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Leonardo da Vinci programme

The Leonardo da Vinci programme links policy to practice in the field of vocational education and training (VET). Projects range from those giving individuals the chance to improve their competences, knowledge and skills through a period abroad, to Europe-wide co-operation between training organisations. Part of the European Commission's Lifelong Learning Programme, the programme funds a wide range of actions, notably cross-border mobility initiatives; co-operation projects to develop and spread innovation; and thematic networks. The potential beneficiaries are similarly wide – from trainees in initial vocational training, to people already in the labour market, as well as VET professionals and private or public organisations active in this field.

«Recognition of non-formal and informal learning and consolidating links between University and the labour market »

This first newsletter informs about the project VALuing experience Beyond University. This project supports University teachers and trainers working in the higher education in training and further training activities in the acquisition and use of knowledge, skills and qualifications to facilitate personal development. The project is proposing a pedagogical tool (a portfolio) and its digital development (an e-portfolio) with an online training (e-training) to allow the teachers/trainers to identify and value non formal and informal learning acquired beyond the University by their students/trainees and integrate them in their global evaluation.

Context

Thanks to the reform of the Universities all around Europe, the same common framework has been organised: Licence, Master, and Doctorate (LMD). So that the diplomas are more comparable from one country to another especially for the employers. This is a key issue to enhance mobility in Europe. Moreover, each of the countries has made an effort to express the content of the diplomas/ certificates with regards to the skills and competences acquired and their link with the labour market. The teachers/trainers would require a complementary evaluation of their students taking into account the skills and competences they require and develop outside the educational

The VAB project has a European dimension. It consists of Universities and experts in lifelong learning in 5 European countries: France (University of Evry val d'Essonne, leader of the project and *iriv conseil*, coordinator), Austria (*die Berater*), Greece (Hellenic Open University), Eire (University of Limerick) and Slovenia (University of Ljubljana).

The VAB project is a Transfer of Innovation supported within the Leonardo da Vinci programme, funded by the European Commission under the Lifelong Learning (LLL) programme.

system through their personal, social or professional experiences. Teachers/trainers know how to assess traditional knowledge of their students/trainees using a grid of evaluation based on the content of their course. They do not have any methodology nor pedagogical tool to assess non- formal and informal learning of their students/ trainees. So they are missing a lot of valuable information on the skills, competences and qualifications that would be most appropriate on the labour market. Teachers and trainers are key actors to prepare their students to the labour market and enhance their chances of professional insertion.

The expected results

The results of the VAB project are:

1- a pedagogical tool for teachers/ trainers including a portfolio and an e-portfolio to be filled by their students;
2- an e-training for teachers/ trainers including a virtual tutor;

3- a portal including a social and orientation area;
4- a network of teachers/trainers, students/trainees and councillors in professional orientation;
5- disseminating results;
6- a tool of information including newsletters,

The portfolio

A portfolio is an organised collection of materials that presents and verifies skills and knowledge acquired through experience. A portfolio might include documents such as resumes, performance appraisals, references from current and past employers, supervisors and colleagues, and photographs of completed work certified by a referee. It is of particular relevance to validating non-

formal and informal learning because it allows the individual candidate to contribute actively to the collection of evidence. The portfolio of the VAB project is a tool to identify the competences acquired by students beyond the University. It allows the teachers/trainers to evaluate these competences and integrate them on the global evaluation.

The e- portfolio

The e-portfolio integrates a single portal including special areas; it presents some useful information on the students' situation in the different countries and the progress of Bologna process.

It is a virtual facilitator with large responsive, intuitive and interpretative capacities. The user can combine text, audio, graphic and video-based presentation of information.

The e-training

It is an online training in order for teachers and trainers to use the e- portfolio. It is encouraging the cooperation between the

teachers/trainers among different countries thanks to the teleconference and the collaborative platform.

The partners

The VAB project gathers six partners in five European countries :

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The University of Evry Val Essonne- it is one of the four new Universities created in the early 1990s in France, meant to propose a more sustainable development of Higher education around Paris.

Further information: www.univ-evry.fr



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Iriv conseil the Institute for Research and Information on Volunteering (iriv) is a Research and Training Institute on Volunteering, created in 1997. iriv conseil created in 2000 is a permanent structure making studies, providing councils and organising training on volunteering and non profit sector. iriv publishes most of its works and provides information on volunteering on its web.

Further information: www.iriv.net

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die Berater, A private company founded in 1998. It offers educational seminars and training for individuals, organisations and enterprises from soft skills to languages and information technologies. Their main aims are to motivate and qualify customers to make full use of their potentials in the economy, at the labour market and their personal lives.

Further information: www.dieberater.com

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The Hellenic Open University, it is the sole Greek University that offers formal and informal adult education in both undergraduate and postgraduate levels, leading to BSc, MSc and PhD degrees as well as to lifelong Learning certificates. HOU has established in-house facilities for the development and delivery of printed and digital educational material.

Further information: www.eap.gr

In Eire



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The University of Limerick, it is an independent, internationally focused University. Its mission is to promote and advanced learning and knowledge through teaching, research and scholarship in an environment, which encourage innovation and upholds the principles of free enquiry and expression.

Further information: www.ul.ie

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The University of Ljubljana, It was founded in 1919 and ranks at the largest Slovenian University. The Department of Ethnology and Cultural Anthropology cooperates with over 20 departments in Europe and worldwide. The University is partner in many European projects.

Further information: www.Uni-lj.si/
