

**CONTINUOUS EDUCATION
AS A PREREQUISITE FOR THE
DEVELOPMENT OF
PROFESSIONAL COMPETENCES**

S. G. Vershlovskiy
V. Vaiciuniene

T **STINIS MOKYMAS KAIP PROFESINI**
KOMPETENCIJ **PL TROS S LYGA**

S. G. Vershlovskiy
V. Vai i nien

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**SPIRITUAL-MORAL AND PSYCHOLOGICAL-PEDAGOGICAL
FOUNDATIONS OF PROFESSIONAL COMPETENCES
IN THE PARADIGM OF CONTINUOUS EDUCATION**

**TOWARD THE PROBLEM
OF CONTINUOUS SPIRITUAL AND MORAL
SELF-IMPROVEMENT OF MAN**

V. A. Mosolov

**A religious vision of
continuous spiritual and moral
self-improvement**

**Instead of a
Conclusion**

References

**PSYCHOLOGICAL AND PEDAGOGICAL
STRUCTURE OF COMPETENCES**

A. M. Novikov

First, let us consider competencies themselves

approach

competency-based

competencies

abilities

identical

motives

invasion of human freedom

standards

Abilities (competencies). *Abilities*

Ability is the highest human quality, the development of which is the ultimate goal and

accomplishment of the education process.

ability (i.e. competency) **to be competent** **to master an**
activity **a person can do what they have to do**

First **its hierarchy** *operational,*
tactical

strategic

Second **the procedural aspect of activity**

integrative

"divide"

competent
students should gain their own practical working experience
as part of the learning process

Thirdly

cognitive, value-orientation,
transformational (practical and designing), communicative and aesthetic

creative executorial productive reproductive

communicative activity (communication)

aesthetic activity

Truly human activity

integrative activity which is defined by the completeness of its contents in the procedural aspect (goal setting — goal achieving) and in the type aspect with cognitive, value-orientation, transformational, communicative and aesthetic activities being represented to a sufficient degree. It is only then that the currently popular "competency-based" approach will be implemented.

First, in connection with theoretical training

Second, in connection with practical training and educational design

integrating, final link in the educational process

Structure of competencies abilities

firstly

secondly

operational

tactical

strategic

thirdly

the highest,

general educational competence

general cultural competence

methodological competence

general

*adaptive competencies
personal and corporate performance*

*innovation
team performance*

*social sensitivity
problem-solving*

*classification of competencies (abilities) depending
on the level of vocation education*

Level 1

Level 2

Level 3

Level 4

Level 5

skills
Knowledge.
of cognition

knowledge

knowledge is defined as a product

first

second

public knowledge

personal knowledge

First
generalized results

Second

competency-based approach
activity-oriented

sensations, perceptions and images

sensual knowledge

Third

mixed the concepts of knowledge of a collective entity
knowledge of an individual person individual, personality

A learner was sort of regarded as a piggy-bank

First, *by amount of assimilation*

Second, *by level of assimilation*

level 1

level 2

level 3

level 4

Third, by level of generalization

Fourth, by relation to the object being studied

Skills

activity

What else defines a person's competencies? What are other components of their structure? "personality orientation"

Personal worldview.

Value orientations.

Life philosophy of a person

life principles



personal aspiration

level of

Beliefs

self-conception *personality orientation*

self-consciousness

with knowledge

The next concept of self-conception *self-determination*

Self-determination

*one and
the same educational or any other content can be perceived and understood by
different people in absolutely different ways*

a goal of working with the content

Second

Third

self-consciousness, self-determination, self-actualization and self-esteem

In conclusion

**VALUES OF
LIFELONG EDUCATION:
EXPERIENCE OF PHILOSOPHICAL ANALYSIS**

I. V. Volovik

**UNIVERSITIES AS SCIENTIFIC CENTRES OF INNOVATIONS
AND CONTINUOUS EDUCATION**

**CREATION OF AN INNOVATION ENVIRONMENT
IN RUSSIAN UNIVERSITIES AS A PREREQUISITE
FOR CONTINUOUS DEVELOPMENT
OF PROFESSIONAL COMPETENCIES
OF SPECIALISTS**

V. N. Skvortsov

Introduction

**Innovation environment of universities:
Essence and components**



*socio-economic function of the development
of the innovation environment of the university*

*Transforming new scientific information received by university staff into an
economic resource for the development of regional production*

Creating or promoting integration of the technical and organizational environment of regional production.

Developing the intellectual potential of public production in the region

**Economic and organizational
mechanisms for the development of
the innovation environment of universities**

**Innovation environment of universities
as a prerequisite for training
professionally competent specialists**

Reflections and conclusions

First

Second

Third

Fourth.

Fifth

**CONCEPTUAL AND PARADIGMAL ASPECTS OF PROFESSIONAL
COMPETENCE IN THE CONTEXT OF CONTINUOUS EDUCATION**

**CHANGES IN THE DEVELOPMENT OF
PLURILINGUAL COMPETENCE OF
THE 21ST CENTURY CITIZEN**

N. Macianskiene

Introduction

*“Education
for Global Leadership: The Importance of International Studies and Foreign
Language Education for the U.S.A. Economic and National Security.” (2006),*

Table 1

**Encouraging plurilingual competence
in Europe**

Table 2

Plurilingualism or multilingualism.

plurilingualism
multilingualism

Table 3

How are countries prepared to accept such challenges and provide their citizens the conditions for the acquisition of plurilingual skills?

al, 2011)

“Languages in Europe Towards 2020” (King et

implicit

a detailed

How do countries respond to challenges of the modern life and requirements of plurilingual/individual multilingual competence development? "Implementation of multilingualism into the lifelong education program in 31 countries"

**Development policy for
language education in Lithuania**

Table 4

**Trends for choice
of foreign languages in Lithuania**

Table 5

Table 6

**Language teaching policy
in higher education institutions**

for 2003—2012”

“National Education Strategy

**Instance of VMU: efficiency of university initiatives
in plurilingual competence development**

Provision of compulsory language courses.

Table 7

Provision of selective courses and associated courses in culture.

Extracurricular activities.

*spontaneous campaigns.
Clubs.*

club activities, conventional events

conventional events:

Spontaneous campaigns

Conclusions

References

**FORMING THE MODERN CONCEPT
OF EDUCATION TRAJECTORY –
LIFELONG EDUCATION**

P. Jarvis



Individual Educational Trajectory



basic education

multilevel nature

diversification

economic competence

complementarity of the

basic and postgraduate education

maneuverability continuity

educational structures,

integration of

designing,

coordination

consulting

organization

analytics and

for a person

for the society

for the teachers

**THE PROBLEM OF DESUBJECTION
AND POSSIBILITIES OF NEGATIVE
DIALECTICS IN THE LIFE LONG LEARNING**

Introduction

Social Education, *Critical Pedagogy*, *Pedagogy of the Oppressed*, *Critique of*

Rizoma

**The origination of subjection
and the role of Desubjection in the system
of adult education**

in Subjection

The Psychic Life of Power – Theories

subjectum

natura naturans *natura naturata*

**Between altered consciousness
and substitute consciousness**

The Open Society and Its Enemies

**Criticism of the conception
of practice**

Das Kapital

Critique of Dialectical Reason

Negative Dialectic

Différance

**Critique of the conception
of industries**

Negative Dialectic

**Critique
of socialisation**

tabula rasa

Reason

Critique of Pure

sublation das Aufheben
negation

negation of

Critique of Dialectical Reason
Dialectics

Negative

**Critique
of individuation**

criticism

The Holy Family or Critique of Critical

**Negative dialectics
and educational conclusions**

Critique of Pure Reason

ex nihilo
Différance

Lebenswelt

References

Negative Dialectics.

Dialectic of Enlightenment

Lenin and Philosophy and Other Essays.

Seduction

Simulacra and simulation,

Academic Repression. reflections from The Academic

Industrial Complex

. Reproduction in Education, Society and Culture

Foucault, cultural studies, and governmentality

The psychic life of power– theories in subjection.

**DEVELOPMENT OF GENERAL SKILLS
IN CASE OF ACTIVE AGEING:
VOLUNTEERING**

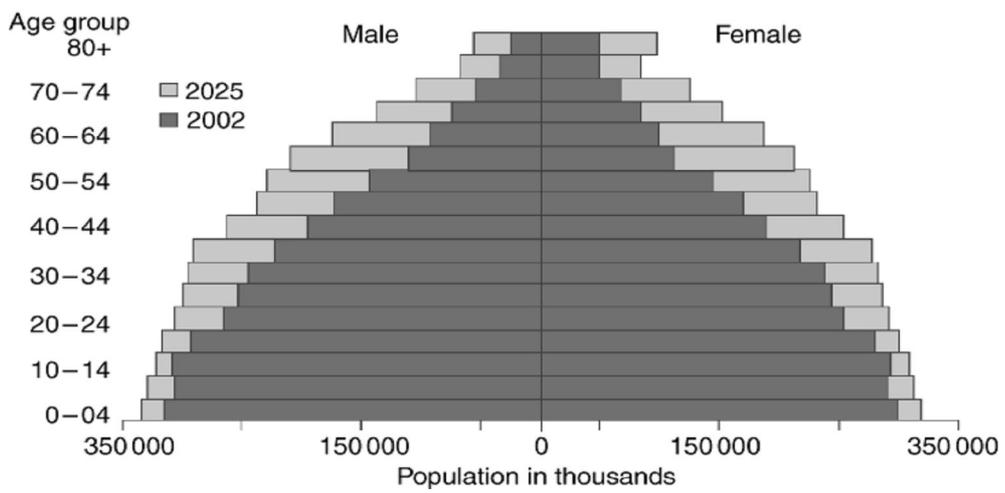
**G. Gedviliene
S. Karaseviciute**

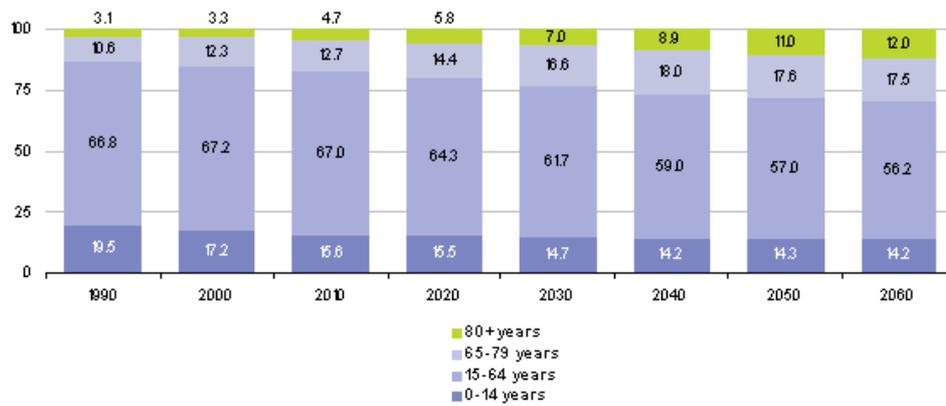
Introduction

The research goal pursued by the authors of this article

The research object

Demographic trends of ageing



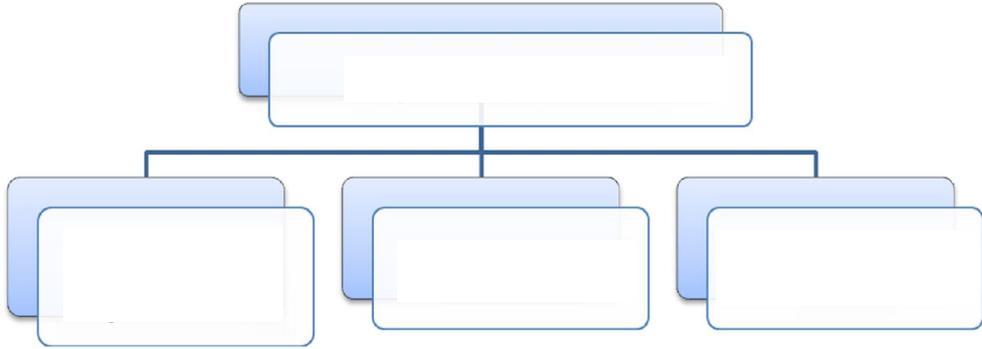


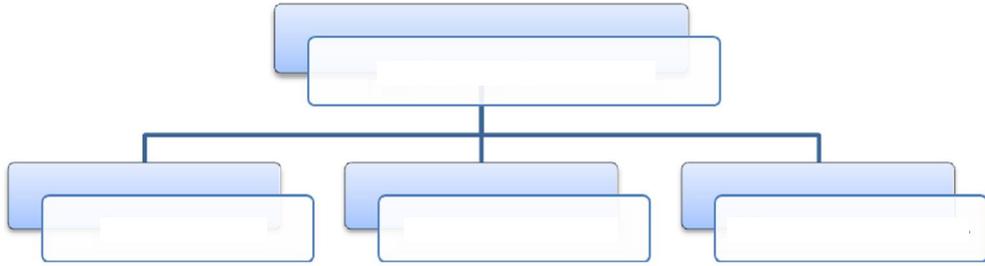
(1) Excluding French overseas departments in 1990; 2010, provisional; 2020-2060 data are projections (EUROPOP2010 convergence scenario).
 Source: Eurostat (online data codes: demo_pjanind and proj_10c2150p)

What is ageing?

General skills during active ageing

Definition of volunteer activity





Motivation for volunteer activity

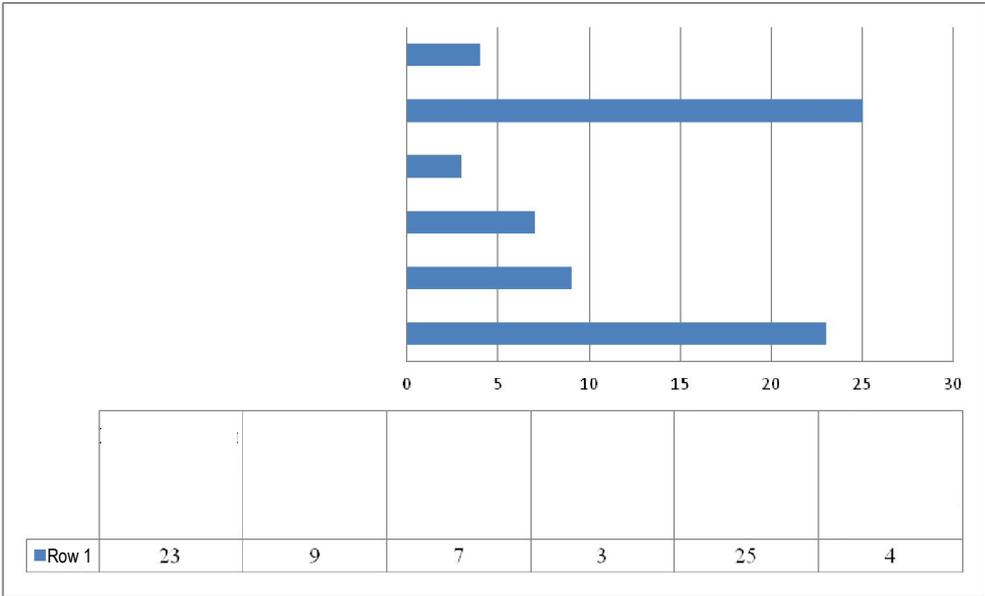
Table 1

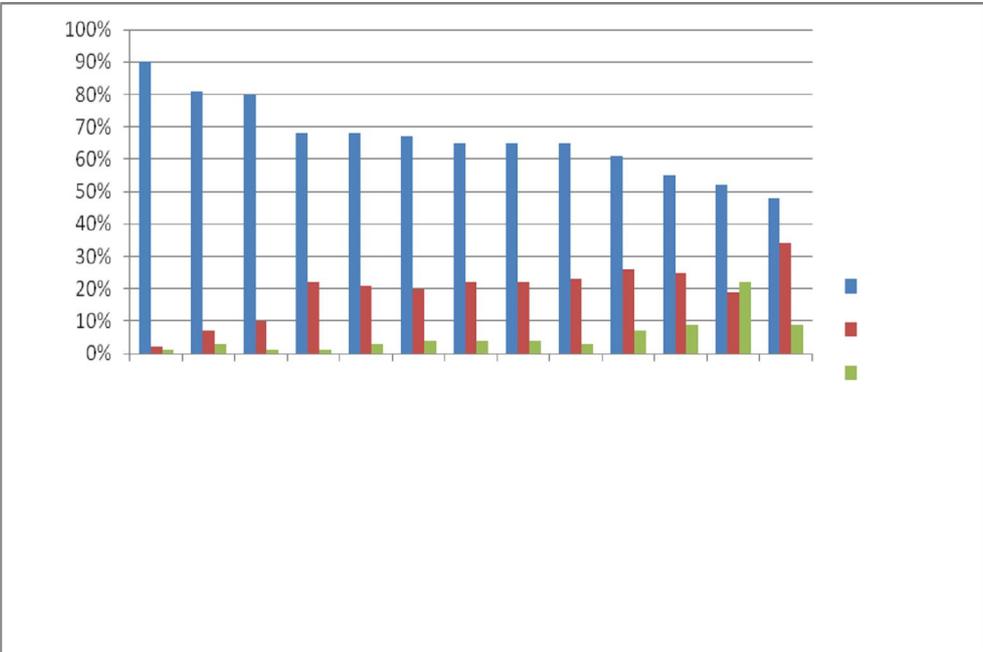
Empirical study arrangement
A quantitative study

A qualitative study



Empirical study results





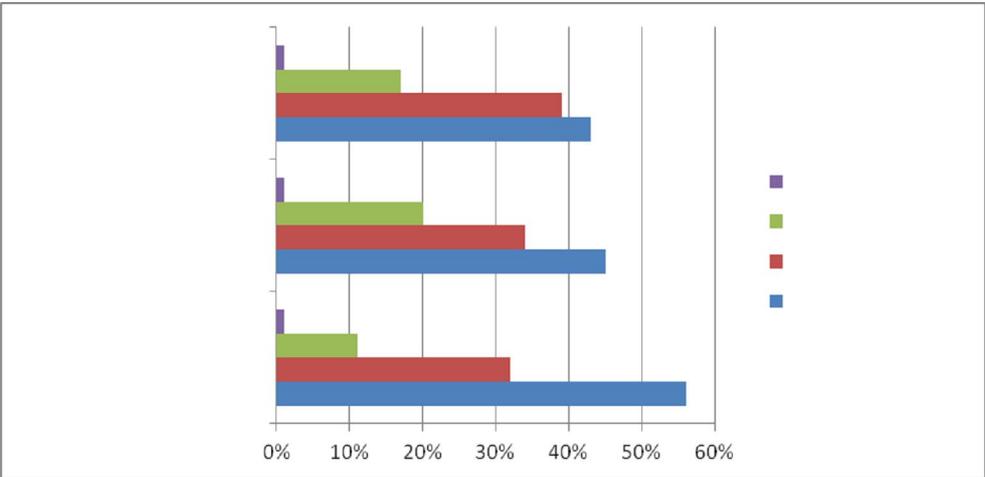
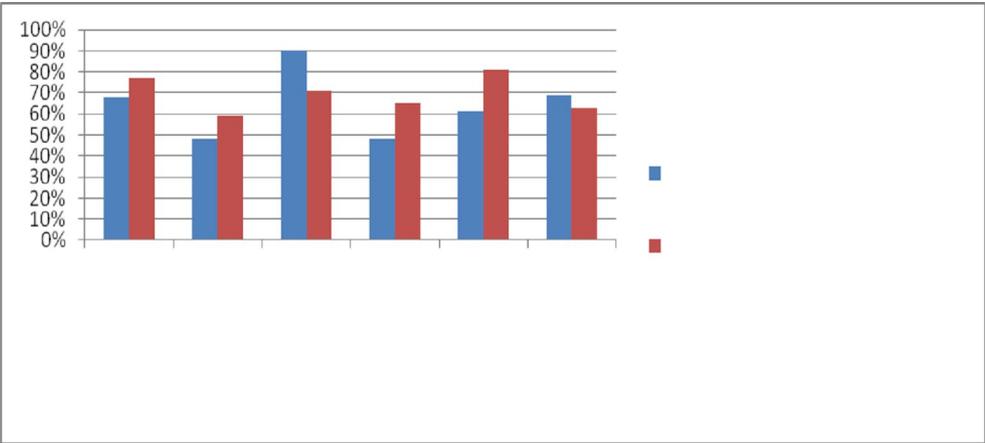


Table 4

Lifelong education
participation in education, education in professional and personal spheres,
concept of lifelong education).

Volunteering experience
Existing experience in volunteer activity *Achievable experience*
in volunteer activity.

*Volunteering skills
skills essential for volunteering; general skills.*

*Volunteering
personal; professional*

*Volunteering expectations
in Lithuania, abroad*

Conclusion

**EDUCATION IN NON-GOVERNMENTAL INSTITUTIONS
AND VOCATIONAL EDUCATION AT A FACTORY IN THE SYSTEM
OF CONTINUOUS VOCATIONAL EDUCATION**

**NON-STATE EDUCATIONAL
INSTITUTIONS IN THE SYSTEM OF
CONTINUOUS VOCATIONAL EDUCATION:
PROBLEMS OF COMPETENCIES**

Introduction

Table 1

DYNAMICS RATES OF THE DEVELOPMENT
OF NON-GOVERNMENTAL SECTOR OF THE HIGHER SCHOOL IN RUSSIA (1993-2003 гг.)

Rates	Measures	Time period										
		1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002		
Number of Higher educ. institutions	units	78	157	193	244	302	334	349	358	387		
Quantity of students	Thousands of people	70,0	110,5	135,5	163,0	201,8	251,0	345,0	470,0	629,5		
Students accepted	Thousands of people	47,0	58,8	52,4	54,9	66,3	81,0	113,0	152,0	198,2		
Students graduated	Thousands of people	1,0	3,4	7,7	13,1	21,5	30,0	40,0	56,0	65,0		
Number of professor-lecturer staff, including:	Thousands of people	3,8	9,7	13,0	17,8	23,6	32,8	42,1	42,2	45,9		
Senior doctors	Thousands of people	0,6	1,7	2,1	2,7	3,7	4,5	5,4	5,2	6,2		
PhD	Thousands of people	1,6	4,6	6,3	8,1	10,5	14,8	19,0	15,5	16,3		
as second job	Thousands of people	3,2	6,3	8,5	10,6	13,7	17,0	31,1	27,8	29,9		

Table is based on materials of Russian statistical yearbook for 2002

Some history

**The Main Characteristics
of Non-State
Educational
Institutions**

the form of ownership

the absence of funding from the state budget.

() greater mobility or greater market mobility

greater responsiveness to the population's needs.

level

greater dependence on the applicants' and students' family income

high degree of the proprietor's capital risk

space

forming a proprietary educational

The elite sector:

The Mass sector:

The special sector,

The Place of the Non-State Education Sector in the Development of Russian Education and Shaping of Students' Professional Competence

Table 2

Instead of a Conclusion

**TRAINING IN COMPANIES
AS A CONDITION FOR CONTINUOUS
IMPROVEMENT OF PERSONNEL
COMPETENCIES**

L. D. Tyulicheva

Introduction

**Specific Features for Implementation of
Lifelong Education Principles in the Course of
Personnel Training Organized in Companies**

Table 1

integrity of the lifelong educational process

*principle of accounting for
the specific features of the structure and content of the educational needs of a
person at different stages of his or her life cycle*

principle of integration of the educational and practical activities

principle of the conceptual succession of ascending steps of the stairs of education

principle of self-education

Table 5

Table 6

Training of New Personnel

**Specific Features and Evolution of
the Russian Market for
Short-term Training**

Table 11

Table 12

**Quality of Services in the Market
for Short-term Training
and Efficiency of the External Training of Personnel**

Form number one –

Form number two –

**Problems of Personnel Training in
Russian Companies
as Management Problems**

-

Table 13

Table 14

<i>Top managers</i>		

Table 16

Conclusion

aim of the research

**Strategic guidelines for
European higher education modernization**

Virtual mobility in university studies

Open educational resources

**Technology enhanced learning and
teaching curriculum quality evaluation**

Conclusions

References

Tijdschrift voor Economische en Sociale Geografie (Journal of Economic & Social Geography), 96

**SOCIO-CULTURAL TRENDS IN
CONTINUOUS DEVELOPMENT OF
PROFESSIONAL COMPETENCIES OF
TEACHERS**

**V. I. Klyushkin
A. S. Mischenko**

Introduction

**Main determinant trends
of the continuous development of
the professional competencies of teachers**

**Multi-paradigm development of
professional competencies of teachers
as a prerequisite for modernization of the content of
their continuing education**

Some conclusions

**THEORY AND PRACTICE OF
VALIDATION OF NON-FORMAL AND INFORMAL EDUCATION
IN EU COUNTRIES**

**M. Tereseviciene
A. Rutkiene**

significance

openness

**Validity of learning results
among other means and principles
in terms of lifelong education**

1. European Qualifications Framework (EQF).

2. European Credit System for Vocational Education and Training (ECVET).

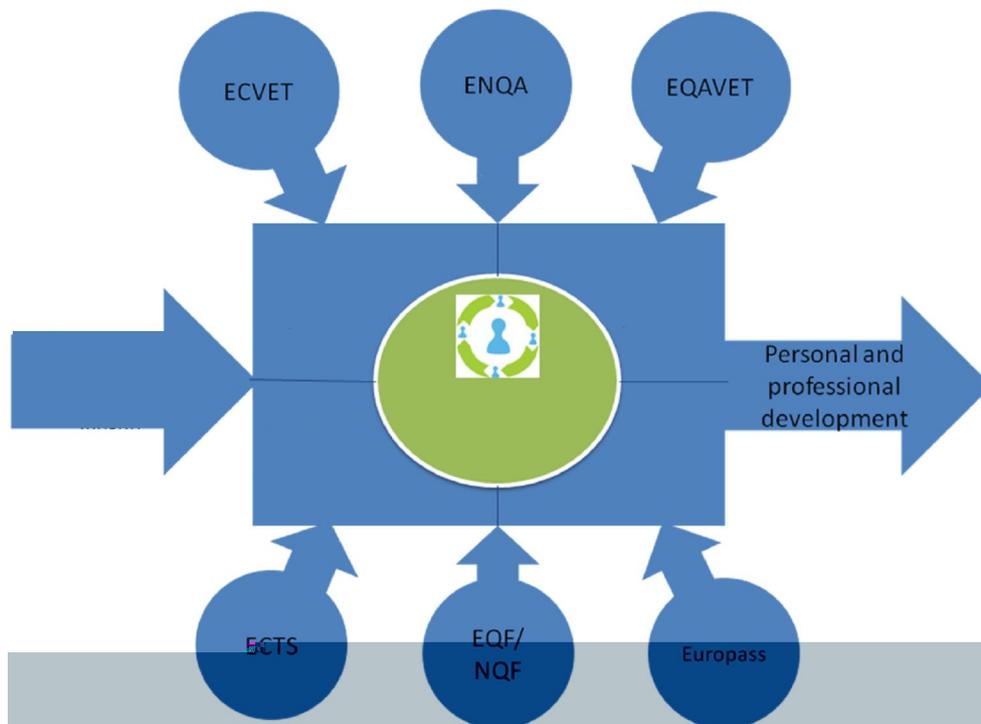
3. European Credit Transfer System (ECTS).

4. Europass

5. European Quality Assurance Reference Framework in VET (EQAVET)

6. European principles and instructions for the identification and validation of non-formal and informal education.

7. Management and consulting in the lifelong education system.



8. The European Association for Quality Assurance in Higher Education (ENQA)

Key factors for the development of validation systems in EU

Humans are the system center.

Methods and systems shall be focused on the integrated registration and non-standard type of the non-formal and informal education.

Transfer of the education results is vital for the non-formal and informal education validation

Table 1

Role of standards.

Validation shall keep the balance between current and final results.

Transfer of education results is required and mandatory.

Elaboration of approach for a combination of formal and non-formal education.

Validation shall consider ethical standards.

Expense and benefit strategy.

Various development levels of validation in EU countries

Table 2

First level — countries in which validation functions for people.

Second level — countries in which validation is only just becoming a common procedure.

Third level — countries with an elementary level of development.

References

**LINKING STUDY PROGRAMMES
AND THE JOB MARKET:
TRANSVERSAL COMPETENCES**

**N. Maskaliuniene
L. Kaminskiene**

Introduction

Scio nihil scire

*general skills
generic, transferable, transversal) competences*

*general (
competences*

general competences

**The problem of terms.
A definition of competence**

capacity, attribute, ability, skill competence

ability habilis

especially : ability competence

skills competences skills’.

transferable skills’ ‘generic / transferable / transversal competences

**General competences
in higher education**

Table 1

**General (transversal) competences
and the learning society**

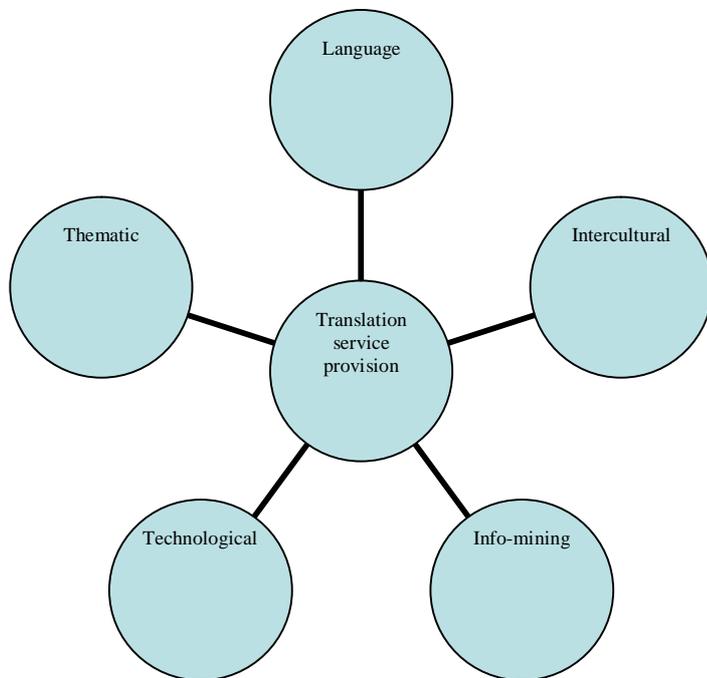
should

applied in practice

Note

optimisation of learning strategies

**Competences in translation
study programmes**



**Translation service
provision competence**
Interpersonal dimension

Production dimension

**Language
competence**
Language competence

**Intercultural
competence:**

Sociolinguistic dimension

Textual dimension

**Information mining
competence**

Thematic competence

**Technological competence
(mastery of tools)**

**Transversal competences in a Translation
and Interpretation Study Programme**

Conclusion

References

Internet Sources

**CONTINUOUS EDUCATION AS A SUBJECT
AND OBJECT OF RESEARCH**

**BIOGRAPHICAL PERSPECTIVE
ON LIFELONG LEARNING AND
DEVELOPMENT OF PROFESSIONAL IDENTITY**

**N. Mazeikiene
A. Dorelaitiene**

This article aims to

**The role of biography in understanding changes
and transformations of an individual
and social structures**

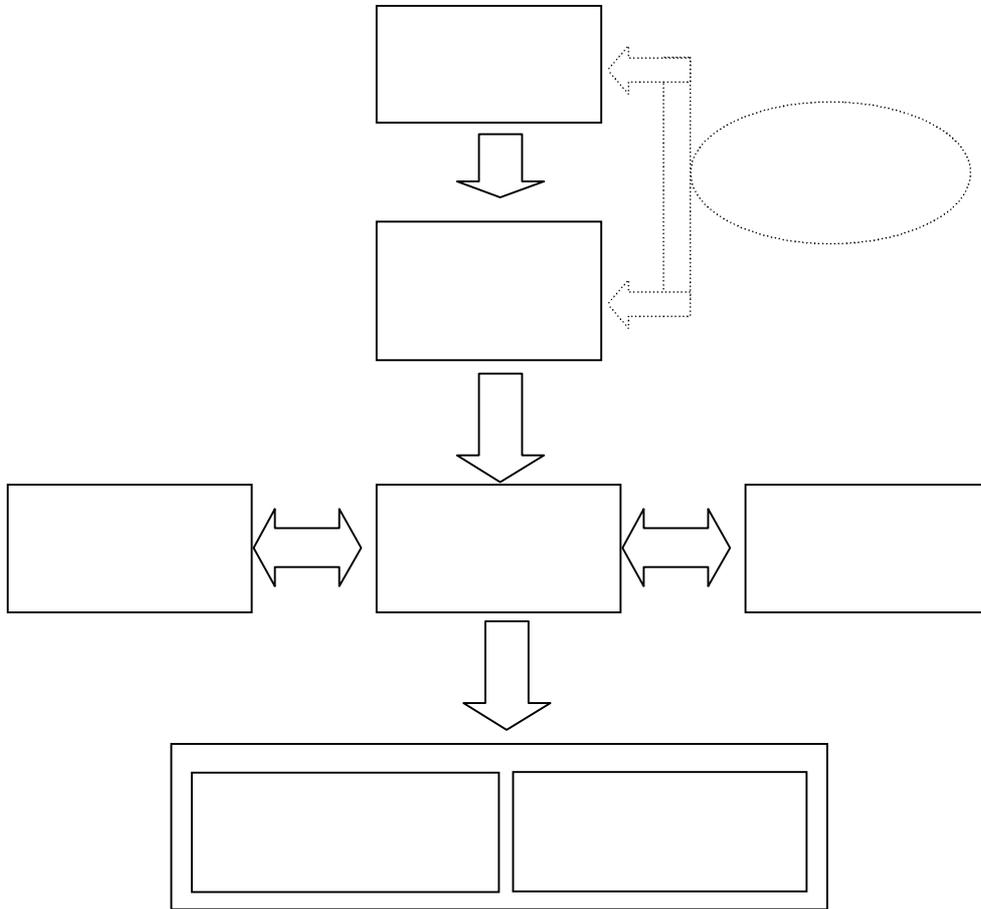
(Lebenswelt).

**Study of life trajectories
and biographies for understanding processes
of lifelong learning and continuing education**

habitus

**Stand against normative biography –
biographical perspective of professional
identity development in male social workers**

Could you tell us please from the beginning what happened in your life that you have decided to become a social worker and how it happened?



*And there I was, drowned in the ocean of drugs. Yes, I felt euphoric at first, but then all bridges between me and my loved ones were burnt. I lost my family, my job, my health, dignity, connections
I lost my family, my wife divorced me taking away my two children because of my alcohol addiction*

Social work has started with religion, everything starts with religion and all values of social work are Christian values coming from the Bible <...> This work is a calling, and there is just no sense in learning [to become a social worker] if there is no calling. This work is extremely hard, it requires self-sacrifice and particular patience. You just cannot start if you have no calling. There are people who are soft-hearted, kind-hearted, people who can do this work. If a person is not sensitive to the pain of others, he cannot do this work. He would be blind and deaf, because here, the tool is not your eyes or ears, but your heart.

References

**LINKING LIFELONG LEARNING
AND PARTICIPATORY ACTION RESEARCH
FOR EMPOWERMENT OF THE VULNERABLE**

J. Ruskus

Introduction

**Literature review.
Defining vulnerable and
disadvantaged people
and populations**

Literature review.
Defining strengths perspective

Literature review.
Defining empowerment

me we

Literature review.
Defining adult learning

Literature review.

Defining emancipatory and transformative learning

conscientizacao -

Liberation through Consciousness Raising,

Literature review.
Defining participatory action research



**Two cases of
participatory action research
in Lithuania:
building new knowledge together**

Case one. Revelation of key factors of lifelong learning for vulnerable groups.

Socialiniai mokslai

**Case two. Designing strategies for reemployment of former convicts:
building new knowledge together.**

Conclusions

a priori

References

Social Work with Groups

Canadian Journal of Community Mental Health

METHODOLOGICAL CONSIDERATIONS FOR QUALITY ASSURANCE IN LLL

Introduction.

Aim

Methods

**Imperatives for quality assurance
in lifelong learning in the EU**

of the European Union

Council

European Commission

Bologna Declaration

Commission *Council of the European Union, European*

Leuven Communiqué *Prague Communiqué*

Bergen Communiqué

European Commission *European*
Universities' Charter on Lifelong Learning

Dimension 1:
European context

quality

fitness for purpose *fitness of purpose*

quality *quality assurance*

Bologna declaration

Criterion 1: Three-cycle Degree Structure.

Criterion 2: European Credit Transfer and Accumulation System.

ECTS Users' Guide

European

Qualification Framework for Lifelong Learning

Criterion 3: Diploma Supplement.

Berlin Communiqué

Criterion 4: European Qualifications Framework for Lifelong Learning.
European qualification framework

OECD
Criterion 5: Level Descriptors of Higher Education for Lifelong Learning.
Dublin Descriptors

European Higher Education Area

Criterion 6: Standardization of Quality Assurance in Lifelong Learning.
European Standards and Guidelines for Quality Assurance in Higher Education

ENQA

Bologna Process Implementation Assessment

Report on

Trends 2010 Report

Education Institutions of Higher Education *European Students Union* *European Association for Quality Assurance in Higher Education* *Association of European Institutions in Higher Education*

EQAR

EQAR

**Dimension 2:
National – Lithuanian context**

Higher Education

Centre for Quality Evaluation in

The Centre for Quality Evaluation in Higher Education

*Quality Evaluation in Higher Education
Assurance Register for Higher Education
European Network of Quality Assurance*

*The Centre for
European Quality*

Criterion 1: Three Cycle Structure.

Professional Bachelor Degree

Criterion 2: European Credit Transfer and Accumulation System at National Level.

Criterion 3: Diploma Supplement.

Criterion 4: Lithuanian National Qualification Framework. *The National Qualification Framework*

Qualification Framework

Lithuanian

level 1

level 2 – level 4

*level 5
level 6 – level*

8

„Referencing Lithuanian Qualifications System to the European Qualifications Framework for LLL

Lithuanian Qualification System

Criterion 5: Level Descriptors of Higher Education for Lifelong Learning. *Lithuanian Higher Education Level Descriptors*

Dublin Descriptors

Framework for Lithuanian in European Higher Education Area
Criterion 6: Standardization of Quality Assurance in Lifelong Learning.
Strategy for Assuring LLL in Lithuania

National Education Strategy 2003-2012

Law on Non-formal Education (1998), Law on Education (2003), Law on vocational education and training (2007), Law on Support for Employment (2006), Law on Higher Education (2000), Law on Studies and Research (2009)

Lithuanian country report on the action plan on adult

*European Standards Guidelines for Quality Assurance in
Higher Education*

*Higher Education European Association for Quality Assurance in
and Research Law on Studies
Law on Higher Education
The Centre for Quality Evaluation in Higher Education of Lithuania*

European Commission

**Discussion:
methodological issues
in quality assurance
for lifelong learning**

Bologna Declaration *Bologna Declaration on the European Space on
Higher Education: an explanation*

First issue

*Second issue
Declaration*

Bologna

competencies

Third issue

Bologna Declaration

Bologna Declaration

European Reference Framework *Key competences for LLL:
The European Qualifications Framework for LLL* *European e-Competence Framework 2.0*

Fourth issue

Bologna Declaration

*flexibility
openness*

responsiveness

ability

Fifth issue

Bologna Declaration

Sixth issue

Bologna Declaration

Conclusions

1.

2.

3.

References

Assurance in Education

Quality

Educational Researcher

Medicine *Annals of Internal*

Quality in Higher Education *Trends V: Universities shaping the European Higher*

Education Area *Quality in*

Higher Education

Quality in Higher Education

Practice *Assessment in Education: Principles, Policy &*

Education, *Assessment & Evaluation in Higher*

Quality in Higher Education

Higher Education *Assessment and Evaluation in*

Qualifications Framework for LLL. *Educational Leadership*

Referencing Lithuanian Qualifications System to the European

Higher Education in Europe

Compare: A Journal of Comparative and International Education,

Journal of Studies in International Education

European Journal of Engineering Education *Management in Higher Education*

Gender and Education

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American Journal of Distance Education,

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Quality in Higher Education

Institutional Diversity in European Higher Education: Tensions and Challenges for Policy Makers and Institutional Leaders.

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