

## Good Practice: LV GP1

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## "Validation of Informal Learning"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Validation of informal learning Formal education NEET; Unqualified. Unemployed. 18-45 year old	Vocational Schools, Colleges that are state-funded	Vocational education 3 level high-education	National wide	Continuous	Country wide in vocational schools, colleges which have the right to validate informal learning to qualification - Competence centres	Governmental, from structural funds of EU
Non-formal education NEET; Unqualified. Unemployed. 17-29 year old						

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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## 1. What – Focus (theme, orientation)

Competence validation of informal and non-formal vocational education (up to competences level - 03) for unlimited range of professions for assessing competences. The approach assumes that the professional competency acquired in non-formal education is also formed by knowledge, skills and abilities gained through personal life and job experience. It is a broad programme targeting people from 18 years, not specifically tailored only to VYA. The evaluation of professional competencies mastered in the process of the non-formal education of an applicant, is based on a test of the corresponding professional standard at the professional qualification examination.

The professional competence assessment institution provides the applicant with free advice (2 x 60 min consultations) on the requirements of the relevant professional standard and the procedure of the professional qualification exam. The information exchange takes place by conducting surveys, interviews, organizing seminars and discussions on the topic by placing information on the web page, publishing material directly. The competence validation is blended with studies to obtain certain missing professional competences. In cases where the lack of knowledge leads the applicant to doubt the successful passing of the exam, the educational establishment may offer him a more comprehensive approach 1,5-3 years to adult non-formal education, which is an essential part of lifelong learning. Approaches to gain missing competences before qualification examination are workplace learning, personalized and individualized learning and self-directed learning. The qualification examination is a paid service. Payment for services is compensated for employees.

## 2. For whom – Target group(s)

Young people aged 17 to 29 years incl.: who do not study, except in the evening classes or distance education for the acquisition of secondary education; who do not study full-time study programmes at higher education institutions; without previous professional qualifications who may be registered with the State Employment Agency (SEA) as unemployed or job seekers, but are not at the same time beneficiaries of the training or employment measures implemented by the SEA; with previously acquired professional qualifications who have acquired their professional qualifications not earlier than one year prior to admission to educational programmes implemented within the framework of the project and which may be registered with the SEA as unemployed or job seekers, but are not at the same time beneficiaries of the training or employment measures implemented by the SEA; Young people who have not received a targeted scholarship for at least 12 months prior to admission in educational programmes implemented within the framework of the project can be re-engaged in the project.

Young people aged 15-29 incl. in prisons.

- Adults with functional /existential problems, disorientated in life and work situations.
- Foreign workers/migrant workers/migrant workers who are temporarily employed or political migrants from Post -Soviet countries (Ukraine etc.) and do not know the Latvian official language.
- Low educated adults with low motivation to learn and/or to find a job;

- Adults with health problems;
- Officially undefined groups at diverse physical meeting places;
- Adults with low key competences.
- Adults with special needs (autism, handicaps etc.)
- Early school leavers (ESL)
- Young mothers with small children;
- Socially disadvantaged adults.

### 3. Requirements and access

It targets applicants who often do not have information about educational programmes implemented by an educational institution and the modern vocational education system as a whole - they are not students who are enrolled in an educational institution and have completed vocational education programmes, have not been in contact with the educational environment and educators. The requirements of the applicant's previous education, employment or age are not directly specified in the regulatory enactments.

It is provided by certified vocational institutions across the country. The free counselling is provided. The learner is guided to learn for missing competences in different tailored educational programmes. The fee for the examination for professional competencies is refunded 100% for vulnerable young adults and 90 % for all the employees.

### 4. Elements of good practice

Advising for career: Institutions that carry out public adult education policies go to villages to contact VYA and find out their educational needs for APC and after that, they prepare the education policies. The most successful way is the available offer of open libraries, where members of vulnerable groups receive counselling, support and can receive information.

Availability of a career counselling for all independent from their societal status. The training is offered in workplace learning and self-directed learning mode.

Workplace learning: Mostly by employers at workplaces organized in cooperation with vocational institution and/or colleges - not academically only, timely short programmes (1- 1.5 years). Opportunity to get the work-experiences while learning with guaranteed workplace under the studies and solid salary, and social guarantees. Receiving a scholarship from 70 to 115 euro per month, transport/Internet subsidies. Free accommodation during the studies. Competent inter-institutional collaboration in providing the timely support by need. Acquires the useful knowledge and skills for social, cultural, economic and civil life in work-situations.

Personalized and individualized learning: Accessibility of mentors/tutors outside of lessons for not only academically issues, but for dialogical informal communication/discussions and experiences about social, cultural, economic and civil life exchanges.

Self-directed learning: Organized learning activities are free of charge, providing the

opportunities to choose the learning pace and place.

Opportunity to access the mentors outside of organised learning activities, online materials, interactive e-learning opportunities. During the training students are provided with teaching aids and the necessary equipment, receive a scholarship of 70 to 115 Euros if there is no unjustified absenteeism and a successful assessment (at least 4 points) in all subjects.

The students may live in a paid service hotel in a vocational school; receive career support provided with supplementary knowledge in the exact subjects related to engineering, science, technology and mathematics, or in the chosen profession studying in a real work environment with employers offering work-based learning.

An active citizen's stimulated environment is developed tailoring the VYA needs. A bottom-up pack of open multifaceted forms of informal learning is offered and supplied. Small number of adult learners in groups where the individual approach to each learner is taken.

All time access of the adult educator.

The role of mentor movement is an effective way to help young adults in education.

Transportation and childcare services for AE participation are available.

E-Learning as the key element of good practice. Information server is provided where all the learning materials are available, as well as the materials from the previous years, there are still materials to be placed there, you can see all the materials, lectures of courses. You can even attend educational activities.

The students can obtain the certificate or certificate necessary for the profession, for example, work with a cash register, work with a system for booking tourist services, a car or tractor driving license, etc. certificates are provided for in the specifics of the chosen profession.

During the qualification practice 15 weeks students are: accompanied by an employer who will need your newly acquired skills, payed for travel and accommodation costs up to € 71 per month, payed the civil liability insurance provided with compulsory medical examinations needed for the specifics of the chosen profession.

Qualification examination fee is compensated.

All formal and non-formal education programmes are self-evaluated by participants and providers and licensed by the States Quality assurance centre.

The programme targets the gender needs by gender neutrality communication of professions, it has some tailored means for language minorities, low educated students and students with special education needs.

## 5. Perceived challenges

The needs of the adult learners' groups defined as the VYA group are difficult to be identified in the national documents about Lifelong learning guidelines. It is difficult

to access the groups, defined as the groups at risk.

There has been a discrepancy between national regional and local policies in practice. Municipalities are not provided with the sustainable funding for AE and adult learners at risk. There is no adult education planning function delegated to regions, local coordinators funding depends on ESF. All municipalities' funding is dependent on ESF projects at is not clear what happens in long-term perspective. Opportunity to get a qualification is provided but it does not offer further education supply for VYA.

- Ensuring sustainable workplaces/job during the AE
- Pure learning outcomes of AE, but general competences are not part of learning outcomes.
- 20-40% of the content is interesting; 60-80% of the content is inessential for adults, mostly unconnected with social, cultural, economic and civil life.
- Studies in the e-environment exclude direct contact with the instructor and the course-mate.
- The compulsory classes, you cannot miss a lesson, it is often very difficult for people who already have a family and their own responsibilities outside the studies.

## 6. Testimonials

The learners have highlighted the following testimonials as outcomes of learning in GP: To become competent for a good sustainable job with good salary for having a family. To receive the career opportunity and access to continued education, and to do something for people and country. To participate in international professional courses. To continue studies in Higher education with state financing. To pass the qualification exam. To get more opportunities in life. To get higher education. To live and work with the family. To acquire the professionally useful knowledge. To participate in projects. To assure a next profession. To manage financial things to be able to continue their education. To have enough money to love own children and wife so that the family does not feel neglected. To travel, to meet a lot of people. To put some things to the end, not leave unfinished halfway. To orient in the changing legislation. To compose their CV. To be competent in their profession. To create a new computer programme in their professional branch.



## 7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)