

	Recognition of non-formal and informal skills Scientific Paper publications of the Federal Institute for Vocational Training, Bonn		
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Target group <input type="radio"/> Teacher / trainer <input type="radio"/> Counsellor <input type="radio"/> Social worker <input type="radio"/> Youth worker <input type="radio"/> future employer <input checked="" type="radio"/> other: politicians, scientists	Type of best practice <input type="radio"/> initiative <input type="radio"/> campaign <input type="radio"/> project <input type="radio"/> website only <input type="radio"/> programme <input type="radio"/> model <input type="radio"/> training <input type="radio"/> learning material <input checked="" type="radio"/> other: discussion paper		Experiences <input checked="" type="radio"/> available for more than 5 years <input type="radio"/> available for less than 5 years <input type="radio"/> pilot phase / testing <input type="radio"/> in development <input type="radio"/> other: n.a.
Summary: This report to the Board of the BIBB has been prepared to assist the players in vocational training in the discussion about the inclusion of the results of non-formal and informal learning in the German Qualifications Framework for Lifelong Learning (DQR). To this end, essential ideas, concepts and terms relating to the recognition of non-formal and informal learning are briefly presented. The main objective of the report is <ul style="list-style-type: none"> - to provide an understanding and a conceptual clarification on the recognition of non-formal and informal learning, reflecting the state of international and national discussion, recommendations and procedures; - to provide a documentation of examples from neighboring countries, - to provide suggestions for further discussion in Germany, - to stimulate innovation, and - to take a critical look at the steps of further work. 			
			
Description: The report targets the following questions (among others): <ul style="list-style-type: none"> - What is the importance of non-formal and informal learning in the EQF, the ECEVET and other EU recommendations? - What is the understanding and use of non-formal and informal learning at EU level? - What is the understanding in Germany? - What are the specific legal frameworks for the promotion of non-formal and informal learning and the recognition of its results in the EU Member States? - Which institutions currently accept the recognition of non-formal and informally acquired competences? - Are there already approaches or concepts for allocating non-formal and informally acquired competencies to the EQF? - How can non-formal and informally acquired competences be assigned to the DQR? - How can it be ensured that they fulfill the requirements described in the DQR as well as comparable formal qualifications? 			

