Julius-Maximilians-UNIVERSITÄT WÜRZBURG

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What does „LLL" mean for individual learners?

Consequences for designers and
planners of LLL programmes

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UNI WÜ European Projects

QUAL4T
Quality through effective instruments for
teachers and trainers
URL: www.qual4t-project.org

TRIGGER
Trigger teachers and learners by including
new skills new skills and internationalisation in
the educational programme for secondary
education URL: www.trigger-project.org

trigger

ESRALE
European studies and research in adult
learning and education
URL: www.esrale.org

Overview

1. „LLL"-Roots in the Context of International Educational Policy
2. Dimensions of Lifelong Learning
3. Reflection on ULLL Concepts and Designs

1. „LLL"-Roots in the Context of International Educational Policy

„LLL"-Roots

Concepts of the 1970s and since 1990s

- Lifelong Learning in (Continental) Europe primarily as concepts of educational policy
- Roots: Council of Europe (Education Permanente 1971), UNESCO (Lifelong Education, Faure-Report 1972) and OECD (Recurrent Education 1973)
- Targets: development of democracy & peace education resp. economic targets (functional orientation)
- 1990s concepts on lifelong learning: UNESCO (Delors-Report 1997), OECD (Lifelong Learning for all 1996), European Union (Year of Lifelong Learning 1996, Memorandum on Lifelong Learning 2000)

„LLL"-Roots

Commonness of the 1990s-concepts

- „from cradle to grave" (Memorandum of Lifelong Learning 2000)
- inclusion of formal, non-formal and informal learning
- learners in the center, educational system with less attention: claim for self-organization and individual responsibility
- old and new basic competences as target of learning
- recognition of (informal acquired) competencies, certification and opening of educational systems (access to educational programs)
- claim for international validity
- common goals (benchmarks) and comparative approach of competences

2. Dimensions of Lifelong Learning

Dimensions of Lifelong Learning

approaches towards blurred boundaries of learning
(e.g. Kirchhöfer 2004)

biography

time

insitutions

space

LEARNING

social
form

instruments

subject
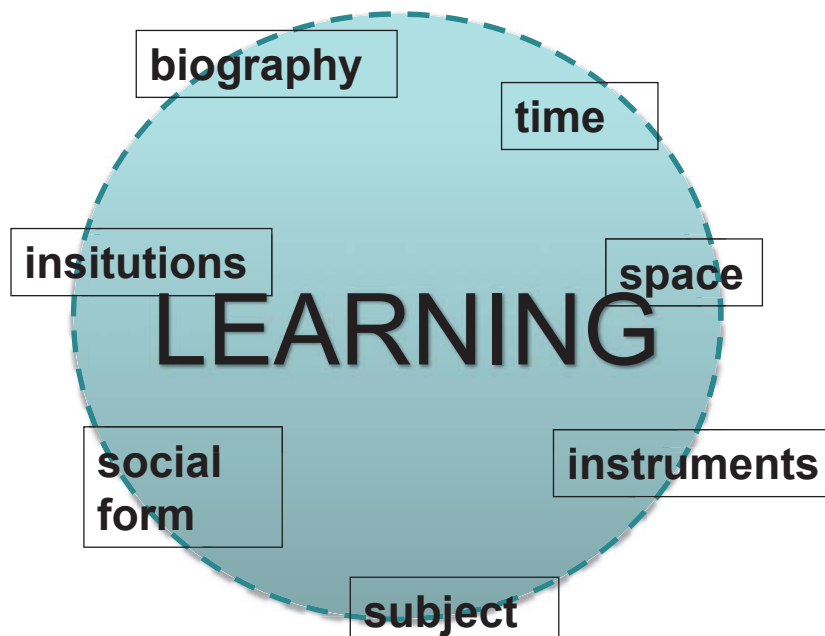
Life-Long Dimension (temporal)

- 1970s: development of lifelong education through development of educational institution, lifelong education as „lengthening of organized learning"
- new picture of adult learners in the 1970s: adults have not finished their learning activities
- refusing of thesis: „You can't teach an old dog new tricks."
- adults as people who always development themselves continuous (newly) within their lives (Seitter 2001, p. 93)
- transitions from, into and between educational programs
- research on vita and biographies shows breaking up of normal biographies (Kohli 1985)

from cradle to grave — *lifelong*
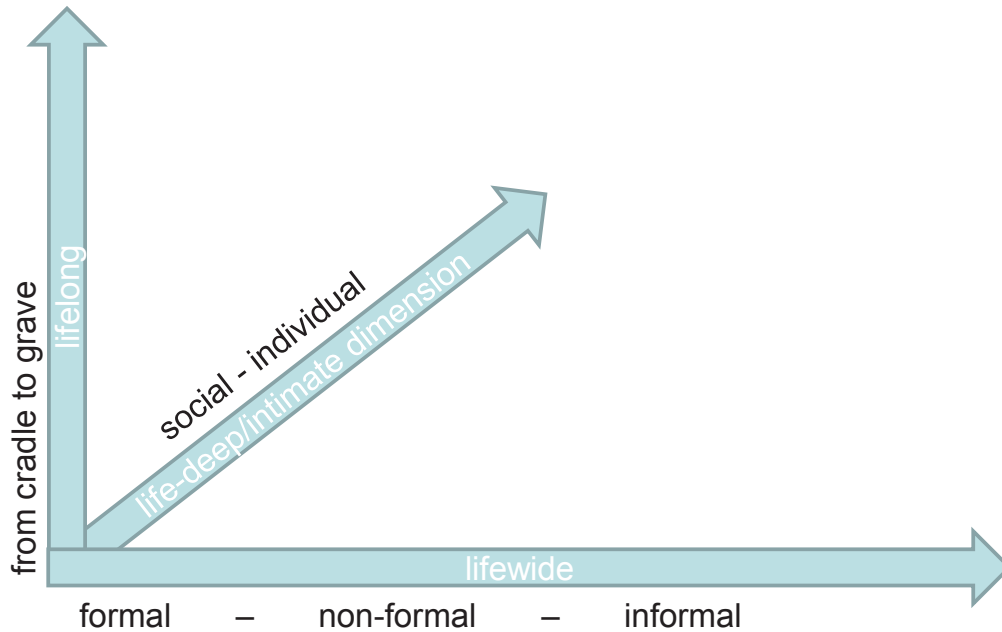

Life-Wide Dimension

- increasing awareness for informal learning: estimation that informal learning is around 70% of adults' learning (Faure-Report 1973)
- formal, non-formal and informal learning as equal accepted learning ways
- increasing focussing of self-organized/self-directed learning ways
- recognition and certification on non-formal and informal learning

from cradle to grave — *lifelong*

lifewide

formal   –   non-formal   –   informal

Life-Deep Dimension (Bélanger 2009)

- intimacy of lifelong learning („Learning is an intimate experience. Intimacy of learning is the inner driven construction of one-self")
- „Learning is both a cognitive and an emotional process"
- „The dynamics of adult learning is dialectical." as an individual and social experience, between functional requirements and individual learning aspirations
- „educational damage" will have consequences to lifelong learning (e.g. elimination from specific educational programs)
- significance of emotions like fear, self-esteem and self-confidence, discrimination

Subject/Content Dimension
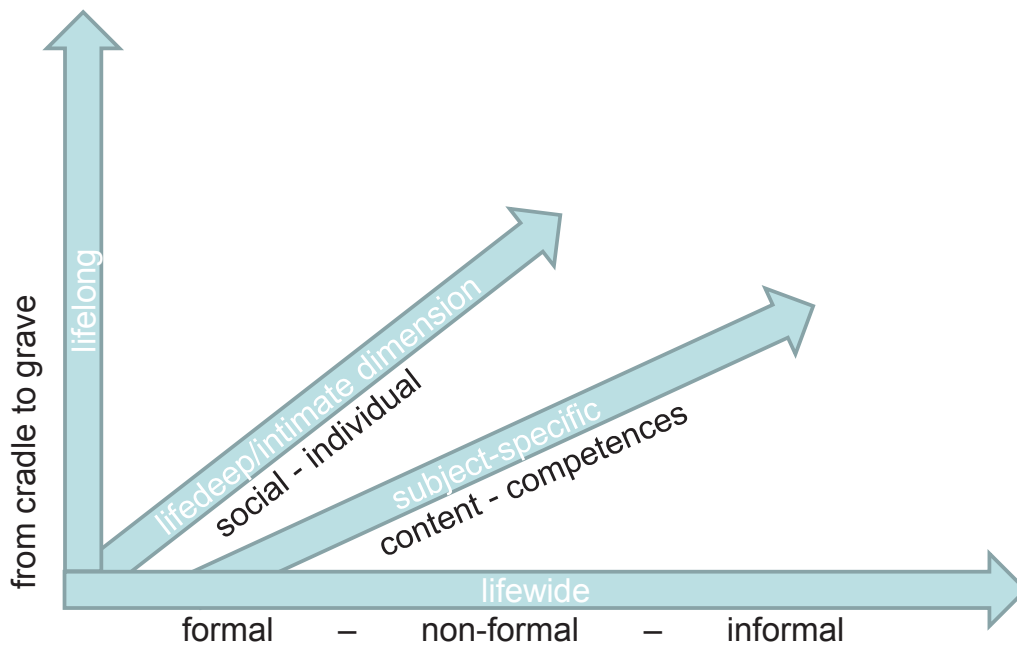
Subject/Content Dimension

- from learning contents to competencies (from content regulation to outcome regulation)
- old basic competencies (reading, writing, numeracy) and new basic competencies (IT-competencies, two foreign languages, social competencies)
- Key Competences of the European Union (2006)
  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

Participant Dimension
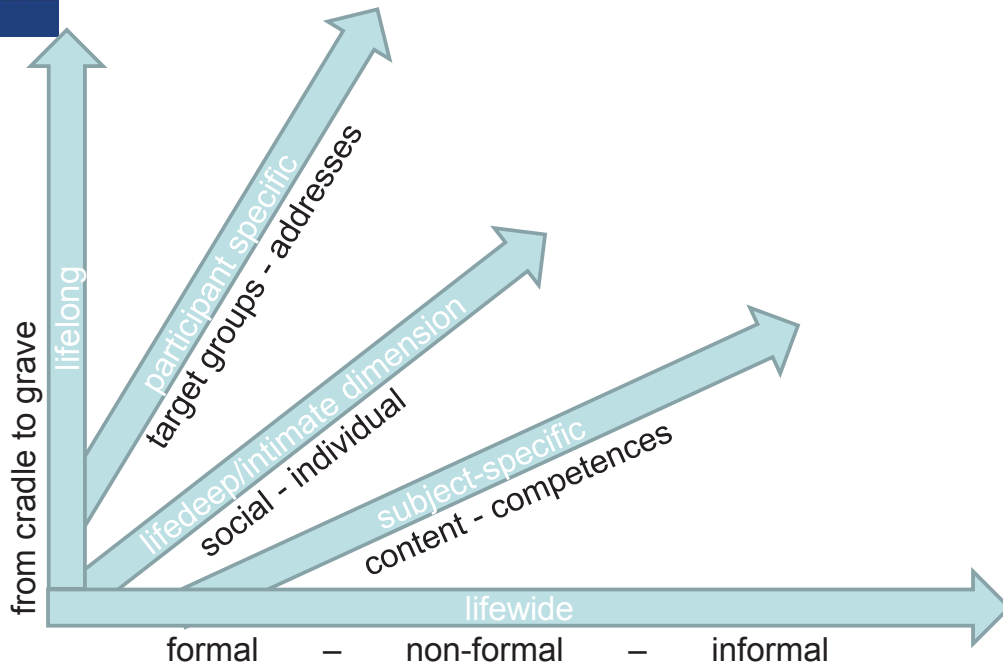
Participant Dimension

- research on target groups in the 1970s (Schiersmann 2010)
    - emancipatory approach (social excluded people, foreigners, unemployed, disabled people, illiterate people, woman, seniors) → intention to reaching traditional not reached groups
    - approach of psychology of learning: homogenous learning groups, e.g. English for seniors
    - Political accented goal: district orientation, education and action
- research on addresses and participants (Barz 2010)
    - milieu approach of the 1990s
    - socio-demographical data of participants
    - Currently focuses addresses: women/men, seniors, migrants (and more and more illiterate people)

3. Reflection on ULLL Concepts and Designs

Life-Long Dimension (temporal)

- learning "from cradle to grave" (including pupils, seniors)?
- (functional) argumentation for different ages:
  - employability
  - citizenship education (democracy building)
- empowerment argumentation:
  - education/literacy as human right
  - development of personality
  - transitions between educational offers/activities, between education and work, between education and volunteering, between education and family….

➤ *On which group-age does your offers focus? Which are currently missing?*

➤ *Which argumentation (function/empowerment) do your offers follow?*

Life-Wide Dimension

- self-directed learning as classical learning form in universities (e.g. libraries, freedom of teaching/learning)
- provision of/participation in non-formal/informal learning offers (e.g. elearning, symposia, exhibitions)
- *Going* versus *Coming Culture*: Where does ULLL takes place and reach people? (Regional Development)
- transitions: cooperation with (educational) institutions
- recognition of Prior Learning & Transition to ULLL
- individualisation of Learning & Educational Guidance

➢ *Which kind of learning (formal, non-formal, informal) do you support?*
➢ *How could the combination of these kinds of learning strenghten your offers?*

Life-Deep Dimension

- cognitive and emotional motives of people participating in ULLL
- motives for employability, citizenship education, personal development and self-fulfilment
- knowledge/awareness on learning experiences of participants (frights, self-confidence)
- support of individual learning aspirations
- provision of contexts for social needs
- discrimination versus target group orientations by programmes & didactics

➢ *How does your offers support and respect the intimate dimensions of learning?*

Subject/Content Dimension

- scientification/academisation of society increases the need for understanding of scientific/academic contexts
- (side)development of "old" and "new" key competences
- teaching of subject and development of abilities/attitudes (curricula and competence profiles)
- transfer from practice to university and from university to practice
- transition from recognition of prior learning to ULLL

➢ *Which subjects and/or competences does your offers focus on?*
➢ *How can combinations of subjects and competences enrich your offers?*

Participant Dimension

- squaring the circle: discrimination versus target group orientations by programmes & didactics
- identification of living/learning aspirations of your target group (target milieu)
- mediation between social learning demands and (missing) individual learning needs
- identification of "new" (regional) target groups resp. new learning needs of target groups: women/men, diversity of migrants, diversity of learning aspirations of seniors, "non-traditional students", "vocationally qualified" students

➢ *Which target group does your offers serve and which are missing?*

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