



Towards lifelong education and learning?

What are we talking about?

M.PANET

General Delegate of the Lifelong Learning World Committee

www.WCFEL.org/



Evolution

uncertainties, complexity, non-fulfillment

- *Acceleration of technical evolutions*
- *Digitization of information*
 - Longer life expectancy
 - Loss of points of reference and rituals. Importance of education and training
 - Questioning the notion of career
 - Local experience of the globalization of exchanges
 - Cultural, linguistic, generational, economic, technological, environmental diversity



Learning*

- A non-formalized activity...
 - For a long time such was the case for most people
- ...which governs all the other activities, whether
 - recreational
 - social
 - professional
 - or family activities

* *process of ownership and transformation by the subject (or by a group) of the social influence exerted on him (or on the group) and vice versa*



Educating* to transmit

an institutional point of view

- The family educates its children ...
 - _ ...usually
- Society educates to produce qualified...
 - ... and non-qualified school-leavers (17% of an age-group in France)

-> towards an education for all

* *process of social influence exerted on the subject*



CERC, Michel Dollé

(Council for employment, income and social cohesion)

-
- The link between academic failure and the poverty of families (either economic, academic or social) can be seen as early as the first year in primary school
 - As school fails to correct them, the difficulties of the pupils concerned will get worse and accumulate.
 - In fact, most of those without degrees or qualifications come from the most underprivileged sections of the population.



PISA : France

(the OECD Programme for International Student Assessment)

- Though our students have a good command of their knowledge, they are among those who least know how to use them for concrete situations;
- Their rate of self-confidence is among the lowest.



Division of training between School and the production apparatus*

- Compartmentalization of the French training system between two sectors : initial training largely funded by public authorities, and continuing training of wage-earners mostly funded by companies. This duality hinders the implementation of a training continuum
- Ignorance of continuing training by universities, which partly accounts for the low rate (5.8%) of their continuing training services on the training market (300 million euros); insufficient involvement of teachers in training courses to discover the working world.

* French national Assembly, Report on lifelong training, Françoise GUEGOT



Training to act

predominantly economic aim

- Preparation for working life :
 - Initial and continuing vocational training
 - Apprenticeship
 - Block-release training
- Certification :
 - By accreditation for work experience at the end of the training process



Lifelong Learning

(Adama Ouane, UNESCO)

-
- LLL is not for rich countries only
 - LLL is not a higher level of education
 - LLL is not education for adults
 - LLL is not continuing education
 - LLL is not only economic



From informal education to self-education (H. Bézille*)

- *Formal education is developed in organizations accredited to deliver diplomas (example: grammar schools, universities, vocational training degrees)*
- *Non formal education is developed through different and less formalized forms of socialization (in particular in associations, or in the working world), through various systems delivering non formal certificates of accreditation*
- *Non formal and informal education are developed in everyday activities related to a community of practices, work, within the family or during leisure. Generally this kind of training stemming from experience, without explicit structure, is not validated by a degree*

* Co-présidente de l'A-GRAF, groupe de recherche sur l'autoformation, www.A-GRAF.org/



Self-educating to be oneself

counterbalance to the formal education

- Learning in interaction with...
 - oneself
 - the others
 - one's environment
- ... to build one's life
 - reflexiveness : understanding one's experience
 - autonomy : overcoming constraints
 - responsibility : asserting one's choices



The concept of self-educating *

considering the individual in its entirety

- Existential : learn from life experience
- Social : Learning Organization, Town, Region
- Educational : formal systems (using +/- IT)
- Cognitive : learning competencies
- Self-educated : educated by one's own efforts

* educating as **individual fulfillment** and as **learning**



Learning throughout life and in all circumstances

- *Lifelong learning* : learning, by everybody, throughout life
 - temporal dimension :
from the cradle to the grave
- *Lifewide learning* : learning, by everybody, in all circumstances
 - spatial dimension : in
 - civilian
 - professional
 - public life



Consequences of illiteracy... (ANLCI*)

- in everyday life
 - Health and hygiene, nutrition, family, schooling, environment...
- in professional life
 - Development of companies, access to employment and maintenance of employment, economic, agricultural, industrial production...
- In social life and citizenship
 - Lifelong education, cultural action, citizens' rights, exchanges and open-mindedness...

=> Costs of non-quality?

*French National Agency of Fight against Illiteracy



New challenges

- Decompartmentalizing institutions and coordinating formal, non formal and informal activities
 - Infancy, Education, Training, Culture, Sports, Health, Work...
- Education for all
 - *Literacy* ; primary, secondary, higher education
- Adult education
 - *Illiteracy*; development of competences
 - Chosen (popular) education of all adults
 - Access to knowledge* for all : associations, inter-age universities

-> *what recognition ?*

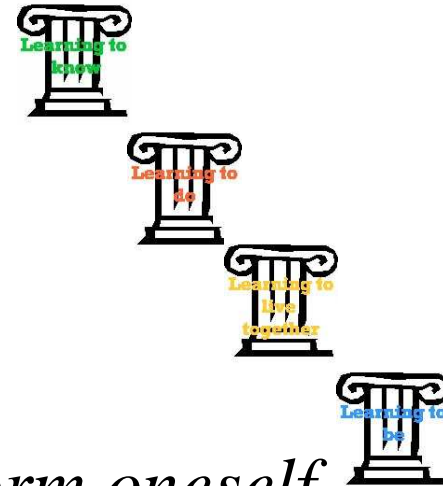
* Knowledge, know-how, interpersonal skills, knowing how to act



The 4+3pillars of learning

J. Delors/E. Faure, A. Ouane, Y. Attou

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be
5. *Learning to change or to transform oneself*
6. *Learning to become*
7. *Learning on the network*





Mobilizing energies by networking actors

- World level
 - 1st World Forum EFTLV www.31worldforum.org
 - CONFINTEA VI, Brazil, 2009
<http://www.unesco.org/ui/en/focus/confintea.htm>
- Regional level
 - Learning regions <http://www.freref.eu/>
 - Popular universities <http://wmaker.net/univpop/>
- Local level
 - Learning towns <http://www.va-savoir.net/>



A few references

lifelong education and training

- Colin L., Le Grand J-L. (dir.), 2008, *L'éducation tout au long de la vie*, Paris, Anthropos
- Deschavanne E., Tavoillot P-H., 2007, *Philosophie des âges de la vie*, Paris, Grasset
- Ushe R., Edwards R., 2007, *Lifelong learning – signs, discourses, practices*, Dordrecht, Springer
- Schuller T., Preston J., Hammond C., Brassat A., Bynner J., 2004, 2005, *The benefits of learning, The impact of education on health, family life and social capital*, New York, RoutledgeFalmer
- Delors report (dir), 1996, *Education: the treasure within*, Odile Jacob, UNESCO
- Rapport Schwartz (dir.), 1978, *L'éducation permanente*, Conseil de l'Europe
- Rapport Faure (dir.), 1970, *Apprendre à être*, Fayard, UNESCO



A few references self-education

- Bézille H., Courtois C., 2006 (dir.), *Penser la relation expérience-formation*, Lyon, Chronique Sociale
- Carré Philippe, 2005, *L'apprenance, vers un nouveau rapport au savoir*, Paris, Dunod
- Bézille Hélène, 2003, *L'autodidacte, entre pratiques et représentations sociales*, Paris, L'Harmattan
- Tremblay N. A., 2003, *L'autoformation, pour apprendre autrement*, Presses Universitaires de Montréal
- Dumazedier Joffre, 2002, *Penser l'autoformation*, Lyon, Chronique sociale
- Mezirow J., 2001, *Penser l'expérience - Développer l'autoformation*, Lyon, Chronique Sociale
- Le Meur G. , 1998, *Les nouveaux autodidactes - Néo-autodidaxie et formation*, Presse université Laval & Lyon: Chronique sociale



The four pillars, Edgar Faure, Jacques Delors

- **Learning to know**, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- **Learning to do**, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study.
- **Learning to live together**, by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace.
- **Learning to be**. so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.



« learning to change or transform » and « learning to become » Adama Ouane

These new pillars involve developing a range of **abilities**: working out how to tackle new tasks; transferring competencies to new situations; analysing and organising the knowledge acquired; deftly handling the relationship between the general and the particular; knowledge to action; taking risks; directing and re-directing change; adapting rapidly to change; and dealing with societal transformations in order to face the challenges ahead.

- « **Learning to learn** », is both the foundation of lifelong learning and the responsibility to continue learning.
- « **Learning to change or transform** » is a means of casting a critical eye on the status quo with the aim of changing the current situation to ensure a better life.
- « **Learning to become** » encompasses all learning outcomes, thus enabling us to develop beyond the individuals we already are.