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## Formal - nonformal Learning Acknowledgement to the new Employment Competencies

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The lecture will present a research launched in 2008 that was part of the tender called “Formation of Competences Establishing Lifelong-Learning in the Dimension of Non-Formal and Informal Learning”. Our survey aimed to examine the adult population’s willingness to learn after finishing their formal studies. It also intended to explore the typical learning scenes and learning habits of target groups distinguished on the basis of (academic) qualification, post-secondary education/vocational qualification and working experience, but homogeneous from other aspects. In this study we also inquired the responders about the followings: in what extent does the formal education system help adult learning; in what kind of communicational channels get they familiar with the adult self-training/self-developing opportunities; what do these opportunities aim at and in what extent did they incorporate it into their everyday lives; and what kind of adult learning habits did they develop for themselves. And also how can the different learning format influence the lifestyle and how can it be more effective.

The methodology of the research used: to process the analysing methods and the devices of the empirical study, to implement the pilot studies, to analyse the results and observations of the study, to draft the development proposals and recommendations relating to supporting priorities. The applied research-methodological examinations in the survey: in the first phase of the research structured methods were used for exploring and selecting the best international practices, relevant documents and existing resources.

The value of this research was to provide professional background to reform the national LLL strategy and provide a decision-preparatory material to draft the state aid policy of non-formal and informal learning. It was also important to suggest recommendations for professional trainings regarding the adaptability of knowledge acquired through non-formal and informal ways. It helped to shape the Budapest University of Technology and Economics classical strategy focusing on the different learning opportunities. This basic research helps to make the teacher and the learner understand how the learning process should be more effective, recognizing the paradigm shift focusing on the different approach of pedagogy to andragogy within the framework of lifelong learning.



The overall problem is: what can the institutions of labour- and social policy; the institutions of teaching and educating do for establishing the opportunities, inner and outer conditions for continuous learning? The answer is: more, even more than these institutions themselves would “think”. As for the solution, the first step is to strengthen the **customer relationship management** among the staff members. They **should develop their diagnostic skills constantly** in order to be able to form a picture of the specific person they are dealing with as fast and accurately as it is possible. Our questions concerning participation in formal education/training or other, formally organized education or training were designed to demonstrate how dominant this form of learning is among the varieties of learning methods and what institutional frameworks and contentual destination are required to fulfill its present mission.

We can conclude on the importance of learning during adulthood that the majority of those questioned regard it essential. Its main reasons are work and way of life and the general human behaviour that drives people to solve new challenges in the natural and social surroundings. The personal motivation of adult education can be determined by a multitude of factors, including the vivid cultural identity of the individual and the desired one, the lack of necessary school certificates or professions required by the concrete or planned position, available navigational or information channels, necessary language knowledge or information technology, personal ambitions or carrier plans.

One of the most important resources of continuous learning is the learning and the methodological culture of learning-promotion. The object rationality is only deceptive and quite often the new techniques and technology are limited by the traditional or instinctively reproduced frameworks. Thus not just the children, but also the adults know a little about successful learning and teaching. They hardly know their learning and teaching styles and they know even less about the arsenal of techniques and methods from which they can select after they have considered the optimality.

Due to hierarchical traditions, the “networkization” and interactivity as characteristic features of democratic societies spread slowly as it would be favourable. This hinders the establishment of the conditions for continuous learning more than relative poverty. As for an example, let us take a look at the spread of the Internet usage in learning and working as a means of organising professional meetings and conferences, or how extensive the mailing traffic is among the co-workers of the offices of labour management, or the educators and students in order to become more informed and involved in joint problem-solving, or how many people write or read the electronic notice boards, and what is the amount of the received and read newsletters.

Recommendations and Suggestions: Change of approach and alteration: mostly, organisational solutions and organisations themselves providing the conditions are in the focus of LLL approach. The enhancement of the LEARNING CITIZEN concept would facilitate to step out from the circle and many areas that so far have not been there could be involved.

It requires other kind of “pedagogy”. Dissemination of knowledge in our “mediated world” is not enough. EXPERINCE can give impetus and social psychologist should be considered more seriously. ■