

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.

VIC Training at a glance

During the last months the VIC team has developed a blended learning programme consisting of national workshops in each partner country, e-learning modules, and the piloting phase. The e-learning course aims to introduce our concept and to support adult educators to plan, deliver and evaluate innovative integration learning activities and eventually to validate the integration competences developed in these learning offers.

The four e-learning modules provide a combination of theoretical input, learning activities and a variety of examples and practical tips on how to implement the VIC-approach in the daily work with the learners.



Module 1 “Introduction to the VIC approach” is dedicated to general questions related to integration, its contexts, challenges and benefits. It provides an overview on current policy and approaches – especially in those countries, who participate in the VIC project consortium. This module also familiarises learners with the definition of integration that forms the basis of the VIC course.

Module 2 “Competence oriented learning and validation in VIC”: The VIC approach is based on two concepts: The concepts of competence oriented learning and the validation of competence development. Competence oriented learning is based in the idea that the learners learn by experience and discovery. This concept has an impact on how learners may be educated. The second concept

is about validation of competence development as a result of a learning process. Often we are not aware of the fact that we also learn in daily situations, in moments where we have to meet new challenges in our lives. Systematic validation of this learning makes learning visible. It gives more recognition to the learning process, it reveals the learning potential of informal settings. This module introduces the two concepts and gives learners an idea about how validation of learning can take place and what benefits learners can generate from the validation of informal learning.

Module 3 “Planning and delivering learning activities based on the VIC approach” refers to the practical work on how to apply the VIC approach in the daily work as an adult educator/trainer/coach. This module is about the concrete use of the approach and on how to plan and deliver a learning activity to validate the competence development of the learners.

The units provide more detailed explanation, examples and supporting templates for the work with the LEVEL5 validation system aimed to document and visualise competence developments. The module offers a number of best practice examples and learning projects, which were carried out in other European projects on adult education.

Module 4 “Validation in existing integration programmes” is dedicated to the assessment and the documentation of the competence development and introduces the basic tools that are needed to apply LEVEL5 and it will provide some practical examples.

VIC piloting phase

Each VIC partner will involve ten or more adult educators that will take part in the national workshops and in the subsequent e-learning phase. They will then implement their newly acquired knowledge in national learning projects that will involve refugees and migrants. The purpose of the piloting phase is to verify whether the VIC approach and blended learning course actually support the adult educators to plan, deliver and evaluate innovative integration learning activities and eventually to validate the integration competences developed in these learning offers.

The piloting phase will be documented by means of national reports that each partner will set up on the basis of the feedback gathered from the involved participants.

Interested in the VIC Training?

If you are interested in taking part in the national workshops that will inaugurate the blended learning course, please address the partner organisation of your country (see list hereafter).

You can also take part in the e-learning offer if you have not attended one of the national workshops. You can enrol yourself on the platform here: <https://vic.dieberater.com/my/>

Project Partners



Coordinator
DVV International
Bonn, Germany
www.dvv-international.de



BUPNET GmbH,
Göttingen, Germany
www.bupnet.de



die Berater
Vienna, Austria
www.dieberater.com



ENAIP NET
Padova, Italy
www.enaip.net



Aristotle University of Thessaloniki
Thessaloniki, Greece
www.auth.gr/en



Eurocircle
Marseille, France
www.ec-network.net



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Website

www.integrationcompetence.eu