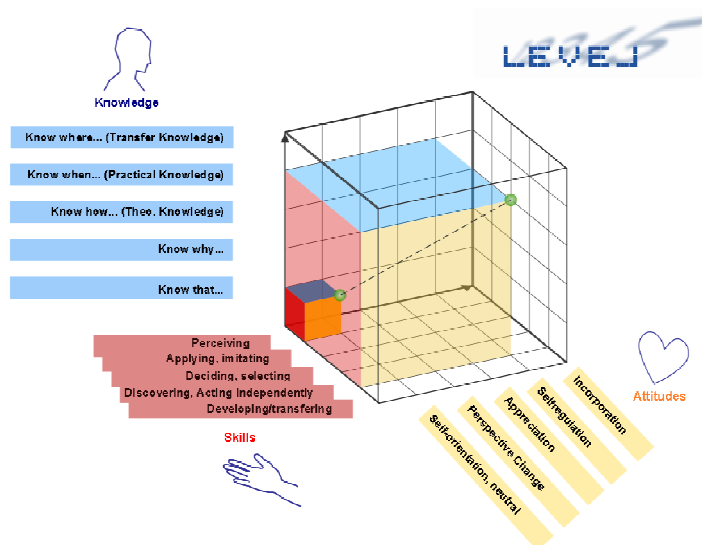
It is based on a three-dimensional model which maps the development of

- Knowledge (cognitions)
- Capabilities (skills & actions) and
- Affective competences (emotions, attitudes and values)

along five quality levels in a specific learning field.

Since the age of the enlightenment we know by the works of the Swiss pedagogue Pestalozzi that learning happens with "head, heart and hand". In recent years neurobiological (brain) research has again clearly demonstrated that the non-cognitive dimensions are of special importance for learning.

The LEVEL5 methodology is based on these notions. Consequently, the LEVEL5 system is based on a model to assess, evidence, and validate the cognitive, activity related and affective competence developments (cognition, actions, values) in informal and non-formal learning contexts. Individual or group competences are evaluated in a process-orientated way and, if desired, visualised in a three-dimensional cube model and fully documented in a specific software system.



LEVEL5 focuses on learning processes as they represent potentials, too. For this reason two assessments are foreseen: the first one at the beginning of a learning activity and the second one at a later stage after a certain period of practice. When comparing the results of the two assessments you will be able to see the extent to which a competence evolves.

The LEVEL5 cube visualises developments of knowledge, skills and attitudes on five quality levels. These levels are defined through reference systems – the core of the LEVEL5 system. A reference system describes a given competence on five levels in each competence dimension – from beginner to competent expert. These reference systems are adaptable to different target groups and learning contexts.

LEVEL5 will be one of the main elements of our VIC blended learning offer that will be available in autumn 2018.

Project Partners



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Website

www.integrationcompetence.eu