**References**

**Ainsworth, G., & Eaton, S. (2010). Formal, non-formal and informal learning in the sciences*. Onate Press, Calgary, Canada****.*

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| **Abstract:** |
| This report investigates the link between **formal, non-formal and informal learning** and the differences between them. In particular, the report aims to link these notions of learning to sciences and engineering in Canada and the US. |
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| Philosophical underpinnings of this research are: |
| * There is value in learning of all kinds |
| * Learning is a lifelong endeavour |
| * And interdisciplinary approach is valuable |
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**Aleandri, G., & Refrigeri, L. (2013). Lifelong learning training and education in globalized economic systems: analysis and perspective. *Procedia – Social and Behavioural Sciences, 93(3), 1242-1248.***

**Abstract:**

Throughout the world, countries agree that lifelong learning, training and education is crucial to cope today’s issues and challenges involving societies, cultures, economics, and health, well-being and development too, especially in a difficult time of global crisis, as the current one is still. Global economics and societies, involved in faster and faster changes, require higher and

higher competencies, skills and knowledge. “The ability to produce and use knowledge has become a major factor in **development**” (World Bank, 2009). Improved people will be able to compete in global markets but they will be able to cooperate actively as memberships of societies and/or communities. So, **lifelong learning**, training and education will be key to contribute to increase social cohesion, reduce crime, and improve income distribution and to contribute to the growth of economic, scientific and cultural knowledge too. So, there’s a growing need to lifelong and lifewide widespreadly update people’s **knowledge, competences and skills**. The aim of this paper is to analyze the context of nowadays globalized economies and societies, to pick out data, issues and needs, to draw attention on all those aspects for stressing pedagogical and political debate. Analyses are deepened with a systemic-relational approach and hermeneutic, heuristic and critical method. International indicators, such as by OECD or EU data, may offer a comparative framework for analysis, useful for education policies, pedagogists and educational researchers to improve extent and quality in the educational offer and to contribute to

increase development and well-being of people.

**Bjornavold, J. (2000). Making learning visible: Identification, assessment and recognition of non-formal learning in Europe. *European Center for the Development of Vocational Training, Thessaloniki, Greece.***

**Abstract**

Policies and practices in the areas of **identification, assessment, and recognition of non-formal learning** in the European Union (EU )were reviewed. The review focused on national and EU-level experiences regarding the following areas and issues: recognition of the contextual nature of learning; identification of methodological requirements for assessing and recognizing non-formal learning; and institutional and political requirements. Special attention was paid to the following experiences:(1)the German and Austrian dual system approach;(2) the Mediterranean approach of viewing methodologies for assessment and recognition of non-formal learning as tools for quality improvement;(3) the diverse approaches of the Nordic countries;(4) the National Vocational Qualifications approach in the United Kingdom, Ireland, and the Netherlands; (5) the "opening up" of diplomas and certificates in France and Belgium; and (6) EU-level initiatives.

The review established that, during the past few years, most EU member states have begun emphasizing the crucial role of learning that occurs outside of and in addition to formal education and training. This emphasis has led to an increasing number of political and practical initiatives that have in turn gradually shifted the issue from the stage of pure experimentation to that of early implementation.

**Council of the European Union (2008). Council conclusions of 22 May 2008 on adult learning*. Official Journal of the European Union, (2008/C140/09).***

**Abstract**

THE COUNCIL OF THE EUROPEAN UNION

RECOGNISES the key role which adult learning can play in meeting the goals of the Lisbon Strategy, by fostering social cohesion, providing citizens with the skills required to find new jobs and helping Europe to better respond to the challenges of globalisation.

CONSIDERS that adult learning can make an important contribution to meeting such needs by providing not only economic and social benefits, such as greater employability, access to better-quality jobs, more responsible citizenship and increased civic participation, but also individual benefits such as greater

self-fulfilment, improved health and well-being and enhanced self-esteem

**Laal, M., Laal, A., & Aliramaei, A. (2014). Continuing education; lifelong learning. *Procedia – Social and Behavioural Sciences, 116(), 4052-4056.***

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| **Abstract**  The term of lifelong learning stands for a consistency in learning over one’s life in and beyond formal educational settings. Today, there is an increasingly important need to continue education and acquire necessary skills to adapt to the ever-changing world. It is the purpose of this paper to enable one to realize the concept of the term, and understand deeply the importance of gaining knowledge and being updated through presenting its potential benefits. The paper describes the three types of: formal, non-formal and informal learning. Continuing education leads to skills, academic and personal developments, which are discussed in the article. |

**Livinstione, W. (2001). Adults' informal learning: definitions, findings, gaps, and future research. *NALL Working Paper # 21-2001.***

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| **Abstract**  This paper on adult informal learning is divided into four sections. Section 1 examines different conceptions of informal learning and the issues and limitations associated with alternative definitions of informal learning. Section 2 is a review of empirical research on the estimated extent, role, and outcomes of informal learning and posited linkages between informal and formal methods of learning. It reports that, according to the New Approaches to Lifelong Learning (NALL) 2000 national survey, over 95 percent of Canadian adults are involved in some form of informal learning activities that they identify as significant. Section 3 critically assesses current research approaches to studying informal learningand identifies policy-relevant knowledge gaps concerning the general leveland nature of informal learning, distribution of informal learning across theadult population, impact of informal learning on individual and firmperformance, and relationship of informal learning to formal skillsdevelopment. Section 4 recommends optimal approaches to future research on informal learning practices. |

**Marsick, V., & Watking, K. (2001). Informal and incidental learning. *New directions for adult and continuing education. 89 ( ), 25-34.***

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| **Abstract**  Informal and incidental learning is at the heart of adult education because of its learner-centered focus and the lessons that can be learned from life experience. But learning from experience is so broad that everything from Outward Bound activities to structured computer simulations is included in the definition. In this chapter we define informal and incidental learning and look at questions that arise when adult educators use this type of learning in research and practice. |

O’Hara, M. (2007). Strangers in a strange land: Knowing, learning and education for the global knowledge society*. Futures* 39, 930–941.

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| **Abstract**  Profound changes to established patterns of life, root metaphors, necessary expertise and habits of mind are occurring as a consequence of globalization, information and communications technologies and the shift to a knowledge society. There is now a widening cultural mismatch between what members of the knowledge society need to succeed and what current systems of higher education are geared to offer. Increasingly, the result of this gap is that the products of today’s Enlightenment-based socializing systems such as the colleges and universities are ill prepared for the actual challenges of contemporary life, often feeling bewildered and overwhelmed and like ‘‘strangers in a strange land.’’ |

**Peeters, J., De Backer, F., Buffel, T., Kindekens, A., Struyven, K., Zhu, C., and Lombaerts, K. (2014). Adult learners’ informal learning experiences in formal education setting. *Journal of Adult Development, 21 ( ), 181-192.***

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| **Abstract**  Schools typically ignore an enormous part of students’ learning, i.e. informal learning. Such informal processes include intentional, incidental, and tacit learning and tend to be unnoticed because of their taken-for-granted nature. By conducting in-depth interviews with 15 students, two teachers, and two program coordinators of an adult education program, this study examines informal learning outcomes, processes, and personal informal learning experiences within formal education. The study aimed to reveal the interaction between formal and informal learning as well as the respondents’ experiences in this matter. |

**Jarvis, P. (2004). (3rd) Edition. Adult education and lifelong learning. *Routledge Falmer (Taylor & Francis Group), London & New York.***

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| **Abstract**  This is the third edition of Peter Jarvis’ classic textbook *Adult and Continuing Education*, which established itself as the most widely used andrespected book about education for adults today. In this new edition, theauthor has made extensive revisions and included substantial additionalmaterial to take account of the many changes that have occurred in thefield of the education of adults. |

**Rob Townsend (2008). Adult education, social inclusion and cultural diversity in regional communities. *Australian Journal of Adult Learning, 48 (1), (70-92).***

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| **Abstract**  This article presents the outcomes of recent research into adult education programs and experiences in the Shire of Campaspe, a region in northern Victoria. Research data of people from diverse cultural backgrounds reveal how individuals can utilise adult education as a space to explore their own social and cultural isolation in a regional context. The research reveals patterns of migration, internal population mobility, social isolation and cultural identity within the context of this one regional shire. The article discerns the roles that adult education providers play in creating specific kinds of space for people to discover new social networks while interacting with informal and formal structures and processes of adult learning. |

**Salcudean, I., Veres, V., & Pop, C. (2014). The social and cultural dimension of lifelong learning in the European union. Study case: Babes – Bolyai University. *Procedia – Social and Behavioural Sciences, 93(3), 142 (),162-168****.*

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| **Abstract**  The article tackles on the social and cultural dimension of education, illustrated in the concept of lifelong learning/ continuous formation and the developments of this type of education in a specific institution: Babeș-Bolyai, Romania. The first part introduces a theoretical background of the concept and the challenges to incorporate it under cultural policies. The paper proposes an approach of the cultural dimension on the one hand as a cause – a framework for social policies, seen from the perspective of the issues in the social area, and on the other hand as an effect – the result of such issues that lead to the inclusion of the cultural dimension on the agenda and among the priorities of the EU. The second part is a study case of a continuous formation program initiated by a higher education institution, analyzing the attempt to offer adult education to a community. |

**Sava, S., & Lupou, R. (2009).The adult educator in europe professionalization challenges and the alternative of validation of learning outcomes. *Procedia – Social and Behavioural Sciences, 1( ), 2227-2232.***

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| **Abstract**  This paper frames professionalisation of adult educator in Europe as one of the biggest challenges experts in adult education field deal with but it also stresses competence validation system as a reliable alternative in this sense. Europe is experiencing major transformation in which knowledge and innovation are the most valued assets. In this new society, there is an empathic need for offering everyone the opportunities to acquire the relevant skills, knowledge and competences as the route to full involvement in professional and social life. So much the more this need is stressed in adult and continuing education from the perspective of the stringent upskilling demand of Europe’s labour force. The driving forces in this domain are the adult education staff and their professionalisation is high on the EU agenda due to the diversity and variety of this professional group. |

Sloep, P., Boon? J., Cornu, B., Klebl, M., Lefrere, P., Naeve, A., Scott, P., & Tinoca, L. (2011). A European research agenda for lifelong learning. *International Journal of Technology Enhanced Learning, 3(2), 204-228.*

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| **Abstract**  It is a generally accepted truth that without a proper educational system no country will prosper, nor will its inhabitants. With the arrival of the post-industrial society, in Europe and elsewhere, it has become increasingly clear that people should continue learning over their entire lifespans lest they or their society suffer the dire consequences. But what does this future lifelong learning society exactly look like? And how then should education prepare for it? What should people learn and how should they do so? How can we afford to pay for all this, what are the socio-economic constraints of the move towards a lifelong-learning society? And, of course, what role can and should the educational establishment of schools and universities play? This are questions that demand serious research efforts, which is what this paper argues for. |

**Stanciu, S., & Banciu, V. (2012). National qualification system. (NQS) in Romania and validation of formal and non-formal learning. *Procedia – Social and Behavioural Sciences, 69(), 816-820.***

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| **Abstract**  The European Qualifications Framework (EQF) is a European Union initiative to promote learners' and workers' mobility between countries by creating a translating facility for referencing academic degrees and other learning qualifications across the continent. Based on the national qualification framework, Romania has been recently working on frameworks for vocational qualifications. The system of validation of non-formal learning has been set up parallel to formal Vocational Education Training and the link to the formal system has not yet been established and the results of validation of non-formal and informal learning are not recognised in the formal system. |