

Assessment of non-formal and informal learning: experiences and challenges

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APL: Targetgroups & targets

1. Learners	qualification
2. Jobseekers	employability
3. Workers	empowerment
4. Employers	professionalisation/innovation
5. Professionals	professionalisation/innovation personal development

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LT: Legal regulation

- The learning, acquired by a person in non-formal education can be validated as a part of formal education programme or qualification under the regulations determined by the Government, or an accredited institution, or higher education institution under its own regulations.

Lithuanian Republic Education Law, Article No.17. Paragraph 4, (June 17th, 2003, No.IX-1630)

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LT: Main developments

- Developing a nationally effective APL system has become a priority for the MoES.
- APL is one of the key issues on the National Education Strategic Plan.
- Lithuanian NQF and level descriptions
- Curriculum development - describing (redesigning) study programmes in learning outcomes
- Developing guidance and counselling services
- Training and support initiatives for APL assessors
- APL information database, user guides and web-based portal
- Broadening of APL network
- Quality assurance system for APL

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LT: VET Teachers' case

*Qualified is not necessarily competent.
 Competent is not always qualified*

VET teacher education lacks the possibility to study according to personal learning plan, after having recognized achievements of non-formal and informal learning.

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Goals of APL in VET teacher education
SHORTEN or DEVELOP?

Implementation

"Transfer of Innovative Methodology for Assessment of VET Teachers' Prior Learning"
TIMA-Balt

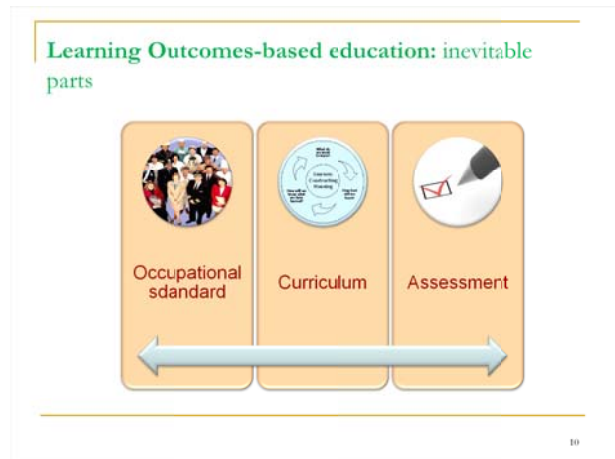
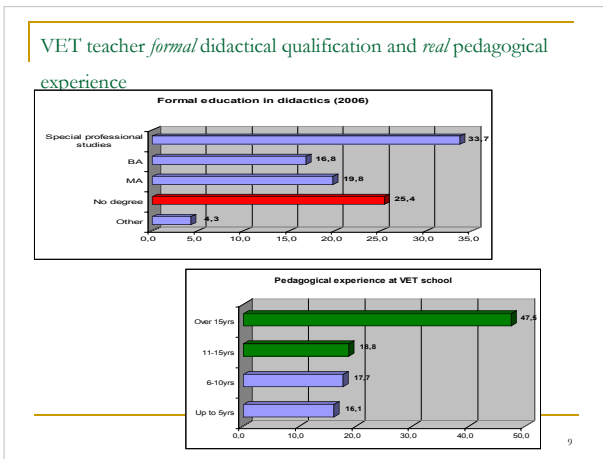
Project website: www.vdu.lt/tima-balt

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Outcomes:

- R1:** Study of APL in VET teachers education systems in partner countries;
- R2:** Methodology for assessment of VET teachers prior learning, basing on donor-partner (FI) experience;
- R3:** Study module for assessors of VET teachers prior learning;
- R4:** Pilot training for groups of assessors in three receiving partner countries (LT, LV, EE);
- R5:** Introductory module (to a VET teacher education programme) for assessment of VET teachers prior learning.

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PRECONDITIONS:
APL in VET teachers education can be implemented if there is:

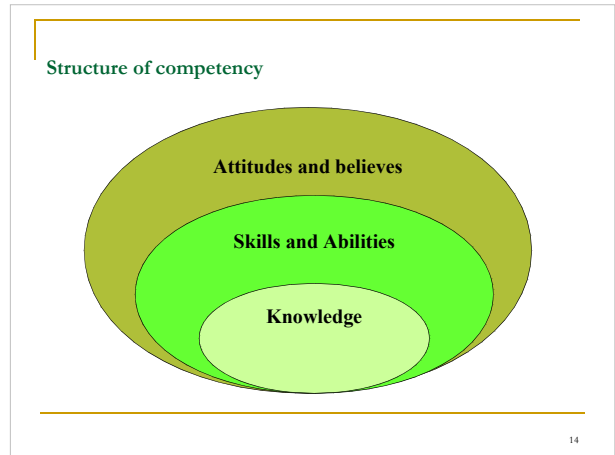
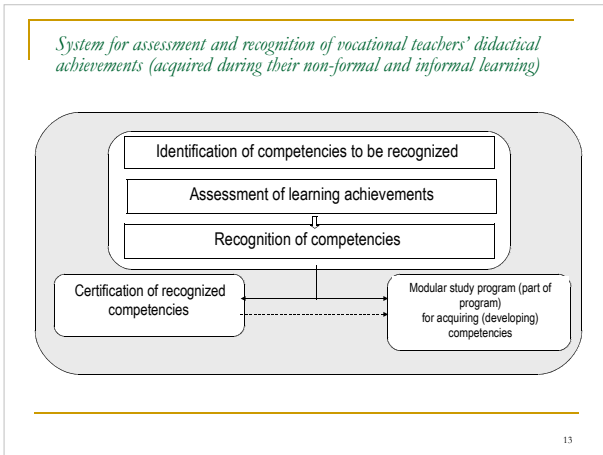
- an occupational standard (listing the main requirements, formulated as competencies),
- assessment methodology,
- specially trained assessors (possessing subject as well as assessor qualification),
- accredited assessment institutions,
- modular study programmes,
- and the legal base, regulating the above mentioned factors.

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Example: Study programme *Vocational Pedagogy*

- M0. Introduction
- M1. Teaching Practice
- M2. Introduction to Teacher Profession
- M3. Organization of Teaching and Learning
- M4. Teaching/Learning Methods and Means
- M5. School as Organisation
- M6. World of Work and Vocational Education
- M7. Curriculum Design
- M8. Evaluation of Learning Achievements
- M9. Subject Didactics
- M10. Evaluation of Teaching Quality
- M11. Thesis Work

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Evidence of competency

Components of competency	Evidence of competency in:		
	actions	behavior	results
Knowledge	→	→	→
Abilities and skills	→	→	→
Attitudes	→	→	→

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Assessment methods

Assessment method	Parts of competency		
	Knowledge	Skills	Attitudes
Knowledge tests	●	-	-
Test of practical skills	○	●	-
Interview	●	○	●
Portfolio	○	●	○
Observation of teaching	○	●	●
Discussions with mentor	●	○	●
Self-assessment	-	●	○

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Thank you for attention

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