

	<b>Recognition of non-formal and informal skills</b> <b>Scientific Paper</b>  <b>publications of the Federal Institute for Vocational Training, Bonn</b>		
<b>Original language:</b> German	<b>Country:</b> Germany	<b>Source:</b> BIBB – Bundesinstitut für Berufsbildung	<b>Link:</b> <a href="https://www.bibb.de/veroeffentlichen/de/publication/show/id/6258">https://www.bibb.de/veroeffentlichen/de/publication/show/id/6258</a> (access date: Feb 9th, 2017)
<b>Target group</b> <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	<b>Type of best practice</b> <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		<b>Experiences</b> <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.
<b>Summary:</b>  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"> <li>- 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;</li> <li>- to provide a documentation of examples from neighboring countries,</li> <li>- to provide suggestions for further discussion in Germany,</li> <li>- to stimulate innovation, and</li> <li>- to take a critical look at the steps of further work.</li> </ul>			
			
<b>Description:</b>  The report targets the following questions (among others): <ul style="list-style-type: none"> <li>- What is the importance of non-formal and informal learning in the EQF, the ECEVET and other EU recommendations?</li> <li>- What is the understanding and use of non-formal and informal learning at EU level?</li> <li>- What is the understanding in Germany?</li> <li>- 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?</li> <li>- Which institutions currently accept the recognition of non-formal and informally acquired competences?</li> <li>- Are there already approaches or concepts for allocating non-formal and informally acquired competencies to the EQF?</li> <li>- How can non-formal and informally acquired competences be assigned to the DQR?</li> <li>- How can it be ensured that they fulfill the requirements described in the DQR as well as comparable formal qualifications?</li> </ul>			

