

POSTER

TITLE	Guidelines to Assessing University LLL in Armenia, Georgia and Ukraine
ABSTRACT	<p>The LLL Assessment Guidelines are produced in the framework of the Tempus LeAGUe project and belong to the work package 2: The National Policies of LLL. The development of Guidelines has been motivated by the overarching need for boosting lifelong learning in Armenia, Georgia and Ukraine (AGU) from the point of view of supporting the development of continuing and further education and retraining of various target groups (learners) in order to meet the demands of the labour market and contribute more effectively to the social and economic development of each of these countries.</p> <p>The Guidelines involve investigation and analysis of existing national LLL policies in EU and the partner countries in regards to identifying the key elements and interlocking systems of LLL in AGU that would facilitate transition to university LLL in these countries. The development of recommendations for various phases of LLL courses and programmes (LLLCs) is built on experiences of current practices in all consortium countries. Due to the lack of official statistics related to various aspects of LLL in AGU, the research team have developed a set of tools that would:</p> <ul style="list-style-type: none">- help to identify LLL policy similarities and divergences in AGU and EU universities based on various levels of policy implementation in each region;- assist higher educational institutions of AGU in recognising and localising the needs of external and internal stakeholders (e.g. Ministries of Education, business enterprises, university staff) and target groups (e.g. returning students, future learners) of LLL for designing and delivering viable and sustainable LLLCs <p>The first research tool underlying the design of the Guidelines is a policy-driven questionnaire structured according to the assessment needs of prospective LLLCs with reference to three evaluation criteria: relevance, effectiveness and efficiency.</p> <p>Relevance: The extent to which the objectives of LLLCs are consistent with stakeholders' requirement, country needs national priorities and policies of LLL.</p> <p>Efficiency: A measure of how economically resources/inputs (e.g. funds, expertise, time, etc.) are converted to results.</p> <p>Effectiveness: The extent to which the LLL objectives were are achieved, or are expected to be achieved, taking into account their importance for external and internal stakeholders.</p> <p>The questionnaire has been utilised to extract data from the LeAGUe consortium partners concerning their various levels of interaction between national policies of LLL and Partner universities' institutional capacities to develop an assessment framework for LLLCs in AGU.</p> <p>The second set of tools includes three Annexes with evaluation templates designed for all universities in AGU to identify internal and external stakeholders' need for LLL as well as assess the opportunities for all target groups (learners) to participate in the assessment of LLLCs.</p> <p>The Guidelines include and refer to these tools in order to:</p> <ol style="list-style-type: none">a) facilitate AGU universities' understanding of policy environment for LLL and translate the forthcoming needs into action for LLLCs;b) guide AGU universities in the process of identifying the needs of envisaged LLLCs stakeholders and end-users;c) assess how the quality component can be best embedded, delivered and sustained in the institutional context of LLLCs while acknowledging the

	changing nature of the national policies of LLL.
KEY WORDS	LLL, guidelines, national policies, assessment, relevance, effectiveness, efficiency
AUTHOR(S)	The LLL Assessment Guidelines are produced in the framework of the LeAGUe project (project number 543839-TEMPUS-1-2013-1-SE-TEMPUS-SMHES) which was selected in the framework of the Tempus IV - 6th call of proposals. The content of the materials included in the LLL Assessment Guidelines is the result of the common work of teams from the Armenian Lifelong Learning League (Armenia), University of Ruse (Bulgaria), Vanadzor State University (Armenia), Adult Education Association of Georgia (Georgia), University of Georgia (Georgia), Taras Shevchenko National State University (Ukraine) and Telavi State University (Georgia).