

## QUALITY ASSURANCE AND RECOGNISING INFORMAL AND NON-FORMAL LEARNING

<p>1. What quality assurance arrangements are in place for the recognition of non-formal and informal learning in the organisations in your group? How is the quality of the process of recognition assured? If none yet, what plans do they have?</p>	<p>The quality assurance of the recognition of learning has to be included in the general quality assurance system of the organisation. Adult education institutes are developing quality assurance systems for themselves in Finland. The process has been started in the field of vocational adult and higher education and is not progressing very rapidly. The EFQM is implied by vocational adult education institutes and by some of non-formal adult education institutes but the majority of the non-formal AE institutes have not really taken up the issue as yet.</p>
<p>2. What quality assurance arrangements are in place in relation to the specific tool(s) that you have tested? How is the quality of the specific procedure assured? If this is different in each organisation, please explain briefly</p>	<p>University of Lapland/Recognition and accreditation of prior learning of handicraft in teacher's degree: The professor responsible for the subject/study entity ensures the quality of the recognition of prior learning.</p> <p>JAKK Vocational Adult Education Centre and Workers' Educational Association/ : the authenticity of portfolio, learning diary, and Euro-CV is verified by interviewing the candidate.</p> <p>FAEA/recommendation of active citizenship studies: teacher and tutor training</p> <p>Youth Academy/Recreational Study Book: the young person decides what she/he wants to have evaluated or accredited. The recognition of non-formal or informal learning is always based on the voluntariness of the young person and the recognising organisation from the point of view of the Study Book.</p>
<p>3. In the light of your work in Refine, what do you think are the key features of a quality assurance arrangement for the recognition of non-formal and informal learning?</p>	<ul style="list-style-type: none"> <li>• the transparency of all arrangements and documents</li> <li>• mutually agreed forms of documentation</li> <li>• face-to-face evaluation</li> <li>• vocabulary and concepts of recognition shared across the sectors of education, third sector and labour market</li> <li>• a general familiarity across institutes and actors in different sectors</li> </ul>
<p>4. What do you think is the most effective kind of quality assurance arrangement for recognition of non-formal and informal learning?</p>	<p>No single arrangement is enough, see above.</p>
<p>5. Any other comments about quality in the recognition of non-formal and informal learning?</p>	