



**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ**  
**ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΚΠΑΙΔΕΥΣΗΣ ΕΝΗΛΙΚΩΝ**  
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## Εκπαίδευση Ενηλίκων

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Μάιος 2005



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**Η ΠΑΙΔΕΙΑ ΣΤΗΝ ΚΟΡΥΦΗ**  
Επιχειρησιακό Πρόγραμμα  
Εκπαίδευσης και Αρχικής  
Επαγγελματικής Κατάρτισης

Το παρόν υλικό παράχθηκε στο πλαίσιο του Έργου «Κέντρα Εκπαίδευσης Ενηλίκων II», το οποίο εντάσσεται στο Ε.Π.Ε.Α.Ε.Κ. II του ΥΠ.Ε.Π.Θ., Μέτρο 1.1. Ενέργεια 1.1.2.Β. και συγχρηματοδοτείται κατά 75% από την Ευρωπαϊκή Ένωση (Ε.Κ.Τ) και κατά 25% από το Ελληνικό Δημόσιο.

## ΘΕΩΡΗΤΙΚΟ ΠΛΑΙΣΙΟ ΚΑΙ ΚΑΤΕΥΘΥΝΣΕΙΣ

Με τη δημιουργία των κρατών-εθνών η εκπαίδευση ήρθε να στηρίξει την ανάγκη δημιουργίας ομογενοποιημένων εθνικοτήτων με κατάλληλες δεξιότητες και για την προώθηση της παραγωγικότητας, αλλά και των πατριωτικών ιδανικών. Αναπτύχθηκε έτσι ένα διαστρωματωμένο εκπαιδευτικό σύστημα ανάλογα με την ηλικία, τις ικανότητες και τα γνωστικά αντικείμενα. Η Εκπαίδευση Ενηλίκων παρέπεμπε αρχικά στις γνώσεις που αποκτήθηκαν από ανεπίσημες μορφές εκπαίδευσης και λειτούργησε σαν αντίποδας στις αποτυχίες του επίσημου εκπαιδευτικού συστήματος, αλλά και στους προσωπικούς περιορισμούς των ατόμων.

Έτσι η **Ανεπίσημη εκπαίδευση** εξελίχθηκε σαν ένας τομέας προσωπικής ανάπτυξης και σωτηρίας, και βασιζόταν κυρίως στη φιλανθρωπία και τον εθελοντισμό. Μπορούσε να είναι ατομική ή κοινωνική, σχετικά μη δομημένη και προωθούσε τόσο την συμπτωματική όσο και την υπονούμενη μάθηση. Πιο πρόσφατα είχε συνδεθεί με τον κοινωνικό ακτιβισμό των ακαδημαϊκών και των εκπαιδευτικών κύκλων όπως εκφράστηκαν από τους *Antonio Gramsci* και *Paulo Freire* (Gramsci 1971, Freire 1972). Αυτοί οι στοχαστές υποστήριζαν την αξία της συνείδησης και του διαλόγου ως κατάλληλου τρόπου ενασχόλησης με τα ενδιαφέροντα των μαθητευομένων. Αυτό ήταν μια καίρια αποστασιοποίηση από τους παραδοσιακούς τρόπους μάθησης οι οποίοι επικεντρώνονταν στην μετάδοση της σοφίας, των πληροφοριών και των γνώσεων από τον *εκπαιδευτικό-αυθεντία* στο μαθητή *άδειο-δοχείο*. Μεγαλύτερη έμφαση δόθηκε συνεπώς στην αξία της μάθησης στην καλύτερευση των επιλογών ζωής του ατόμου, στη διαμόρφωση των αξιών του και στην ικανότητά του να συνεργάζεται με τα άλλα άτομα της κοινωνίας. Ο *John Dewey* (Dewey, 1997) ανέλυσε αυτές τις ιδέες σχετικά με την κοινωνία και τη δημοκρατία ακόμη περισσότερο υποστηρίζοντας τη σπουδαιότητα της στοχαστικής σκέψης και των στοχαστικών δεξιοτήτων που βασίζονται στην αλληλεπίδραση μεταξύ εμπειρίας και περιβάλλοντος.

Αυτοί οι μαθησιακοί στόχοι υιοθετήθηκαν και από τα εργατικά σωματεία και τους άλλους οργανισμούς που ασχολούνταν με την βελτίωση των όρων εργασίας/ζωής των εργαζομένων. Παράλληλα αναπτύχθηκαν πολλά σεμινάρια εργασιακής κατάρτισης και κοινωνικής εξέλιξης. Οι σοσιαλιστές όπως ο *Robert Owen* προώθησαν πολύ αυτές τις ιδέες περί περιεκτικών και αυθεντικών μαθησιακών εμπειριών που θα προετοίμαζαν καλύτερα τους ενήλικες να αντιμετωπίσουν τις προκλήσεις των ταξικών ανισοτήτων, της εκμετάλευσης και της καταπίεσης. Ο *Mao Zsedong*, ο *Julius K. Nyerere*, και ο *Mk Gandhi* συνέβαλλαν επίσης σε αυτή την παράδοση της εκπαίδευσης ενηλίκων που ήταν γνωστή και ως '**λαϊκή επιμόρφωση**'.

Από τη δημιουργία του κράτους-έθνους, η μάθηση έχει συνδεθεί με τη δημοκρατία. Η Εκπαίδευση Ενηλίκων, όπου αυτή εξελίχθηκε ως λαϊκή επιμόρφωση, είχε ως αποστολή να βελτιώσει το επίπεδο διαβίωσης και την επίγνωση των ενηλίκων. Έτσι δόθηκε έμφαση στους αγρότες, στους βιομηχανικούς εργάτες, στις γυναίκες, στην περιθωριοποιημένη νεολαία, στους ιθαγενείς πληθυσμούς, στους μετανάστες, στους πρόσφυγες, στους τσιγγάνους, τους φυλακισμένους και σε άλλες μειονότητες. Έιχε δηλαδή αντισταθμιστικό χαρακτήρα. Σαν απόρροια δόθηκε πολύ έμφαση στον τύπο του εκπαιδευτικού, ο οποίος θα ασχολούνταν με αυτές τις διαφορετικές ομάδες μαθητευομένων. Έτσι η εκπαίδευση επικεντρώθηκε από τη μια πλευρά στα στενά

όρια της ανάπτυξης βασικών δεξιοτήτων και από την άλλη στην ανάγκη η μάθηση να είναι σχετική και αυθεντική. Πιο πρόσφατα αυτοί οι δύο στόχοι αλληλοσυνδέθηκαν και έγιναν αφορμή για σημαντικές συζητήσεις σχετικά με τις διαφορές και τις ομοιότητες που μπορεί να υπάρχουν μεταξύ των τρόπων που μαθαίνουν οι ενήλικες και τα παιδιά. Οι επιστήμονες κατέφυγαν στην διάκριση μεταξύ αιδαγωγικής και *Ανδραγωγίας* ενός όρου που επινοήθηκε από τον *Malcolm Knowles* (Knowles, 1971, 1980, 1994). Η *Ανδραγωγία* υποστήριζε ότι οι ενήλικες απαιτούν ένα ιδιαίτερα υποστηρικτικό και φιλικό μαθησιακό περιβάλλον που δε θα τους υποτιμούσε, αλλά θα καλλιεργούσε την παρόθηση για μάθηση και τις ικανότητες για *αυτομάθηση* ('self learning'). Αυτές οι ιδέες επηρεάστηκαν ως ένα βαθμό κατ'αντίθεση από θεωρίες που κυριαρχούσαν στο επίσημο εκπαιδευτικό σύστημα, με προτεργάτες την *Maria Montessori* και τον *Vygotsky* (Montessori 1912, Vygotsky 1962, 1978) οι οποίοι διατύπωσαν ευκρινώς τα στάδια της νοητικής ανάπτυξης των παιδιών. Πιο συγκεκριμένα, αυτή η άποψη προήλθε από την αντίληψη ότι οι ενήλικες ήταν ήδη αναπτυγμένα όντα και έτσι οι ανάγκες τους ήταν διαφορετικές από αυτές των παιδιών, των οποίων η φυσική, εμπειρική και βιολογική ανάπτυξη ήταν ακόμη σε εξέλιξη.

**Η Ημι-Επίσημη Εκπαίδευση** αφορά εν μέρη δομημένα μαθησιακά περιβάλλοντα που αφορούν συγκεκριμένη μάθηση για τη ζωή και την εργασία. Γενικά δεν προβλέπει διαδικασίες πιστοποίησης και αξιολόγησης, αλλά συμβαδίζει περισσότερο με τις προσδοκίες των μαθητευομένων. Πράγματι η ιδέα της *αυτόνομης/αυτοκατευθυνόμενης μάθησης* υπήρξε ένα σημαντικό χαρακτηριστικό της εκπαίδευσης ενηλίκων, κυρίως σε σχέση με την εργασιακή και κοινωνική μάθηση. Ένα θεμελιώδες χαρακτηριστικό αυτής της προσέγγισης της εκπαίδευσης ενηλίκων ήταν η δημιουργία των μαθησιακών συμβολαίων από την *Knowles* (1975) που είχαν σα σκοπό να μπορέσουν οι ενήλικες να εκφράσουν τις ανάγκες και να διαπραγματευτούν από κοινού με τους εκπαιδευτές τους ένα μαθησιακό προσανατολισμό. Αυτή η διαδικασία δημιουργούσε μια βάση εμπιστοσύνης και ήταν μέρος της αυτόνομης μάθησης, την οποία ο *Knowles* θεωρούσε την πιο σημαντική διαδικασία με τα περισσότερα μαθησιακά πλεονεκτήματα για τους ενήλικες. Η θεωρία του *Knowles* για την αυτόνομη μάθηση συμπεριελάμβανε συγκεκριμένα στάδια: α) τη διάγνωση και τη συστηματοποίηση των αναγκών, β) την οριοθέτηση των μαθησιακών πηγών πληροφόρησης, γ) την εφαρμογή κατάλληλων στρατηγικών και τέλος δ) την αξιολόγηση των μαθησιακών αποτελεσμάτων.

Θεωρητικοί και εκπαιδευτικοί όπως ο *Gumperz* (Gumperz 1982) προσέφεραν στο γνωστικό πεδίο της μάθησης ενηλίκων μια νέα αντίληψη του τρόπου με τον οποίο επιδρά η πολιτισμική πολυμορφία στις ενασχολήσεις και την ταυτότητα των μαθητευομένων, που με τη σειρά τους επηρεάζουν τα μαθησιακά αποτελέσματα. Με το δεδομένο ότι η εκπαίδευση ενηλίκων απευθύνεται σε αυτούς που κατέχουν περιθωριακή θέση στην οικονομία και την κοινωνία, αυτές οι σκέψεις ήταν ιδιαίτερα σημαντικές και βοήθησαν ώστε να απομακρυνθεί η εκπαίδευση ενηλίκων από τις αρχικές αφομοιωτικές και ιεραποστολικές τάσεις.

**Η Επίσημη μάθηση** αφορά τη σφαίρα επιρροής κρατικών φορέων που επιβάλλουν συγκεκριμένες οδηγίες, μαθησιακές προδιαγραφές και διαδικασίες πιστοποίησης τόσο για τον εκπαιδευτικό όσο και για τον εκπαιδευόμενο. Αυτή η μορφή μάθησης κατέχει υψηλότερη θέση από τις δύο προηγούμενες. Η εκπαίδευση σε αυτό το πλαίσιο είναι αυστηρά ελεγχόμενη από το κράτος και υπηρετεί συγκεκριμένους

σκοπούς στη σφυρηλάτηση συγκεκριμένων τύπων εκπαιδευομένων, πολιτών και εργαζομένων, έτσι ώστε να αποτελούν κομμάτια ενός ομογενούς, παραγωγικού και αρμονικού έθνους. Το έθνος-κράτος ελέγχει αυτή τη διαδικασία στη βάση δύο θεμελιωδών αρχών. Η πρώτη αφορά την προσπάθεια δημιουργίας διακριτών ορίων που θα διαφοροποιούν το συγκεκριμένο κράτος από τα άλλα με βάση τον πολιτισμό και τη γλώσσα. Η δεύτερη αφορά στη διαδικασία εθνικής ενοποίησης και αφομοίωσης. Οι τοπικές μειονότητες, οι ιθαγενείς και οι μετανάστες πρέπει να υιοθετήσουν την κουλτούρα αυτών που ελέγχουν το κράτος. Ίσως το πιο σημαντικό μέσο στη διαδικασία της αφομοίωσης είναι η ιδρυματοποίηση της επίσημης εκπαίδευσης- η διδασκαλία των τυπικών γραπτών μορφών των τοπικών γλωσσών, η διδασκαλία μιας μονοδιάστατης και αδιαπραγμάτευτης εθνικής στρατιωτικής και οικονομικής παράδοσης, των εθνικών ύμνων και των εθνικών συμβόλων.

Η επίσημη εκπαίδευση ενηλίκων σε αυτά τα πλαίσια αυτοχαρακτηρίζεται ως **επαγγελματική εκπαίδευση και κατάρτιση**. Γενικά κατευθύνεται από αλλαγές στην οικονομία και την κοινωνία που απαιτούν νέες δεξιότητες, γνώσεις και στάσεις από τους πολίτες, τους εργαζόμενους και τους εκπαιδευόμενους. Έτσι η επίσημη εκπαίδευση ενηλίκων είναι πολύ συγκεκριμένη σχετικά με τη στοχοθεσία της, με την αποσαφήνιση βασικών δεξιοτήτων ή με την δημιουργία μιας σειράς στοχευμένων ικανοτήτων. Μάθηση και αξιολόγηση στρέφονται όλο και πιο πολύ στην ευαπόδεικτη επίδοση. Για τους εργαζόμενους από τη μια πλευρά και για τα επαγγέλματα από την άλλη, η μάθηση συστηματοποιείται έτσι ώστε να διδαχθεί όποτε και όπου απαιτείται, ενώ βασίζεται στις οικονομικές και επαγγελματικές ανάγκες και είναι άμεσα συνδεδεμένη με τη βελτίωση των προσωπικών και επαγγελματικών προοπτικών ενός ατόμου και συνεπώς χρήσιμη σε αυτό. Απώτερος στόχος είναι η αύξηση της παραγωγικότητας και της αποτελεσματικότητας των ατόμων στην συγκεκριμένη αγορά εργασίας στην οποία είναι ενταγμένα. Ο *Donald A. Schon* και ο *Chris Argyris* (1978) ήταν ιδιαίτερα εύστοχοι όταν υπογράμμισαν τη σχέση μεταξύ των αλλαγών στην οικονομία και την κοινωνία από τη μια πλευρά και των επιδράσεων τους στους ενήλικες εκπαιδευόμενους από την άλλη. Παρουσίασαν πρωτοποριακές ιδέες σχετικά με την στοχαστική πρακτική (reflective practice) στον επαγγελματικό χώρο και τα χαρακτηριστικά της οργανωσιακής μάθησης (organizational learning). Όπως ο *Carl Rogers* (1969) πριν από αυτούς ενδιαφέρθηκαν στο να αναδείξουν δεκτικά (responsive systems) συστήματα μάθησης αντί των παραδοσιακών ιεραρχικών μοντέλων με αποτέλεσμα την επαναοριοθέτηση των ρόλων μαθητή/δασκάλου με βάση μια πιο ενεργή και συμμετοχική ενασχόληση συνειδητοποιημένων εκπαιδευομένων και ενεργών συντονιστών μάθησης, οι οποίοι θα διαπραγματεύονταν τα πολύπλοκα και συνεχώς μεταβαλλόμενα μαθησιακά πλαίσια. Αν και υπάρχει κάποια διαφωνία σχετικά με το ρόλο του εκπαιδευόμενου ως στοχαστικού επαγγελματία (reflective practitioner) και του εκπαιδευτικού ως συντονιστή, η θεωρητική τους δουλειά είχε σημαντική επίδραση στο σχεδιασμό και την υλοποίηση προγραμμάτων της εκπαίδευσης ενηλίκων στον ημι-επίσημο και επίσημο τομέα. (Δες Richardson, 1990, Eraut 1994, Usher et al. 1997)

Πιο πρόσφατα υπάρχει μια ασάφεια ιδεών σχετικά με την επίσημη, ημιεπίσημη και ανεπίσημη μάθηση με την εμφάνιση της ιδέας της **δια βίου και διευρυμένης εκπαίδευσης**. Αυτή η ιδέα παρουσιάστηκε για πρώτη φορά το 1912 από τον *Basil Yeaxlee* (1929) για να υποστηριχθεί η συνεχιζόμενη εκπαίδευση αυτών που οι εκπαιδευτικές τους ευκαιρίες είχαν πληγεί από συνθήκες πολέμου ή άλλες αιτίες. Η ιδέα ισχυροποιήθηκε από τη γενική αντίληψη ότι όλοι οι άνθρωποι είχαν δικαίωμα

πρόσβασης στην εκπαίδευση όταν ήταν έτοιμοι γι' αυτό και όταν το χρειαζόταν. Η αρχική χρήση του όρου ήταν στενά συνδεδεμένη με μια εκπαίδευση που θα είχε δημοκρατικά και κοινωνικά αποτελέσματα και λιγότερο επαγγελματικά. Η πιο πρόσφατη χρήση του όρου ' δια βίου μάθηση', αντί του όρου ' δια βίου εκπαίδευση', συνδέεται με την παγκόσμια θεώρηση και αποδοχή αυτού που λέγεται **οικονομία γνώσης και κοινωνία πληροφορίας**. Σε αυτό το πλαίσιο οι ανάγκες των **μαθησιακών οργανισμών** αναδεικνύονται σε παράγοντες υψίστης σημασίας και οι φορείς εκπαίδευσης, αλλά και οι εκπαιδευόμενοι διαφοροποιούνται. Η Ευρωπαϊκή Ένωση προωθεί τα συστήματα ' δια βίου και διευρυμένης' εκπαίδευσης και μάθησης όπως προσπαθεί να ενσωματώσει διάφορα κράτη-μέλη στην Ένωση. Στόχος της είναι να επιτρέψει μεγαλύτερη κινητικότητα δεξιοτήτων και εργασιακού δυναμικού, καθώς επίσης να δημιουργήσει μια πολιτειακή ταυτότητα (citizenry) που να συνάδει με τον πολυεθνικό χαρακτήρα της ΕΕ. Έτσι διατηρεί κατά μια έννοια τους δημοκρατικούς και κοινωνικούς στόχους του αρχικού νοήματος της δια βίου εκπαίδευσης, ενώ παράλληλα δίνει την ίδια βαρύτητα στις επαγγελματικές και εργασιακές δεξιότητες. Πράγματι ο στόχος της δημιουργίας ενός υψηλά καταρτισμένου εργασιακού δυναμικού που μπορεί να επιδείξει πολυπολιτιστικές ικανότητες είναι κοινός στόχος πολλών χωρών σε ένα παγκοσμιοποιημένο περιβάλλον καθώς τα σύνορα γίνονται όλο και πιο προσπελάσιμα.

Αυτές οι παγκόσμιες αλλαγές έχουν πυροδοτήσει ακαδημαϊκές διαμάχες σχετικά με τις διαφορές και τις ομοιότητες μεταξύ ανεπίσημης, ημιεπίσημης και επίσημης εκπαίδευσης ενηλίκων. Πιο συγκεκριμένα τα νέα δεδομένα στον αγγλόφωνο κόσμο και την ΕΕ., για την οριοθέτηση, αξιολόγηση και πιστοποίηση όλων των μορφών της εκπαίδευσης ενηλίκων καλούν για περισσότερη συνεργασία μεταξύ όλων των φορέων εκπαίδευσης και της πολιτικής γραφειοκρατίας για να εξασφαλιστούν πολλαπλό εκπαιδευτικοί προσανατολισμοί και μαθησιακή πρόοδο. Οι αναδυόμενες οικονομικές προσδοκίες και η υποχρέωση διαφάνειας και λογοδοσίας όχι μόνο έχουν επιβάλει νέους ρυθμιστικούς κανονισμούς, αλλά και έχουν διευρύνει τον αριθμό των φορέων που εμπλέκονται, σχεδιάζουν και διδάσκουν και υλοποιούν προγράμματα στην εκπαίδευση ενηλίκων, και πιο πολύ στον εργασιακό τομέα. Αυτές οι αλλαγές επηρεάζονται από την προσδοκία για μεγαλύτερη συμμετοχή των εργαζομένων και των πολιτών, καθώς μεταμορφώνονται ευέλικτους εκπαιδευόμενους και εύστροφους γνώστες του αντικειμένου τους. Ωστόσο υπάρχουν ενδοιασμοί ότι το χαλάρωμα των διακριτών ορίων μεταξύ των διαφορετικών φορέων εκπαίδευσης θα επιφέρει σοβαρό πλήγμα στην ύπαρξη εξειδικευμένης γνώσης και εμπειρίας που είχε αποκτηθεί για τη φύση και το σκοπό της μαθησιακής διαδικασίας διαφορετικών ομάδων ενηλίκων. Έτσι εμφανίστηκε ο όρος *επαγγελματικές κοινότητες* ('communities of practice') για να περιγράψει κοινωνικά, θεσμικά/οργανωσιακά, και εργασιακά περιβάλλοντα και για να διαφοροποιήσει τους εκπαιδευόμενους, τους στόχους τους, και τις ανάγκες τους με σκοπό να προσαρμόσει κατάλληλα τη μάθηση τους σε όλο το φάσμα της μαθησιακής διαδικασίας. Επίσης υπάρχουν σοβαρές διαμάχες και στο θέμα των δημοσίων δαπανών για την παροχή της εκπαίδευσης και της φύσης του εκπαιδευτικού επαγγέλματος. Η εμφάνιση νέων φορέων εκπαίδευσης ενηλίκων με βάση τους κανόνες της ελεύθερης αγοράς και αυστηρότερους γραφειοκρατικούς, ελεγκτικούς μηχανισμούς και μηχανισμούς διαφάνειας έχουν θέσει νέες προκλήσεις για τους θεωρητικούς της εκπαίδευσης ενηλίκων και τους επαγγελματίες.

# Greece & The European Union

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*For socio-economic and political reasons, there has been no significant tradition of General Adult Education in Greece's modern period. Greece's increasing integration into the European Community, however, has fuelled an expanding interest in adult learning over recent years. Changes in the labor market and funds made available by the European Commission have encouraged and supported an important growth of activities, mostly concerning the vocational training of adults. As a consequence, there is now a growing number of providers in the public and private sector. They work mostly with local authorities, social partners, non-profit enterprises and NGO's that are very active in this field. New policy directions and legislation are also being imagined as the European Union is advocating and encouraging labor and skills mobility across national borders.*

*Following are extracts from the main policy frameworks and programs of the EU that are the background to the present framework for activity in adult education in Greece.*

## **EXTRACT 1:**

### **COMMISSION OF THE EUROPEAN COMMUNITIES**

**Brussels, 30.10.2000 SEC(2000) 1832**

### **COMMISSION STAFF WORKING PAPER**

### **A Memorandum on Lifelong Learning**

The European Council held in Lisbon in March 2000 marks a decisive moment for the direction of policy and action in the European Union.

The conclusions of the Lisbon European Council confirm that the move towards lifelong learning must accompany a successful transition to a knowledge-based economy and society.

Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision. All those living in Europe, without exception, should have equal opportunities to adjust to the demands of social and economic change and to participate actively in the shaping of Europe's future.'

...six key messages .. offer a structured framework for an open debate on putting lifelong learning into practice to:

- guarantee universal and continuing access to learning for gaining and renewing the skills needed for sustained participation in the knowledge society;
- visibly raise levels of investment in human resources in order to place priority on Europe's most important asset – its people;
- develop effective teaching and learning methods and contexts for the continuum of lifelong and lifewide learning;

- significantly improve the ways in which learning participation and outcomes are understood and appreciated, particularly non-formal and informal learning;
- ensure that everyone can easily access good quality information and advice about learning opportunities throughout Europe and throughout their lives;
- provide lifelong learning opportunities as close to learners as possible, in their own communities and supported through ICT-based facilities wherever appropriate.’

Working together to put lifelong learning into practice is the best way forward:

- to build an inclusive society which offers equal opportunities for access to quality..
- to adjust the ways in which education and training is provided...
- to achieve higher overall levels of education and qualification .
- principle of subsidiarity in which the Union, the Member States, the regional and local levels. as well as the social partners and civil society, will be actively involved, using variable forms of partnership”. ...
- to encourage and equip people to participate more actively ....

More than ever before, individuals want to plan their own lives, are expected to contribute actively to society, and must learn to live positively with cultural, ethnic and linguistic diversity. Education, in its broadest sense, is the key to learning and understanding how to meet these challenges. These two features of contemporary social and economic change are interrelated. They underlie two equally important aims for lifelong learning: promoting active citizenship and promoting employability

## **EXTRACT 2 :**

### **Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL establishing an integrated action programme in the field of lifelong learning [COM (2004) 474(01)]**

In March 2004 the Commission adopted a Communication “The new generation of Community Education and Training Programmes after 2006 ....this restructuring responds in particular to four factors:

- to changes across the EU whereby education and training systems are becoming increasingly integrated in a lifelong learning context, in order to respond to the new challenges of the knowledge society and of demographic change,
- to the increasingly important role for education and training in creating a competitive and dynamic knowledge-based economy in Europe, and in enabling adaptability to change, most notably in the follow-up to the 2000 Lisbon European Council, in the Bologna and Copenhagen processes, and in the accompanying policy development that has taken place at European level since the current Socrates and Leonardo da Vinci programmes.

The Integrated Programme will comprise four specific programmes: Comenius, for general education activities concerning schools up to and including upper secondary level; Erasmus, for education and advanced training activities at higher education level; Leonardo da Vinci, for all other aspects of vocational education and training; and Grundtvig for adult education.’



**EXTRACT 3:**

**GRUNDTVIG: Adult education and other educational pathways**

The Socrates-Grundtvig action is directly managed by and under the responsibility of the European Commission (Directorate-General for Education and Culture, Unit A4). The Commission provides the general policy framework and monitors the selection procedures and management of the projects. For currently running Adult Education projects, the Commission is assisted by the Socrates, Leonardo and Youth Technical Assistance Office.

This action is aimed at enhancing the European dimension of lifelong learning. It supports a wide range of activities designed to promote innovation and the improved availability, accessibility and quality of educational provision for adults, by means of European co-operation.

The Grundtvig action addresses a great variety of educational providers, but the final beneficiaries are adults who, at whatever stage of their lives, wish to learn in order to:

- increase their capacity to play a full and active role in society and develop their intercultural awareness;
- improve their employability by acquiring or updating their general skills;
- enhance their capacity to access or re-enter formal education schemes.

This learning can be accomplished within the framework of formal or non-formal or by means of autonomous learning.

Key issues for adult learning in Europe

- the promotion of adults' individual *demand* for lifelong learning initiatives;
- the promotion of *supply* through the development, exchange and dissemination of innovative approaches and good practice;
- the development of *information, guidance and counseling services* for adult learners and adult education providers;
- the promotion of flexible *accreditation* and *certification* systems in order to facilitate mobility between the formal and the non-formal educational sectors or between education and work;
- knowledge of *European languages and cultures*.

**EXTRACT 4:**

***Communication from the Commission of 21 November 2001 on making a European area of lifelong learning a reality [COM(2001) 678 final - Not published in the Official Journal].***

To facilitate the transition to a knowledge-based society, this communication sets out the components of a consistent and global strategy with a view to facilitating the definition of the policies.

**A European area of lifelong learning**

Europe's future depends on the extent to which its citizens can face the economic and social challenges. A "European area of lifelong learning" will empower citizens to move freely between learning settings, jobs, regions and countries in pursuit of learning. Hence "lifelong learning" focuses both on apprenticeship from pre-school education to close to retirement, and covers all forms of education (formal, informal or non-formal).

In the context of the strategic objective set out by the Lisbon European Council in March 2000, to enable the EU to become the most competitive and dynamic knowledge economy in the world, learning policy must focus on lifelong learning and this in synergy with the relevant elements of youth, employment, social inclusion and research policies. Besides, the consultation has highlighted the importance of objectives linked to employment, active citizenship, personal development and social inclusion. In the framework on the European research area, a specific endeavour must also be made to increase young people's interest in scientific and technological careers.

The central role of the learner, the importance of equal opportunities, quality and relevance of learning possibilities should be at the centre of the strategies to make lifelong learning a reality in Europe.

**Priorities for action of a lifelong learning strategy**

The consultation highlighted the actions needed to support the strategies, showing the need to:

- value learning.
- strengthen information, guidance and counseling services at European level
- invest more time and learning in learning.
- approximate learning opportunities for learners.
- provide everybody with basic skills;
- support research into innovative pedagogy for teachers, instructors and mediators,

## **EXTRACT 5:**

### ***Accreditation of Life Long Learning (EU Leonardo Project)***

***ALL is a two year project which started in October 2003 and is carried out with support of the European Community within the framework of the Leonardo programme.***

The ALL (Accreditation of Lifelong Learning) project aims to develop a new approach to meet the existing need for easily recognisable quality assurance of continuing education and lifelong learning opportunities. The system will take into account best-practice from the partner countries with the aim of building a comprehensive and usable system of accreditation. The pilot phase will focus on foreign language learning opportunities since this area is one of the most rapidly expanding fields within continuing education and lifelong learning, and hence one of the fields where the need for quality assurance is most felt.

In the latter phase of the project, the system will be tested in a foreign language learning setting. Following this test it will be modified as needed and tested in another non-related field for transferability. The results of this final test will be used to modify and adapt the system to ensure transferability to other sectors. The role of the commercial partners in the project, i.e. training providers, will be crucial in the testing phase since the system must not only be geared toward “external” visibility, but must also be feasible from the training providers point of view.

The effects of the introduction of a standardised system of accreditation for non-formal learning will seep back into the educational sector and act as an incentive for training providers to provide quality learning opportunities. In the long run, qualifications received through accredited non-formal learning opportunities may even be transferable to formal learning systems.

## **Background**

The European education systems have had to change very rapidly over the last decade in order to keep up with constant changes and demands for new skills and competences in the employment market. The European Community has identified this need, and set up various provisions to meet it. One response to these changes has been to raise awareness of the necessity for lifelong learning, which has consequently led to enormous growth in education and training provisions at the level of adult education, often outside of the formal school system.

As the opportunities increase for the general public to acquire new knowledge, and people become aware of the importance of constantly updating their skills, it has become difficult to ensure proper quality of the training provided. This calls for a comprehensive system at European level, developed in a cross-sectoral partnership that can provide accreditation and certification of education and training outside of the formal school system.

Providers of education and training outside of the formal school system require a system for proving -and improving- the quality of their training, while employers and consumers need to be able base choices on evaluation of this quality. Providing

accreditation and assessment of learning opportunities will change the way lifelong learning is perceived in the member states.

## **Partners**

Educate Iceland ([www.mennt.net](http://www.mennt.net)) is a formal national co-operation forum between the social partners, the educational sector, the local authorities and others interested in education and training. The main focus of the work is to gather and disseminate information, to facilitate transference of knowledge and competences on various issues, and to encourage multi-player co-operation in the field of VET in Iceland. Education Iceland organises various events in the field of education at national level, like the annual Week for Lifelong Learning. It is also involved in European projects and is a national contact point for CEDEFOP and Europass. Educate Iceland is currently composed of 70 partners, incorporating all parties within the field of vocational education and training in Iceland. This gives the association a unique status at national level to operate an accreditation system, as it brings together all the stakeholders.

The Icelandic commercial partner Enskuskólinn ([www.enskuskolinn.is](http://www.enskuskolinn.is)) is the largest private English language school in Iceland. It offers general English conversation courses for adults, teenagers and children, as well as specialised courses, various Business English courses, on-site courses for local companies and private lessons. Enskuskólinn's main aim is to teach people of all ages and levels English as it is used today. The lessons are planned so that students practise speaking, increase their vocabulary, improve their pronunciation and build their self-confidence.

The Italian partner Studio e Progetto ([www.studioprogetto.com](http://www.studioprogetto.com)) is a non-profit, social cooperative in the field of services and social promotion. It was established from the consolidation and the elaboration of professional ideas and experiences aiming at communication and human resources management. It is a partnership of local authorities, associations, voluntary services and regional/national/international organisations, promoting collaboration, and active partnership to answer the need of the changing society. The organisation harvests the new technology and human resources to make available an immense range of services, experiences and know how.

The Dutch partner Lava Legato ([www.lava-group.com](http://www.lava-group.com)) is a non-profit organisation, located in Rotterdam. It aims at stimulating international mobility in training and provide information and support for people interested in activities abroad. It also organises international projects that focus on developing cultural awareness and increasing employment opportunities. Lava Legato is an associated partner with LAVA assessment, a profit organisation whose mission is to promote and assist organisations in optimising their human capital in a trans-European dimension.

Voksenopplæringsforbundet ([www.vofo.no](http://www.vofo.no)) is a Norwegian Association for Adult Education of 22 adult learning associations and other voluntary NGOs in the adult learning field. Within the member associations, there are find about 411 nationwide NGOs. The purpose of Voksenopplæringsforbundet (NAAE) is to take care of the common interests of the associations and their participants vis-à-vis the Government, the Parliament and the Ministry of Church, Education and Research, and to promote

non-formal adult learning in the society in general. For this purpose, the association organises activities concerning information services, counselling concerning laws and regulations, adult learning theory and practice, educational planning and project coordination.

The National Open College Network ([www.nocn.org.uk](http://www.nocn.org.uk)) is the UK's foremost provider of accreditation services for adult learning. NOCN is a recognised national qualification awarding body and is the central organisation for 28 Open College Networks (OCNs) based across the UK. NOCN provides national qualifications and programmes in a wide range of subject areas and offers a local accreditation service through the OCNs that provides recognition of achievement through the award of credit. NOCN also works in partnership with organisations to develop learning strategies that will enable people to participate and succeed. The fully integrated service of accreditation and qualifications helps to secure provision relevant to learners and employers, with robust standards, achievable goals and progression opportunities for all. In this way NOCN aims to widen participation and access to high quality and flexible education, training and learning, to promote social inclusion and to ensure that learner achievement is recognised, valued and understood through a national framework of accreditation.

## **EXTRACT 6.**

<http://www.euractiv.com/Article?tcmuri=tcm:29-117516-16&type=LinksDossier>  
**Education** Saturday 21 May 2005

### **Lifelong learning**

#### **In Short:**

Lifelong learning is being given a high priority on the EU agenda. While promoting social inclusion and personal fulfilment, lifelong learning develops people's employability and adaptability. Therefore, the EU seeks to offer learning opportunities to all citizens on an ongoing basis.

#### **Latest & next steps:**

The Commission presented a report on progress towards implementing the lifelong learning framework in December 2003.

In its 2001 Communication, the Commission set itself a detailed work-programme and foreseen to deliver, among others, the following tools:

- by the end of 2002: a portfolio system, a database on good practice concerning lifelong learning, an Internet portal on learning opportunities, a European Guidance Forum (involving representatives of all relevant players with a view to developing common guidelines and quality standards for guidance services and products), a guide to and glossary of the Community instruments related to transparency of diplomas and certificates
- by the end of 2003: guidelines and indicators on quality aspects of lifelong learning, and support policy development in Member States, launch of an award for enterprises that invest in lifelong learning.

#### **Background:**

European adult learning participation rates are lower than those of its major global competitors, whether in higher education, adult education or continuing vocational training. The Feira European Council in June 2000 asked the Member States, the Council and the Commission, within their areas of competence, to identify coherent strategies and practical measures with a view to fostering lifelong learning for all.

The establishment of a European area of lifelong learning will not imply a new process, nor will it involve the harmonisation of laws and regulations because this competence remains in the hands of the Member States. It will be based on important elements of existing European level processes, strategies and plans concerned with youth, employment, social inclusion, and research policy.

#### **Issues:**

The Communication adopted in november 2001, 'Making a European area of Lifelong Learning a reality' provides the European Commission a blueprint on lifelong learning. It revises the definition of lifelong learning to emphasise the importance of its four broad objectives of active citizenship, personal fulfilment, social inclusion, and employability, and to encompass the full range of formal, non-formal and informal learning activity.

The main issues and areas of work are:

- valuing learning: valuing formal diplomas and certificates and valuing non-formal and informal learning in all sectors, thereby recognising its intrinsic worth.

- investing time and money in learning: Increased investment and targeted funding are called for, along with mechanisms for increasing private investment. Such increases should be based on shared responsibility between government, public authorities, employers, social partners and individual citizens; Member States should set national targets to raise overall investment levels in human resources; The Commission will produce, based on information provided by the Member States, an overview of fiscal incentives available for learning financed by individuals and companies with a view to the identification and adoption of good practice.
- encouraging and supporting learning at the work place, including in SMEs. The social partners, at all levels, are invited to agree that each employee should have an individual competence development plan, based on an assessment of his/her individual competences, and in accordance with overall competence development plans at the enterprise level.
- guidance and counselling: ensure that everyone can easily access good quality information and advice about learning opportunities throughout Europe and throughout their lives
- Work should focus on providing opportunities to acquire and/or update basic skills, including the new basic skills, such as IT skills, foreign languages, technological culture, entrepreneurship and social skills.

In early 2004, the first joint interim report (Education and Training 2010: the success of the Lisbon strategy hinges on urgent reforms, 2004) from the European Council and the European Commission on progress towards the Lisbon goals for education and training was adopted. The report acknowledges that deficits in implementing lifelong learning need concerted attention in all quarters and sets out four key messages:

- Investment in human resources through education and training is essential for Europe's future economic prosperity and social cohesion.
- Immediate action is called for in three crucial areas: securing greater and more effective public and private investment in education and training; making lifelong learning a concrete reality; establishing a Europe of education and training.
- Higher levels of participation in lifelong learning - more specifically, in learning in adult life - must be achieved.
- Education and training systems reforms must take hold more rapidly.

The report suggests that in Europe, adult learning is either too closely linked with employability or too strongly associated with compensatory education. With respect to this concrete reality, the manifestly inadequate levels of human resources investment in the EU can only be improved by raising the contribution of the private sector, and by harnessing and harvesting the potential and benefits of diverse public-private partnerships.

### **Positions:**

For the **business community**, the emphasis now has to be on developing both capacity and motivation to carry on learning through life and adapt constantly to new changes and challenges. Lifelong learning is the key to employability, competitiveness, adaptability and active citizenship, which interact with one another very closely.

**NGOs** stress the wider benefits of learning, that is those not directly associated with the needs of the labour market, but which are concerned with citizenship and social cohesion.

The **European University Association** also states that the skills are for citizenship as much as for employability. European higher education institutions accept lifelong learning as their collective responsibility, but points that it is essential for governments to invest in training the

teachers and the trainers for all stages of learning, in informal and non-formal as well as in formal education.

### **European Union**

- DG Education and Culture: [2003 analysis of the implementation of lifelong learning strategies in EU-15 and EFTA Member States](#) [FR] [DE] (December 2003)
- DG Education and Culture: [2003 analysis of the implementation of lifelong learning strategies in new member States](#) [FR] [DE] (December 2003)
- DG Education and Culture: [National reports on implementation of lifelong learning strategies](#) (December 2003)
- DG Education and Culture: [Commission Communication - Making a European Area of Lifelong Learning a Reality- COM \(2001\) 678](#) [FR] [DE]
- Commission: [Press release on the Communication - Making a European Area of Lifelong Learning a Reality](#) (21 november 2001) [FR] [DE]
- DG Education and Culture: [Staff Working Document Lifelong learning practice and indicators](#) [FR] [DE]
- DG Education and Culture: [Summary and analysis of the feedback from civil society on the Commission's Memorandum on lifelong learning](#) (November 2001) [FR] [DE]
- DG Education and Culture: [Feedback from european social partners on the Commission's Memorandum on lifelong learning](#) (November 2001) [FR] [DE]
- DG Education and Culture: [European Report On Quality Indicators of Lifelong Learning - Fifteen quality indicators](#)
- Eurlex: [Council Resolution on lifelong learning](#) (27 June 2002) [FR] [DE]
- European Parliament: [Report on the Commission communication on Making a European Area of Lifelong Learning a Reality](#) [FR] [DE] Rapporteur: Kathleen VAN BREMPT
- European Parliament: [Report on the Commission Memorandum on Lifelong Learning](#) [FR] [DE] Rapporteur: Kathleen VAN BREMPT
- Economic and Social Committee: [Opinion on the Memorandum on Lifelong Learning](#) [FR] [DE]
- Committee of the regions: [Opinion on the Memorandum on Lifelong Learning](#) [FR] [DE]
- CEDEFOP: [Getting to work on lifelong learning](#) (April 2004)
- CEDEFOP: [Review of Member State and EEA Country Reports on the Memorandum on Lifelong Learning](#) (October 2001) [FR] [DE]



- CEDEFOP: Lifelong Learning biography: a European VET perspective
- CEDEFOP: Scenarios and strategies for vocational education and lifelong learning in Europe
- Eurostat: Measuring lifelong learning [FR] [DE]
- Eurostat: Seminar of the Committee on Statistics in the Economic and Social Spheres on measuring lifelong learning: final proceedings [FR] [DE] (June 2001)
- European Foundation for the Improvement of Living and Working Conditions: Learning and training for work in the knowledge society
- European Agency for Safety and Health at Work: Learning about occupational safety and health

### **International Organisations**

- International Labour Office: Learning and training for work in the knowledge society [FR]

### **Governments**

- Austria: National report on the national consultation about the EC memorandum on lifelong learning
- Belgium: National report on the national consultation about the EC memorandum on lifelong learning
- Denmark: National report on the national consultation about the EC memorandum on lifelong learning
- Finland: National report on the national consultation about the EC memorandum on lifelong learning
- Germany: National report on the national consultation about the EC memorandum on lifelong learning [DE]
- Greece: National report on the national consultation about the EC memorandum on lifelong learning
- Spain: National report on the national consultation about the EC memorandum on lifelong learning
- France: Rapport national sur le processus de consultation relatif au memorandum sur l'éducation et la formation tout au long de la vie
- Ireland: National report on the national consultation about the EC memorandum on lifelong learning
- Italie: Rapport national sur le processus de consultation relatif au memorandum sur l'éducation et la formation tout au long de la vie
- Luxembourg: Rapport national sur le processus de consultation relatif au memorandum sur l'éducation et la formation tout au long de la vie

- Netherlands: [Draft national report on the national consultation about on lifelong learning](#)
- Portugal: [National report on the national consultation about the EC memorandum on lifelong learning](#)
- Sweden: [National report on the national consultation about the EC memorandum on lifelong learning](#)
- United-Kingdom: [National report on the national consultation about the EC memorandum on lifelong learning](#)

### **Industry Federations**

- EU Bank Social Partners: [Lifelong learning in the banking sector](#)
- European Federation of Metalworkers(FEM): [Managing Change and Lifelong Learning in the European Metalworking Industry \[FR\]](#)
- European Trade Union Conference: [Lifelong Learning: Trade union strategies](#)
- Eurelectric: [Electricity sector social partners stress the importance of lifelong learning](#)
- UEAPME: [Position paper European Commission Memorandum on Lifelong Learning \[FR\] \[DE\]](#)
- UNICE: [Position paper on lifelong learning \[FR\] \[DE\]](#)
- CSR Europe: [Business input to the EU consultation on lifelong learning](#)

### **NGOs**

- Youth Forum: [Response to The Communication 'Making a European Area of Lifelong Learning a Reality'](#)
- Youth Forum: [Position Paper on 'Life-wide Learning for Active Citizenship'](#)
- European Association for the Education of Adults (EAEA): [Response to the Memorandum in lifelong learning \[FR\]](#)
- European University Association (EUA): [Results of the consultation on lifelong learning \[FR\]](#)
- European Forum of Technical and Vocational Education and Training (EFVET): [Report on 'taking action on lifelong learning: six key messages'](#)
- European Forum of Technical and Vocational Education and Training (EFVET): [Putting lifelong learning to practice'; Framework Proposal on EC-memorandum on lifelong learning](#)
- European Forum of Technical and Vocational Education and Training (EFVET): [Lifelong Learning in a Network Society](#)

- Solidar: [Consultation on the memorandum on lifelong learning](#)

#### **Other Issues**

- [Education ministers progress on 'Europass', guidance and informal learning](#) (01 June 2004)
- [European lifelong learning centre concept explored](#) (17 March 2004)
- ['Europass' set to bring together CV, diplomas and training certificates](#) (08 January 2004)
- [eSkills conference discusses skills shortage](#) (18 October 2002)
- [Council of Europe calls for linguistic diversity on the internet](#) (27 September 2002)

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### **European Union and EU programmes**

- \* Search in Europa, the European Union's server
- \* Education at the European Commission
- \* What's new on Education at the European Commission
- \* SOCRATES - the European Community action programme for cooperation in the field of education
- \* SOCRATES - Adult Education
- \* SOCRATES - Erasmus - The European Community programme in the field of higher education
- \* LEONARDO DA VINCI - Action programme for the implementation of a European Community vocational training policy
- \* EURYDICE - The Information Network on Education in Europe

- \* EURYBASE - Database on Education Systems in Europe
- \* CEDEFOP - The European Centre for the Development of Vocational Training (Headquarters in Thessaloniki)
- \* Research at the European Commission
- \* CORDIS - the Community Research and Development Information Service
- \* European Union's Fifth Framework Programme

### **EU policy documents**

- \* Proposal for a EUROPEAN PARLIAMENT AND COUNCIL DECISION establishing the second phase of the Community education, training and youth action programmes
- \* Towards a Europe of knowledge. Communication from the Commission. COM(97)563 final.
- \* Education and active citizenship in the European Union
- \* "White paper" on education and training
- \* Commission Staff Working Paper - A Memorandum on Lifelong Learning

### **Global and European organizations**

- \* UNESCO - Education Information Service
- \* ICAE - International Council for Adult Education
- \* EAEA - European Association for the Education of Adults
- \* EUCEN - The European Universities Continuing Education Network
- \* ERILL - European Research Institute for Lifelong Learning
- \* ICEL - International Consortium for Experiential Learning
- \* EADTU - European Association of Distance Teaching Universities
- \* ELLI - European Lifelong Learning Initiative
- \* VET-NET - Vocational Education and Training Research Network
- \* IRIS e.V. - Institut für regionale Innovation und Sozialforschung
- \* IRIS e.V. - EGRIS - European Group for Integrated Social Research
- \* EDEN - European Distance Education Network
- \* EURO-WEA - The European Workers' Education Association
- \* WIFO - Research Forum Education and Society
- \* FORUM - European Research in Vocational Education and Training
- \* CRE - The Association of European Universities

### **National organizations**

- \* DfEE - Department for Education and Employment, UK
- \* UK Lifelong Learning by DfEE
- \* NIACE - National Institute of Adult Continuing Education, England and Wales
- \* ACS - Andragoški center Slovenije - Slovenian Institute for Adult Education
- \* ANDRAS - Eesti Täiskasvanute Koolitajate Assotsiatsioon - Association of Estonian Adult Educators
- \* DVV-vhs - Deutscher Volkshochschul-Verband Informationssystem
- \* Erwachsenenbildung im Schweiz
- \* VÖV - Verband österreichischer Volkshochschulen
- \* CSRE - Centre suisse de coordination pour la recherche en éducation à Aarau
- \* DIE - Deutsches Institut für Erwachsenenbildung - Wissenschaftliches Serviceinstitut
- \* CAEL - The Council for Adult and Experiential Learning, Chicago USA
- \* MIMER - Nationellt program för folkbildningsforskning i Sverige

## **Journals**

- \* Adult Education Quarterly
- \* LInE - Lifelong learning in Europe - A Finnish journal for adult educators, practitioners and researchers in adult continuing education
- \* New Directions for Adult and Continuing Education
- \* NIACE - Journals and regular titles
- \* Human Resource Development Quarterly
- \* Education + Training
- \* Journal of European Industrial Training
- \* The European Journal of Open and Distance Learning
- \* The International Review of Research in Open and Distance Learning
- \* The International Review of Research in Open and Distance Learning (IRRODL)