

### ***Appendix 3:***

## **MAIN DEFINITIONS REGARDING LIFELONG LEARNING**

This glossary is not intended to take stock of the interpretations and possibly differing definitions formulated in national and foreign technical literature and professional discourses of the various terms. Rather it attempts to provide a guideline for the text of the strategy of the Hungarian Government for lifelong learning by introducing the interpretations deployed by the authors.

### **Learning**

Learning is a cumulative process whereby the individual gradually gains more complex and abstract knowledge, and effectively masters such knowledge.

### **Knowledge**

An opinion about things, phenomena, nature and society. In possession of knowledge, we can determine whether things, phenomena and manifestations are true or false, what is right or wrong, and what is real or unreal. Knowledge in a social context is strongly tied to the categories of competence, proficiency, and qualification. In terms of its nature knowledge can be theoretical or practical. The form of knowledge also changes according to the object of cognition (objective knowledge, subjective knowledge, moral knowledge, religious knowledge). Knowledge can be explicit or implicit.

### **Formal learning**

Learning that takes place in an organised and structured environment (e.g. within the framework of the education system, the training system, training at the workplace). Formal learning is generally concluded by an official proof (such as a certificate or a diploma) certifying the acquisition of knowledge.

### **Non-formal learning**

Learning that is planned, but not expressly learning-oriented and is pursued in the context of an activity that incorporates a considerable learning component. Non-formal learning is performed alongside systems of elementary education and training and typically does not conclude in an official certificate. Possible venues of non-formal learning: workplace, training institutions established by civil or social organisations or with the purpose of supplementing learning pursued in formal education systems. According to Act CI of 2001 on Adult Education (point 14 of Section 29) “non-formal learning is a structured teaching-learning activity organised by the workplace or social and other organisations, realised outside education and training institutions at the initiative and on the basis of the needs of the individual, and is not directly related to the acquisition of a certificate of qualification”.

### **Informal learning**

Learning that is not necessarily conscious and is part of our everyday activities (in the family, at work, in the course of leisure activities, etc.).

### **Skill**

Knowledge and experience indispensable for the execution of a specific task or work, which is acquired by the individual through learning, training or practical experience.

### **Basic skills**

The sum total of skills required for activities in a modern society, such as writing, reading, numeracy, communication (ICT skills, foreign language), decision-making, the ability to participate in a work organisation, ability for individual learning, etc.

### **Competence, proficiency**

The proven ability of an individual to utilize his/her knowledge (skills, vocational qualification) in both a general and a changing professional environment. Competence in fact is the sum total of knowledge, theoretical and practical skills, attitudes, emotions, values and ethical characteristics and motivations necessary for successful activities in a given environment.

### **Key competences**

The entirety of competences supplementing basic skills, which enable the individual to:

- acquire new knowledge and to adjust his/her knowledge to new requirements,
- adjust his/her knowledge and skills to the requirements of learning organisations and to contribute to the evolving new forms of learning organisations,
- adapt to the prospects of a changing career and to increase his/her mobility by way of lifelong learning.

(The key competences identified by the EU: the ability to communicate in one's native language, mathematical skills, the ability to communicate in a foreign language, basic skills in science and technology, IT skills, the skill of learning to learn, interpersonal and civic skills, employee skills, entrepreneurial skills, general culture and civilization.)

### **Recognition of competences**

There are two forms of recognising the acquired competences:

- formal recognition: public identification, evaluation and accreditation of acquired competences in an official/formal (diploma, certificate) and institutionalised fashion;
- social/professional recognition: *de facto* recognition of acquired competences, e.g. in the labour market or within a company organisation.

### **Acceptance of non-formal competences**

The acceptance of the fact that the individual has the competences required to pursue a specific occupation, although he/she does not possess any formal proof thereof.

### **Vocational qualification**

- a) The entirety of the requirements the individual needs in order to pursue a certain vocation/profession, occupation and to make progress therein.
- b) An official proof (diploma, certificate) of the successful completion of an education or training programme or the passing of an examination or test.

### **Adaptability**

The individual's mobility to secure and keep a job, and to further develop and renew his/her vocational competences in compliance with the changing demands and circumstances.

### **Adult education**

Pursuant to Act CI of 2001, an adult who participates "in adult education is one who has completed his/her compulsory education as specified in a separate act".

### **Learning between generations**

A form of learning which generally facilitates the exchange of experience, knowledge and proficiency between generations (and not only the passing on of the experiences by older generation).