

Competences that have been acquired in different contexts are made visible, identified, assessed and accepted: a formal recognition is granted.

VALIDATION
OF PRIOR
LEARNING

Liberal
adult education
certificate
as a tool for
validation

The NVL
national working
group for
validation of
prior learning,
Finland

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1

Introduction

Validation, the process of identifying and recognising prior learning, seeks to offer an individual the opportunity to have one's competences recognised irrespective of how, where or when the learning has taken place. In this process, competences that have been acquired in different contexts are made visible, identified, assessed and accepted: a formal recognition is granted. In education and training, competences are recognised in connection with qualification requirements (e.g. qualification units) or study programme, whereas in working life validation may lead to a pay raise or more demanding responsibilities. In civic engagements, recognition may result in new, more interesting tasks, a position with more responsibility or general respect. In all cases, recognition will contribute to improved self-confidence and increased motivation.

This report, and the recommendation within, aim at development of the documentation practices of learning in liberal adult education. The goal is also to offer support in developing the validation practices in the non-formal

sector. The purpose is to bring forward some elements that will improve the chances of using liberal adult education certificates as a means of recognition in other forms of education. The report also includes basic information of the developmental steps taken in validation of prior learning in Finland.

The idea for the recommendation came up and was implemented by the NVL national working group for validation of prior learning. The members of the working group present various sectors of adult education: **Pirkko Sartoneva** (NVL), **Timo Halttunen** (Brahea Centre, University of Turku), **Anni Karttunen** (Centre for International Mobility CIMO), **Maija-Leena Kemppi** (Salpaus Further Education Regional Consortium), **Johanna Niemi** (National Board of Education), **Nanna Wilhelmsson** (Helsinki Diakonia College), **Johanni Larjanko** (Bildningsalliansen), **Marjaana Mäkelä** (Haaga-Helia University of Applied Sciences), and **Leena Saloheimo** (Finnish Adult Education Association), the latter being the author of this report.

2

Validation of prior learning in education and the qualifications system

Following the European and Finnish lifelong learning strategies, all competences acquired by an individual during the course of his/her life should be included in the official learning outcomes that constitute formal education.¹ In Europe and Finland, development initiatives have been taking place since the 1990s. The European Commission follows and reports on the developments in European countries. Some new practices have been created in Finland², too, to go alongside the competence-based qualification system that was once so progressive. A competence-based qualification is taken by demonstrating the proficiency required for the qualification primarily in authentic production and service situations at work. Studying is not required for taking the competence-based qualification;

it is possible to have attained the competences in practical work.³

The Finnish Ministry of Education and Culture report from 2004 states that identification and recognition of prior learning make it possible to transfer and accept learning outcomes attained in different contexts. By identifying competences, an individual's learning outcomes can be documented and made visible. Identification does not result in certification, but it can serve as the basis for formal recognition. Recognition is based on the assessment of an individual's competences and learning outcomes, and a certificate or a formal qualification may be granted as a result.⁴ In Finland, it is stipulated by law that an individual is entitled to have his/her previously attained competence recognized as a part of a qualification.

¹ *E.g. Ministry of Education 1997*

² *European Commission 2014*

³ *Finnish National Board of Education (www.oph.fi/nayttotutkinnot)*

⁴ *Ministry of Education 2004*

When the competences of an individual are made transparent and systematically recognized, it is possible to utilise one's competences in a wider and more expedient manner to benefit the individual, working life and the whole society. This will serve the needs of an individual learner and support social integration into working life and the society. It will enhance an individual's employment prospects and overall development as well as use of human resources with regard to social and financial questions in connection to civil society.⁵

Non-formal learning takes place in structured situations that have, in addition to other goals, a learning goal. The participants have a learning intention. *Informal learning* is associated to all human activities in which there are goals other than learning, and learning takes place as a side product of the activity. In 2012, the Council of Europe issued a recommendation on the validation of non-formal and informal learning⁶ and, in 2015, CEDEFOP published the second edition of the European guidelines to support the implementation of the recommendation.⁷



Non-formal and informal learning still often go unnoticed.

According to the recommendation, the individual should always be in the center of the validation process and one of the objectives could also be increasing motivation for lifelong learning and promoting self-confidence.

The process of identification and recognition of prior learning in higher education⁸ institutions is a set of practices which enable to take advantage of competences attained outside formal education and to integrate them into higher education studies. The goal is to establish flexible European practices that would contribute to taking full advantage of all learning. This would support the mobility of students and workforce in Europe.

In Finland, there is an ongoing project preparing a major reform in vocational education and training that will come into effect from the beginning of 2018. The reform will include merging all vocational education and training into a single system for all target groups, both youth and adult learners, and as a part of this, the competence-based qualification will be introduced as the only method of taking a qual-

⁵ *Ibid.*

⁶ *The Council Recommendation 2012*

⁷ *CEDEFOP 2015*

⁸ *AHOT korkeakouluissa (Validation of prior learning in Higher Education)*

ification. One of the goals is to prevent having to study the same things multiple times. In the new system, the method how the competences are gained is irrelevant, only the learning outcomes and the level of competences matter. The methods of identifying competences and personalisation will become central tools.⁹

In 2008–2009, a working group of the Finnish Ministry of Education and Culture prepared the National Framework for Qualifications and Other Learning¹⁰ based on the European Qualifications Framework (EQF). In the national framework, the competence requirements (learning outcomes) for the Finnish qualifications are described in terms of knowledge, skills and competences, thus complying with the criteria agreed upon in Europe. The competence requirements of national qualifications are placed on eight levels based on the level descriptions of the EQF. In the framework, validation of prior learning has been primarily incorporated in the included qualifications. The working group stated that in the future the progress should move from a qualifications framework towards a competence framework. The first goal, however, is to review the large study modules of various administrative sectors that fall outside the qualifications system but are widely taken and

have sets of competence clusters determined by a competent body.

The focus in the development of validation of prior learning has remained in qualifications and education. Non-formal and informal learning still often go unnoticed and they continue not to be identified or incorporated in the studies. This issue concerns methodology, knowledge and attitudes. So far, the experiences gained from validation of non-formal and informal learning in studies or when taking a competence-based qualification, have not been very encouraging.

There is also a very topical and urgent need to develop appropriate methods for validating the immigrants' competences. In case their prior learning is properly identified and in case their prior learning and existing competences are taken into consideration when planning their studies, their paths to the labour market, to further studies and to fully integrated members of the society can be significantly shortened. Validation of prior learning will become an increasingly important part of the integration process. In case the individual has no school reports or qualification certificates, appropriate methods for the identification of the results of non-formal and informal learning will be necessary.

⁹ Riihimäki 2016

¹⁰ Ministry of Education 2009

3

Validation of prior learning in liberal adult education

Liberal adult education in Finland is organised by adult education centres, folk high schools, summer universities, sports institutes and educational associations' study centres in Finland. Majority of the education and training provided in liberal adult education is non-formal training, i.e. it does not lead to a formal qualification. The Act on Liberal Adult Education in Finland sets the general outlines for the goals of liberal adult education and regulates the state-allocated funding of the institutions as well as matters pertaining to the quality and qualifications of staff. Both education provision and participation in education are non-mandatory. The institutions of liberal adult education independently decide on the goals, contents and methods of studies they select. The activities take a number of different forms and they are based on local, regional or a community's educational needs.

Nearly one million people participate in liberal adult education in Finland annually.

Validation of prior learning has not grown to be an important aspect of liberal adult education, because it usually is not formal education, i.e. attaining a qualification is not the goal. From the perspective of liberal adult education, one should concentrate on how the competence generated in the course of the studies is validated elsewhere; in formal education, the job market, and the civil society. This is a relevant question regarding the "consumer responsibility" of both the institutions and the whole sector. How can the competences of an individual, who has studied in a liberal adult education institution, be validated when he/she is in a situation of taking a new qualification? How can liberal adult education organisations support and

” Creating and promoting commensurable practices is another important aspect of promoting validation.

contribute to the validation of competences gained through non-formal learning, when the recognition is carried out in other sectors of education or working life?

The Finnish Adult Education Association analysed the recognition of liberal adult education studies in formal education in 2003 (Määttä 2003). According to the report, the most typical situation of recognition was transferring credits gained from liberal adult education studies to initial vocational training or their recognition in a competence-based qualification. Credit transfers were most successful for studies that belong to the existing systems of identification (Open University studies, language tests and computer driving licenses). In many cases, working practices between liberal adult education and secondary education were based on personal relationships and mutual trust between teachers. What was considered problematic was the lack of common rules, both at the own educational institution and, in particular, the receiving institution. Also

the attitude of the receiving institution was seen as a problem.

Määttä concluded that developing internal quality assurance mechanisms linked with identification and documentation of learning outcomes in liberal adult education institutions have an important role. Creating and promoting commensurable practices is another important aspect of promoting validation (common certificate templates, definition of the contents of a study credit etc.) Even though the organisers of liberal adult education want to leave room for self-development studies that are not goal oriented, it is possible to develop validation procedures by documenting the curricula and giving out certificates that indicate learning outcomes. (Määttä 2003.)

The report stated, inter alia, that there is considerable fluctuation in the requirement levels of education: there are courses that start from the basics, but, at the same time, there are highly specialised studies and those that re-

quire extensive command of the subject. The student sets his/her own goals: some consider the studies as a hobby, others want to use their skills at work or in civic engagements, whereas some hope that the studies will be useful in further education. In terms of validation and credit transfer, it is essential to have the liberal adult education institutions provide detailed descriptions on the contents of the subject/theme in the curricula or course descriptions, the scope of the course and, if possible, the level (beginner, intermediate, fifth year, etc.). Furthermore, the report states that a significant part of the liberal adult education studies could form modules or units for the purposes of other types of education.

The longer programmes in folk high schools and sports institutes correspond to vocational training or general upper secondary education courses/subjects/study modules in scale.

The Finnish national framework for qualifications and other learning¹¹ does not recognise the competences gained in liberal adult education. Some liberal adult education institutions are using the framework as a tool in defining the level of competence that their education provides. Hence, it is possible to compare competences produced by their education on a more general level.

4

Development of validation in liberal adult education

Validation of prior learning has not had an integral role in the development of liberal adult education in the 2010s, whereas higher education institutions have been developing validation systems. However, folk high schools have taken steps in order to develop common certification. Many different types of liberal adult education institutions have carried out curriculum development activities and made efforts to improve the quality of instruction, which in turn can improve the preconditions for validation.

Understanding of the validation process and methodology has grown since the above-mentioned reports were published. The attention is no longer on transferring credits; instead, validation can take place in a broader frame-

work which enables different validation methods and uses.

A new tool for making competences visible is the virtual Open Badge -system. Organisations can set up their own competence badges and create the sets of criteria on which the badges are granted. For the organisation, the competence badge is a new way of bringing forward the contents of education and providing information of their own activities. For the individual, the competence badge is a form of indicating competence to others: potential employers, partners or representatives of educational institutions. It also contributes to one's self-confidence and motivation to further learning. (Rouselle 2013.) This goes well with the goals of liberal adult education.

The competence badge is a great tool for validation of prior learning for competences gained in liberal adult education or associations. There are several projects developing the implementation of competence badges.

In 2015, the Nordic Network for Adult Learning (NVL) expert working group produced a report that addresses the significance of adults' key competencies from a societal viewpoint as well as the role of liberal adult education in the development and validation of key competences. The key competences of liberal adult education include learning and personal development competences, democratic competences and responsibility, cooperation and diversity competences, creativity and innovation competences, choice or priority competences, organisational competences, management and self-management competences. It is possible for the individual to identify one's own competences. When the individual becomes aware of his/her competences



The certificate practices of liberal adult education institutions differ significantly.

and is able to demonstrate them, he/she will also be able to better use it in new contexts. The working group states that liberal adult education does possess specific potential for supporting the first steps of the validation process: as one becomes aware of one's competences, they can be made visible and expressed in words.

A certificate may have functions that support both the identification of individual competence and the visibility of the educational organisation. The certificate practices of liberal adult education institutions differ significantly; some only issue certificates of participation with general description of contents, while others give out very individual and detailed certificates, including competence assessments. This report concerns the understandability of study certificates in liberal adult education and their credibility when read by professionals from other forms of education for the purpose of competence recognition.

5

Liberal adult education institutions' certificate practices

Adult education centres

There are a total of 188 adult education centres in Finland. There are activities in each municipality and usually the instruction is available in different fields. The course selection changes in accordance with local needs and changes in society. Typically, it includes courses in arts, handicrafts and music; languages and literature, cookery, sports and IT studies as well as social studies. The liberal adult education courses are usually for one term or a shorter period of time and they are made up of weekly classes of a few hours at a time. Furthermore, Open University studies and optional courses for general upper secondary education may be available. Adult education centres also organise basic education in arts, including music, dance, creative writing, performing arts (circus and drama) and visual arts (architecture, audiovisual art, fine arts and handicrafts). Some adult

education centres offer integration education for immigrants. Ca. 640,000 people participate in studies in adult education centres annually.

Adult education centres provide non-formal course certificates mostly on student request. For basic education in the arts and the different special courses/certified courses (stewards, first aid, occupational safety card, hygiene passport, etc.), a certificate is issued automatically.

There are some certificate requests. Often the request is made by a young person who is applying to a school. In some cases, points have been credited for recreational courses of a certain length. A certificate can also be used to apply for credits in one's own school (e.g. upper secondary school, vocational training institution or a university of applied sciences). Some request for a certificate when applying for a job. Some employers encourage their

employees to develop their language skills, etc., and in such cases a certificate has been requested for the employer.

A Hellewi data management system that is used at most adult education centres contains certificate templates for their use. A common practice is to export the data directly from Hellewi to the adult education centre's template.

The contents of the certificate vary, but usually the certificate contains the name and dates of the classes, duration of studies in hours and participation rate (in how many classes the student has been present). At some adult education centres, a more specific description of the class is included.

Information provided by:

Elina Vesalainen, the Finnish Association of Adult Education Centres

Folk high schools

Folk high schools are national and regional boarding schools. Their total number is 88. Most of the students are young adults. Folk high schools organise study programmes that last an academic year and also shorter study modules and courses. They are full-time studies. Most studies are general education courses for self-development, such as languages, arts and communications. Some folk high schools also

offer vocational education and training, comprehensive school Year 10 (extra year), comprehensive and upper secondary school studies and education for immigrants. Approximately 6,000 students take part in the programmes annually.

Most of the folk high school students have the goal of continuing their studies in formal education in vocational training institutions, universities of applied sciences or universities.

The students are granted certificates of their folk high school studies. The form and contents of the certificate are different at each institution.

At the beginning of 2013, the Decree on student admissions in initial vocational training (registry number: OKM 4/2013) entered into force. According to its Paragraph 9, completing a one-year programme at a folk high school grants an applicant six (6) additional points when applying for initial vocational training. A one-year programme at a folk high school is defined as follows: *The student has completed a folk high school programme of at least 28 student weeks following the curriculum and has been granted a certificate for this.*

By definition, each folk high school should have a curriculum for the folk high school programmes and a certificate must be issued for completing the programme. A working group lead by The Finnish Folk High School Association has been working towards a joint

curriculum recommendation and certificate template for the folk high schools. They will be integrated in the folk high school quality recommendation.

The curriculum recommendation addresses the values and goals of the folk high school studies, the curriculum process, guidance and assessment.

The certificate template has been developed keeping in mind the identification and recognition of studies in the stage of applying for further studies or a job. The working group continues to discuss the ways of making the competence-based approach visible in the study card attached to the certificate template.

*Information provided by: Tytti Pantsar,
The Finnish Folk High School Association*

Summer universities

Summer universities offer Open University studies, continuing vocational training and other types of self-development training: languages and arts and culture studies. Summer universities also organise University of the Third Age activities. Summer universities are local institutions; there are a total of 20 summer universities that operate in 130 localities.

Summer university students are always granted a certificate of their studies (excluding open lectures).

*Information provided by: Mika Nirvi, the
Association of Summer Universities in Finland*

Study centres

Study centres arrange studies for volunteers and people involved in NGO activities together with the associations in the area of their operation. There are 11 study centres in Finland, and their operations are managed by non-governmental organisations, political parties and trade unions. Every year, over 350,000 people participate in training provided by study centres.

There are different certificate practices that depend on the study centre and type of training in question. Certificates of completion and certificates of participation can be issued for the study modules. The student may, for example, be granted a certificate for a long course; or training completed on employer's initiative or training that is arranged with labour market organisations and taken during working hours. Sometimes, a recommendation for the number of study credits is indicated on the certificate.

The OK study centre (now Sivis Study Centre) is an ideologically neutral institution with dozens

of major non-governmental member organisations. The study centre has sought to improve the quality and transparency of educational planning. They have used a learning outcomes approach in their study modules and courses, so that other types of education providers can use them for validation purposes. Online material has been prepared for this purpose (<http://ostu.ok-opintokeskus.fi/etusivu>). Educational planning contains, for example, categorisation of training into sets of competencies and providing a core matter analysis, measurement and description. Each completed study module is evaluated and certificates, with attachments, are granted to those who complete it. Attachments to the certificate typically include information about the organiser and a description of the study module.

The formula of study credit ratings is sometimes recorded together with information of the organising institution (e.g. 1 cr equals 27 hours of work by a student) or the EQF level is explained. The description of the study module includes all basic information regarding the study module, thus supplementing the certificate.

The Sivis study centre can also issue a certificate on competences attained by informal learning. Usually this involves supervised activities, such as volunteering, and the certificate is granted by an organisation. The recipient of the competence certificate is expected to use a service such as ePortfolio to document and describe his/her competences.

Liikunnan koulutuskeskukset

(Urheiluopistot)

The national and local sports training centres organise both liberal adult education training and initial and further vocational training in sports. There are 14 institutes. Liberal adult education training is organised largely as weekend courses.

Some sports institutes grant certificates automatically for liberal adult education students, some on request; there are different practices. Liberal adult education studies taken at a sports institute, such as the basic course in sports instruction (4 months) or other kind of involvement in the field can be credited in formal education. Liberal adult education can be recognised in the optional studies in vocational training. Recognition of skills and competences constitutes a part of personalization in the Finnish competence-based qualifications (IVET and CVET).

In the competence-based qualification system, previous studies and other types of learning (non-formal and informal) are recognized and taken into consideration when making the individual study plan for preparatory training.

*Information provided by: Alekski Valta,
Association of Sports Institutes of Finland*

6

Reviewing certificates from the perspective of validation

The NVL national working group for validation of prior learning, with representatives from all forms of Finnish adult education, reviewed the study certificates used in the liberal adult education institutions in Finland. A few examples of the certificates are included in the attachments of the recommendation. The members of the group reviewed the certificates from the perspective of validation of prior learning: what and how the certificate tells about the competences of its recipient. It was concluded that there are huge differences between the liberal adult education institutions.

Some certificates come relatively close to a wording that would be useful in the validation process and it is apparent that the possibility of competence identification has been considered in their development. Some of the certificates, however, are not useful at

all in this respect; they have been designed for other purposes.

In liberal adult education institutions, the use of certificates of participation is an established practice. A student is issued one on request. Many of the reviewed certificates presented this certificate type. In their simplest form, the certificate indicates that the recipient has taken part in a course in a certain field, at a certain time organised by an institution by a certain name. The members of the team considered that it is important to make a distinction between participation and completion in the certificate in some way, as mere participation is not a proof of competence development. A certificate of participation does not qualify as a means of validation. The recommendation that is introduced in the next chapter is relevant to liberal adult education certificates.

” The best possible option would be to indicate the contents of the training in terms of learning outcomes.

Having just a fancy course name is often not enough; information about the subject or a broader set of knowledge and skills description is required. If not, it might be hard for the person reviewing the certificate to identify the possible area of learning. Some certificates indicated the headers of the study modules and the number of hours of instruction as an indication of their scale; this gives some idea for evaluating the level of acquired competence, even though they do leave plenty of room for speculation. If study credits or competence credits are used, they must be defined on the certificate.

Many of the certificates included descriptions of the contents of the studies, but the team found that descriptions in a language better suited for marketing purposes should not be used in certificates. The best possible option would be to indicate the contents of the training in terms of learning outcomes. It was not common to indicate the level of studies or level of competence in liberal adult education, but this practice has increased over the past few years, thus significantly benefitting the validation process. Some of the institutions

take advantage of the competence level descriptions in the national framework for qualifications and other learning or, for example, the European validation tools available for language learning.

There was little information regarding the instruction or learning methods in the certificates. Such information as the ratio of instruction vs. independent work is of interest for the assessment of competence. Those involved in the validation process are also interested in the way the possible assessment has been carried out and if the student has had an active role in the process. Some certificates included a scale of assessment, but no information about the method.

Other forms of education are not at all familiar with liberal adult education institutions and their different forms. Including a brief description of the issuing institution could improve the usability and reliability of the certificate in the validation process, as could information regarding the level of the teacher's education or competence.

7

Recommendation

The NVL national working group for validation of prior learning produced a recommendation that set the goal of making the information included in liberal adult education certificates more understandable, transparent and descriptive when the intention of the certificate is to facilitate validation on other educational sectors. The recommendation also improves the understandability of liberal adult education certificates in working life and the society as a whole. The team recommends that there should be a distinction between necessary, minimum level of information and the information that facilitates validation of prior learning. The group furthermore stated that it is not possible or necessary to include all important information on a certificate template; instead it can be provided in the certificate attachments.

CERTIFICATE	Minimum level of information	Information required for validation of competence	Comments
Student	name, ID number		
Institution	name, contact information	brief description of the institution and/or educational sector person in charge/ contact person	
Period of study	time, duration of studies		
Teacher information		name education title	
Theme of study/ Subject	name		
Study module	name		
Study components	titles		
Scope of the training	number of hours of instruction	in study credits in competence credits	
Level of studies / competence		description of level	For example, linked to the level of the national qualifications framework; the general language tests or the levels of European language passport.
Goals and contents of the studies		description	Competence-based. Theme and short description of the sets of competences of new knowledge and skills. No unnecessary information or marketing language.
Method of training		Face to face, distance learning, study visits, traineeship, etc. ratio between independent work and studies	
Assessment		grade, outcome, grading scale, method of assessment (e.g. student's role in assessment)	
Appendices		Further information in the appendices	Some of the information required in the validation process (recognition) can be presented as an appendix of the certificate.



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Attachments

1.
ATTACHMENT:
Course template,
adult education
centre

2.
ATTACHMENT:
Folk high school
certificate

3.
ATTACHMENT:
Certificate of study,
language
certificate, summer
university



Helsingfors arbis

COURSE CERTIFICATE

(Name of student)

has participated in the course

(Name of course)

at Helsinki Swedish Adult Education Centre during (dd.mm.yy – dd.mm.yy)

The course comprised of (x number) lessons.
The course participant participated in (x number) lessons.

The course covered the following topics

Helsinki _____

Course instructor

Principal of Centre

Helsinki Swedish Adult Education Centre Dagmarinkatu 3 • Helsinki Swedish Adult Education Centre
East Stoa, Turunlinnantie 1 Tel. 09 310 494 94 • Fax 09 310 494 95 • E-mail: kansliet@arbis.hel.fi
Mail: Helsinki Swedish Adult Education Centre • P.O. Box 5200 • 00099 City of Helsinki

www.hel.fi/arbis

FOLK HIGH SCHOOL CERTIFICATE

Jane Doe

123456-7890

Band programme

Period of study 2 Sept 2013–23 May 2014

Scope of the training 875 hours, 33 credits

Get the band ready for stage	150 hrs/6 credits	passed
Making songs and audio processing	225 hrs/9 credits	passed
Get live alive	225 hrs/9 credits	passed
PR package project	150 hrs/6 credits	passed
Personal instruction	75 hrs/3 credits	passed

Date

Signature

Name in print

Principal

A folk high school certificate can be granted for the completion of a folk high school programme of at least 28 student weeks following the curriculum (Ministry of Education and Culture Decree 4/2013).

Folk high school is an institution managed by X, as indicated in Section 2 of the Act on Liberal Adult Education (registry number 632/1998).

CERTIFICATE

XXXX

has participated in

ADVANCED COURSE, LEVEL III, ITALIAN LANGUAGE

2 Sep–2 Dec 2013

and passed the final exam of the course with the grade **X** (scale of 1–5).

The goal after completing this course was for the student to understand general texts, understand and know how to use most important expressions and structures, to be able to communicate in everyday situations and talk about himself/herself and his/her wishes and plans and be able to understand speech and text about everyday events, with the help of the command of basic grammar and the most important vocabulary.

The course included plenty of assignments on structures, with the focus on verbs in particular. The grammar studies included the past forms of the subjunctive, the passive, indicative and the consistency of the tenses of the subjunctive (*concordanza dei tempi*), conjunctives and non-finite structures (gerund, present and past participle). Texts about current topics were read and analysed on the course. In reading, the most important goal was to understand the contents and broaden vocabulary. The themes included, for example, the following: school system, working life, films, opera and theatre, religions, beliefs and ideologies and equality and migration.

The course is at level B1 of the European framework. The course comprised 45 hours of class work, completed by independent work. The teacher was

In Tampere, on 24 January 2014,
The Summer University of Tampere
/The Association of the Summer University of Tampere

Rector



www.nvl.org

Validation