



## BIBLIOGRAPHY - ESTONIA

Research is very useful for feeding debates and developments on APEL. Some most important examples:

1. Murakas, R., Lepik, A., Dsiss, H., et al. 2007. Interruption of university studies and possibilities for resumption. Overview of the research "New Beginning". (*Ülikooliõpingute katkemine ja taasalustamise võimalused. Ülevaade uuringu UUS ALGUS tulemustest.*) Tartu. ISBN 978-9949-11-736-9

The book provides an overview of a study exploring the issues related to the interruption of studies, re-entering the education system and the recognition of prior and experiential learning. The study was conducted within the sub-project "The Development and Implementation of Accreditation of Prior and Experiential Learning (APEL)" of the European Social Fund project "Enhancing the Competition Capacity of University Graduates Through the Development of the Quality of Study Activities" (the LÜKKA project). The survey, conducted by mail and by Internet, included 446 people who had interrupted their university studies. In addition to giving a general overview, the study focuses on special features characterising the former students of the four public institutions of higher education in Estonia. Due to research methodology, the answers tend to be characteristic of those ex-students who are interested in the survey topic and who intend to resume their studies, or have considered doing so – in other words, the target group of the APEL project.

2. Murakas, R., Lepik, A., Saluveer, A., et al. 2008. TAKE or LEAVE: Interruption of studies and resumption and accreditation prior and experiential learning. In "QUO VADIS; Estonian Higher Education?" (*VÕTA või JÄTA: Õpingute katkemine ja taasalustamine ning varasemate õpingute ja töökogemuse arvestamine. Kogumikus QUO VADIS; EESTI KÕRGHARIDUS?*) Tartu Ülikooli kirjastus. ISBN 978-9949-11-827-4

Three studies were conducted within the sub-project "The Development and Implementation of Accreditation of Prior and Experiential Learning (APEL)" of the European Social Fund project "Enhancing the Competition Capacity of University Graduates Through the Development of the Quality of Study Activities" (the LÜKKA project). This article gives an overview and compares opinions and experience in APEL in three different target groups – students, graduates, and those who have interrupted their studies.

3. Peebo, A.-L., Järva, J., 2009. Accreditation of Prior and Experiential Learning in Partner Institutions 2008. (*Varasemate õpingute ja töökogemuse arvestamine partnerkõrgkoolides 2008*) Programme Primus. [http://primus.archimedes.ee/sites/default/files/vota/VOTA\\_kaardistus\\_2008.pdf](http://primus.archimedes.ee/sites/default/files/vota/VOTA_kaardistus_2008.pdf)
4. Statistics about counselling and assessment of APEL in HE in 2009. Programme Primus. [http://primus.archimedes.ee/sites/default/files/vota/V%C3%95TA\\_statistika\\_2009\\_koond.pdf](http://primus.archimedes.ee/sites/default/files/vota/V%C3%95TA_statistika_2009_koond.pdf)

5. Plaks, P., 2010 Accreditation of Prior and Experiential Learning in Europe. (*Varasemate õpingute ja töökogemuse arvestamine Euroopas*). Programme Primus.  
<http://primus.archimedes.ee/sites/default/files/vota/V%C3%95TA%20rahvusvaheline%20kaardistus.pdf>
6. Self-assessment of non-formal adult education institutions 2006, 2009.  
Materials on 2006 are in Estonian language on [www.vabaharidus.ee](http://www.vabaharidus.ee); 2009 conclusion is in process.
7. Within the framework of the ESF programme 'Substantive Development of Vocational Education 2008-2013', the experience of vocational education institutions in the implementation of APEL was mapped in spring 2010.

8.

This research intended to explore how successfully the implementation was progressing, what aspects education institutions perceived positively, what they found problematic and where they saw scope for improvement and development. The questionnaire was sent to 48 vocational education institutions, of which 44 responded.

The results of the research can be considered positive in every way, since the predominant majority (40) of vocational education institutions have acquired experience in implementing the APEL programme and have created the necessary procedures and application documents.

\* **Important point:** The mapping revealed the following weakness: although APEL has been there for several years, the institutions mostly concentrate on taking account of study results and are extremely cautious with acknowledging professional experience. The reasons are simple enough: it is much more difficult for both assessors and applicants to assess previous professional experience.