



“Lifelong Learning Culture: A partnership for rethinking education’

SUSDEV



3. December 2018 Taraz “Lifelong Learning Culture: A partnership for rethinking education” SUSDEV 3. December 2018 Taraz Kazakhstan

«Өмір бойы білім беру мәдениеті: білім беруді қайта қарастыруға арналған серіктестік»

СУСЪДЕВ

3. Желтоқсан 2018 Тараз Қазақстан

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Lifelong Learning:

Definition

Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.



Lifelong Learning:

Themes



Important points

- social inclusion
- active citizenship
- personal development
- employability

Lifelong Learning:

pathway

How to find a common pathway for all four important points:
social inclusion
active citizenship
personal development
Employability

to put non-formal and informal learning in the spotlight

Lifelong learning:

to put non-formal and informal learning in the spotlight



what is needed:

Barrier-free thinking

• 1965 – 1985
Learning environment

Studium:

Importance of 80er
recognition and how to
overcome barriers

Büroeröffnung:

um den
Millennium

Policy - making

Needs of educators

Lifelong learning: to put non-formal and informal learning in the spotlight



Themes

Overview

Barrier-free thinking

- 1965 – 1985
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Importance of 80er
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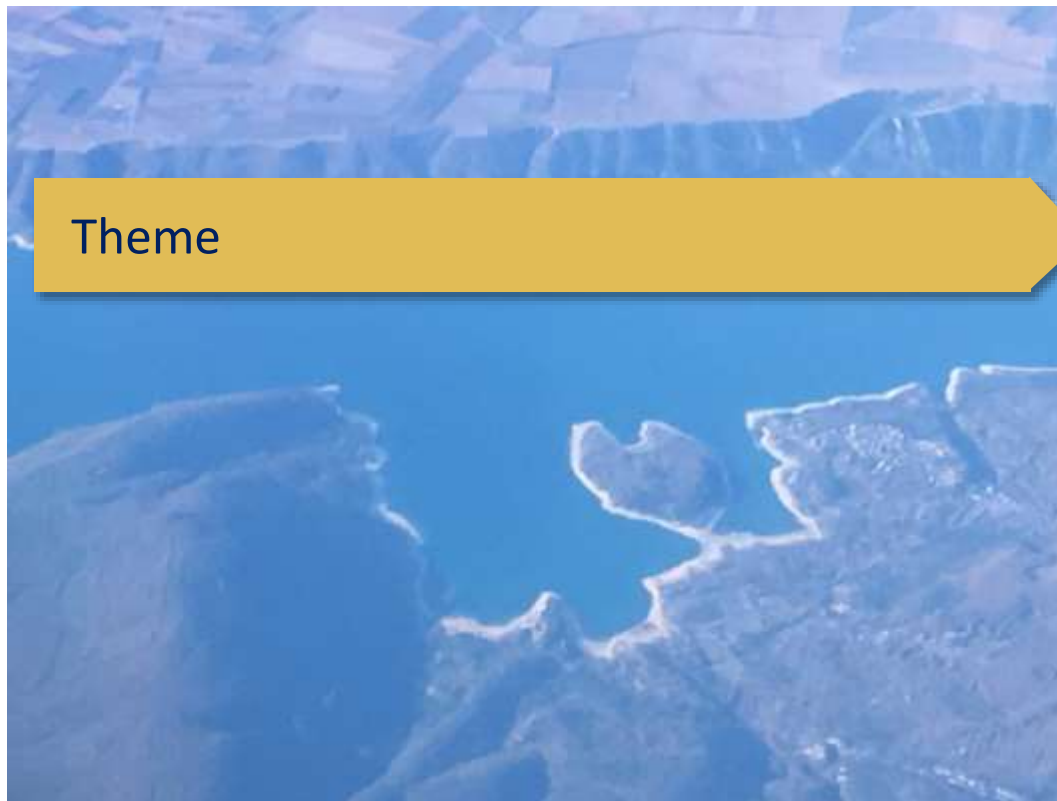
Policy-making

Needs of educators

Lifelong learning:
to put non-formal and informal learning in the spotlight

- less: routine Education
- more: humanistic Approach
- more: Tell me a better solution that you already know!
- more: Tell me a better solution that you already know!
- more: Asking questions – Online queries, in-person dialogues, research/reading and internal probing.
- more: Taking action – physically or mental problem-solving, responding to situations and emulating others

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The benefits of learning: how to put non-formal and informal learning in the spotlight



Overview

Jahrgang:

Definitions

Different environments

Conditions

Examples from BOKU

Lifelong learning: to put non-formal and informal learning in the spotlight

- Informal learning is described as an unplanned and implicit process with unpredictable results (Hager, 1998).
- This “every day” learning has a self-evident character and takes place in the daily working situation (Tjepkema, 2002; Van Biesen, 1989).
- It is never organised or intentional from the learner’s point of view (OECD, n.d.).
- It is seen as the development of the individual through interaction with others (Marsick and Watkins, 1990). Informal learning often happens spontaneously and unconsciously without any a priori stated objectives in terms of learning outcomes. According to Baert et al. (2000) informal learning is an important determinant for the professionalisation of employees and organisations.

Lifelong learning: to put non-formal and informal learning in the spotlight

Definitions:

- Non-formal learning consists of all education that takes place outside of the school system (Schugurensky, 2000).
- In contrast to informal learning, this way of learning is rather organised and can have learning objectives (OECD, n.d.).
- It is a way of learning where not only the content is important but where there is also a strong emphasis on practical experience (Fordham, 1993). It creates an active learning environment that no traditional teacher can accomplish. New visions are created through the discussion of, and exposure to different values, norms and ideas (Tight, 1996).
- Non-formal learning is seen as an individual process where the individual learns out of his/her own will (Fordham, 1993) or as a by-product of more organised activities (OECD, n.d.).

Lifelong learning: to put non-formal and informal learning in the spotlight

- Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn (GLOSSARY OF EDUCATION REFORM).
- Organisations can facilitate non-formal and informal learning by means of culture, policy and specific procedures (Marsick and Watkins, 1990).
- Learning conditions are defined as conditions created in the social, material or informational environment and in the work environment itself by key figures and agents of the labour organisation, and by the employees themselves so that other employees can learn (Clauwaert and Van Bree, 2008).

Lifelong learning: to put non-formal and informal learning in the spotlight

Examples of Informal Learning

- Workplace mentoring
- Social media engagement
- Team building activities
- Company sports teams or interest groups
- Podcasts
- Online discussion groups or forums
- Rotational assignments
- Workshops
- Memberships to professional groups

Lifelong learning: to put non-formal and informal learning in the spotlight

Study: Learning conditions for non-formal and informal workplace learning (Eva Kyndt 2009)

The most important (general) stimulating learning conditions that were found in literature are

- **communication and interaction** (Collin, 2002; Education Development Center, 1998; Ellström, 2001; Eraut, 1994; Sterck, 2004),
- **cooperation** (Collin, 2002; Education Development Center, 1998),
- **feedback** (Ellström, 2001; Eraut, 1994; Skule, 2004; Sterck, 2004),
- **evaluation** (Collin, 2002; Ellström, 2001),
- **participation** (Collin, 2002; Ellström, 2001),
- **reflection** (Ellström, 2001),
- **coaching** (Ellström, 2001; Sterck, 2004) and
- **information** (Sterck, 2004).

Examples of BOKU Projects in in non-formal and informal learning environments



Projects
BOKU developed Informal learning environments
with following focuses:



Cooperation, communication and interaction

Target group: women exchange for disaster risk reduction (we4DRR) is an exchange network for female experts
www.naturegfahren.at/eu-internationales/we4DRR.html

Coaching, information and reflection

- **LifeADA: Lifelong Learning for sustainable agriculture in Alps-Danube-Adriatic Region**
Target group: Farmers
- **LaWeeeda: Latin American-European network on waste electrical and electronic equipment research, development and analyses**
Target group: people who work in a waste landfill
- **SugarAA: Coaching and trainings for women in Addis Adebba in composting**
- **BOKU MOBIL: knowledge transfer to Regions**
<https://www.boku.ac.at/humusplattform/boku-mobil/>



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Lifelong learning: How to put non-formal and informal learning in the spotlight

An aerial photograph of a coastline with a yellow arrow pointing from the left towards the right. The arrow contains the text "Importance of recognition and to overcome barriers".

Importance of recognition
and to overcome barriers

Overview

RPL and Validation
of non and informal
learning

Quality assurance of
Validation an example
from BOKU

RPL and Validation

European Validation Festival

14-15 June 2018, The Egg, Brussels

Selected examples from excellent projects on Validation:

Transnational Peer Review for quality assurance in Validation of Non Formal and Informal Learning (VNFIL) Extended

Project No 2015-1-NL01-KA204-009004 / Duration: 33 months / 01-10-2015 - 01-07-2018

Peer Review – the external evaluation of VNFIL institutions/providers by Peers – is a promising instrument for quality assurance and development.

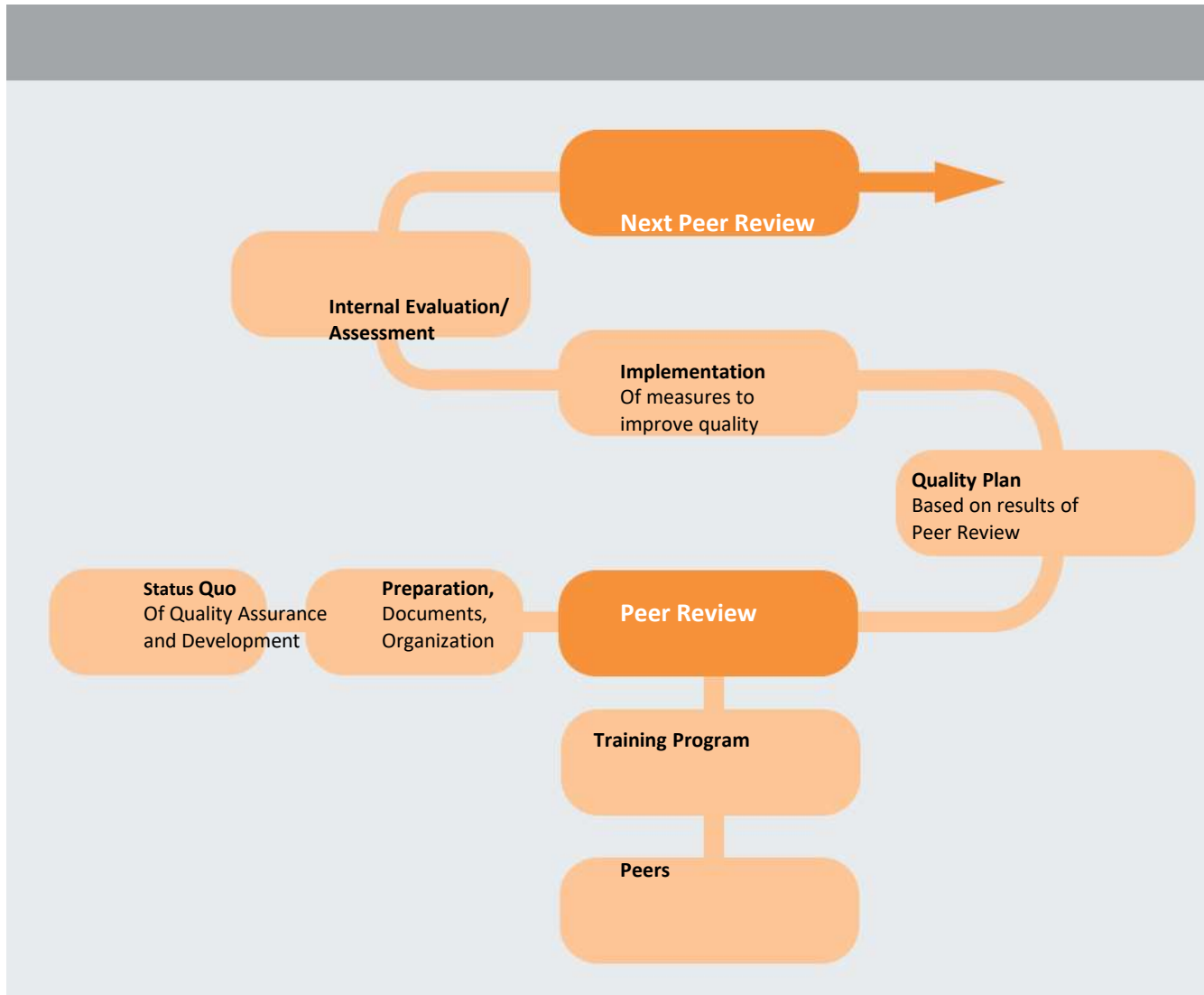
- It builds on quality activities
- it is cost-effective
- it fosters networking and exchange between providers of validation of non-formal and informal learning
- supports exchange between member states and VNFIL providers
- strengthen mutual trust and enhance transnational cooperation, working towards a common standard for Peer Review on the European level.

In the project 15 partners from 7 European countries conduct transnational Peer Reviews on VNFIL. Project partners are adult education and higher education providers, VET organisations, and specialised VNFIL centres, companies and NGOs. Also organisations that impact national policies were included, as well as European umbrella organisations for learning.

Continues Quality Improvement with Peer Review for VNFIL



Source: Project EuroPeerGuid-RVC, ISLA



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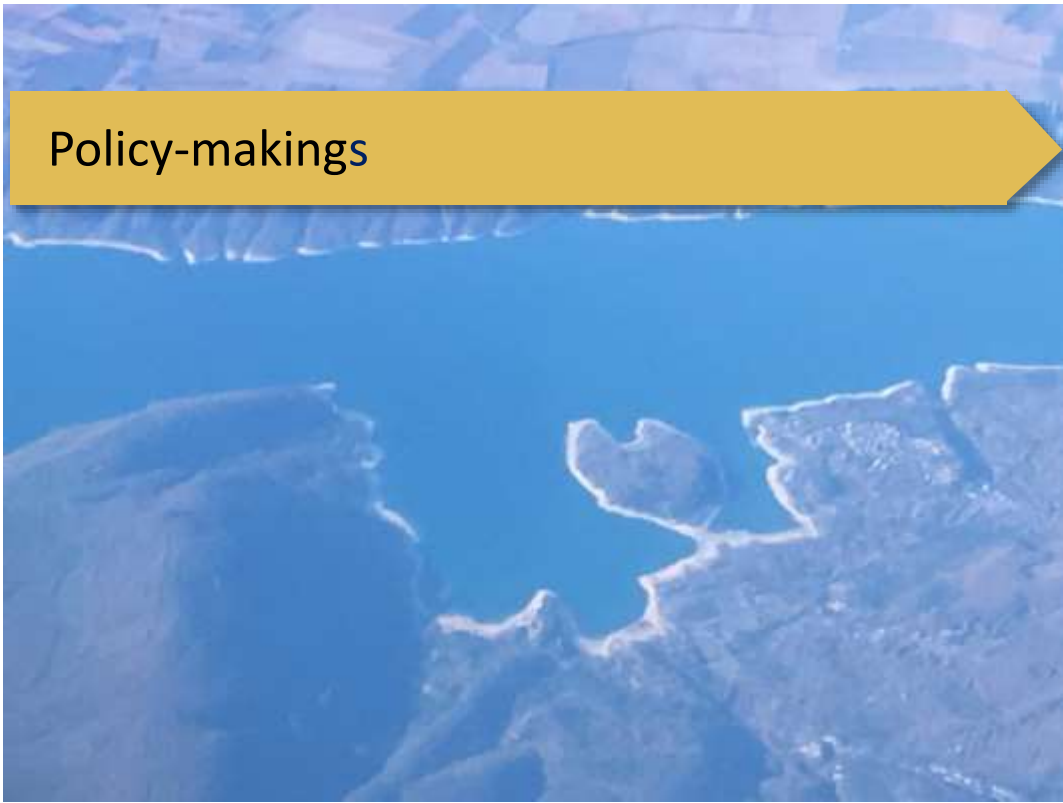
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The benefits of learning: how to put non-formal and informal learning in the spotlight

An aerial photograph of a coastline with a yellow arrow pointing to the right. The arrow is positioned over the top part of the image, pointing towards the right side of the frame. The text "Policy-makings" is written in black, sans-serif font inside the arrow.

Policy-makings

Overview

2017 “Strengthening European Identity through Education and Culture”

2018 “Future of Learning”

2018 “Building a Stronger Europe”

2018 EUCEN ULLL Times of transition - the role of university lifelong learning

2017 “Strengthening European Identity through Education and Culture”

.....key aspect to ensure quality education is to make sure that the education systems, including vocational ones, impart all the knowledge, skills and competences that are deemed essential in today's world.

As skills needs are changing rapidly, work-based learning, as apprenticeships or in a larger context of life-long learning, is essential and businesses have an important role to play through education-industry partnerships.

.....Furthermore, social, civic and ‘learning to learn’ skills are essential for young people to participate fully in diverse and quickly changing societies. More efforts are needed to strive for curricula that are comprehensive and include all of these **“key competences”**

2018 “Future of Learning”

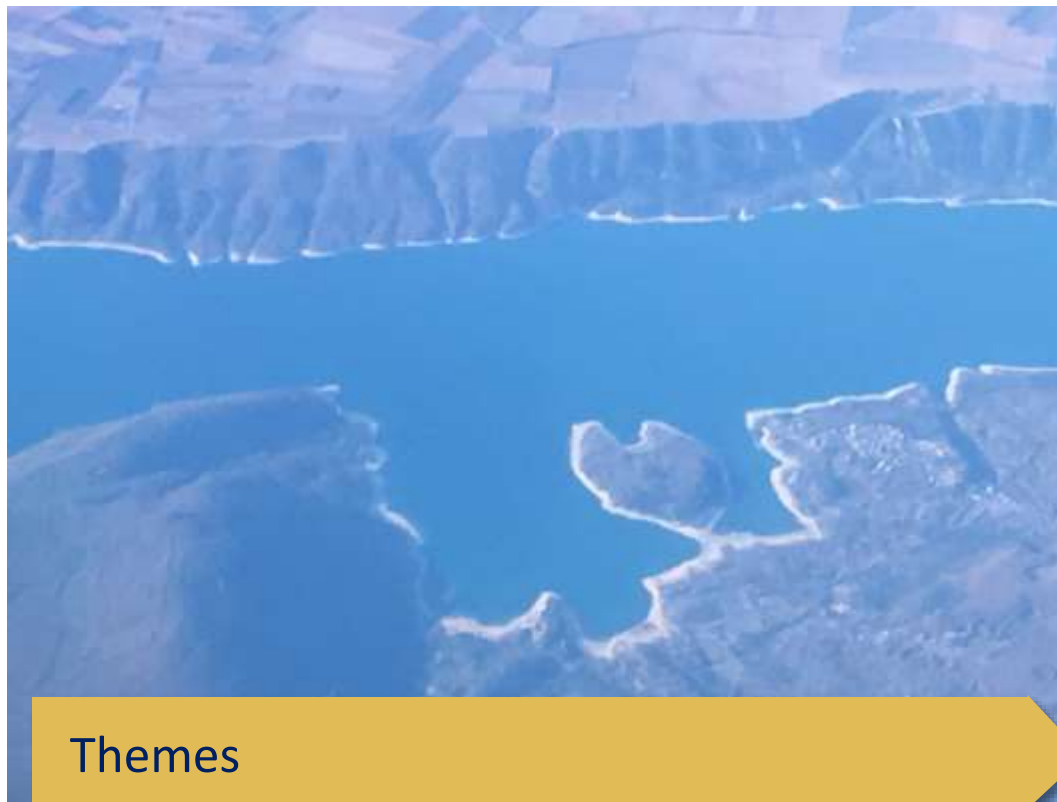
2018 “Building a Stronger Europe

2018 EUCEN ULLL Times of transition - the role of university lifelong learning

Times of transition - the role of university lifelong learning

Navigating the uncertain waters of life transition and creating learning charts to different futures.

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Needs of educators

overall

Jahrgang:
1965 – 1985
Tell me a better solution
that you already know!

Studium:

Ende 80er
Anfang 90er

Büroeröffnung:

Thank **YOU** for your attention!!!!