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for Lifelong Learning

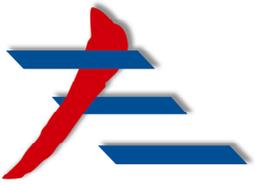
# *Lifelong Learning: the Defining Issues, Initiatives and their Impacts on Socio-economic Development of a Country*

Nha Trang, 29 October 2009

## **Arne Carlsen**

Chairman of the ASEM Education and  
Research Hub for Lifelong Learning

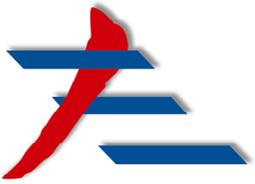
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# Concepts of Lifelong Learning

- UNESCO: utopian ideal
- OECD: recurrent education
- EC: from cradle to grave
- UK: focus adult learning

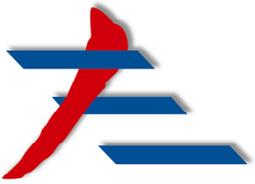


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# Concepts of Lifelong Learning

- OECD

- 'This view of learning embraces individual and social development of all kinds and in all settings - formally, in schools, vocational, tertiary and adult education institutions, and non-formally, at home, at work and in the community. The approach is system-wide; it focuses on the standards of knowledge and skills needed by all, regardless of age. It emphasizes the need to prepare and motivate all children at an early age for learning over a lifetime, and directs efforts to ensure that all adults, employed and unemployed, who need to retrain or upgrade their skills, are provided with opportunities to do so.'

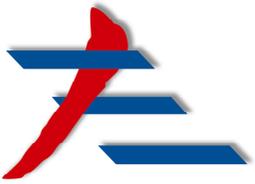


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# Concepts of Lifelong Learning

- 2009 UK:

Lifelong learning includes people of all ages learning in a variety of contexts – in educational institutions, at work, at home and through leisure activities. It focuses mainly on adults returning to organised learning rather than on the initial period of education or on incidental learning



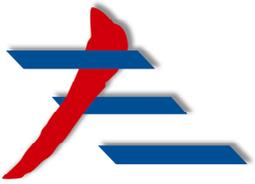
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# Concepts of Lifelong Learning

EC:

- lifelong learning as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective." Lifelong learning is therefore about:
- acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post-retirement. It promotes the development of knowledge and competences that will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future.
- valuing all forms of learning, including: formal learning, such as a degree course followed at university; non-formal learning, such as vocational skills acquired at the workplace; and informal learning, such as inter-generational learning, for example where parents learn to use ICT through their children, or learning how to play an instrument together with friends<sup>[1]</sup>.

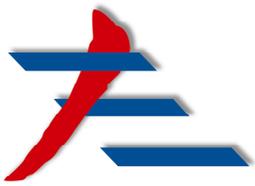
<sup>[1]</sup> "Making a European Area of Lifelong Learning a Reality", November 2001.



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# Concepts of Lifelong Learning

- DeSeCo: a successful life and a well-functioning society
  - Manage tools interactively
  - Interacting in heterogeneous groups
  - Acting independently
- EC Key Competencies for lifelong learning
  - Entrepreneurial, foreign languages, technological, social, ICT
- a combination of knowledge, skills and attitudes...which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment."
- ASEM LLL Meta-Competences contextualised  
Dev. of communicative, analytical and personal

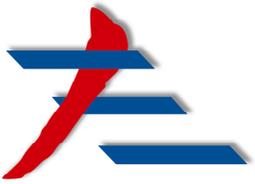


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**EC**

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression.

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# Defining issues

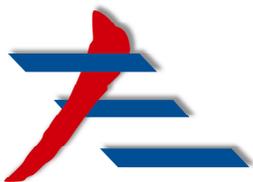
Issues included in definition comparison:

What can LLL do?

- Employability
- Active Citizenship
- Personal development
- Social Inclusion for Social Cohesion

What to do for implementing

- Formal, Non-formal, Informal learning (lifelong, lifewide)
- Validation and recognition of prior learning
- Learning needs of older learners
- Integrated perspective



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# Participation

## Participation of adults in lifelong learning

Lifelong learning is fundamental, not only for the competitiveness and economic prosperity of the EU, but also for social inclusion, employability, active citizenship and personal fulfilment of people.

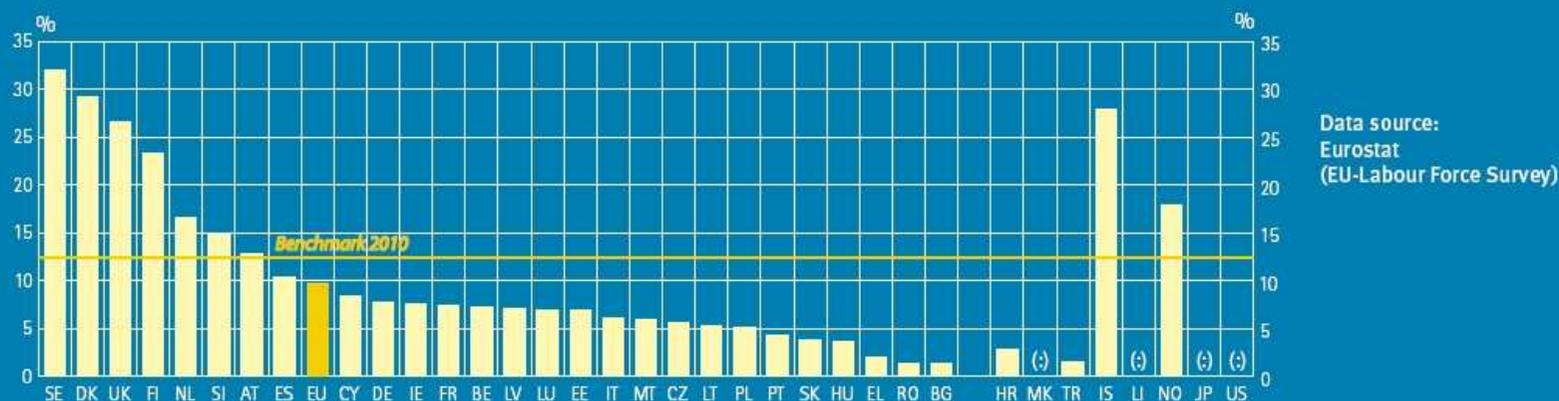
The percentage of adults (age 25 to 64) participating in education and training amounted to 9.7 % in 2007 and is rather

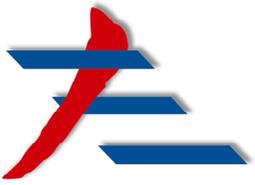
stagnating during recent few years. The highest performers are the Nordic countries (Sweden, Denmark, Finland and Norway), as well as the UK, Slovenia and Austria, all of which have performance levels above the EU benchmark for 2010 and are still progressing. The performance of the Netherlands and Iceland are of similar high levels but progress has stopped.

### EU benchmark for 2010:

### Increase of participation in lifelong learning to 12.5% of the adult population

Percentage of population aged 25-64 participating in education and training in the four weeks prior to the survey, 2007





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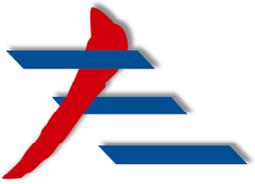
# Responsibility

State

Social partners

Individual

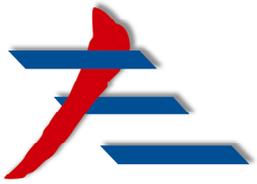
- Paradigm shift from *education* to *learning*
- Equip individuals to be more responsible



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# Initiatives

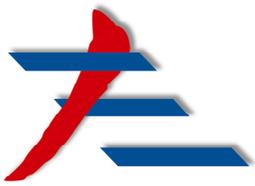
- National Employment Plans
- National Lifelong Learning strategies
- Lifelong Learning Programme



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# Impacts on socio-economic development of a country

- the OECD review on adult learning in 17 countries and its national background reports
- the Swedish Adult Education Initiative
- the Danish Flexicurity Model.



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