

This report presents the results of a Peer Learning Activity, which has been prepared by the independent expert named on the cover. The report is based on a peer learning activity where policymakers and practitioners from a number of countries exchanged ideas and experiences on an issue of shared policy interest. This report reflects the opinions of the participants and does not constitute an official European Commission or ENQA-VET position.

**Peer Learning Activity on quality assurance procedures for
Recognition of Prior Learning**

Malta 17-20 November 2008.

Summary Report
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1. Summary

The European Union established a common vision and aim with the Lisbon goals: to make the European Union the most **competitive and dynamic knowledge-based economy** in the world, capable of sustainable economic growth, with more and better jobs and greater social cohesion. This strategy encompassed an **increased investment in human capital** in a lifelong learning perspective. To support the common principles frameworks have been developed, or are being developed, at European level to promote the mobility of European citizens as well as their qualifications and learning achievements and to support the achievement of the Lisbon goals. Within the field of VET a “VET package” was developed which includes the **validation of non-formal and informal learning**.

Based on the European inventory on validation 2007 and the experiences of the participants in the PLA ([see table 1 for detailed information](#)) advancement across European countries can be categorised into three main groups at different phases of progress as follows:

1. Initiation phase

These countries show a relatively low degree of support to the methods for validating informal and non-formal learning. In these countries the benefits of validation may now be acknowledged by the stakeholders involved but as yet there is little in terms of policy or practice which actually facilitates the validation of informal and non-formal learning.

2. Planning phase

These countries have recently set up a legal or policy framework for validation and are currently in the process of implementing it, or have had experience of piloting a variety of different methodologies as an outcome of which they are currently developing a national approach.

3. Implementation phase

These countries have progressed from the introduction of validation policies to the implementation of validation practices. Validation schemes and methodologies are applicable to most or all of their education systems. The majority have legal structures in place to support validation methods together with a strong policy framework.

Within the Member States represented at the PLA the present situation in relation to their education systems and the validation of informal and non-formal learning are in the main pre-determined by:

1. cultural tradition;
2. economic situation;
3. approaches and tradition connected to formal learning;
4. legislation and
5. standing of institutes within the countries.

The outcome of the PLA is 2 major and 6 minor recommendations ([see Table 2](#)) based on the knowledge and experiences of the participants.

MAJOR RECOMENDATIONS

- 1. Special attention at the system planning phase to**
 - a. Financial planning (development and operation).
 - b. Building up a trusting social environment for PLA.
 - c. Inclusion of the RPL (recognition of prior learning) system in the full context of the national education system, and the ongoing national and European development (credit systems, EQF and NQF etc.).
 - d. Role(s) of the industry and service sector in the RPL system with special attention to multinational companies with matured company training systems.
 - e. Involvement of all of the social partners.
- 2. Establish and operate a monitoring system to**
 - a. Collect feedback from the service providers, individuals/learners, employers and other social partners.
 - b. Establish common indicators to support measuring the effectiveness/efficiency of RPL at system level.

MINOR RECOMENDATIONS

1. Ensure legislation is non conflicting (Act of Adult Education, VET, HS and UNI, Accreditation etc.).
2. Ensure the transparency of the national standards/labour market education sector.
3. Train the trainers (assessors, counsellors, credit tutors etc.).
4. Recognition of non/informal learning in VET at higher level.
5. Improve the benchmarking activities at system level; select the adequate benchmarking partner (phases, approaches, regional).
6. Establish an accreditation system to become a service provider.

2. Prior Learning Recognition in Europe

The European Union established a common vision and aim with the Lisbon goals: to make the European Union the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, with more and better jobs and greater social cohesion.

This strategy encompassed an increased investment in human capital in a lifelong learning perspective. Several common principles including frameworks have been developed, or are being developed at European level to promote the mobility of European citizens as well as recognition of their qualifications and learning achievements and to support the achievement of the Lisbon goals with the objective of strengthening European cooperation and improving transparency, recognition and quality assurance in all sectors of education and training.

The main elements of the follow-up to the Copenhagen Declaration were:

1. the development of a single framework for transparency;
2. the development of a European credit transfer system for VET together with common reference levels for VET and common principles for certification;
- 3. the development of common principles for the validation of non-formal and informal learning;**
4. promoting cooperation in quality assurance with a particular focus on exchange of models and methods together with common criteria and principles for quality in vocational education and training;
5. increased support for the development of qualifications and competences at sectoral level.

In the area of transparency and credit transfer systems frameworks were established and partly implemented (EUROPASS, ECTS - European Credit Transfer System for higher education) and in relation to VET the ECVET (European Credit system for Vocational Education and Training) and the EQF (European Qualifications Framework). Transparency of qualifications and recognition of learning outcomes is supported by these tools that help learners transfer credits gained during learning periods in their own country or abroad.

Europass has been implemented in 32 countries. A first external evaluation conducted in 2007 concluded that the Europass initiative achieves its objectives as a mobility tool for citizens and enables them have their competences and qualifications recognised and valued in learning contexts and the labour market.

ECTS makes teaching and learning more transparent and facilitates the recognition of studies in formal, non-formal and informal context. ECTS is used across Europe for credit transfer (student mobility) and credit accumulation (learning paths towards a degree).

The Recommendation of the European Parliament and Council to establish a European credit system for vocational education and training (ECVET) as a methodological framework that can be used to describe qualifications in terms of units of learning outcomes with associated points, with a view to transferring and accumulating learning outcomes. ECVET aims at facilitating European mobility in VET and access to lifelong learning for young and adult learners. It supports the learners while building individual learning pathways leading to qualifications. It provides a common methodological framework based on units of learning

outcomes to facilitate transfer of credits between qualifications and VET systems. The system, recommended to be implemented by Member States by 2012, is a voluntary framework to equate qualifications in terms of units of learning outcomes. Each of these units will be associated with a certain number of ECVET points developed on the basis of common European standards.

The *Recommendation on the European Qualifications Framework for lifelong learning (2008)* invites Member States to equate their qualifications systems to the EQF by 2010, and to refer all new qualification certificates, diplomas and Europass documents by 2012 to the appropriate EQF level. EQF is a common European reference framework which links countries' qualifications systems, acting as a translation device, to make qualifications more transferrable and recognised across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and facilitate their lifelong learning. More and more European countries are developing and implementing national qualifications frameworks (NQF) which are closely, although not exclusively, related to EQF.

One of the challenges for qualifications frameworks at European and/or national level is whether they will be able to operate as instruments for integration, making it possible to create learning pathways across education and training sectors and building on learning outcomes acquired in non-formal and informal settings, including the workplace.

Member States are interested in developing overarching frameworks to incorporate qualifications that represent learning outcomes acquired in different learning and educational settings, for example school, work, higher education and adult learning. These new frameworks are often linked to lifelong learning strategies and intended as a tool to enable recognition of open informal learning, or experience. That is why the European Education Council has agreed on a set of common **European principles for identification and validation of non-formal and informal learning**. The European principles were designed to strengthen the comparability and transparency of validation approaches and methods across national boundaries. The European principles were adopted by the European Council in May 2004. These principles are based on the following agreements:

1. Validation must be voluntary.
2. Equal access and fair treatment should be guaranteed.
3. The privacy of individuals should be respected.
4. Stakeholders should establish, in accordance with their rights, responsibilities and competences, systems and approaches for the identification and validation of non-formal and informal learning.
5. Systems should contain mechanism for guidance and counselling of individuals.
6. **Systems** should be underpinned by **quality assurance**.
7. The **processes, procedures** and criteria for validation must be fair, transparent and underpinned by **quality assurance**.
8. Systems should respect the legitimate interests of stakeholders and seek a balanced participation
9. Systems and approaches for the identification and validation of non-formal and informal learning should respect the legitimate interests and ensure a balanced participation by the relevant stakeholders.

The development of validation processes and methodologies are at different stages within European countries, some with validation processes in place while others are at the developmental stage of their processes. The emergence of national qualifications frameworks combined with a shift towards learning outcomes appears to act as a catalyst

for further development of validation, not least in countries where activity has been limited until now.

Several European initiatives are in place to support the national development of validation of non-formal and informal learning:

1. A European inventory on validation of non-formal and informal learning has been set up to support implementation of the common principles and to promote mutual learning between European countries.
2. As an outcome of peer learning activities on effective practices in validation processes (Brussels, January 2007 and Paris, July 2007), a set of European Guidelines for the validation of non-formal and informal learning were developed. These guidelines provide a reference point and checklist which enables the development of validation methods and systems, by building on experience of peers from across Europe. Each country and stakeholder will decide whether they want to use these guidelines, their value and status will be entirely based on the ability to capture existing experience and communicate good practice.
3. Conference on Valuing Learning in November, 2007. The main summary points from this conference represent a current European view of the validation process for non-formal and informal learning. Conference delegates agreed that:
 - a. individuals (learners) are central to the validation process (and therefore should be involved in dialogue about the process, together with self assessment, reflection, self realisation and they should receive guidance as necessary);
 - b. it is necessary to create systems in which the results of validation are transferable to the formal qualifications system if desired by learners;
 - c. the shift to learning outcomes based approaches within curricula and qualifications systems is facilitates the introduction of validation and the use of common standards within the formal recognition system;
 - d. there is a clear link between validation procedures and the introduction of outcomes based qualifications frameworks;
 - e. validation can be used for both formative and summative purposes;
 - f. since validation requires personal information certain ethical principles should be respected and data should be protected;
 - g. successful assessment methodologies usually combine several techniques but the use of portfolios often has a central role;
 - h. the quality assurance of validation procedures is key for creation of mutual trust and credibility;
 - i. there is a need for better data on the financial implications of validation procedures and especially cost - benefit analysis;
 - j. some countries have difficulty in developing a sustainable large scale system of validation of non-formal and informal learning which builds on and goes beyond project-based practice;
 - k. guidance and training for those who manage and carry out the validation process are essential for the professionalism of practitioners, communities of practice, and transparency of the validation processes.

3. Background information on the PLA

This report of the Peer learning activity summarises the presentations and discussion by experts and participants during the activity.

The Peer learning activity on the issue of “**Recognition of Prior Learning**” was held on 17-20th November 2008 in Malta, hosted by: MALTA QUALIFICATIONS COUNCIL Ministry of Education, Culture, Youth and Sport. In addition to the host country, a further ten peer countries participated in the meeting – CYPRUS, CZECH REPUBLIC, ESTONIA, GERMANY, ITALY, LITHUANIA, NETHERLANDS, ROMANIA, SPAIN and SWEDEN (see figure 1)– most of these were represented by official experts. The meeting was supported by an independent Hungarian expert.



Figure 1
The represented countries

The meeting followed the prescribed ENQA-VET peer learning process. A preliminary questionnaire was developed and sent to the participants (see Annex 1.) The questionnaire was based on the ENQA-VET standard questionnaire structure, which follows the CQAF model. The analysis by the expert also follows this structure. The programme of the PLA (see Annex 2) covered the presentations by Maltese officials and several practical visits to profit oriented and non-profit organisations to observe their practices in the field of internal training and recognition of learning outcomes.

Expectations of the participants based on the preliminary questionnaire

The expectations were:

1. to gain further knowledge of validation and quality assurance in different European countries in general and Malta in particular;
2. to share different approaches on the solution to similar problems and learn from each other;
3. a more rapid organisational learning;
4. increase the amount of confidence of peer organisation in relation to previous activities;
5. clarify the role of the national authorities in quality assurance of the whole system/structure;
6. clarity on quality assurance processes in relation to standards used (in education and the labour market) for validation/recognition; how these were developed and by whom.

4. Results of the PLA

4.1 Limitation

The results of the PLA are limited. Several countries – with relevant experiences and results in the field of prior learning recognition for example France and the UK - did not participate in the PLA. The results of the PLA are based on the knowledge and national experiences of those participating in the activity.

4.2 The present situation in the participant countries

The result of the preliminary questionnaire affirms the results of previous research (*see European Inventory on Validation of Informal and Non-formal Learning 2007 Update, CEDEFOP*). The participant countries can be divided into 3 groups (*see Table 1*).

Attributes	Initiation phase	Planning phase	Implementation phase
Policies	No policies.	Partly available.	Policies are developed and implemented.
Legislation	No legislation	Partly available.	Legislation is developed and implemented.
National system for prior learning validation / recognition	The system is not developed, and not implemented. The NQF is not developed/under development.	System development just started – including NQF - based on the experiences of previous pilot projects, and with the involvement of the social partners. Some elements of system are available for the individuals.	The system is developed – including NQF - and at least partly implemented The service is accessible for the individuals. The initiation phase was generally 2-3 years which was followed a 2-3 years development phase, and a 1-2 years implementation phase.

Attributes	Initiation phase	Planning phase	Implementation phase
Professional approach	There are no selected approaches.	In some countries the system is closely connected to the formal education/VET system (rather summative approach with some elements of normative approach). Other countries have applied different approaches; the recognition system is not linked directly to the formal education and recognition system (rather normative approach and a pathway to the formal qualification system). The recognition systems which are connected to the formal education systems are more paper oriented then the people oriented systems which have more attention to the people development, and not linked directly to the formal education systems.	

Attributes	Initiation phase	Planning phase	Implementation phase
Quality Assurance	There are not specified and applied quality assurance processes and methods.	There are not specified and applied quality assurance processes and methods during the planning and implementation, but involvement of the social partners is common. The results of the pilot projects are used during the planning. The applied methods are not selected. Quality indicators are not established yet. The assessment and evaluation of the validation system is not a question yet. A national body is established/being establishment.	During the planning involvement of the social partners is common. The applied planning approach - top-down / bottom-up – depends on the national characteristics. Generally measurable indicators are not established. There is no information about the financial planning. The implementation was planned, but measurable goals and targets are not established. In the qualification system the standards are generally outcome based. The service is available for the citizens through service providers. The applied methods depend on the decision of the service providers. In several countries the legislation defines the requirement for the service provider/qualified personal. The control of the service provider is country specific. In some countries the local and sectoral authorities have the right to control of the service providers. There is no detailed information about the results of the control. The monitoring system is not planned and rather based on individual cases then systematically collected data and information. In a few countries the assessment and evaluation of the validation framework and practice has been done. Based on the results, some modifications were applied. A national body has/is being established.

Attributes	Initiation phase	Planning phase	Implementation phase
Financial effectiveness and indicators			There is no financial information.

Table 1

Situation – validation of prior learning in the represented countries

Although the participant countries are at different stages of practical implementation, the situation is changing annually. It is envisaged that the development of NQFs will support and enhance the development and implementation the validation of informal and non-formal learning.

National challenges based on the preliminary questionnaire

The national challenges give a forecast for the near future. The following national challenges were highlighted by the participants.

1. Creation of a structured and common approach to Prior Learning Recognition at system level.
2. Adapting of school organisations to the dynamics of workplace.
3. Maintaining interest in validation. The need for financial support to maintain interest in further developing and implementing methods.
4. Appointing a national authority and allocating a substantial budget to support development and implementation.
5. Recognition of vocational competencies.
6. Addressing the issue of financing the RPL process on the system level is necessary.
7. Provide the labour market with newly trained employees, facilitate ongoing staff qualification upgrading.
8. The growing diversity of learners.
9. Society is rapidly ageing.
10. Train the immigrants.
11. The main challenges for the Prior Learning Recognition process are to meet the needs of a knowledge economy and to take advantage of the opportunities offered by the validation of formal and non formal learning, considering validation as a vector for new developments in educational policies and as a tool for developing competences.
12. Lack of a national system of competences standards.
13. The need to respond to the different expectations of different stakeholders involved and match their interests by provision of clear benefits in respect of the personal and economic investment in the processes.
14. Achieve effective coordination between the existing public and private services and networks, in addition to their active involvement in the processes, optimise their existing resources. as an outcome of which the information and guidance services for acting in an integrated and accessible manner will be recognised.
15. Incorporate sufficient quality mechanisms to ensure the procedure is valid and accepted in the job market, training systems and society in general. One of the aspects to be highlighted is achieving the reliable and objective evaluation of skills without excessive investment of time and costs.
16. Achieve an economically viable and smooth procedure. It is necessary to be able to estimate the number of people who involve themselves in a process of this type, considering the different sectors in addition to the costs that the procedure would entail. The sources of financing and providing an effective and efficient response to demand are amongst the challenges identified.

17. Introduce a “programme” of evaluation and recognition of prior learning. This “programme” (recognition of prior learning) will act in tandem with academic education rather than replacing it.
18. Create a balanced market place that is an equal level playing field for supply and demand and competitive pricing.

4.3 Terminology

Although the CEDEFOP has defined a terminology in respect of validation of non-formal and informal learning, it cannot be stated that the participants of this PLA use a common terminology. In some countries “accreditation” is used in place of “validation” accreditation meaning the recognition phase while other countries use “validation” for the recognition phase. For the duration of the PLA definitions in respect of the different terminologies were agreed and used. At European level a common and applied terminology would be an advantage.

4.4 The validation process

The three main phases of the validation process of non-formal and informal learning are:

1. identification,
2. assessment and
3. recognition.

Although the focus of the PLA was on the recognition phase of the validation process it was agreed that the identification and assessment phases preceding the formal recognition have a very critical impact on the overall process. The quality of the validation process depends on how the identification and assessment phases are managed, as a consequence during discussions at the PLA the whole validation process was discussed.

Ensuring the quality of identification and assessment process phases expressed in terms of the European principles (transparency, validity, reliability and credibility) requires careful consideration to select or develop applied methods.

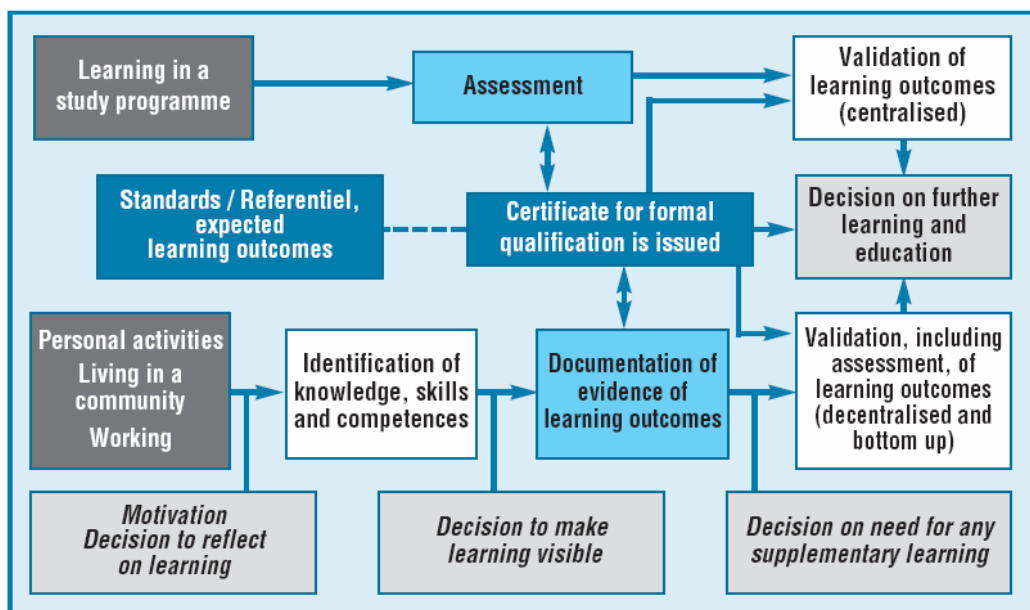
The validation processes in the participants’ countries have two clearly diverse outcomes. In some countries there is a complete validation process leading to a formal certificate or qualification, in other countries the identification and assessment is the goal and is not linked directly to any formal recognition (certification) process. These elements of validation processes are referred to using different terms in countries, for example competence assessment or competence measurement, skills tests, etc.

The above methods of the validation process represent **formative** and **summative** approaches to validation. Theoretically the purpose of summative assessments is to generate a statement on learning achieved and is related to the formalisation and certification of learning outcomes as a result of which summative assessment is regularly linked to and integrated into institutions and bodies authorised to award qualifications.

The purpose of **formative** assessment is to enable learners to extend their learning. It provides feedback to the learning process or learning curve and supports personal and/or organisational improvement.

Within the participants’ countries the validation process contains elements of both **-formative** and **summative** - approaches, or at least there is a pathway from the formative approach to the summative approach, by the acceptance the formative report (*see Figure 2*). In several

countries the focus of national policies on validation is to open up qualifications systems to learning outcomes acquired outside the formal systems, which is rather a summative approach.



Source: created by Jens Bjørnåvold and Mike Coles.

Figure 2 Different processes and stages of valuing learning outcomes

Figure 2 shows stages of validation process – both formal and non-formal cases - and the connection between formal and non-formal systems. Figure 2 also indicates that validation processes for informal and non-formal learning is more complex then the validation process of formal learning.

4.5 Quality assurance

It is apparent that more complex processes have more quality assurance aspects. The PLA highlighted two aspects:

1. Identification of knowledge, skills and competences.
2. Pathway to formal validation system.

1. Identification of knowledge, skills and competences

The selection of the applied methods for identification of knowledge, skills and competences is the responsibility of the service providers. The participants mentioned several methods (test and examinations, observation, self-declaration, portfolio – which in itself is a mix of methods) for the identification, which are applied in their countries. The portfolio method was mentioned by several participants as a central element in their validation systems. The portfolio is an important method for making learning visible, for formative as well as summative purposes. The effective usage of the portfolio method requires **qualified, experienced personnel** (tutoring, counselling). **The accessibility of the appropriate personnel is a key issue of the service quality.** Generally the national legislation defines the requirements of personnel or service providers. In some countries an accreditation system has been implemented for the service providers, however a monitoring system of the service providers and the collection of feedback is not planned and implemented

systematically. In a few countries the monitoring system is linked to school inspection, though a relevant number of the service providers are outside of the formal education system.

2. Pathway to formal validation system

Although the validation process for non-formal and informal learning is more complex than the formal learning validation process, it is essential for status and trust that the summative elements of the validation are based on the same standards which apply in the formal system (*see Figure 2*). The usage of common standards¹ provides consistency and comparability of outcomes of the two different assessment and validation approaches. The definition and interpretation of these standards establishes common reference points between both validation processes. Qualifications and validation of non-formal and informal learning relates to two main logical categories of the standards; occupational and education-training standards. If validation of non-formal and informal learning becomes an integral part of qualifications systems the operation according to the same standards as the validation of formal learning process is a must. This creates a problem in validation of non-formal and informal learning relating to the education training standards. These standards are designed specifically for the formal education and training system. The main issue is whether these standards are developed and defined through specifying teaching input or learning outcomes, reflecting a competence-orientation. The validation process of non-formal and informal learning can lean on competence-based standards which were developed based on learning outcomes. That is why the development and implementation of the NQF has major impact to validation of non-formal and informal learning.

4.6 Recommendations from the PLA

The PLA made several recommendations based on the knowledge and experiences of the participants. Before presenting the recommendations we have to mention the differences between the member states. The present situation in the education system and the validation of informal, non-formal learning are generally pre-determined by:

1. cultural tradition,
2. economic situation,
3. approaches and tradition relating to formal learning,
4. legislation and
5. standing of institutes within the countries.

Table 2 outlines the major recommendations. The minor recommendations are listed below the table.

¹ Assessment, validation and certification standards could mention also.

Recommendation	Elements of the recommendation	Notes
<p style="text-align: center;">Special attention at the system planning phase to</p>	<p>financial planning (development and operation);</p>	<p>The planning phase should cover a financial planning also. The development, implementation and operation phases have different type costs and duration. The planned financial goals and target and the planned financial controlling system support the further evaluation of the implementation and operation.</p>
	<p>build up a trusted social environment for RPL (Recognition of Prior Learning);</p>	<p>Concerning to the aim of the European Union makes extensive use of validation of informal and non-formal learning is essential. To achieve this goal a trustful environment has to build up by every country. The transparency of the development process, the involvement of the interested parties, the effort to create a national consensus, the open and wide communication, the planned monitoring and evaluating process can support the achievement of this goal.</p>
	<p>put the RPL system into a full context of the national education system, and the ongoing national and European development (credit systems, EQF and NQF etc.);</p>	<p>The RPL is a part of the national qualification system. During the planning phase all aspects and connections to the formal education system (EQF/NQF, occupational and educational standards, credit systems, pathways to formal education, formative and summative approach etc.) should be taken into consideration. The national education and qualification system should match the European guidelines and frameworks especially the VET package</p>
<p style="text-align: center;">Establish and operate a monitoring system to</p>	<p>the role(s) of the industry and service sector in the RPL system, special attention to multinational companies with matured company training system; involve all of the social partners.</p>	<p>The service and industry sectors spent huge amount of money to develop their human capital. The major national and multinational organisations have relevant experiences and matured company training systems. They also have important expectations in the field of PLA: The involvement of the representatives of the three sectors (education, profit oriented, third sector) creates the possibility of a national consensus which is necessary for the effective operation and the trustful environment.</p>
	<p>collect feedback from the service providers, individuals/learners, employers and other social partners; establish common indicators to support measuring the effectiveness/efficiency of RPL at system level.</p>	<p>An open, acknowledged, extended and effective feedback collection system can support the assessment, evaluation and further improvement of the national systems. At the planning phase to establish relevant indicators - national and European level – and setting the targets provide towards a relevant monitoring system which is necessary to measure the effectiveness/efficiency of RPL at system level.</p>

Table 2 Major recommendation of the PLA

MINOR recommendations

Minor recommendations from the PLA are:

1. Ensure legislation is non conflicting (Act of Adult Education, VET, HS and UNI, Accreditation etc.).
2. Ensure the transparency of the national standards/labour market education sector.
3. Train the trainers (assessors, counsellors, credit tutors etc.).
4. Recognition of non/informal learning in VET at higher level.
5. Improve the benchmarking activities at system level, select the adequate benchmarking partner (phases, approaches, regional).
6. Establish an accreditation system to become a service provider.

5. List of Annexes

- A. Preliminary questionnaire
- B. Programme
- C. List of participants
- D. Frameworks for the validation of informal and non-formal learning in Malta (presentation by Dr. James Calleja Chief Executive, Malta Qualifications Council)
- E. Accreditation of Prior Learning & Trade Testing (presentation by Joseph Cutajar, Senior Manager, Employment & Training Corporation, Training Services Division).
- F. Recognising Informal and Non-Formal Learning for Life-Long Learning & Career Path (presentation by Michelle Fenech Seguna and Daniela Mifsud, Westin Dragonara)
- G. Prior Learning Recognition, summary of the questionnaires (presentation by Gábor Tunkli)
- H. APL in the Netherlands (presentation by Karin van der Sanden, senior Manager Kenniscentrum EVC)
- I. Recommendations for policy making at national and European level (presentation by Gábor Tunkli)

6. Bibliography

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