

## Laboratory testing of tools for the recognition of non-formal and informal learning

### An overview of testing carried out

A number of existing European tools were tested to see how useful they are or could be in a process of recognition of non-formal and informal learning; in addition some countries tested and developed additional tools that might be useful beyond the national borders. In all countries involved in the project the testing was done in a range of institutions involving learners and candidates and their teachers/trainers: universities, vocational training schools, adult education centres, voluntary sector organisations, and youth organisations. The definition of adult education and vocational training is somewhat slippery. There are organisations that describe themselves as adult education but what they offer is clearly vocational training; there are other organisations that describe themselves as vocational training but they offer what in other countries would be called adult education; there are some organisations that describe themselves as adult education but the learners often use the courses as a vocational training activity. This is not a clearly defined area of work in one country and is even more complex when a number of European countries are involved as is the case in this project. We have therefore chosen to use the classification that the organisations themselves have identified. In those countries where 'real' recognition is not yet possible within the legal framework (Lithuania, Greece, Romania), the organisations worked with 'real learners' who were 'potential candidates' (i.e. they may have been candidates if such arrangements had been available to them).

### Tools tested by country, sector, and tool (number of candidates in brackets)

<b>England and Wales</b> Common Principles tested with a wide range of stakeholders: users, providers and monitors
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<b>Norway</b> Criteria for granting exemptions from higher education programmes
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<b>Scotland:</b> Principles and key features of RPL – consultation process with a wide range of stakeholders
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<b>Czech Republic</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
Portfolio	Chamber of Commerce (5)	World of Education (6)	Business School Ostrava (5)	Intermundi (4)

<b>Finland</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
EURO CV	JAKK (6)	WEA (4)		
Portfolio +	JAKK (6)	KSL (7)	University of Lapland (2)	Youth Academy (4)
Active Citizenship		FAEA(ALKIO 26 groups)		

<b>France</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
EURO CV			UBO (2) CUCES, Nancy (6)	Francas (3) Croix Rouge Française (6)
European Language Portfolio (ELP)	AFPA (8)		UBO (3) CUCES (1)	
Guidelines for Advice/ Guidance	AFPA (WG)		Université de Bretagne Occidentale	
Portfolio				FIEEA

<b>Greece</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
EuroCV	Ergon Kek (20)		Uof Ioannina (37)	

<b>Italy</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
EURO CV	CNOS-FAP (5) ASVI (4)		LUMSA (4) Scuola IAD (4)	ACLI (4) CCS (4) CEIS (4)
Diploma Supplement	CNOS-FAP (4) ASVI (1)		LUMSA (4) Scuola IAD (4)	ACLI (4) CCS (1) CEIS (4)

<b>Lithuania</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
EURO CV	Kaunas Chamber of Commerce (5)	Kaunas Region Educational Centre (5)	Kaunas University of Technology (5)	

<b>Portugal</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
ELP	Cenforaz (5) AIDA (5)			APCC (5)
EURO CV	Cenforaz (5) AIDA (5)		University of Aveiro (5)	APCC (5)
Certificate Supplement	AIDA (5)			

<b>Romania</b>	Vocational Training	Adult Education	Universities	Youth / NGOs
ELP		Prosper (4)	University of Timisoara (6)	
DIALANG		FIATEST (5)		
Expert Computer Passport		ANUP (6)		