



Evaluation and Recognition Non-Formally Acquired Competences in the Context of Work- Based Learning

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Life-long Learning in the Context of Increasing the Participation of Adult in Labour market

- During the last two decades, increasing emphasis has been placed by policy-makers, employers and individuals alike, on the positive role of human capital in promoting economic prosperity and social inclusion. There has also been a presumption that continual skill formation (one aspect of lifelong learning) will become increasingly important for those who are already in the labour market, if the skill needs of employers are to be adequately met. Despite the rhetoric around lifelong learning however, most of the research emphasis in this field has been on the acquisition of human capital by the young. This focus on the education, qualifications and training of the young has largely been driven by lack of data on the learning experiences of adults (The Youth Guarantee)

<http://ec.europa.eu/social>

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- From the 20th century (1980's) the concept of lifelong learning appeared in many important documents of a such political organizations as the Council of Europe, the Organization for Economic Cooperation and Development, the United Nations Educational, Scientific and Cultural Organization. In 1996, the Organization for Economic Cooperation and Development (OECD) passed the “Lifelong Learning for All Memorandum” and the concept of lifelong learning improved a social and political role in strengthening civil and cohesive society, a new approach to human resource development and unemployment The European Parliament and the Council have declared 1996 year as the European Year of Lifelong Learning. The Lisbon Strategy and its subsequent documents (Commission of the European Communities document Making a European Area of Lifelong Learning a Reality, (21.11.2001)) identify lifelong learning as an important factor in building the knowledge society.


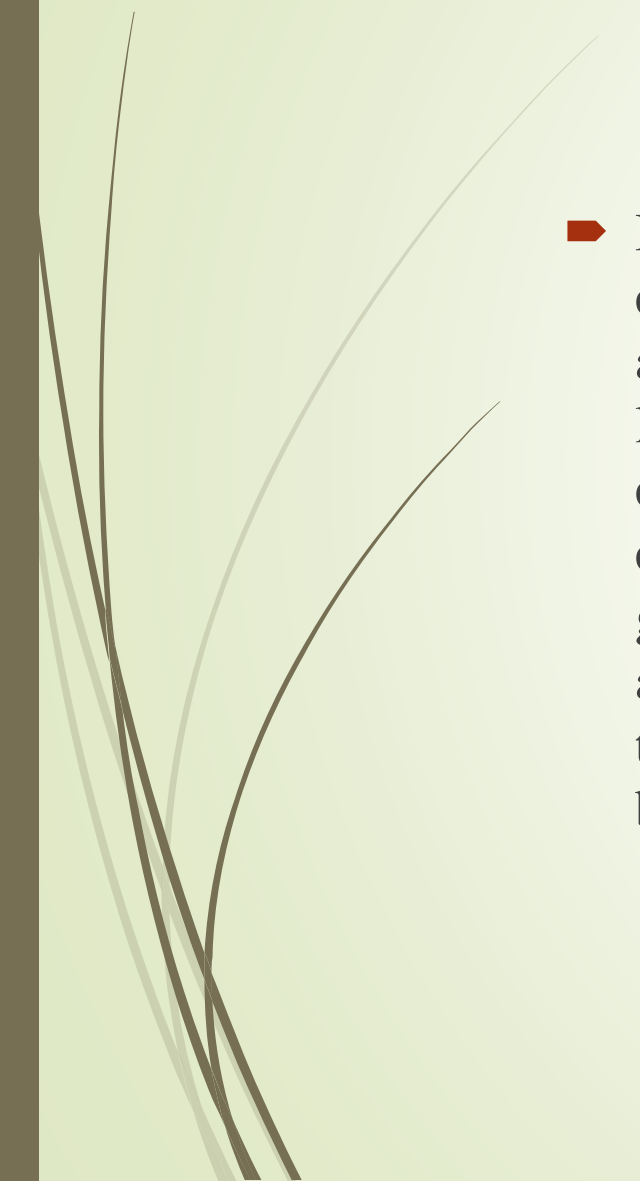
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- Globalisation, digitalisation and technological developments are leading to new types of jobs and changes in the skills needed for existing jobs. More than 40% of European workers have reported seeing substantial restructuring or reorganisation in their current work environment in the past three years and almost half of all employees reported the introduction of new processes or technologies (OECD, 2013). In addition, according to forecasts of future skill needs, the demand for individuals with vocational education is set to increase. Many adults therefore need to develop their basic and professional skills or attain upper-secondary or higher education in order to improve their position in the labour market or their chances of obtaining a stable foothold in the labour market.






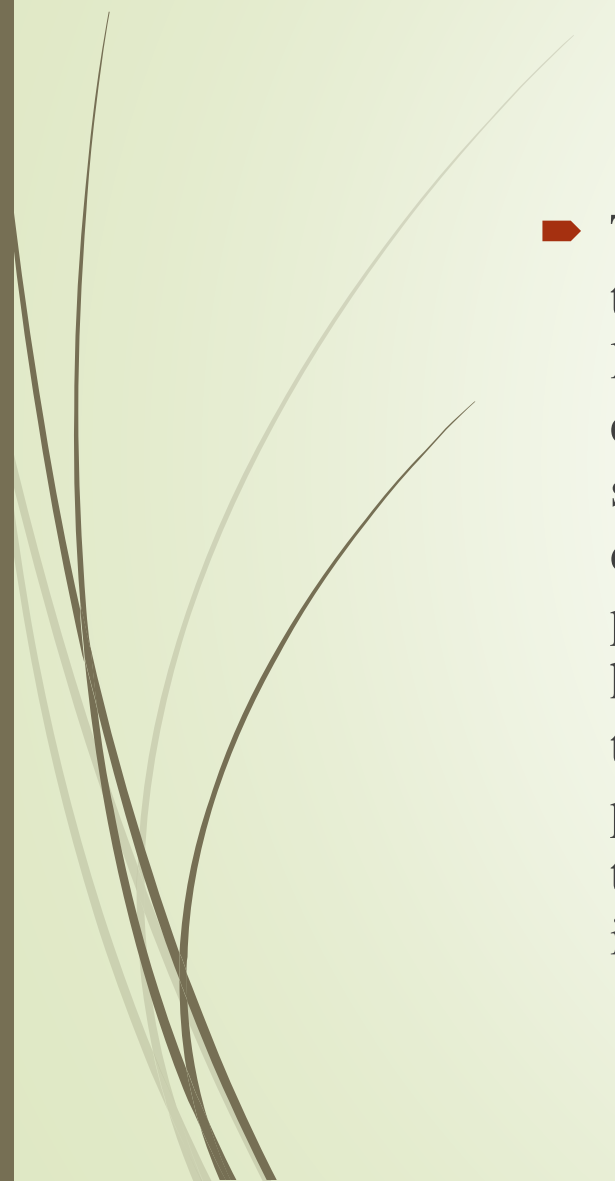
Why we need life-long learning strategies?

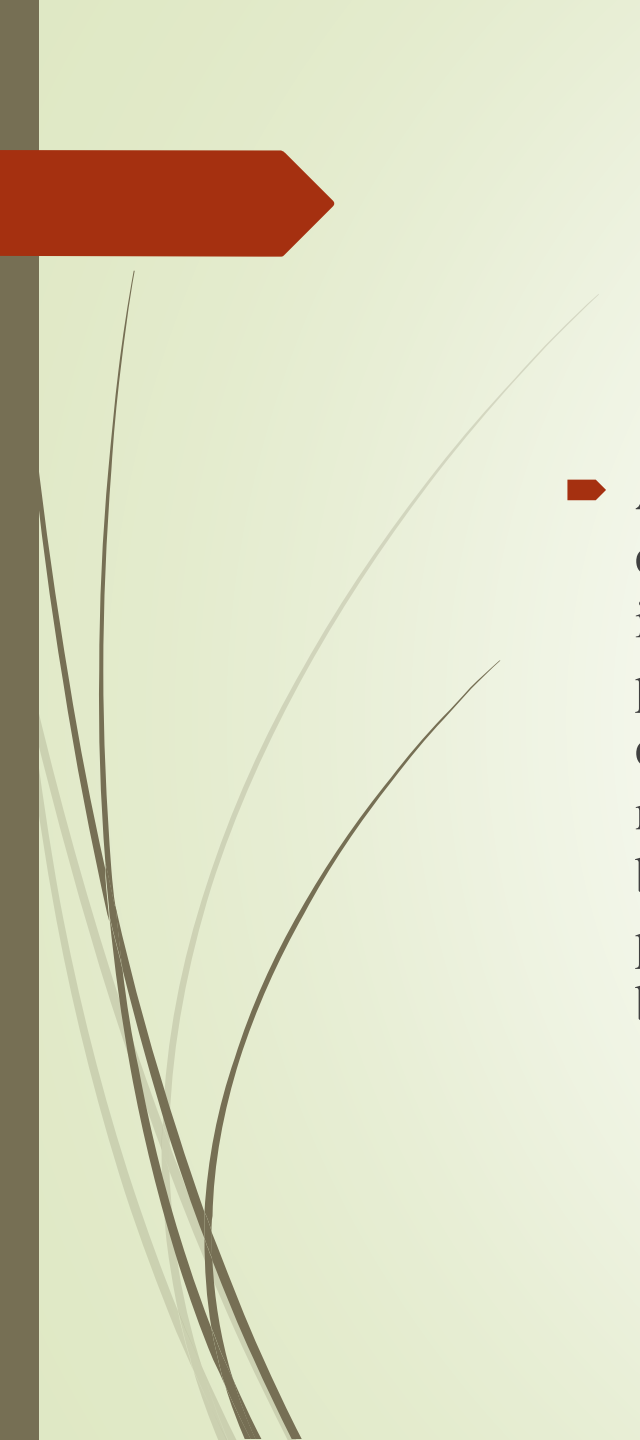
➤ The point is: change is life.



Successfully dealing with change means choosing to grow and develop continuously. Failing to grow is failing to live. *And while we can't control much of the world changing around us, we can control how we respond.* Our world is changing in such a frantic pace that if we do not continue to grow and develop, we will soon be left behind. (Clemmer, J., 2003).

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- In today's economy the economic growth, development and progress of an economy are subject to investment in people, to the increased role of education and lifelong learning. Specialized literature shows the importance of lifelong learning in the labour market integration and in the increase of work efficiency because by participating in lifelong learning individuals adapt more easily to changes in the labour market and better face strong competition from the global economy. These advantages at the *individual level* are also supported by advantages at the *organizational level*, and even at *the national level*, by the fact that well prepared people are always a long-term investment of society, becoming the support of economic growth and development.

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- The relationship between education, employment and quality of life is very complex. On the one hand, the influence of education is visible in all aspects related to the welfare of the individual and his level of satisfaction. On the other hand, employment, income levels and working conditions are influenced by the educational level of the individual. Studies show that a higher level of education enables the individual a better labour market insertion, increases the chance to adapt to the labour market demands and it positively influences the quality of life. (M.I. Aceleanu, 2011)
 - Education plays a central role in preparing the individuals to enter the labour market and in equipping them with the skills necessary to engage in lifelong learning experiences.

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- The priority of education systems not only from its fundamental role in increasing the individual earnings, but also from its non-economic benefits - such as lower infant mortality, better participation in democracy, reduced crime, and even the simple joy of learning - that enhance and enrich the quality of life and sustain development. On the other hand, education and lifelong learning are dependent on the population's living conditions, which in turn it influences the participation in education. The better economic conditions the individuals have, the more possibilities they have to invest in education. Thus, there is a two-way relationship between **education and quality of life**: a better educated population contributes to economic growth and development and also increases the quality of life, but on the other hand, the participation in education is influenced by the quality of life and by the economic conditions.

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- Anthony Atkinson (1998) appreciates that it is very important for a nation not only employment but its quality. A better quality of employment is linked to increased productivity. Continuing education contributes to labour productivity growth, meaning that better prepared people can adapt more easily to new requirements imposed by development, by the transition to new technologies, by globalization. Productivity improves as people are better educated and cultured. The more time is allocated for the education of a person, the more adaptable this person is, the more productive this person becomes in the long run in dealing *with new challenges*.

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- Concrete measures to support lifelong learning in Europe should aim: better cooperation between universities and businesses, a better adaptation of training and retraining to the existing demand on the labour market, improving the curricula; development of information services, counselling, mediation and training in the **National Agency for Employment**, in accordance with the concept of continuous training, organizing training courses, attracting European funding to develop training programs, increasing cooperation between schools and universities in different countries, carrying out training programs for employees, increasing the access to education by increasing the number of places funded in colleges and universities, increasing the financial support for continuous training programs.



Klaipeda University Experience



- In 2012-2014, the Institute of Continuing Studies of Klaipėda University participated as a partner in the project administered by the Lithuanian University of Educational Sciences. Human Resource Development Action Program, Priority 2 “Lifelong Learning”, Measure VP1-2.1-ŠMM-04-K **“Increasing the Efficiency of the Study System”**. The aim of this project is to develop methodology for validation of non-formal and informal learning in Lithuanian higher education institutions, which significantly contributes to the implementation of the concept of lifelong learning and accessibility of higher education. The promotion of non-formal and informal learning and the certification of the outcomes of this process at national level provide study credits that are credited both in the study process and in the assessment of the relevant specialist qualifications. This contributes to the accessibility of Lithuanian higher education and strengthens the links between practice and theory.
- The project was funded by the EU fund.

Main segments of project

- Evaluation and recognition of non-formal competences in the field of higher education reflect the common causes behind this need: *education and employment policies* (decentralization of individual educational fields, increased opportunities for non-formal and informal learning); *the assessment (evaluation) system* (orientation to the learner's needs, demonstration of skills, validation of real competences rather than formal learning outcomes, allows for a faster transformation of education and training systems so that non-formal learning achievements can be assessed); *modular programs* (access to part-time qualifications and credits in higher education is one of the most important prerequisites for achieving non-formal learning recognition goals); *professional training standards and higher education curricula* (allowing clear orientation to the final learning outcome - competencies); *credit accumulation and transfer systems* (allowing accumulation of knowledge and skills acquired in different ways).



Legislation I

- One of the important tasks is to ensure the lifelong learning strategy, which corresponds to the EU education policy, strategic documents of the Republic of Lithuania and KU and ensures theoretical and practical access to studies and lifelong learning. These accesses are enshrined in the Law on Education of the Republic of Lithuania (1991,2011), the Law on Science and Studies of the Republic of Lithuania (2009), the National Qualifications Concept (2008), the Description of the Lithuanian Qualifications Framework (2010) and the Description of Study Levels (2010). The Law of the Republic of Lithuania on Non-formal Adult Education and its Amendment (1998, 2014), which is now formulated as the Law of the Republic of Lithuania on Non-formal Adult Education and Continuing Education.

Legislation II

- *The Bologna Declaration* (1999), the Communique of Council of the European Union „*The Role of Universities in a Europe of Knowledge* (2003), the Dublin Descriptions (2004), the European Commission *Memorandum on Lifelong Learning* (2000), the European Commission document (Lisbon) "*Towards a European Qualifications Framework for Lifelong Learning*" (2005), the European Commission Recommendation „*The Outcomes of Non-formal and Informal Learning*“ (2012) is reflected in the following strategic documents of Klaipėda University:
 1. Statute of Klaipėda University (Articles 7, 8, 9, 11, 12, 99, 104).
 2. Klaipėda University Development Strategic Plan 2012-2020 (Vision, Mission, Environmental Analysis, Strategic Objective I, Strategic Objective II) and Strategic Action Plan 2011-2013
 3. Klaipėda University study regulations (Articles 8, 32, 97, 115, 144, 195.4, 224, etc.).
 4. In the description of the concept of the internal quality management system of Klaipėda University studies.

Legislation III

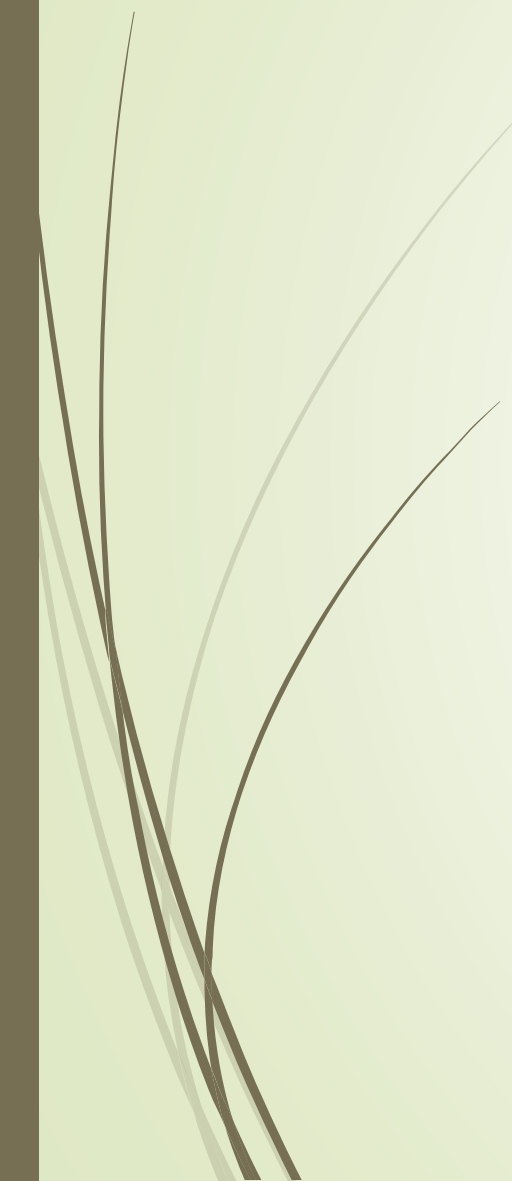
- The Klaipeda University has implemented the following measures to implement the Bologna Process:
- 1. There are three cycle study programs (Bc, Mg, PhD)
 2. The European Credit Transfer and Accumulation System (ECTS) shall be used.
 3. Diploma supplements follow the model developed by the European Commission, the Council of Europe and UNESCO / CEPES.
 4. Students have opportunities to study according to individual study plans.
 5. Graduates of colleges, colleges and universities may continue their studies at the University in order to obtain a higher or other qualification.



Legislation IV



- 6. Opportunities for undergraduate students to study in supplementary studies and after successful completion of Master studies.
- 7. The results of studies at other higher education institutions, including foreign ones, shall be taken into account at Klaipėda University.
- 8. The University systematically develops the assessment of learning outcomes in the teaching and learning process and the student-centered learning.
- 9. The Lifelong Learning Strategy is ensured through the validation and validation of non-formal and informal learning outcomes. Regulations for Assessment and Recognition of Non-Formal and Non-formal Learning Achievements (Senate Resolution May 11, 2008, No. 11-56; KU Senate 2011-06-06, No. 11 –52)



The Concept of Lifelong Learning in Project (emotional intelligency)

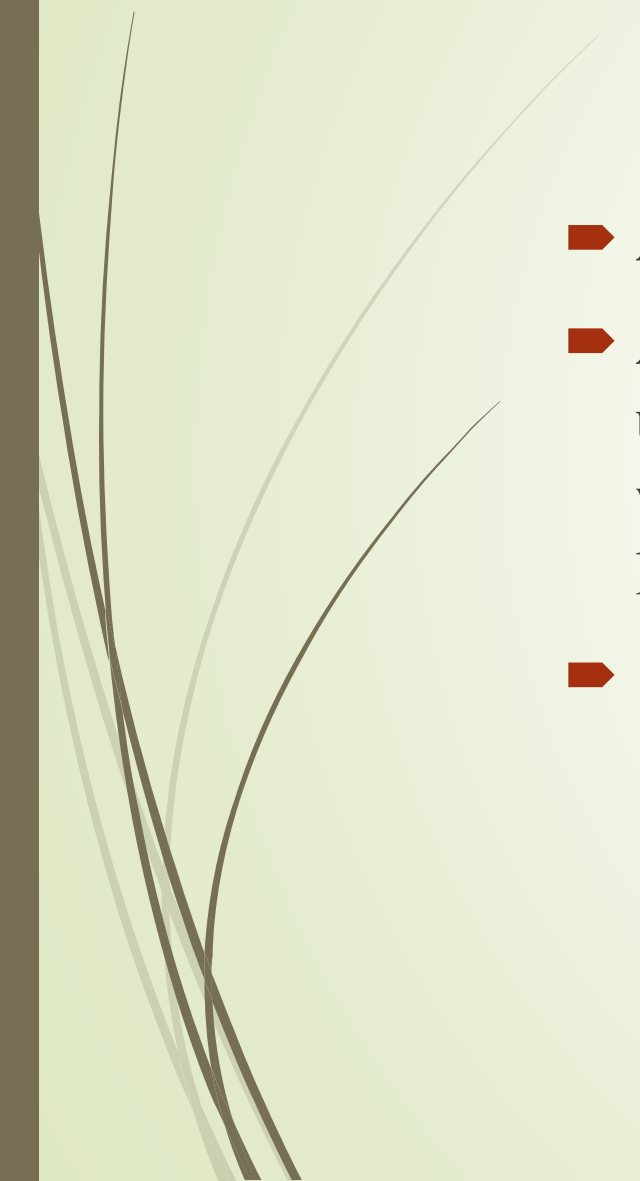
- 1. Encourage students to have a strong professional motivation to help them develop their professional orientation (professional identity, respect for professional ethics, ability to compete in the profession, constant updating and deepening of existing knowledge to meet the needs of a changing society, and social justice, human rights)
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- 2. Enable students to acquire professional competencies (mastering the theoretical foundations of the profession, basic professional skills, ability to combine theory and practice; constantly reinforcing and rethinking their value orientations; ability to anticipate and prepare for change);

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- 3. Empower students to fulfill their professional roles by constructively putting them into practice (providing support to people in the community, enabling them to create new quality of life to facilitate their social functioning; participating in analyzing, planning and implementing social policies; through programs that respond quickly to human needs and, where appropriate, to legally represent the interests of the people).



21st CENTURY HIGHLIGHTS OF ADULT EDUCATION

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- Adult lifelong learning is becoming a daily challenge.
 - Adult motivation is increasingly based on internal incentives and an understanding of why he has to be in life-long learning process and what kind knowledge he needs in context of changes of modern life.
 - Educational success depends on the adult's personal experience.



Who is able to make this happen?

- Understanding the process of non-formal and informal learning in the context of andragogy is a very important. Andragogical aspects of development of competences in continuing vocational education are analyzed by actualizing the process of evaluation and recognition of competences acquired in non-formal way (Andriekienė, Anužienė, 2006), which is regulated by relevant documents adopted by Lithuanian higher education institutions.
- The process of evaluation and recognition of non-formal competences aims to ensure that all stakeholders are involved in the process: **academics, employers, trade unions, employment services, youth organizations, training centers, community organizations;** these institutions are interested in quality of work of professionals in the context of improvement of professional competences by informal and non-formal education



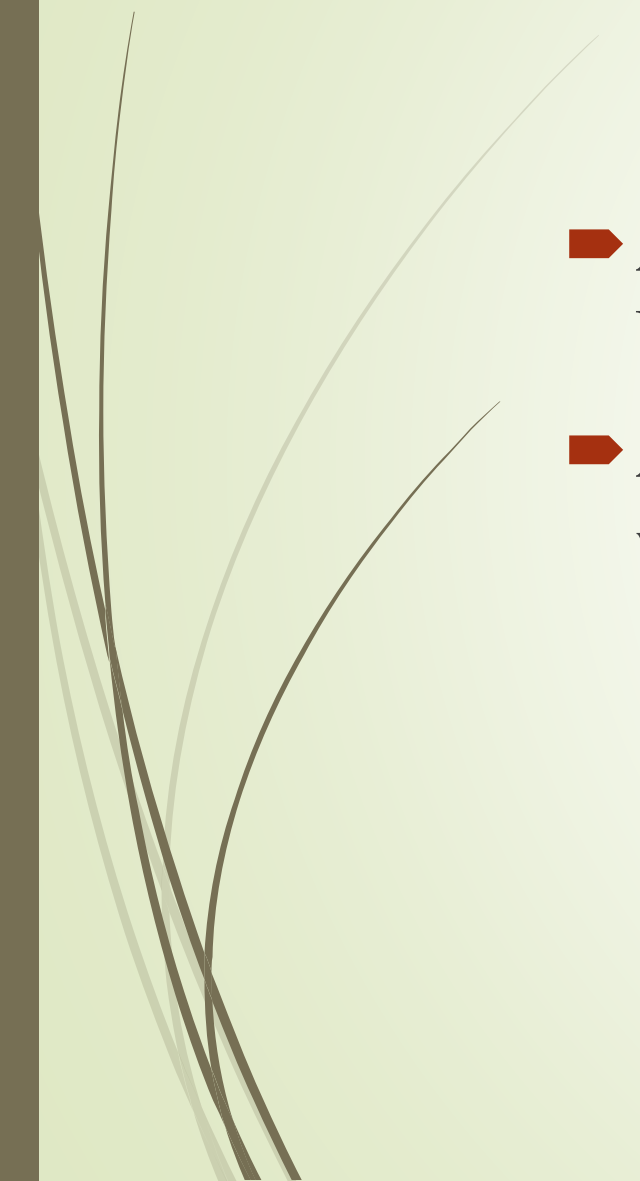
What science is andragogy? What is an andragogue?

Object of andragogy and definition

- Andragogy-the science of adult learning;
(In Lithuania, the definition andragogy was introduced around 1990.)
- Andragogy - an interdisciplinary science that combine researching of adult teaching and learning and the learning opportunities provided by public institutions and organizations.



A short discourse of andragogy history

- Andragogy as a science is associated with the name of the US scientist Malcom Knowles
 - Around 1920, M. Knowles introduced the term andragogy, which defined the specifics of adult teaching and learning.
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PRINCIPLES OF ANDRAGOGY (Malcom Knowles)

Favorable emotional, aesthetic environment of learners.

2. Learners must be involved in the process of identifying and analyzing their own needs.
3. Learners must be involved in the design of the curriculum and in the choice of methods.
4. The andragogue have to encourage learners to participate in setting final and intermediate learning goals.
5. The andragogue discusses information sources with the learners.
6. The andragogue helps to implement each learner's individual (corresponding to his / her needs) learning project.
7. The andragogue involves learners in the process of assessing their own learning outcomes.



Aspirations of andragogue activity

- The learner is motivated, self-determined and independent because of he decided to learn himself.
- • The learner is able to understand, to comprehend, to learn and to focus his energy in order to achieve the goals independently.
- • The goals of andragogy are based on the learner's self- confidence, energy, cognitive sources and self-determination to learn.

(Remigijus Auškelis,2010)



Andragogue - professional activity or profession?

Professional status of andragogue in many countries is defined differently:

- part of itself belongs to the representatives of another available profession;
- perform different operational functions, depending on the institution or sector in which they work;
- can be attributed to those who **sometimes work** in the field of adult education: teachers, education managers, administrators, NGO representatives, training managers.
- According to the law it could be a profession.



In 2013, by the Order of the Minister of Education and Science No. V-996 "Description of the professional activity of andragogues" approved in Lithuania I

- **Description of the professional activity of andragogue's** is a document defining the most important activities, goals and objectives of andragogue working in educational centers, municipal education departments, departments of the Ministry of Education and Science of the Republic of Lithuania, educational institutions, labor exchanges, employers' confederations, private institutions and other institutions. basic qualification requirements. This is the first description of this profession in Lithuania, which will promote the expansion of lifelong learning services, improve their quality, and increase the number of lifelong learners.



In 2013, by the Order of the Minister of Education and Science No. V-996 "Description of the professional activity of andragogues" approved in Lithuania II

- ▶ **Description of the professional activity of andragogues** can be used to create andragogy training and qualification improvement programs, to compile andragogue workplace instructions, job descriptions, requirements for public procurement competitions when preparing andragogues for professionals.
- ▶ **The description** highlights the areas of activity, functions and required competencies of andragogue.
- ▶ The description was timely in the context of modern non-formal education: (development of information and communication technologies; recognition of non-formally acquired knowledge, skills and competences; increasing openness of education, general knowledge creation; knowledge specialization; a expanding n understanding of what life-ling learning is; the importance of competencies. (M. Teresevičienė, 2017)



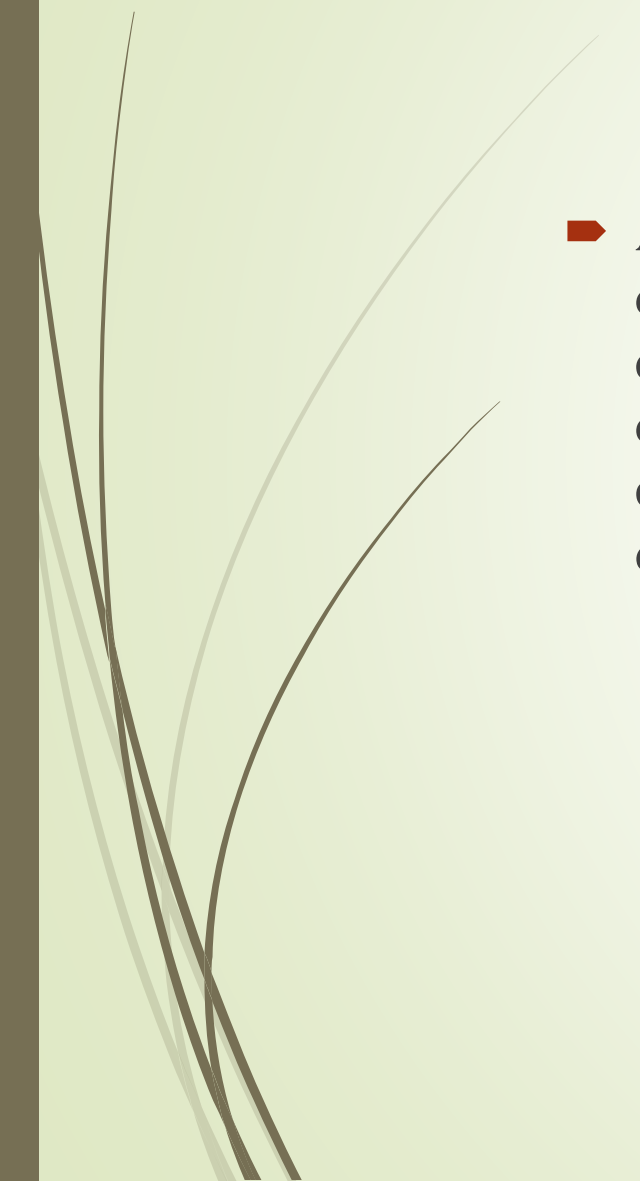
Modern andragogue in Lithanian perspective

- Helps to supervise the learning process and realizes the functions of a mediator.
- Differentiates and personalizes learning.
- Applies various forms and methods of learning.
- Creates and modifies learning content according to the needs of each person.
- Analyzes learner's progress (learning analysis)

Prof. dr.Margarita Tereševičienė (VDU) presentation(2017), Kaunas



Intercultural competencies of andragogue

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- Andragogues' activity is gaining new meanings in the intercultural globalization context; however there is a lack of systemic analysis. Thus, there are rising questions that are to be answered when preparing andragogues: what intercultural competencies are necessary in the andragogue's activities, how to recognize and evaluate them, what factors to rely on in construction a model of the competencies development?



The Role of Andragogues in Increasing the Participation of Adults in the Labor Market

- The main state institution responsible for the development of adults' continuous vocational training policy at national level till 2019 was Lithuanian Labour Market Training Service under the Ministry of Social Security and Labour. This institution had functions of implements the policy of labour market training and organises the services of professional information and counselling.
- In 2019 this institution was reorganized. The functions performed by them related to the implementation of the employment support policy were transferred to the Lithuanian Labor Exchange and its territorial labor exchanges. Adult training centres are located in the biggest cities of Lithuania; they have partners in many western countries (Austria, Denmark, the UK, Sweden, etc) who share their experience in the area



CONTENT OF THE EVALUATION AND RECOGNITION OF NON-FORMAL COMPETENCES

- **METHODOLOGICAL STRATEGIES FOR EVALUATION AND RECOGNITION OF NON-FORMAL COMPETENCES** validate the continuity and constant renewal of the lifelong learning strategy in response to the needs and challenges of a constantly changing society.
- Assessment and recognition of learning outcomes are an integral part of the national qualifications system and therefore assessment and recognition models, tools, methods, even terminology depend on the specifics of the qualifications system. The assessment and recognition of learning achievements acquired in different learning environments separates studies from the certification of experience. This recognizes that the competencies required for professional activities can be acquired in more than just a formal learning environment.



PROCESS OF ASSESSMENT AND RECOGNITION OF NON-FORMAL COMPETENCES

- 1. Who can participate in the evaluation? Who can be evaluated?
 - 1.1. The process of evaluation and recognition of competences acquired informally
 - 1.2. Counseling methodology and innovation - context N study program practice
 - 2.3.1. Aim and purpose of counseling
 - 2.3.2. Supervision contexts in the counseling process
 - 2.4. General principles and ethical aspects
 - 2.5. Quality resources for the educational evaluation environment

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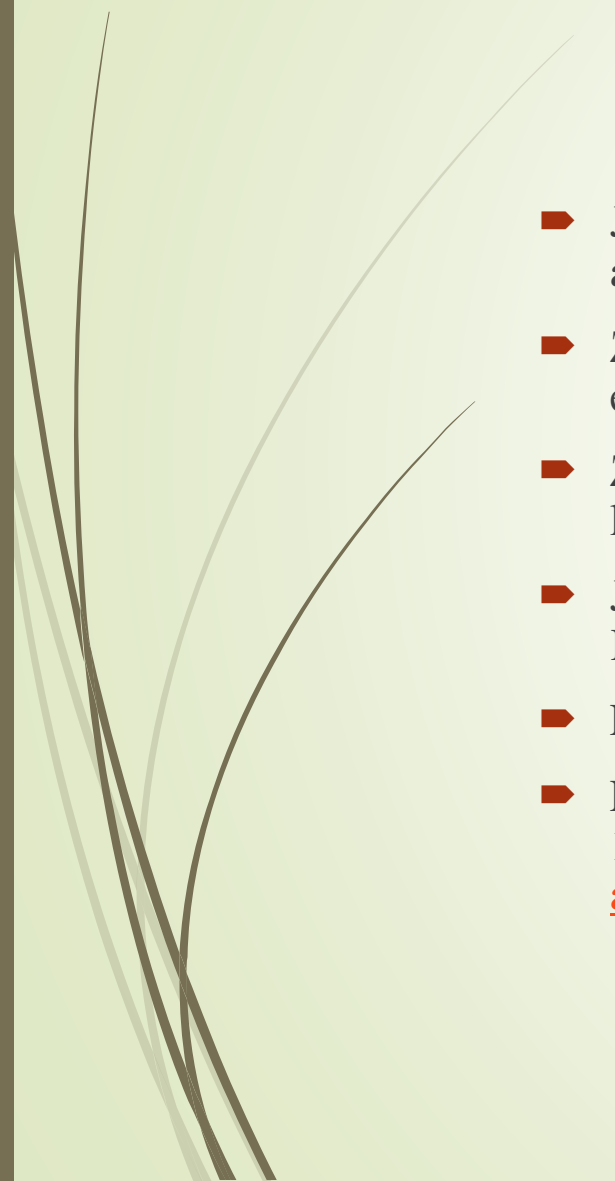
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Instead of Conclusion

LIFE-LONG LEARNING



**Knowledge for Innovation
“Creating and Converting”**