

## Questions from Slido.com

- How can informal career guidance be funded ?
- How do we ensure transferability of learning outcomes if the training is linked closely to employment only?
- LLL for ALL, so adults' skills and competences gained via volunteering, culture... shouldn't they be taken into account too? Aren't they missing here?
- Why do you think employers don't want to invest in education of transversal skills? (edited)
- How can we raise awareness Of VPL and access for all?
- Migrants, refugees... have not been utilizing VPL services. Why?
- Skills and competences: How about ESCO?
- How can employers support their employees if they want to go to use VPL services?
- For 'low skilled' the employer & Professional bodies may be more distant?
- Is there a role for so-called business academies in these procedures? They are owned by big companies...
- Does the formal system have the flexibility, modules, units of learning outcomes, etc., to offer learners tailored learning plans to follow up their validation?
- What is the key policy lesson you think is transferable from your national context to Europe?
- How can we facilitate involvement of labour market actors also, seeing that sometimes the E&T sector and the labour market do not cooperate well?
- What level of funding is needed - how would you estimate the total cost of VPL for one person? What is the most cost generating aspect of the process? (edited)
- Is there a need for a career education center in order to inform and guide adult learners between different education and training centers?
- VPL: in interest of the individual or the employee?
- How can authorities support lessons learned from VISKA?
- Assessment: how exactly did it work?
- The project had an emphasis on transversal skills. Were these assessed separately or together with vocational or other skills? (edited)
- Yes! Professional guidance support to start exploration but also throughout the process to facilitate the person's understanding of implications of validation.
- Will there will be a new project, maybe already started, building on your project and recommendations?

- Very good to see Norwegian model clearly indicating appropriate role for Guidance, moving to assessment- connected, but separate roles, leading to cert.
- Could you say more about identification and documentation - what methods and tools were used? What worked and didn't work?
- Are there challenges regarding confidentiality, particularly with Interpreters, data protection issues etc.?
- How do career centers get paid/ funded?
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- Should there be different standards for learning gained in the practice domain from learning gained in traditional higher education
- To what extent does the economic climate - what employers need at that time - impact on willingness/culture for validation?
- How are the Career centers funded in Norway/ Iceland? Where do you get your means ? How do counsellors get paid?
- Does the validation give access to a real official diploma or only a certificate for the acquired experience?
- Have you linked transversal skills to National Qualifications Framework in any of the conducted trials?
- Who are the validation professionals who carried out the assessment? Was the formal education and training system involved?
- After the validation (with the help of interpreters) : how can they find a job without speaking one of the official languages?
- What kind of supports do learners need in a validation process? How do you 'plan for the unforeseen'? Who is responsible for that support? Which policy maker?
- QU. For the Icelandic practice presentation: What were the main problems for learners with accessing the school system in Iceland, after the validation process?
- How can they find a job without speaking one of the official languages ?