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Innovative technology for sustainable development of human resource using non-formal and informal education

Avram Tripon*

Management-Economy Department, „Petru Maior" University of Târgu-Mureş, Târgu-Mureş, N.Iorga no.1, 540088, Romania

Abstract

The paper objective is to create and develop an innovative technology for sustainable development of human resources using non-formal and informal education – for student practice. As a result of collaboration among universities, beneficiaries and stakeholders, in order to increase competitiveness and performance student practitioners, to enhance organizational culture. Innovative technology is divided into 3 stages: Self- knowledge; Lessons about the successes of others; Own course on "personal road to success".

1. Introduction

To bring Europe back to growth and higher levels of employment, Europe needs more entrepreneurs. [1] Today's learning opportunities are limitless, borderless and instantaneous. Individuals learn and acquire new skills and competences not only in the traditional setting of the classroom (formal learning) but more and more outside it. Important learning takes place at work, through participation in civil society organisations or in the virtual space provided by the internet and mobile devices, individually or with peers. Increasingly often, companies offer their workers training opportunities to upgrade their skills through organised, but non-formal, learning. Informal learning

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* Corresponding author. Tel.: 00400743111536
  E-mail address: avram.tripon@gmail.com

is also becoming increasingly important in a global and interconnected world where technology allows individuals to learn in a plethora of different ways through for example open educational resources and at a distance.

Engaging and empowering all learners with learning experiences is essential in order to cope with rapid economic and technological changes, more frequent job transitions throughout an individuals' lifetime and pushing individuals to acquire higher and more relevant skills to increase employability, productivity and economic growth.
In today's situation of rising unemployment - particularly acute among young people - and lack of economic growth, making use of new learning opportunities outside the formal system and of the skills acquired through these is urgent: Europe needs to develop the right mix of skills and achieve a better match between skills and jobs to help boost competitiveness and prosperity.

In such context, education and qualification systems need to give an opportunity to all citizens to make visible what they have learnt outside school and to use it for their career or further learning. This can be achieved by a process of validation of learning outcomes acquired through non-formal and informal learning; in this process an authorised body confirms that an individual has acquired learning outcomes (knowledge, skills and competences) measured against a relevant standard.

Validation of non-formal and informal learning has been part of the European policy agenda since 2001 when the Commission defined lifelong learning as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. Since the Copenhagen Declaration on enhanced European cooperation in vocational education and training a series of initiatives have been taken to develop European tools and instruments in
the area of lifelong learning:

– In 2004 Common European principles on validation were adopted in the form of Council Conclusions.

– In 2004 the Europass framework was established, including the Europass CV and a portfolio of documents which citizens can use to better communicate and present their qualifications and competences throughout documenting learning outcomes concern the Youthpass for the Youth in Action Programme and sectoral skills and qualification passports developed under the European sectoral social dialogue.

– A major landmark towards the validation of non-formal and informal learning was the adoption in 2008 by the European Parliament and the Council of the Recommendation on the European Qualifications Framework (EQF) for lifelong learning. The EQF is a reference framework of qualification levels defined through learning outcomes. It has resulted in an ongoing process under which all Member States are setting up their National Qualification Framework and reference their qualifications to the European qualification levels. Through this process qualifications will become more comparable and easier to understand for employers, educational establishments, workers and learners.

– In 2009 the Commission and Cedefop published European guidelines for validating non-formal and informal learning which provides policy-makers and practitioners with technical advice on validation. These focus on different validation perspectives (e.g. individual, organisational, national, European).

– Alongside the other tools credit systems based on learning outcomes facilitate the validation of non-formal and informal learning. For higher education this concerns the European Credit Transfer and Accumulation System (ECTS), which was developed under the Bologna process to facilitate mobility between higher education institutions. For vocational education and training this concerns the European Credit System for Vocational Education and Training (ECVET).

In addition the Lifelong Learning Programme has, since 2007, financed a number of pilot projects which have enabled the development of validation processes and tools in specific sectors or contexts, particularly in vocational education and training and adult education.

Non-formal and informal learning in the Europe 2020 Strategy

Validation of non-formal and informal learning experiences in the EU Member States makes an essential contribution to EU's ambition to achieving smart, sustainable and inclusive growth set by the Europe 2020 Strategy. Its impact can be significant in the labour market functioning: validation mechanisms allow for more transparency on the skills available in the workforce and facilitate a better match between skills and labour demand, promote better transferability of skills between companies and sectors and facilitate mobility on the European labour market. By easing occupational and geographical mobility and allowing for a better skills match, validation can have an

important impact in addressing skills shortages in growing sectors and support economic recovery, In times of an ageing population and shrinking workforce, validation of informal and non-formal learning experiences can also help Europe bring those furthest away from the labour market closer to new learning and work opportunities and tap into all human capital to combat unemployment, boost productivity and competitiveness. In particular, validation can support young unemployed looking for their first job or with very little professional experience to demonstrate and create a market value for their skills and competences acquired in different contexts.

From an individual perspective, validation brings prospects of enhanced employability, increased wages and career moves, easier transferability of skills across countries, second chances for those who have dropped out from school prematurely, improved access to formal education and training, greater motivation to learn and increased self-confidence.

Altogether the validation of non-formal and informal learning experiences also contribute towards the achievement of the Europe 2020 headline targets for early school leaving, the proportion of 30-34 year olds having completed tertiary or equivalent education, the overall employment rate and poverty and social exclusion, a process that is followed up during the European Semester.

Through the Entrepreneurship 2020 Action Plan and the Rethinking Education Communication, the European Commission has emphasised the need to embed entrepreneurial learning in all sectors of education including non-formal learning. [4]

Initial and further teacher training is of the highest importance, but entrepreneurship education is not yet included systematically in training programmes for educators. [5]

2. Methodology of the research

The technology was developed based on the proposals and suggestions obtained from a preliminary survey by initiating a review of the literature.

The start is a set of fundamental questions applied locally in a global context [2]– as presented in what follows:

- Where I intend to get in life, and why?
- Where did others get who followed the path I intend to take?
- Why have others succeeded? Actually, who do I believe has actually succeeded?
- Could I do the same?
- Are there also negative aspects of success? Can they be avoided? How?...

I am aware that I am a fragment of the planetary ecosystem.
I release creativity/force within myself to show.
I give freedom to the joy and success to come closer to me.

- How can I know that joy and success are close for me?… Easy: finding out that sometimes you want to sing, smile and say "thank you!"

- Are there any truths that I am not enough aware of?… Yes. Perhaps the most important is the one of knowing that it is not a must to suffer in this life. And then, perhaps it would be good to acknowledge that each of us has a place under the sun, that there is enough room for anyone's success. Also, one can remember that always joy comes to those who deserve it.

- How can I earn also the "joy of success"?… By making proof that you as well can gift another person the chance to success. Practically use any occasion to gift a smile, an encouragement, and to ask nothing in return.

- Is there something inside us opposing kindness and altruism?… Yes, sometimes we are in the bad habit of believing that by giving we become poorer. In reality, the truth is quite the opposite: by giving we get rich.

- Somewhere in the collective mentality are there some "tumors" that can be extirpated?… Yes, but only when there is a common resolution to this end. For instance, in some collectivities there is the bad habit to believe that success chances have diminished. The reality is that in all bad there is an enormous positive potential, which can be easily be put to good use. The issue is to change the bad for good, like in fairytales.

- Can one change bad into good?… Not only it is possible, but it is very easy to put yourself in the positive situation of knowing better the disadvantages of bad. It might be said that you became immune and know very clearly what is good. You may feel the good as if it existed. The apparent contradiction is related to our habits, and habits can be educated, like the mind, heart and life. Yes, even our life can be changed through education, re-education in accordance with the natural rules of success.

Then We have used the creative method EFI-ROM [5]; is useful for individual use in order to evaluate performance and limits, but also for experts within the human resources department of innovative companies, as a rule SMEs. It assumes knowing the persons subjected to this method because it is successfully employed for logical, perceptive and professionally dedicated individuals who are aware of the requirements related to mobility and openness towards innovativeness at their workplace. It is applied particularly when there is no suitable solution or, when with aim of bringing about a rounded-up successful outcome we intend to improve the already adopted solution. We activate the interior potential being aware of own intentions. It starts with self-questionnaires and results are obtained especially when we persevere and make our solution applicable for others as well. It is useful even when we believe that there is no viable solution.

I took into account the Council Recommendation on the validation of non -formal and informal education [3].

3. Contributions to the Innovative technology for sustainable development of human resources using non-formal and informal education

We are interested in sustainable development glocal (global integrated local / universal). We hand, consciously and obviously a whole infinitely finite. We are finite at some level generator infinite aspects. Based on existing experience we wanted to get involved in the transition from the stage of human resources management students interested in conscious evolution - that is a personal task in an evolutionary context that we generate the experimental phase, the University Peter Major Tg Mures. We rely on learning by doing in the hours of practice. Practical:

1. Initiate / build, together with other interested individuals and businesses, the next level of development of glocal practice, with different levels, so: Practice a glocal (global integrated local/ universal) with different levels - possibly relevant model.

2. Issues underlying them:
   a. balanced strengthen local teams who have achieved / achievements recognized local
   b. Forms instructors / animators of "local militants" by recognizing skills already taken;
   c. identify integrators zonal / regional and then face the results of their cohabitation of opposites is appreciated. The result is even extended University community that integrates all business format/ regional education;
   d. form teams of trainers of trainers who organize schools / academies summer in various locations that attract people from the area - usually as an extension of current public events.

Innovative technology is divided into 3 stages:
• Stage 1 . Self- knowledge ;
• Stage 2 . Lessons about the successes of others;
• Stage 3. Own course on " personal road to success ."

I'm focused and integrated these recommendations provide all citizens the opportunity to demonstrate what they have learned outside of school and use it for their career and further learning, as follows:

(1) Providing the opportunity for citizens to have their skills, knowledge and competences acquired through non-formal and informal learning, including via open educational resources, validated, and obtain a full or partial qualification on the basis of validated non-formal and informal learning experiences, with no prejudice to other applicable Union law, in particular Directive 2005/36/EC on the recognition of professional qualifications;

(2) Including the following elements:
   – Support to citizens in the identification of their learning outcomes acquired through non-formal and informal learning;
   – Assistance to citizens in documenting their learning outcomes acquired through non-formal and

informal learning;
– Assessment of an individual's learning outcomes acquired through non-formal and informal learning;
– Certification of the results of the assessment of learning outcomes acquired through non-formal and informal learning in the form of a qualification, as credits leading to a qualification or as otherwise appropriate.

(3) Compliance the following principles:
– The validation system is a coherent and integral part of the national qualifications framework developed in line with the European Qualifications Framework;
– Information on validation opportunities is widely available to individuals and organisations;
– Disadvantaged groups, including those citizens most likely to be subject to unemployment or insecure forms of employment, are specifically targeted by the validation system as it can increase their participation in lifelong learning and their access to the labour market;
– Individuals, in situations of unemployment or insecure forms of employment, are provided with the opportunity to undergo an audit of their skills and competences within three months of an identified need;
– Access to validation is affordable for citizens who wish to undertake a validation procedure;
– Appropriate guidance and counselling is available and affordable for individuals who wish to undertake a validation procedure;
– Transparent quality assurance measures are in place that support reliable, valid and credible assessment methodologies and tools;
– Development of the professional competence of staff involved in the validation process across all relevant sectors is ensured;
– The qualifications obtained by means of the validation of non-formal and informal learning experiences respect agreed standards that are the same or equivalent to the standards of qualifications obtained through formal education programmes;
– The use of the current and future tools of the Europass framework to facilitate the documentation of learning outcomes is promoted;
– Synergies [1] exists between validation arrangements and credit systems applicable in the formal education and training system, e.g. ECTS and ECVET;

(4) Ensure the involvement of relevant stakeholders such as employers, trade unions, chambers of industry, commerce and skilled crafts, national entities involved in the process of recognition of professional qualifications, employment services, youth organisations, youth workers, education and training providers as well as civil society organisations, in the development and implementation of the components and mechanisms referred to in points 2 and 3, together with providing incentives:
– to employers, youth organisations and civil society organisations to promote and facilitate the identification and documentation of learning outcomes acquired at work or in voluntary activities, using relevant tools (in particular the tools developed under the Europass framework);
– to education and training providers to facilitate access to formal education and training on the basis of learning outcomes acquired in non-formal and informal settings and, if appropriate, award exemptions and/or credits for relevant learning outcomes acquired in non-formal and informal settings;

(5) Ensure coordination between education, training, employment and youth implementation services as well as between relevant policies.

4. Conclusions

Our Innovative technology for sustainable development of human resources using non-formal and informal education is based on recommendations of the European Commission.

Basically, our findings provide:

1. Initiate / build, together with other interested individuals and businesses, the next level of development of glocal practice, with different levels, so: Practice a glocal (global integrated local/ universal) with different levels - possibly relevant model.

2. Issues underlying them:

   a. balanced strengthen local teams who have achieved / achievements recognized local

   b. Forms instructors / animators of "local militants" by recognizing skills already taken;

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• Stage 2 - Lessons about the successes of others;

• Stage 3 - Own course on " personal road to success ."

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