



CATALISI

Bottlenecks for promotion of Lifelong Learning in higher education

Bujar Galloopeni, PhD

IBCM College

b.galloopeni@ibcmitrovica.eu

IREDS Institute

bgalloopeni@gmail.com



Bujar Galloopeni, PhD

Self-Presentation

Academic background:

- PhD: University of Sheffield / UK

Ageing and labor market implications

- Master studies: University of Maastricht / Netherlands

Work and Organizational Psychology

- Bachelor studies: University of Prishtina

- *Psychology*

- *English Language and Literature*

Work experience:

- ▶ Vice Rector for Academic and Quality Affairs
- ▶ Professor of Psychology and Behavioral Sciences
- ▶ Teaching in universities in Kosovo:
 - 2012- present (IBCM since 2016)
- ▶ Work in the Ministry of Education and Science in Kosovo
 - HE & Research policy development / international collaboration
 - EU programs (Erasmus+, Horizon)
 - External accreditation expert in National Qualifications Authority
- ▶ IREDS Institute – assessments/evaluations/training
- ▶ Other experiences:
 - UNDP / UNICEF / EU (IPA / TEMPUS / ERASMUS) / DANIDA / USAID / ILO / OSCE/OECD

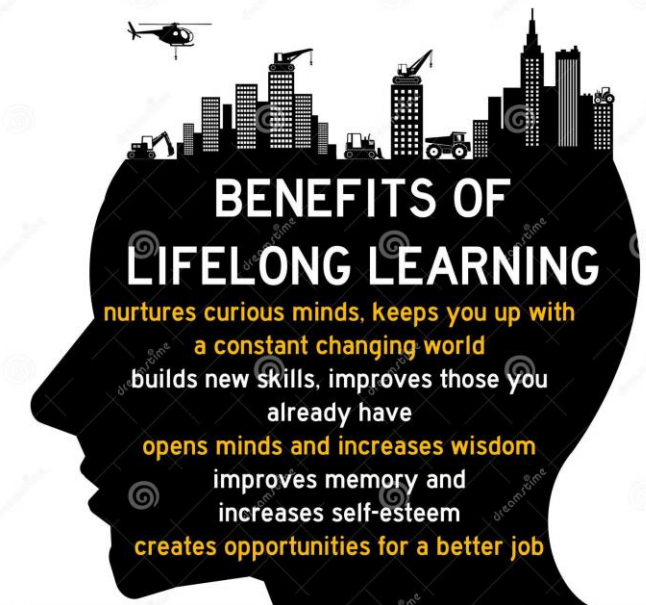
Addressing points

- I. Lifelong Learning in HE
- II. Recognition of prior learning
- III. Top-up programs between level 5 and 6 of EQF
- IV. Microcredentials as Lifelong learning widening opportunities
- V. Open discussion



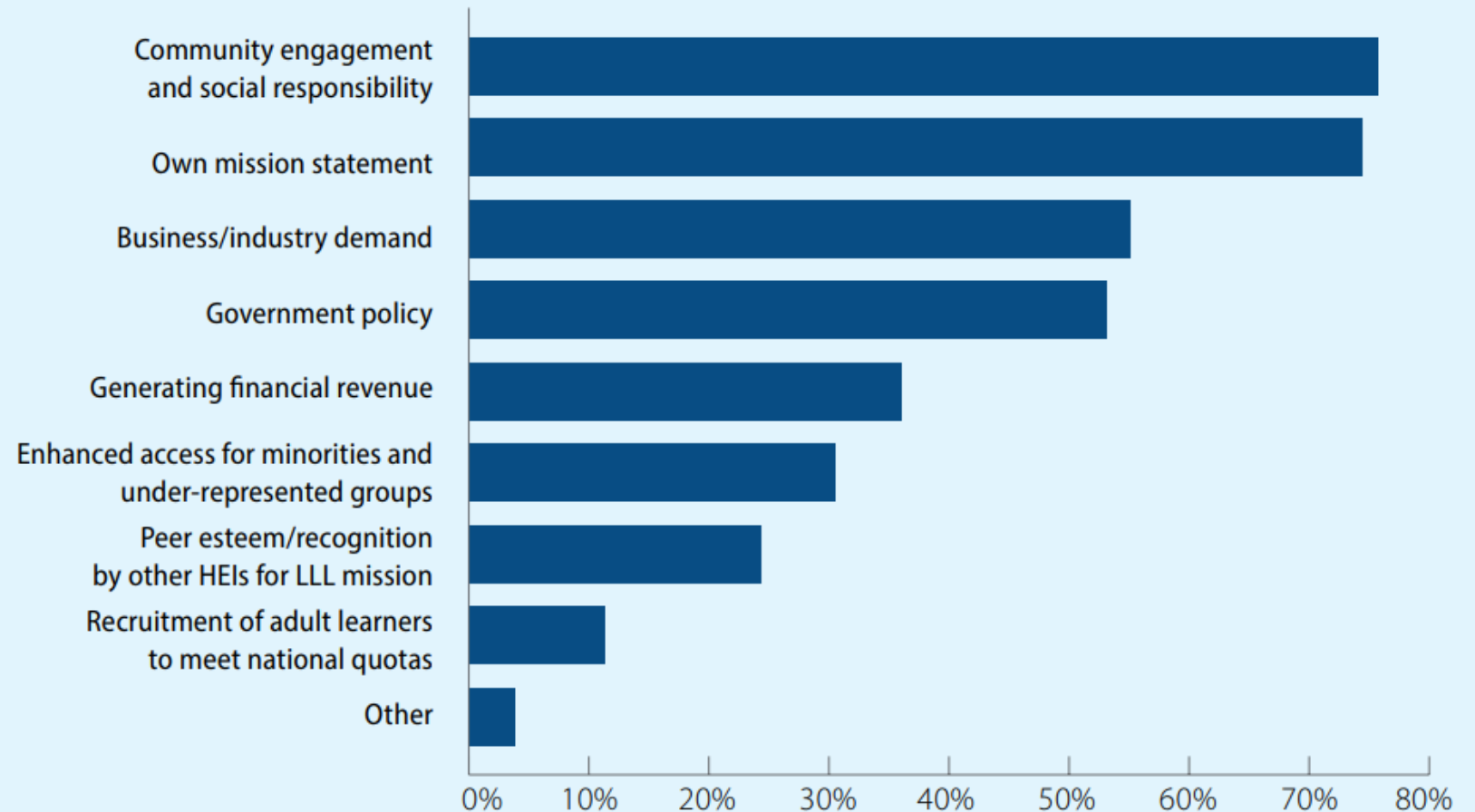
Why HE should promote LLL?

- Adapting to Technological Change (World Economic Forum, 2020);
- Meeting Evolving Labor Market Demands - reskilling and upskilling (European Commission, 2020);
- Fostering Personal and Professional Growth;
- Ensuring Inclusivity and Equity in Education (OECD, 2019);
- Promoting Innovation and Research (UNESCO, 2021);
- Addressing Institutional Sustainability and Relevance (EUA, 2019);
- Creating a Learning Culture and Civic Engagement (European Council, 2018).



- Main internal and external drivers of lifelong learning in HEIs

What are the main drivers of your institution's involvement in LLL? (Multiple answers are possible)



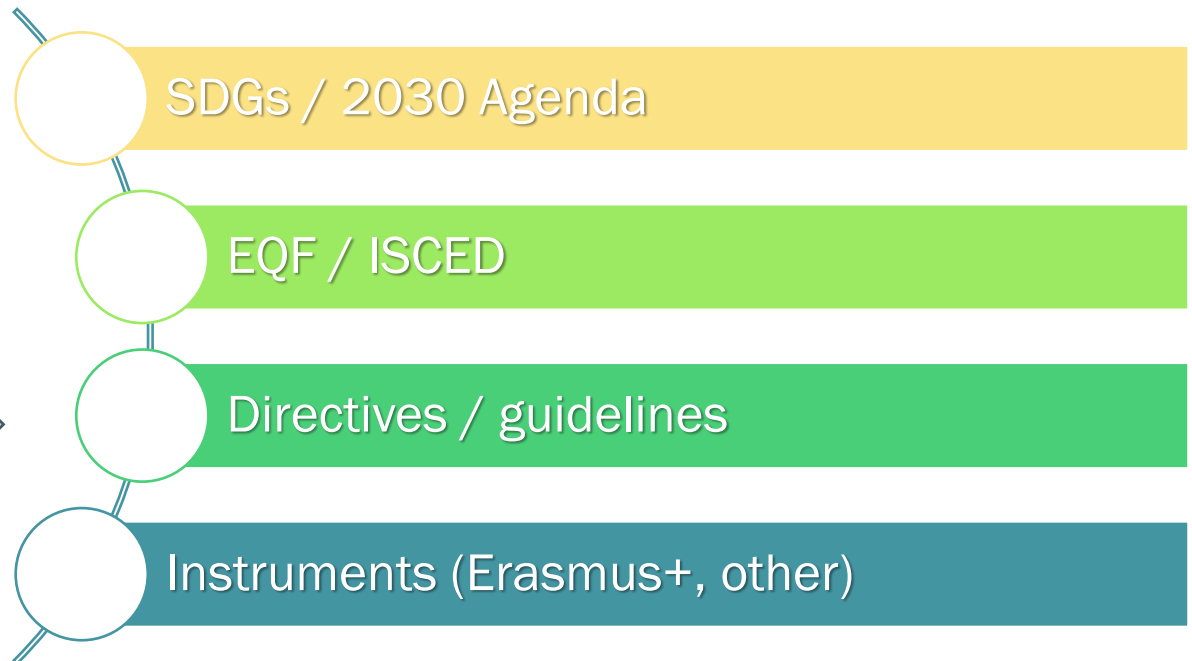
I. Lifelong Learning in Higher Education

- National policy
- University strategies
- Programs
- Accreditation
- Recognition
- Skills
- Motivation



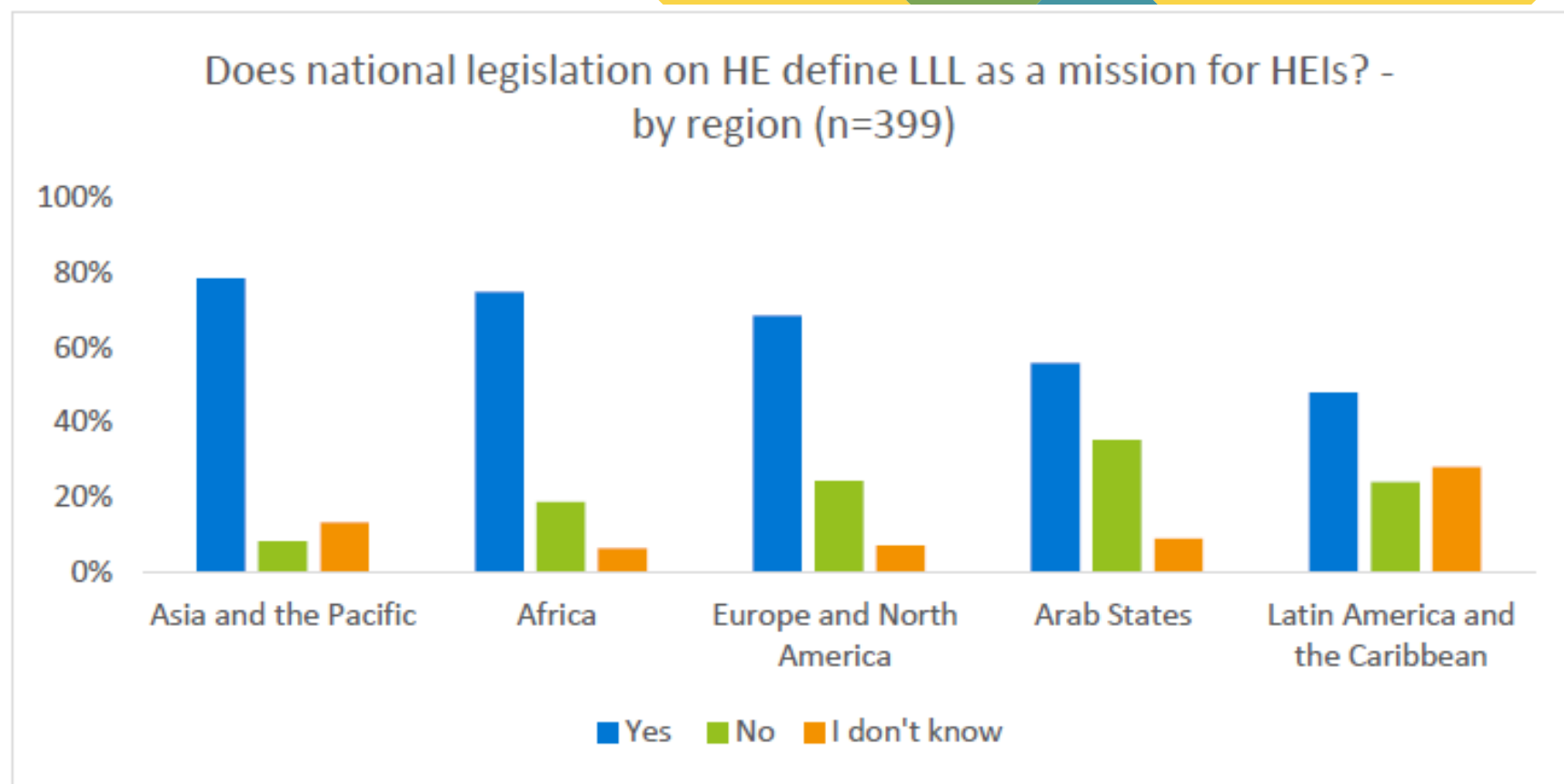
National frameworks for LLL in HE

- National laws and policies:
 - as political commitment;
 - provide the framework for LLL in HEIs.
- Frameworks, policies and instruments:

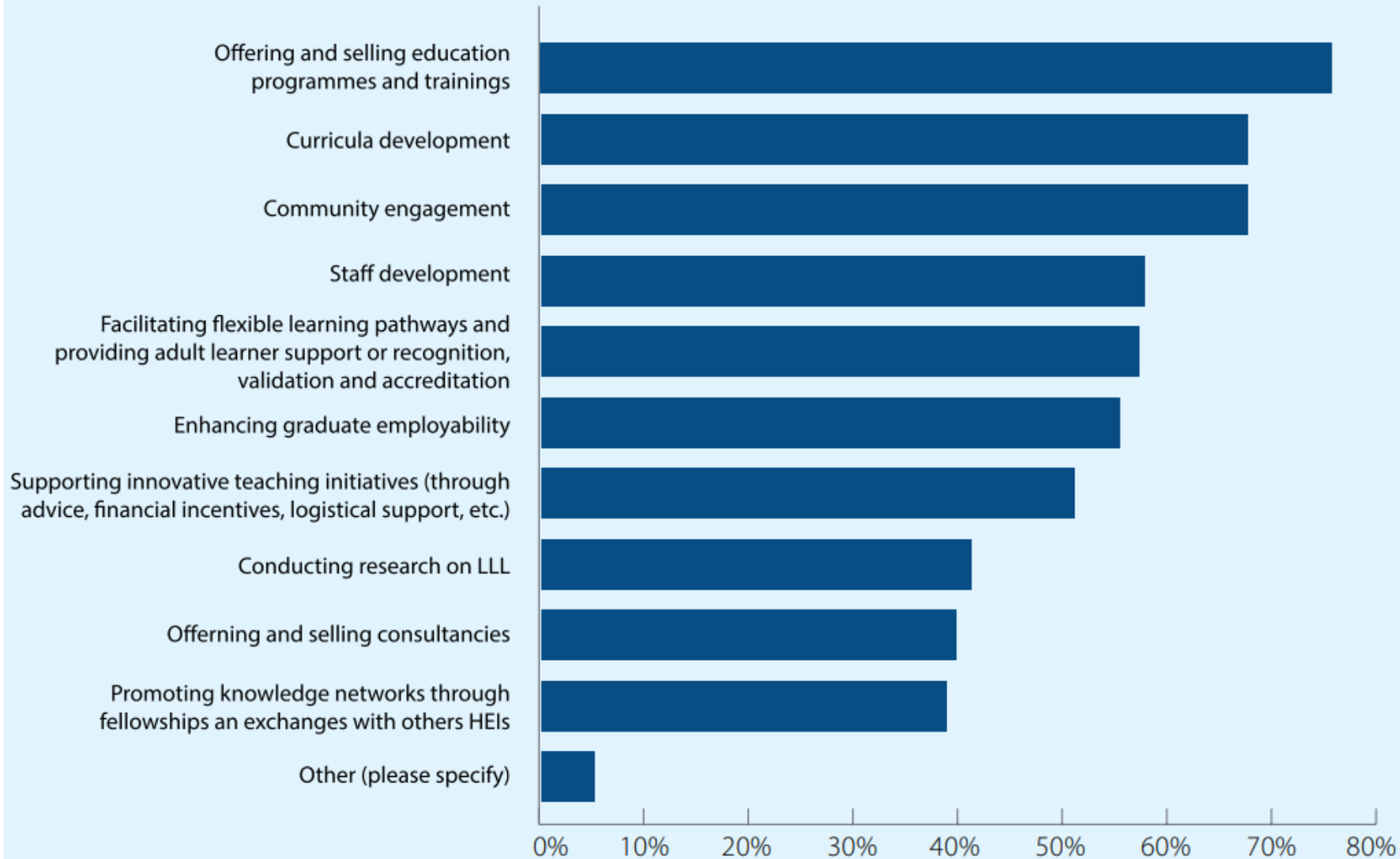


Global practices of HEIs

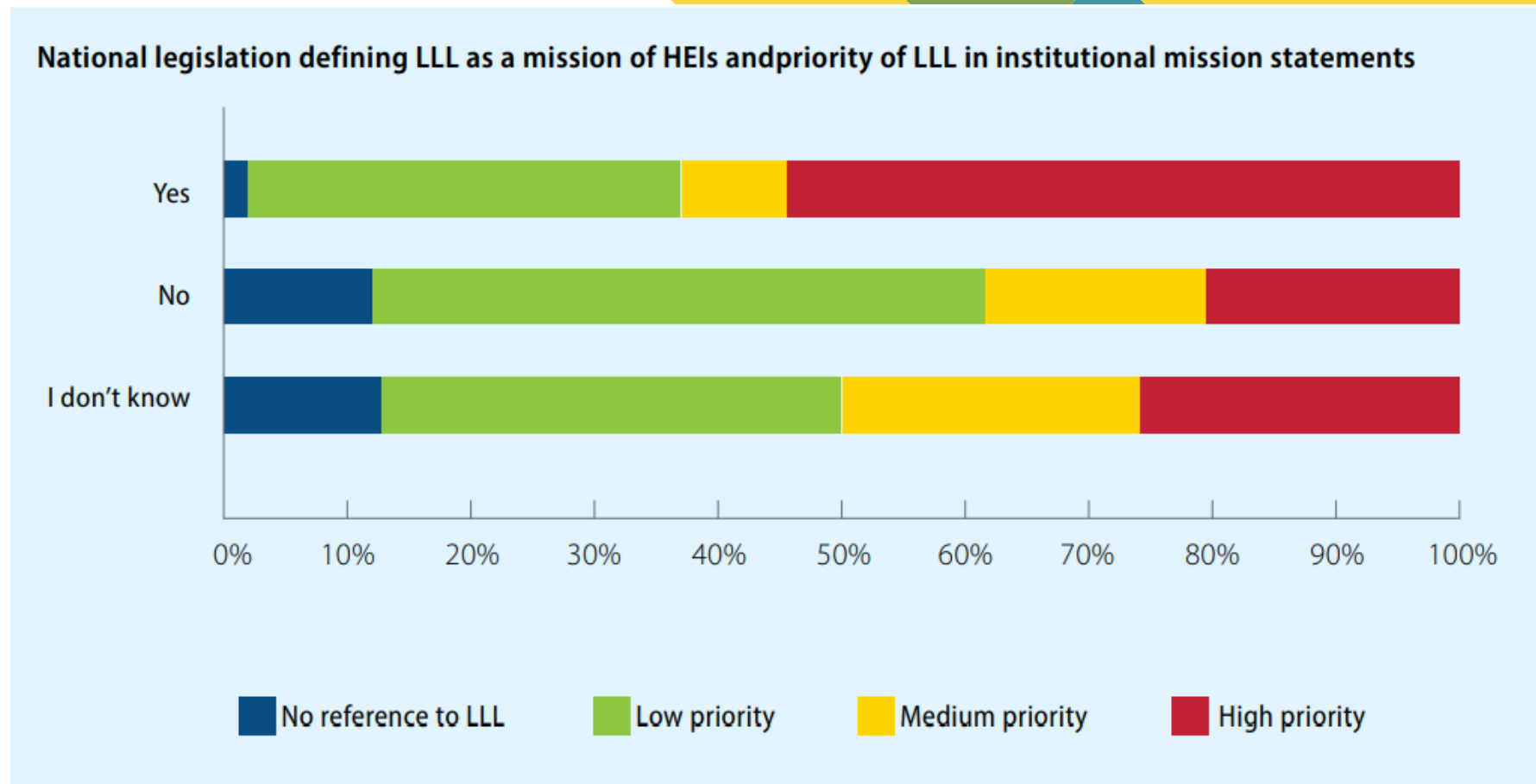
- National laws and policies are estimated to be in place many countries;
- Adaption of university strategies to implement their mission for LLL;
- Dedicating specific university structures;
- Adaption of curricula;
- Funding (tuitions, national, services, etc).



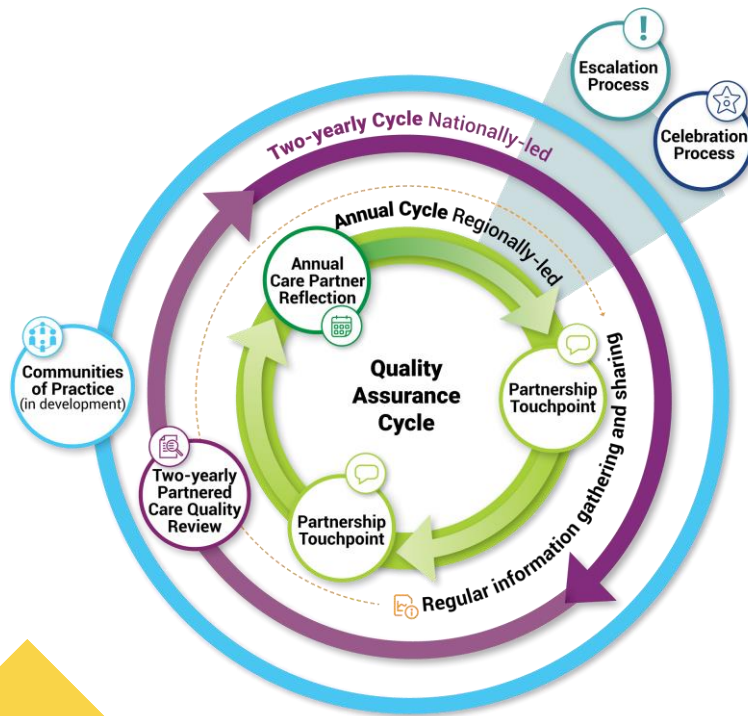
What is the function of your institution's LLL unit?(multiple answers possible) (n=218)



- LLL as a mission of HEIs

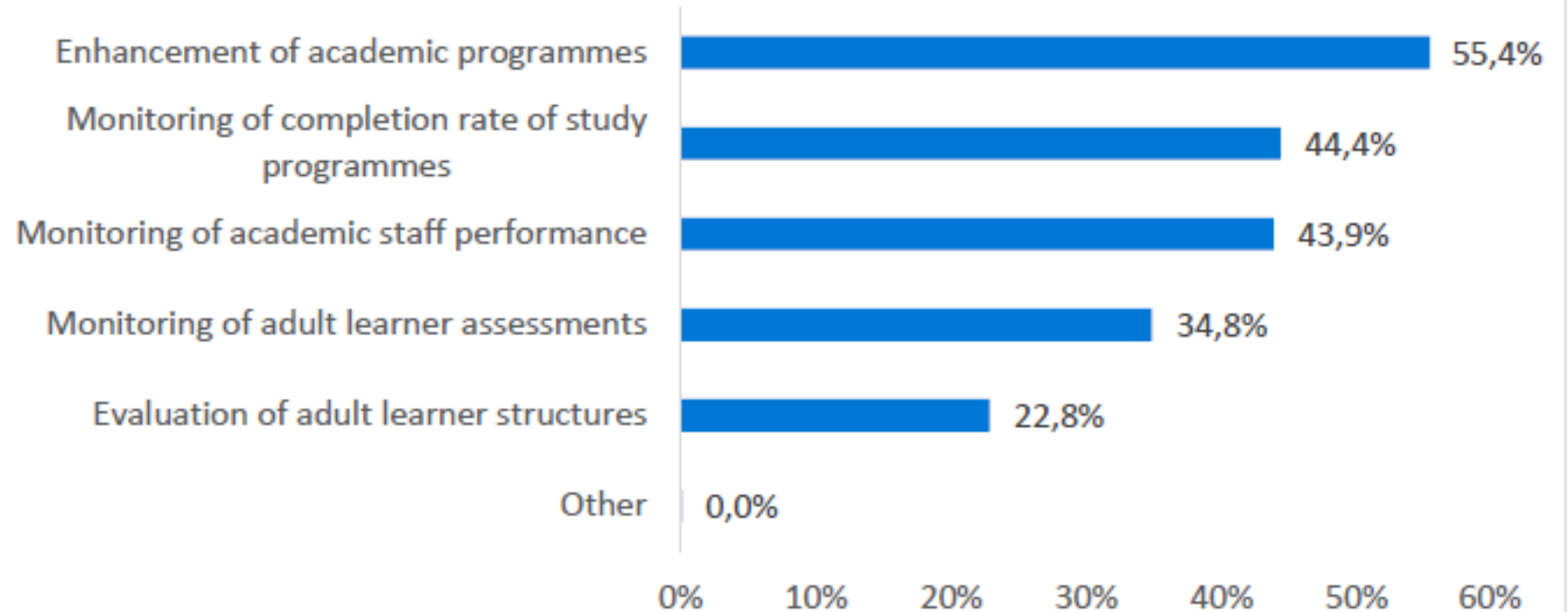


QA and LLL in HEIs



- Accreditations and validations
- Certifications
- Recognition in the labor market
- Recognition of prior learning

Quality assurance procedures (n=399)



II. Recognition of prior learning (RPL)



- VNFIL – validation of non-formal/informal learning (European Training Foundation)
- APEL – assessment of prior experiential learning (United Kingdom)
- APL – assessment of prior learning (United Kingdom and the Netherlands)
- PLAR – prior learning assessment and recognition (Canada)
- RVCC – recognition, validation and certification of competences (Portugal)
- RLO – recognition of learning outcomes (European Commission)

Key implications of RPL:

- LLL programs undergo a standard QA process;
- Reference to EQF/ISCED;
- Transfer of credits;
- Certification;
- Validation tools/instruments.



- Tools and instruments used for validation

Types	Reliability, validity and related issues	Scalability and cost	Main relevance to stages of validation
Self-assessment (self-declarative)	<ul style="list-style-type: none"> validity and reliability can be questioned 	<ul style="list-style-type: none"> high scalability low cost 	identification
Fixed response/ multiple choice (close-ended forms)	<ul style="list-style-type: none"> support standardisation and reliability if not properly worded prompt to bias and limited individual and contextual adaptation 	<ul style="list-style-type: none"> high scalability low cost (initial development might be expensive) 	assessment, certification
Written tests (open-ended forms), including essay	<ul style="list-style-type: none"> reliability might be limited due to different interpretations from evaluators limited validity for certain assessment some standardisation is possible room for contextual adaptation 	<ul style="list-style-type: none"> limited scalability low cost evaluators need to be well trained 	assessment, certification
Dialogue based/ interviews	<ul style="list-style-type: none"> validity depends on level of structure and competence of the interviewer can capture contextually dependent and tacit skills reliability a possibility but not a given 	<ul style="list-style-type: none"> limited scalability cost intensive (time and money) evaluators need to be well trained 	identification, assessment

Types	Reliability, validity and related issues	Scalability and cost	Main relevance to stages of validation
Simulation and controlled job practice	<ul style="list-style-type: none"> supports validity potentially strong reliability captures contextually dependent and tacit skills and competences 	<ul style="list-style-type: none"> potentially scalable cost intense 	assessment, certification
Portfolio of evidence	<ul style="list-style-type: none"> might include different things (performance outputs, performance achievements, productivity measures, quality performance measures, etc) flexible combinations of evidence strengthen both validity and reliability 	<ul style="list-style-type: none"> scalable but flexible cost depends on the level of support provided 	identification, documentation, assessment, certification
Reports from others (colleagues, supervisors, clients, etc.)	<ul style="list-style-type: none"> reliability might increase with many observations validity might depend on the number of reports 	<ul style="list-style-type: none"> scalable low cost 	identification, documentation, assessment, certification

Example of main functions	Examples of who is involved	
<ul style="list-style-type: none"> • provide feedback • promotion 	Individuals and users	<ul style="list-style-type: none"> • potential users of validation • successful candidates
<ul style="list-style-type: none"> • raise awareness and recruitment/outreach measures • provide information and guidance • carry out identification and documentation of competences • carry out assessment and certification 	Civic society, volunteering and youth organisations	<ul style="list-style-type: none"> • non-governmental organisations • volunteer-involving organisations projects
<ul style="list-style-type: none"> • provide information • carry out assessment and certification • carry out identification and documentation of competences 	Business sector	<ul style="list-style-type: none"> • enterprises • sector or branch associations • trade unions • employer organisations • chambers of commerce and industry projects
<ul style="list-style-type: none"> • carry out assessment and certification • provide support for identification and documentation, including information and guidance • support individuals 	Education and training institutions	<ul style="list-style-type: none"> • general and vocational schools • universities • adult education providers • private education institutions • assessment centres and specialist recognition centres • alliances/consortiums/platforms
<ul style="list-style-type: none"> • provide support to institutions • establish procedures • adapt guidelines to local environment • coordinate among regional actors • provide information and support • carry out identification, documentation, assessment and certification 	Regional and local stakeholders	<ul style="list-style-type: none"> • regional public authorities in education and training • labour and social services, etc. • local public authorities in education • employment and social services • regional and local projects
<ul style="list-style-type: none"> • provide adequate legislation • establish frameworks and strategies • establish procedures • determine role and responsibilities • coordinate institutional actors • provide national guidelines • establish quality assurance mechanisms 	National stakeholders	<ul style="list-style-type: none"> • ministries (of education, labour, etc.) and national governmental agencies • education, training and qualification authorities • national projects • public employment services • social services • social partners
<ul style="list-style-type: none"> • provide common guidelines • provide common EU tools for validation • support transparency and portability • support policy learning and best practices transfer 	European stakeholders	<ul style="list-style-type: none"> • EU Commission and Council • EU agencies, Cedefop and ETF • European programmes • European social funds • European social partner organisations • European employers • European projects • European non-governmental organisations • European youth organisations

- 
- Possible stakeholders in validation and their functions

III. Top-up programs between level 5 and 6 of EQF

Top-up programs as a way to promote LLL in HE

- Top-up programs (mainly between levels 5 and 6 of EQF);
- Modular approach of studies and training (module-based certifications);
- Dual programs (combination of learning school based and industry based);
- Circulating between educational learning and industry learning/experiencing.



IV. Promoting LLL through Microcredentials

- Micro-credentials – “a new and more flexible way of recognizing knowledge, skills and competences”.
- Include degrees, diplomas, certificates and licenses, often awarded by accredited, recognized or regulated educational and other institutions or organizations.
- Are offered by commercial entities, private providers and professional bodies, traditional education and training providers, community organizations and other types of organizations.

UNESCO (2022). Towards a common definition of micro-credentials.



A micro-credential:

- Is a record of focused learning achievement verifying what the learner knows, understands or can do.
- Includes assessment based on clearly defined standards and is awarded by a trusted provider.
- Has standalone value and may also contribute to or complement other microcredentials or macro-credentials, including through recognition of prior learning.
- Meets the standards required by relevant quality assurance.
- Mainly offered as module;
- Evidenced through a certificate or digital badge.

Mandatory elements

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

Optional elements, where relevant *(non-exhaustive list)*

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online or onsite with identity verification)
- Grade achieved
- Integration/stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)
- Further information

References:

- 1.UNESCO (2023). The contribution of higher education institutions to lifelong learning
- 2.World Economic Forum (2020). *The Future of Jobs Report*. Retrieved from [weforum.org](https://www.weforum.org).
- 3.European Commission (2020). *European Skills Agenda for Sustainable Competitiveness, Social Fairness, and Resilience*. Retrieved from ec.europa.eu.
- 4.OECD (2019). *Getting Skills Right: Lifelong Learning Policies for All*. Retrieved from [oecd.org](https://www.oecd.org).
- 5.OECD (2022). The recognition of prior learning: Validating General Competences
- 6.UNESCO (2021). *Embracing Lifelong Learning in the Context of Global Challenges*. Paris: UNESCO Publishing.
- 7.UNESCO (2022). Towards a common definition of micro-credentials.
- 8.European University Association (2019). *Trends in European Higher Education: Lifelong Learning*. Retrieved from eua.eu.
- 9.Council of the European Union (2018). *Council Recommendation on Key Competences for Lifelong Learning*. Retrieved from consilium.europa.eu.
- 10.EC (2021). A European approach to microcredentials.



Thank you

Q & A

Bujar Gallopeni, PhD

IBCM College

b.gallopeni@ibcmitrovica.eu

bgallopeni@gmail.com