Lifelong learning in the UK

The UK has a devolved system for education funding; this is a complex system which the reader does not need to understand here. Suffice to say that central control over devolved budgets is paramount; how the administrations in Scotland, Wales and Northern Ireland spend their adult learning budgets is a matter for them but within the parameters of this funding. LLL has not done well under successive governments and there will be a continuing battle to support wider adult learning in the years to come; this will be difficult given the constraints on public funding. There are legislated rights to LLL in the UK.

For a glimpse of the future read The right to make the wrong choices - liberty, learning and credit systems in the 21st century a paper from a NIACE publication on the future of lifelong learning. Hosted by NIACE, the Inquiry into the Future for Lifelong Learning was launched in September 2007 and reported on 17 September 2009. The Learning Through Life report provides the best and most current insight into Lifelong learning in the UK and has far reaching implications for government policy and spending. LLL is often viewed as marginal to economic success. The report explains why LL is central to a successful society.

“Learning Through Life ... is a fundamental and convincing report about the necessity to finally take the implementation of Lifelong Learning seriously. The analysis and data in the report helps the reader to understand the limits of our present learning and educational models, based on the principle of learning early on for later life, and the enormous potential in economic, social, cultural, and individual terms of learning through life. The recommendations in the report ... are based upon the UK situation but they are highly relevant for all OECD countries and many new emerging economies on the global scene. It will be very difficult for the political community during the coming decade to ignore the recommendations in this report.”

Jarl Bengtsson, former head of the Centre for Educational Research and Innovation at OECD

The concept of ‘lifelong learning’ implies an understanding of learning as stretching out across an individual’s lifetime. It is a concept of learning from ‘cradle to grave’, which is not limited to the formal instruction received within educational institutions. Lifelong learning is a vital ingredient of being able to lead an autonomous, self-directed and responsible life.

The UK policy view of lifelong learning, which in practice is increasingly employer-led, has largely followed an agenda of developing a more productive and efficient workforce and raising Britain’s economic competitiveness through a ‘skills revolution’.

The dominant understanding of lifelong learning in official policy discourse continues to place an emphasis on vocational learning. A ‘skills revolution’, which is predominantly led by employers with sectoral interests is meant to equip learners with the knowledge, skills and understanding needed for economic and therefore societal success.
Finbar Lillis www.creditworks.org.uk
Lifelong Learning (LLL) – What does that mean?

Dr. Monika Thum-Kraft
ibw – Institut für Bildungsforschung der Wirtschaft (Institute for Research on Qualifications and Training of the Austrian Economy)

The concept of LLL has in recent years become an "in" word, often used, in a very wide range of meanings, and also frequently fairly unclear in its implications.

The term "lifelong learning" can be paraphrased in one sentence: "It's never too soon or too late for learning."

Or, in more detail and more academically, it can be defined as follows: "Lifelong learning is a continuous process of knowledge acquisition by integrating knowledge and experiences in the course of formal or informal learning."

Lifelong learning is thus affected by an exchange between cultures or intercultural dialogue.

Today's conference within the framework of the "weReurope" project focuses, in particular, on learning to understand things that are foreign, different, and on overcoming borders that need not be geographical.

For Austria, however, geographical borders and the connected "looking beyond the borders" is of major importance, the reason being that Austria is a small country in Europe, but it has the largest number of neighbours, as eight different countries border Austria. Therefore, the topic of overcoming geographical borders and maintaining contact with a wide diversity of neighbouring cultures is also essential for this country, both in terms of people from the neighbouring countries coming to Austria, or Austrians going to neighbouring countries, as tourists or to work and train there.

This form of mobility has grown strongly in recent years in Austria, not least because several European programmes promote learning and working abroad. Our experience with these exchange programmes shows that this intensive contact with other cultures, mainly the joint handling of everyday life, leads to stereotypes and prejudices being seen more critically and barriers being lowered. The comparison of external image and self-image (how do I see the others, how do the others see me) opens eyes and ears.

A clear increase in work placements abroad and periods of work spent abroad can not only be identified among students in higher education but also among schoolchildren and apprentices, with a rise in the number of work placements abroad e.g. in 2007 by 15%.

Individual, practical experience of every individual with other cultures, languages, lifestyles and religions reduces fears – fears of new developments and xenophobia.
Lifelong learning in Flanders (Belgium)

Social research shows only a 4/10 participation in formal or non-formal forms of education, training and adult learning, most attended are software programs, foreign languages and management courses. The majority of the population indicates that they have no intention at all to attend to whatever kind of education programs, although there are increasing possibilities. We will try to describe some of those possibilities in this article.

- Alphabetisation-programs are followed by 1/10 adults having problems reading or writing.
- Social Promotion: people at work, having no time during the day, but interested to follow courses and trainings: they mainly want to acquire new knowledge, (social)skills and competences linked to their work are attending courses in the evening or in weekends.
- Education/training ‘at distance’: people learn at home by computer: special lessons on various subjects are offered, sometimes there is a ‘tutor’ involved and after doing a test, one can go to the next chapter.
- System of ‘learning cheques’: work-seekers, unemployed people, independents or wage-paid workers can ask all kind of government agencies for ‘learning cheques’, offering possibilities for computer courses, language education or for getting a higher degree of qualification in the own working field. These cheques lowers the costs of the training and are mend for people with a low budget, although it isn’t always this group which uses the system.
- The VDAB and the RVA, official agencies for ‘labour mediation’ are organising a lot of possibilities for trainings. They specialises merely in basic professional skills and attitudes. Their focus for the last 15 years lays on the so called ‘professions at risk’: those sectors having difficulties finding workers, such as f.i. the construction sector, transport, cleaning, hospitals, bus drivers, horeca-staff (working in hotels, restaurants and pubs), technicians …etc
- Federations for independents are organising different trainings and seminars for their members, such as: how to start a business, sale skills, how to address difficult clients and situations, accountability, how to pay (not too many ) taxes, how to use new technology, business opportunities…etc
- Within a lot of projects in the social economy sector special trainings are offered to the participants of these projects.
- The socio-cultural sector: more than 200 organisations, forming a network of ‘life long learning opportunities’, mainly very basic, broad and open courses in a lot of themes, such as art, philosophy, psychology, politics, diversity,…but also things as ‘repairing bicycles’, sewing, decoration, painting, special visits to exhibitions, walking-trips in nature, ‘how to use less energy’…etc

Socius, the support organisation of this socio-cultural sector is offering a special course on ‘how to deal with the educational bearing power of people for life long learning’, especially for the so called ‘people with lesser chances’. This course is the result of a European Grundvig-program.

Luc Vande Walle,
diversity trainer
Lifelong Learning in Bulgaria

LLL and LLL Days Initiative in Bulgaria

Lifelong Learning has been a rarely used term in the beginning of the years 2000. It was DVV International which initially started spreading the information about Lifelong Learning consistently in Bulgaria through the annual Lifelong Learning days. Organized as open forums for government representatives, NGOs, companies and consultancies in the education sector the Lifelong Learning Days had a big contribution in spreading the term to professionals and citizens. The first LLL Days have been organized in 2001 and had a subsequent of 7 years focused attention to the topic of LLL.

Bulgarian authorities

Bulgarian authorities have elaborated several policy documents and strategies for the period 2007-2013. These include the Continuing Vocational Training Strategy (2005-2010), the Employment Strategy (2008-2015), and the Operational Programme “Human resources development” (2007-2013) etc. All of these have contributed to the elaboration of the National Lifelong Learning Strategy (2008-2013) adopted in October 2008.

LLL in Bulgaria refers to the formal, non-formal and informal learning options provided at universities, qualification centers and educational organizations.

LLL Program of the EC

The LLL program of the EC is coordinated in Bulgaria through the Human Resources Development Center. The program allows the participation of Bulgarian organizations and citizens in European projects of school education, high education, professional education and adult education and contributed to the international exchange of ideas and knowledge.

Some statistics

A national survey on LLL has been carried in 2003 and in 2007. The results of both surveys prove the growing importance of LLL in Bulgaria. The comparison shows a raise of over 30% in the participation of some form of LLL for the period 2003 - 2007. In 2003 only 16% of the population aged 25 - 64 was involved in formal or non-formal learning; in 2007 - 48,6% of the population has participated in LLL programs.

Operational Program “Human resources development”

From 2010 professional qualifications and key competencies for adult learners can be developed through a so called “voucher system” at the Ministry of Labour and Social Affairs. The Employment Agency is implementing 3 projects: Development, Adaptability and I can which aim at easing the process for citizens to get access to learning
opportunities through the funds of Human Resources Development program. 109 000 adult learners are envisioned to benefit from the 3 programs.

Sources:
Statistics of the LLL Survey - http://www.bia-bg.com/Учени+през+целия+живот+-+изследване+на+НСИ-Новини/1/MLW-gRW7l5WnlWHUZeK3YJS-c903ldOfhkwvYZe7gRk-UdOu90HUIKldaXIFMzcx

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"What means Lifelong Learning in your country "

The programme offers possibilities for people in all ages to participate in different projects and "to pursue stimulating learning opportunities across Europe. There are four sub-programmes focusing on different stages of education and training and continuing previous programmes". The development of the society which is based on education and training is the primary target and expands the Leonardo da Vinci and Erasmus Socrates actions. Many students are using this opportunity to get new educational experiences and promote the idea of LLL. The programmes are valid from 1/1/2007 to 31/12/2013. The strategic outcome for Cyprus is to contribute growth to whole society which is based on knowledge and by that to enhance the changes for modernising the economy and its institutions, creating jobs and achieving more cohesion and accession to the world of science and knowledge. This can be achieved by strengthening the efforts for exchange and mobility as well to converge with the other educational systems in Europe.

The University of Cyprus has set up a Centre for teaching learning, so that these may correspond to modern needs and internationally compatible and competitive quality criteria.

Basic goals are:

- The development of a policy on teaching, learning and evaluation at the undergraduate and graduate level.
- The support of Departments and academic staff on matters of development of Study Programmes.
- The support of Departments and academic staff on matters of planning, management and evaluation of teaching.
- The monitoring and upkeep of supporting infrastructure for teaching.
- The support of Departments and of all those involved in teaching, learning and production of teaching material.
- The development of mechanisms and of strategies for quality assurance in teaching.
- The development of study skills for all those involved in the learning process
- The development of a system for the evaluation of teaching and the organisation, management and safe keeping of data.
- The development of mechanisms for rewarding and disseminating "good practices" and quality teaching.
- The promotion of the eLearning Policy of the University of Cyprus.

Savvas Katsikides
Abstract Lifelong learning in Czech republic

Key words: lifelong learning, initial learning, further learning, unemployment, intercultural dialog.

Lifelong learning is a process to acquisition and develops knowledge, intellectual abilities and practice skills above framework of initial learning. It could be realize as an organized form or by means of individual cognition. Lifelong learning means higher investment into the people and their knowledge, to support for the acquisition the basic skills, including digital literacy and more opportunities how to apply innovation and flexible form of learning.

Lifelong learning attributives
- LLL - education has value of itself
- LLL – must by accessible to every one regardless age, gender, occupation, belong to a social group, etc.
- LLL – isn’t proceed only on institution level but also in another places
- LLL – must use the possibility of resources and learning methods which support individual learning (e-learnig)
- LLL – is continual learning process throughout life which focuses on strengthening membership and the development of personal skills and expertise

LLL includes
Initial learning – is all learning which takes place before entering the labour market (from kindergarten, trough basic school, high school to university including post gradual programme) and it is aimed at the acquisition of basic skills. As part of the initial training programs can be used: COMENIUS - aimed at pre-school and school education up to the completion of secondary education; ERASMUS - focusing on university education and vocational education at university level.

Further learning - is any further education after entering the labour market (in the position of employed and unemployed) further determines qualification or acquisition of new skills or qualifications for employment.

LEONARDO DA VINCI program aimed at vocational education and training; GRUNDTVIG focused on adult education and lifelong learning.

In December 2005 EC accepted the draft recommendations, which identifies eight key skills for lifelong learning: communication in the mother language, communication in foreign languages, mathematical skills and basic knowledge of science and technology, digital skills, learning ability interpersonal, social and civil differences including cultural skills, entrepreneurial skills and cultural speech exhibition.

One of the instruments for strengthening intercultural dialogue is the European Qualifications Framework for lifelong learning (EQF). EQF is designed as a tool to clarify the relationship between educational attainment and expertise from the different national systems. This system should increase the transparency and accessibility of European education systems, for general education, adult education or vocational education and training. EQF should therefore encourage the mobility of students and workers.

The Czech company has a range of prejudices. While we talk about multiculturalism, we have prejudices against minorities. These prejudices can be removed, for example, through education, promotion of international mobility (not only students but also teachers), but also lifelong learning. It should be considered whether the multiculturalism ought to become a subject, which will have to be taught at schools.

We work with unemployed job seekers most often in our organisation who have low or no qualifications. One of the projects that we realised was “Mentoring as a toll for personal development”. This project was aimed for unemployment persons who via mentoring were seeking job. In cooperation with the Austrian partner we exchanged know how to find mentor and mentee and establish cooperation between them.
Life Long Learning in Denmark

Denmark has a strong tradition for voluntary informal people education besides the formal educational system. Folk high schools, study circles and participation in popular movements and organizations was built up from the middle of the 1800-century.

The farmers- and later on the workers- movement used this as well in the fight for collective rights, democracy and education of the individual as a citizen. These patterns of lifelong learning are to a certain degree supported by the state and municipalities and include a large part of the population. In 2004 50.000 persons participated in a Folk high School course and 675.000 in informal voluntary education and 1/3 of the population do voluntary work.

This tradition for people education, “dannelse” like the German term “bildung”, and democracy is very strong in the Danish self consciousness. It stands in some respects in contrast to the idea of LLL introduced in the EU from the 1990’es focusing on learning as an end for economic competition in the global society of knowledge. That idea is first later carried through in Denmark. Together with the new Nordic members of EU Sweden and Finland Denmark in 1996 tried define LLL as the possibility for education for all more than on economic growth.

Denmark established compensatory education for the least educated on the labor market from the 1970 is, but the Lissabon treaty in 2000 started a serious process for implementing LLL after EU goals. The Danish government published in 2007 a Strategy for Life long Learning.

The strategy includes initiatives for all ages and all sector of society to motivate for learning and participation for as many as possible and as quick, flexible and efficient as possible.

The Government will work for an educational system with connection between the different levels and sectors. Plan for learning is introduced from the very start in the daycare institutions for children, to higher quality in the public school, increasing participation in youth education and further education, and increased possibilities for life long education in as well the formal sector, the non-formal sector supported by workers unions and employers associations, and the informal sector of people education.

The differences between the educational sectors are undermined and the strong value in the Danish welfare state on free formal education for all and state support for students are under pres. The educational institutions are sat in competition with its other both in Denmark and in an international context. Education is to a certain degree made to a commodity as the participants pay for. A special discussion in the Danish debate on educations policy in recent years is the governmental goals in youth and further education. It seems to be difficult to increase the part of birth cohort from 80% to 95% in the youth educations, and from 40% to 50% in the further education.

The conditions, especially in vocational education, and the motivation in the young population to participate more than the obligate public school don’t seems to be large enough. The drop out frequency as well youth- and further education are also greater than expected when you consider education as both an individual and a collective good.

The Danish educational system has been standardized and centralized on all levels to fit into the common educational program in the EU and be able to be integrated in the global economy of knowledge. The quick and big changes for as well pupils, students and employed in the educational sector have done the politics of education a very important political issue in recent years.

The Danish School of Education have taken part in this processes with research in the changes and how it works, and also by building up new master educations. One of them is an European Master in LLL; policy and management.

Abstract by Lisbeth Haastrup, Danish School of Education, Aarhus University
Life-Long Learning in Estonia

Estonia is one of the smallest countries in Europe, both in term of the area 45,200 km² and the population 1.34 million. Throughout centuries, Estonians have always lived in the corner of the world where there is a large-scale migration of peoples. Currently, Estonia has nearly 30% of its population other than of ethnic Estonian background.

Education in Estonia is highly valued among the society members and its prestige has increased. In 2005, the Estonian Government adopted the Estonian Strategy of Lifelong Learning 2005-2008. Lifelong Learning Strategy was the first strategic document that fixed the government’s goals in adult education after Estonia re-established its independence in 1991. The main objective of the Estonian Lifelong Learning Strategy is to improve adults’ opportunities and motivation for participating in formal, non-formal and informal learning in order to improve their knowledge and skills according to their own needs, the needs of the society and labour market.

Despite the name of the strategy it focuses mainly on developments in adult education. In Estonia the concept of adult learner is in general not related to the age of the learner. According to Estonia’s legislation adult learner is a learner whose main activity is other than studying.

Since November 1993, adult education is governed by the Adult Education Act which provides for adults lifelong individual development i.e. settles the obligations of the government and local authorities as well as employers in coordination and implementation of adult education; the funding of adult education from the state budget.

Estonia is characterised by the low participation rate of people involved in adult education. According to surveys, to main reasons for not participating in further training or retraining are a low level of motivation, shortage of money, and the understanding that learning is the privilege of the young. As a result, in addition to the creation of flexible learning opportunities, it is necessary to bring extra financial resources into adult education, and also activities that change the learning attitudes of people. [http://www.avalikteenistus.ee/public/OP1_21juuni2007_ENG.pdf, p 77/]

Adult education is in Estonia generally not financed from the state budget: to participate in courses the participant has to pay for it or it is paid by employers. The work to develop new financing scheme in adult education has started. The goal is to find a scheme, which supports in-service training and retraining of adults and motivates entrepreneurs to train their employees. This scheme includes three paying parties – learners, employers and state.

Due to the high proportion of non-Estonians, Estonia also focuses in the Life Long Learning context on people from ethnic groups other than Estonian whose proportion in the risk groups continues to be too great in comparison with non-Estonian-speakers in the population. This means that, in addition to school pupils, attention is also be paid to adult language learners, and also to new immigrants whose number is limited as yet. It also continues to be important to ensure the smooth introduction into the non-Estonian medium upper secondary schools of partial Estonian-language study, in order to reduce the number of young people who have limited Estonian-language skills and who are therefore excluded from continued education and from the labour market. Estonian-language learning often contains introduction to Estonian (traditional) culture and life styles, in particular under the language immersion programmes.

As Estonia reorients its growing economy towards more high-technology and knowledge-based industries, ESF funding is being used to help the workforce adapt to the new needs of businesses. It helps create new opportunities for existing workers through training and lifelong learning, bringing excluded groups into employment, and educating the young to meet the needs of the economy as it evolves.

Sources:
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Abstract provided by Riina Kütt, Centre for Development of Public Administration, NGO.
What means lifelong Learning in your country?

By Dr. Marios P. Efthymiopoulos

Life-long learning is considered a tool of constant and permanent education and an important policy-making tool for the Hellenic Ministry of National Education, in terms of National and European Education in Greece. It has been established as a quite successful policy vis a vis the needs of education in Greece, as adult people are keen in learning new subjects and new methods in education. Its methodology and the pedagogical interpretation is interpreted in accordance to the European Union decisions on joint and permanent life-long learning program in member-states of the EU. The effectiveness of this program allows especially those of older age, than the average Greek citizen, to learn about new educative programs and to establish a concrete academic background on fast-pace core courses on specific programs, that will allow them to proceed further, if they so wish, at either a working level of their degree or a research level by further academic studies. At the same time Life-long learning allows Greeks to fill in gaps in lost educational fields, some of which did not have the possibility in past years to study, due to the sequential events that have occurred in Greece’s modern past, but close enough political and economic history prior to its entrance to the EU in 1981.

Life-long learning is considered a new method with the signature of the EU joint academic programs. It has been welcomed in Greece as a new initiative to which the Ministry of National Education has officially included it in its programs via the peripheral administrations of secondary and life-long learning education. Its professors are mostly professors of secondary education but also include professors of University according to the course programs. It has invited lectures and seminars which are done in the afternoons of each week for 3 total hours, since most of the students are people that are working. The courses are mainly of practical concern to the everyday life and from which people can either include them to their working environment or either further to enhance their abilities by changing their working environment.

Life-long learning when established was initially accepted by people with suspicion due to its unknown results that would offer. Nevertheless, I has well worked over the years. What is now expected is for the Ministry of National Education to enhance the program even further as to offer even more courses and to also maybe include them as to recognize them with an university degree or joint degrees as to offer even more higher level results. Ordinary people expect the outmost out of this program. The only concern is the funding behind it that needs to sustain such program.

To what concerns inter-cultural relations, life-long learning is considered to become the opportunity to enhance cultural ties between Greeks and foreign people or financial
immigrants being in Greece and at the same time enhance the European perspective of further European Integration amongst countries that are already member-states of the EU. A last but important point, is that more countries should be involved in this program, namely, countries that are not members of the EU. The reason being that it allow countries to come closer to the EU’s policies namely policies of education and policies of cohesion towards joint and common education.
Life-long learning in Finland

Finnish people enter the system of life-long learning from very early on: in Finland all children have subjective right to day care as well as pre-school. School normally begins by the 7th year of one’s life (the child can also have an extra year to practice for school competences, if that is considered necessary) ended and lasts for 9 years. After that one can choose whether to go to high school or to vocational school. Nowadays there are some high schools in Finland where you can combine vocational training and the more scientific studies and graduate from both sectors.

For those who want to take an extra year to improve their results on the final report there is a possibility to take an extra year, the so called 10th class. It is also possible to change one’s career plans later on in life and go to an ‘Evening high school’ or to ‘Adult high school’ to fulfill the requirements needed to study in a university. It is also possible to take courses in open universities, summer universities and Folk High Schools. One can also choose to be educated through an apprenticeship program, which means that they can be working almost full time and attend to a schooling system part-time. Adult education centres also provide courses which are credited for in the formal education system.

In Finland there are two kinds of institutes for formal higher education: Universities and Universities for Applied Sciences. Universities are mainly targeted towards research whereas Universities of Applied Sciences are more oriented towards the so called ‘working life’, meaning, that their interest in research and development is targeted towards more practical issues than in the Universities. Both institutes have programs for adult learners (as opposed to the youth program) and programs for additional courses for improving work competences, etc.

There is also a wide range of possibilities for non-formal learning: There are a lot of institutes who are working according to the principles of providing learning possibilities for all. This is based on the idea of enlightenment and in Scandinavia in particular on the ideas promoted by Grundtvig. People’s institutes and Worker’s institutes are responsible for the major part of this non-formal education. There are over 200 such institutes in Finland and more than 600 000 people attend to various courses annually (in Finland there are a little more than 5 million citizens). Some political parties also provide possibilities for learning, either on their own initiative or by funding courses organized in cooperation with others. The content of the education does not have to be politically biased.

The status of non-formal life-long learning through certain institutes is protected by law. There is also a system of basic arts teaching, which is provided by numerous institutes throughout Finland. The status and standards of that is also protected by law. The law also makes it a stable system with financial support from the state and municipality. Naturally, Finland is also taking part in the European Life-long Learning initiatives and programs, such as Comenius, Leonardo da Vinci, Erasmus and Grundtvig.

Other institutions, such as museums, libraries, sport institutes and sport clubs are often forgotten from the list of life-long learning institutes, yet they provide a broad variety of activities with a lot of substance.

All in all the concept of Life-long learning in Finland is rather similar to the situation in Scandinavia in general. There are a lot of possibilities for the taking and financial support from the state, whether in the form of student money and loans for formal learning or financial support to the organizers of non-formal learning in order to make the courses financially accessible for all.

Minna Hautio, senior lecturer, Humak – University of Applied Sciences
“What means lifelong learning in France”

First of all, I’m not quite sure this question is still relevant. Maybe we should spend time thinking about the changing nature of knowledge. How does a person become an expert and how long does he/she is still considered as an expert?. Up to now, you went to school, you studied a body of knowledge, received a degree or certification and then went to work, usually with the expectation that you would stay in that field, profession or career track for a lifetime.

But that's not what the world is like any more. Our world has become globally integrated, not only economically, but also in all the ways human society interacts with its environment locally and moreover, globally.

Globalization and drastic economic shift
There's no question that economics and low cost have been the initial reason why so much work has moved to places like India, China and Latin America, where labour costs are a fraction of those in Europe or in countries that used to be called “developed”. When every business can access to low cost from these countries, what makes you different?

Race for talents and skills
In this race for differentiation, businesses, governments and individuals are facing the collateral effect of global integration: the growing value of expertise. In a world where the means of production and distribution are increasingly available to anyone, the only way to distinguish yourself is to have a unique value proposition and skills.

You've got to have a better idea. You've got to have the talent and competencies to do something that isn't just cheaper, but that makes you distinctive, that brings an adapted solution to new problems and added value to your organisation and/or your customers.

Sustainability
And you've got to make this sustainable. Today, the economic and business climate is rapidly changing at a pace we’ve never seen before and change is the only stable value. In such an environment where you can so quickly lose your differentiation and competitive advantage, you've got to keep adapting, reinventing, transforming—in a word, innovating.

Innovation in the workplace
If organisations don't want to loose their employees, partners and customers, they urgently need to build agile workplaces that are...

- Dynamic – Able to adjust to rapidly changing business conditions
- Collaborative – Able to bring information and people together to share insights and solve business issues
- Connected- Able to access data and insights regardless of time, distance and organisational structures
Innovation for the workforce
That also mean innovation in the way you strategically manage your workforce: employment, competencies, careers, mobility, leadership and of course learning and training to anticipate continuously adapt to the new market conditions, opportunities and needs.

Impact on the individual
Even for someone who keeps his or her job in the same company, work in the globalizing economy of the 21st century is a constant series of transitions - from one skill set to another...from one business model to another...from one organization model to another, from a department manager to another.

Educational systems or employees experience didn’t probably provide them with the right skills to cope with this new situation, in permanent transition and inherently unstable.

Becoming a learning organization
The creation of this “expertise” advantage requires careful planning to ensure that the right number people are trained on time, at the right place and in the proper way. The management of jobs and skills becomes then a strategic planning tool. Similarly, this new type of training constraint probably requires a different form, more individualized, practical and operational, providing a quicker operational maturity and a faster ROI for the organization. These new or rising practices encompasses short-term assignments abroad, rotations in other positions, apprenticeship, or even learning “on the job”, helped by coaching or mentoring programs to ensure a more rapid success.

One aspect that shouldn’t be underestimated is the imperious need of developing cultural sensitivity and cultural adaptability skills, as working outside its native environment, with people from different cultures, inside and outside the organization, with colleagues, partners or customers, is becoming the new “standard”.

Continuous learning and knowledge sharing becomes the key to the transformation and success of the organization. Beyond technology, Information architecture and networking tools, the idea is really to invest in the capacity of each person to raise their competencies and skills to advance the collective capacity/ability of their departments within the organization. This new model, more adapted to the pace of change, requires an individual skills, gap and potential analysis and requires a "promise of value and meaning" from the organization to the employee, in terms of recognition, contribution, promotion reinforced by the feelings of equity, trust and loyalty, inspired and demonstrated by the leaders of the organisation.

Jean-Louis Carvès
Workforce Diversity program manager, France
Cultural Diversity program leader, Europe
HR Integrated Services Team (IST)
Lifelong Learning in Germany

The promotion of Lifelong learning in Germany is seen as the central goal of the contemporary educational politics. Different actors – principally the governmental department for Education and Research (BMBF) - are working to create ways to stimulate individual, social and economical development-process, challenging the actual dynamics which are quickly changing the society (i.e. demographic change).

Politics on lifelong learning aim to help individuals to cope with the challenges of their everyday life, with particular attention to their capability of fitting in the dynamic job-market. (BMBF p. 11f.)

To grant more people access to education, new paths are being created and existing not-official educational formats are being valorized and recognized.

In Germany both, the EU and the OECD definitions of formal, informal and non formal learning, are well known: the EU-ones are though more accepted than the other ones. According to this definition-set all those educational paths which are understood as "Weiterbildung" are recognized as non-formal learning. (ibid., p. 11)

Strategies to develop and recognize non-formal and informal learning have been developed by the BLK (Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung) - following the Education Forum 2002 whose results are summarized in the document: "Empfehlungen des Forums Bildung". The strategical plan of the BLK, which consider learning on the base of different life-phases and it is organized on the basis of different core areas - like i.e. networking, modularization or learning cultures - is retained in the following document: „Strategiepapier für lebenslanges Lernen in der Bundesrepublik Deutschland“. (ibid., p. 95)

BLK created between 2000 and 2005 also a test-programme (BLK-Modellversuchsprogramm "Lebenslanges Lernen") which aimed to foster innovative projects dealing with the development of a new learning culture. (ibid., p. 97)

Recently it has also been created by the German Ministry for Education and Research two working groups: „Innovationskreis Weiterbildung“ deals with the connection between formal and informal learning and „Innovationskreis Berufliche Bildung“ with modernization of the structural mechanisms regulating the access to vocational education. (ibid.)

An obstacle to the improvement of lifelong learning is the fact that most of the educational offer is on the free-market: that means that different subjects and interests have to come together. (ibid., p. 99)

The costs of the learning-offers are covered by enterprises - which pay for their employed-, by private organizations, often by the participant himself and obviously by the State - whose contingent was 2006 according to the Konsortium Bildungsberichterstattung decreasing (ibid.). As well as the National State, Länder and Cities are important funding institutions. Often the institutions which offer learning experiences look themselves for funding: usually courses are paid partly by participants, partly by the Land and the City and partly by third-parties.

In our case - Department of Intercultural Business Communication of the (public) University of Jena - the offer is almost entirely paid by the State. Our interest for lifelong learning manifests also in our research-field (Learning-cultures and learning-styles are one of our objects of research) as well as in our one-year "Weiterbildung" in blended-learning which aims to form professionals in the field of intercultural trainings and conflict mediation.

Jürgen Bolten, Luisa Conti, Susann Juch
What means Lifelong Learning in your country?

Around the turn of the century the adult education adapted to the economic and social modernization.
- Schooling of those social groups, which were un成功fully educated in their childhood
- Further education of the unemployed
- Further education for better cooperation in the international field
- Individualized learning – distance study, open education for adults
- Education for democracy – training of citizens for serving public life
- Open thinking, mental training – the basics of lifelong learning
- Leisure, health and tourism

The Hungarian educational system was renewed in some aspects in the past ten years. The most significant elements of these changes were summarized by an analysis in the framework of the program “The New Hungary”:
- Demographic changes – less births, longer and more active occupation of adults
- Longer duration of study – differentiation of study habits
- More material efforts for study
- More educational demands, more requests for skilled workers on the labor market
- Constant need for gaining new knowledge
- The necessity for a great innovation potential in economic life
- Geographic and social differences have negative influence on educational opportunities
- The need of a multifunctional educational system
- The society’s exaggerated expectations towards school

The disadvantaged adults
Disadvantaged are those adults who have very little opportunities on the job market.
Disadvantages can be caused by discrimination, low education, handicaps and aging.
In these cases the lack of an essential education is in the foreground. The most disadvantaged are on the one hand those adults who only successfully completed eight grades, have no professional training and therefore hardly any opportunities on the job market, on the other those adults who live with various disabilities.
Differences can also occur in the international context: some forms of education can be accredited inland but not in foreign countries.

In Hungary long-term unemployment means that the person in question is registered as unemployed for a year or longer.
Negatives
Discrimination in society and the job market
Learning disability
Wrong plot and thought patterns
Wrong learning strategies, lack of success
Low self-esteem and lack of confidence
Negative learning experiences and inefficacy at school
Wrong way of living, badly structured time schedules
Preference of physical employment
Pragmatism, only those occupations are acknowledged which offer an immediate effect
Each has different experiences of life on which one can only work individually
Difficulties in communication

Positives
They like to work in groups; individual tasks are only carried out in physical and practical fields
They are easily involved in group activities during learning
Their creativity appears mostly in arts
They show similarities with the majority in new learning areas

Characteristics
Learning is based on sense experience and not on thinking (mental activity-mental experience)
Education based on the units of image and sound works is more successful with adolescents than based on written units (e.g. textbook), for they are used to the widespread audiovisual information gathering (their lifestyle contains watching television for hours).

Éva Judit Kovács
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Life Long Learning in Ireland

October 2010

AONTAS is the National Adult Learning Organisation, a voluntary membership organisation. It exists to promote the development of a learning society through the provision of a quality and comprehensive system of adult learning and education which is accessible to and inclusive to all. http://www.aontas.com/about/

NALA is the National Adult Literacy Agency is an independent charity committed to making sure people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs. According to the last international survey, one in four - that is, about half a million - Irish adults have problems reading and writing. This service is delivered by 1,500 paid tutors and over 4,000 volunteers. http://www.nala.ie/

There are four universities in Ireland - The National University of Ireland, including UCD, UCG, UCC and St Patrick's Maynooth; University of Dublin (Trinity College); The University of Limerick; Dublin City University. There is also a network of Colleges of Art and design throughout the country which provides Adult courses on a full and part –time level.

NUI Maynooth is one of the national universities of Ireland and it offers professional development for adult educators through full-time and part-time postgraduate academic programmes; both on campus and off campus and supports community education and development activities through research and consultancy. http://adulteducation.nuim.ie/

Oscail was established in 1982 by Dublin City University to provide adults with access to third level education through Distance Education regardless of location, employment, domestic or personal circumstances, or prior qualifications. All programmes are accredited by Dublin City University. http://www.oscail.ie/about.php

The Irish Vocational Education Association (IVEA), is the national representative association for Ireland's vocational education committees (VECs) which have responsibility for vocational educational training, youth work and a range of other statutory functions including workplace learning and prisoner education. http://www.ivea.ie/

The National Framework of Qualifications comprises of 10 levels. It accommodates awards gained in schools, colleges, universities, workplaces and training centres from the most basic (FETAC level 1) to the most advanced (HETAC level 10) levels of learning.
www.fetac.ie

The Council of National Cultural Institutions- presents all of the museums, galleries and other cultural institutions in Ireland and these centres each run programmes at their respective venues for adults of all ages and learning abilities. These programmes are often designed and run in partnership with other adult education providers. http://www.cnci.ie/
ABSTRACT ON LIFELONG LEARNING

- What means LLL in your country? (Formal, non-formal, informal learning?)

Lifelong Learning in Italy includes formal, non-formal and informal learning and covers a lot of typologies: higher education, VET training system, schooling system (post-secondary courses), adult education. The Regions have ‘exclusive’ legislative powers over vocational education and training, apart from tasks connected with the EU, and parallel legislative powers over general education, although the State is responsible for deciding the basic principles.

- What importance does it have for the public?

The social need for Lifelong Learning is gaining ever more relevance, spurred by technological innovation, and comparisons and competitiveness at local, European and global levels. Nevertheless, Italy finds itself in greater difficulty than most other European countries, as it ties to fulfill the goals of the Lisbon Strategy in the field of lifelong learning. The reasons for this difficulty are well-known and are the result of different causes. These specifically include the non-flexible nature of Italian training systems (i.e., University, school, vocational training systems, etc.), together with the low percentage of people with university education which is less than half that of more developed countries. Given that, in Italy, a lower number of people have higher education qualifications, initiative and autonomous or self-directed learning are less frequent, hence the education-training systems and the individual are less able to react when faced with continuous restructuring and change which characterize the Networked Society. In addition, the participation of adult population to lifelong learning activities is significantly below the European average.

- What importance does it have in Education policy? Is there a mission for LLL?

The achievement of lifelong learning objectives in Italy is being mediated by a complex process of innovation in education and society, by the integration of institutional actions and by the major role of coordination that university has assumed. Most recent policy strategies are mainly focused on the strengthening of training offer for adults, also with the contribution of the European social fund, through: lifelong learning activities for employed, through a better coordination and improvement of the financial tools, a simplification of the access procedures
to these funds and a greater promotion among enterprises and workers increasing the attractiveness of VET in the framework of active citizenship.

- **Is there a strategy to involve more people in learning processes?**

There is a deep gap between institutional training agencies and non-formal ones. This means that there isn’t a comprehensive mission in the matter of lifelong learning; on the contrary, the logic is often competitive, and not cooperative at all. At the present moment, the Third Sector bodies are the ones more interested in cultural and training growth of people. In addition, it’s important to remember that vocational education and training are regulated at a regional level, and this implies that a “national strategy” doesn’t exist.

- **Which bodies are responsible?**

Schools, universities, training agencies/bodies, popular universities, third sector bodies (in non-formal and informal learning).

- **How is it financed?**

The present Government in Italy is more and more cutting funds devoted to culture and education. This means that at a central level. Obviously, the most part of the funds is regulated and managed by the public authorities.

- **What is your personal relationship/experience to/in processes of LLL?**

As explained before, ARCI – like a lot of similar associations in Italy – has a key role in the processes of informal and non formal learning: in our activities, training is intended as a tool to promote inclusion, self-consciousness, self-esteem and equal opportunities. We are convinced that the empowerment of people pushes through the enhancement of their curiosity and creativity. Our clubs are integral part of social and cultural policies, thanks to their direct involvement in the construction of training opportunities.
Lifelong learning in Lithuania

**Legal framework**

- **The Strategy for Assuring Lifelong Learning** was approved in 2008. The purpose of this Strategy is to define both development directions and implementation measures of lifelong learning in the fields of vocational and adult education. The document describes guidelines for development of comprehensive, coherent and efficient lifelong learning system in correspondence with the national priorities and individual needs that creates opportunities to acquire, upgrade or change qualification and competences for better employment, integration into the society and improving quality of life.

- **The National Education Strategy 2003-2012** (approved in 2003) establish that the mission of education is to “create conditions enabling lifelong learning, which encompasses continuous satisfaction of cognitive needs, seeking to acquire new competences and qualifications that are necessary for the professional career and meaningful life”.


**Responsible bodies for implementation of the policy**

- Ministry of Education and Science
- The Ministry of Social Security and Labour

**Key facts**

- Based on the statistical data, in 2007, 46 % of population aged 25-64 has attained qualification at post secondary (both tertiary and non-tertiary) level.

- According to the data of Lithuanian Department of Statistics, in 2006 the activities of non-formal education in Lithuania involved about 55 percent of Lithuania’s population. In 2003, this number reached merely 28 percent.

- The programme of Lithuanian Virtual University for 2007-2012 was approved in 2007 for promotion of e-learning and the development of e-learning infrastructure. The Programme aims to further develop Lithuanian Distance Learning Network (LieDM) and to create information technology based and integrated e-learning space, providing lifelong learning possibilities. Currently LieDM unites 77 institutions: universities, colleges, adult education centres and VET institutions. The network provides 10 master level programmes and more than 1070 distance learning courses in various areas.

- The Description of Procedure for Recognition of Prior Learning Achievements was approved in 2008 to facilitate recognition of non-formal learning as well as work experience for persons enrolled in formal VET. Prior learning encompasses learning according to formal and non-formal programmes as well as experience gained individually or work experience.

- The main way for adults to legitimate non-formal VET and informal learning achievements or work experience is the equivalency examination. Persons with at least one year's work experience and who are over 18 can apply VET institutions for the recognition of competence acquired outside formal education. The procedure starts with the identification of non-formal or informal learning achievements through the analysis of certificates on non-formal education and other related documents provided by individual.

Abstract provided by Neringa Miniotiene, College of social Sciences, Lithuania
“What means Lifelong learning in Latvia”.

On August 21, 1991 Latvia declared the restoration of its de facto independence. Since 2004 Latvia is a member state of the European Union. The population in 2007 was 2,270,700. Ethnic composition was: 59.03% Latvian, 28.29% Russian, 3.74% Byelorussian, 2.53% Ukrainian, 2.4% Polish, 1.36% Lithuanian, 0.45% Jewish, 0.01% Livs, 2.19% other nationalities.

According to the established educational system in Latvia, the supervising authority for ALE is Ministry of Education and Science (MES). The system of LLL nonetheless extends over to other sectors and ministries, municipalities, higher education institutions etc. The specific needs and requirements of individuals are taken care of by a network of private and non-governmental educational institutions and undertakings that are run on private funding, and some of them are profit oriented.

The LLL system in Latvia includes: pre-school education, basic school, vocational and secondary education, higher education and adult education (AE). Adult education includes all types of formal, non-formal and informal education including further and interest education, professional upgrading and in-service training. It is provided to satisfy the needs for lifelong education, to support personal development and competitiveness in the labour market regardless of person's age and previous education.

LLL is based on a person’s inner need or external factor raised necessity to acquire and improve one’s knowledge, skills and competencies. Nowadays to be more adaptive to rapid economic and social changes, not to lose one's job, to remain socially and economically active, it is necessary to improve constantly one’s knowledge, skills and competencies.

After the restoration of independence Latvian Adult Education Association was founded in 1993 and afterwards the AE network has been established. The concept of LLL appeared in 1996, when European Commission designated this year as the “European Year of Lifelong Learning”. People in Latvia as well as everywhere in the world have used the expression - you learn as long as you live, it has mainly meant learning from experiences, the values that have been passed from generation to generation. Deep changes started with the discussions about the ideas included in “Memorandum on Lifelong Learning” worked out by the European Council (2000).

Since then the basic principles of LLL have been formulated in line with relevant European documents concerning the primary role of LLL for general progress and welfare. The basic guidelines of LLL in Latvia have been developed on the basis of strategic, political and other kinds of planning documents. The concept of adult learning and education has been included in the general concept of education, as one of the stages of a LLL process. Thus adult learning is a part of an all-age-groups-inclusive approach from early childhood to late years of adulthood.

In 2007 “Basic Guidelines of Lifelong Learning Policy for 2007–2013” have been elaborated defining main target groups and their needs: people without the elementary education and with low level of basic skills, people with special needs, and people with economically little activity who are bounded to the household, people who have already retired and pre-pension aged people. In this document three key strategic issues for development of LLL policy in Latvia have been formulated: to improve availability and accessibility to AE, to promote the quality of AE, to set up financing and responsibilities.

To solve these problems Action plan has been elaborated in 2008.

Ingrida Mikisko, Director of LAEA
Lifelong Learning: artistic expression as a pedagogical aspect

One traditional way of focusing on education is to divide it into three types: the formal, the non-formal and the informal. Attempts have been made with marginalised groups such as illegal immigrants and prisoners to develop these three areas with various success. The belief is that if inmates develop formal education, such as basic Literacy and Numeracy, with some IT skills, they would find employment and thus keep away from crime. The confirmation that education in prison is a success is considered to be a reduction in recidivism: if they do not come back – then education has been a success.

This ideal does not always hold: in an era of mass unemployment and economic difficulties, those at the margins, especially the deskilled ones, find it practically impossible to find work. Also, it seems that those who did not do well at school for various reasons, will similarly not do well in an environment similar to traditional school.

Educational authorities are now more than ever realising the importance of non formal and informal education in settings similar to prisons. The philosophy is that, by means of subjects like the arts one achieves more than an education/skill in that area, for example in painting, drama, art, design and dance. It is by means of these subjects that the self is developed, especially the self within a group – skills so fundamental to the world of work. Issues like self-esteem, team work, anger management, self expression etc are best developed by means of the arts.

Drawing from some Maltese and European examples (video), the presentation shows how teachers of art manage to create a supportive environment inside the prison where inmates can explore their creative talents and personal voice. It shows how art is used not only as a means of entertainment and occupation of time, but as a means to bring about change, in the individual, as well as in society at large. The inmate uses his/her knowledge and experience to write the 'text' – giving us an opportunity to read into that which most of the time is marginalised by society in general. Visibility becomes possible.
How to motivate marginalised groups towards lifelong learning

Relevancy of lifelong learning

The concept of lifelong learning is highly relevant when it can serve as a mechanism which can offer marginalised groups such as migrants a second chance to attain the form of education that fits the talents of the individual. But as we are dealing with adults who are mostly working or trying to find work the concept of lifelong learning has to be integrated with working or seeking work. In our experience a combination of learning and working, especially gaining access to work or to more rewarding work while learning is a very attractive route for migrants.

In our professional experience we have seen numerous examples of people taking up unskilled labour to meet the financial demands of their families including parts of the family that live abroad and depend on the income of the relative in the Netherlands. This in itself leaves very little time and energy for educational efforts.

Integration of education in the working life

Lifelong learning should have a broader scope than just acquiring the competences that are needed to fulfill a particular job. On the other hand post initial education has to be integrated in the working life of migrants. The Netherlands still has a fairly extensive system of programmes aimed at reintegration of unemployed individuals. But the paradoxical situation is that people when they are receiving unemployment benefits are not permitted to follow education to earn better qualifications.

In this way the dutch welfare system pursues only short goal interests, namely getting the person as soon as possible (back) to some form of paid labour, instead of using the period of unemployment as a springboard for higher qualifications and as such for a better job.

We believe that schools and businesses should form partnerships and provide joint funding of training programmes and education. Individuals re-entering the labour market after a period of absence could choose to forego part of their benefit payment in exchange for a training or workplace experience. The government could fund programmes that cross industry boundaries or are particularly innovative. Especially for disadvantaged groups like migrants the knife would thus cut both ways. People would have, in the framework of post initial learning the opportunity to receive the forms of education that they have missed out during earlier stages of their lives but which fit their individual capabilities. And they gain access, thanks to their improved educational qualifications to more rewarding jobs.

Skills and knowledge acquired outside formal education should also be put to use within the educational curriculum. People who have migrated or have fled their country of birth have all kinds of experiences and knowledges that should be recognized as relevant and should be given their place within the educational route.

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Jaffar Consultancy The Netherlands
www.jaffar.nl
September 2010
Lifelong learning in Norway

Abstract by
Zahra Moini, Director Norwegian Center for Multicultural Value Creation

Lifelong learning is a part of Norwegian Governments policy, inspired from the European Commission, OECD and other international organizations. The Ministry of Education and Research is at the front of policy making and introducing measures for Lifelong learning (LLL). As it is stated by the Ministry:

“Lifelong learning is an important principle in Norwegian education policy. The goal is that all Norwegians should have the possibility of getting education and developing their skills throughout their whole life. Lifelong learning is considered as a way of increasing the individuals’ life quality, and providing for a greater value creation and flexibility at the work place.”

LLL in Norway has mainly been adopted as part of the government’s “Competence Reform” which was introduced in 1999. Briefly, this reform states the individual’s right to further and continuous training (FCT), including right to leave of absence for training, statutory right to free education at the primary and secondary level, and documentation and recognition of non-formal and informal competencies acquired through work, society and training. In other words, LLL encompasses all focused learning and training activity from “Cradle to Grave”.

As a result of this advanced framework of individual rights, LLL can be seen as part of a judicial contract between the individual and the State. Stated from a different view, LLL is an interaction between the individual’s statutory rights in one side and LLL practices on the other side. In between are the access to education and training, offers and the learning arenas.

The Norwegian government and the Ministry of Education and Research have developed a special monitor for measuring LLL called “Learning policy monitor”. This monitor is a yearly measurement of policy for learning and training among adults, with special focus on the work environment. The data is available from year 2003 to present and shows the development of the activities over time. The changes in measures are analyzed in relation to the market and economic conditions in Norway.

Although the monitor gives an indication of the “national status” on LLL, there are still challenges facing the implementation of the LLL policy. The education system in Norway is organized and controlled at the local and community level, with influence from the parents in the school. Further success depends on the priorities and action plans at the local government level.

An example of the local policy actions for LLL is the Buskerud County in south-eastern part of Norway. The county’s stated goal is to:

- Develop a culture for learning with large public ownership.
- Cover a wide specter of education and learning offers that are easily available for the public.
- Provide a realistic plan based on a binding cooperation between the education authorities and the informal learning arenas.
A project for LLL policy implementation is in place with the following focus:

- Gap analysis between the government requirements and the status quo
- Common and organized approach to providing information to the public, corporations and other organizations.
- Constant focus on “Mastering” among the population, corporations and the authorities
LIFELONG LEARNING (LLL)

1. What means LLL in your country?
LLL is realised in Poland as the formal, non-formal and informal learning.

2. What importance does it have for the public?

A. Lifelong learning opens new horizons, including also the way of thinking about culture and its place in our life

<table>
<thead>
<tr>
<th>How?</th>
<th>What can we learn?</th>
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<tbody>
<tr>
<td>o Folk High Schools</td>
<td>o Skills for a job or complementary occupation</td>
</tr>
<tr>
<td>o Third Age Universities</td>
<td>o Leisure and culture to enjoy yourselves</td>
</tr>
<tr>
<td>o Universities for children</td>
<td>o Basic skills (literacy, numeracy, computer)</td>
</tr>
<tr>
<td>o Adult education classes</td>
<td>o Academic subjects</td>
</tr>
<tr>
<td>o Distance learning</td>
<td>o Self-confidence</td>
</tr>
<tr>
<td>o Informal learning</td>
<td>o Participation in decisions taken by the authorities</td>
</tr>
<tr>
<td>o Summer schools</td>
<td>o Courses gives people higher self-esteem,</td>
</tr>
<tr>
<td>o Different courses, workshops, trainings offered by training agency,</td>
<td>o People are more open and confident</td>
</tr>
<tr>
<td>NGOs sector (associations), schools</td>
<td>o How to be pride of our small homeland and traditions;</td>
</tr>
<tr>
<td>o ICT connections (virtual groups, websites, etc.)</td>
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B. LLL helps improve the quality of life also in rural communities
According to a study of the European Foundation on the Improvement of Living and Working Conditions- Culture and identity, political resources and human rights there is the one of indicators of life in rural areas

4. Is there a strategy to involve more people in learning processes?

The Strategy for the Development of Continuing Education by 2010 (SDCE), adopted by the Government of the Republic of Poland in 2003, is implemented at various levels of administration (central, regional and local), with social partners involved in the process.

A comprehensive, coherent and supra-sectoral strategy for lifelong learning is currently being designed and, according to the timetable of the National Reform Programme 2005-2008, haven’t been adopted by the Government in that period. But one of the main objectives in the area of human capital development was the creation of legislative and institutional solutions for lifelong learning system.

The National Reform Programme for 2008-2011 was adopted by the Council of Ministers on the 18th November 2008. It is based on the Integrated Guidelines for Growth and Jobs for 2008-2010 adopted by the European Council, the country-specific recommendations and points-to-watch indicated by the European Council in March 2008 and the Strategic Plan of Governing of the Prime Minister Donald Tusk’s Government. That document presenting the actions which the Polish Government intends to undertake in order to implement the fundamental objectives of the renewed Lisbon Strategy and is consistent with the Strategy for the Country’s Development 2007-2015, the National Strategic Reference Framework 2007-2013 as well as Convergence Programme. According to the National Strategic Reference Framework 2007-2013 (NSRF), Poland is going to allocate about 64% of the EU appropriation to implementation of the Lisbon Strategy, such as: construction of modern transport and energy infrastructure, releasing innovation potential (especially SMEs), high quality of R&D, effective investment in science and modern education and vocational training systems, the growth of adaptability to the changes on the labour market, effective instruments of active labour market policy.
3. What importance does it have in Education policy? Is there a mission for LLL?

With a view to developing an integrated flexicurity approach, Poland is recommended to increase the level and efficiency of active labour market policy, notably for older persons and groups vulnerable to poverty, review benefit systems to improve the incentive to work, put in place the lifelong learning strategy, and modernize education and training systems in view of labour market needs.

The main emphasis in the LLL strategy currently in development is placed on the following aspects:
- a new competence-based and module-based approach to qualifications, which should facilitate the mobility of persons upgrading their qualifications and skills, including both younger and older employees and job seekers;
- the link between learning and practical experience, in particular work experience (workbased learning in the non-formal area of education);
- the coherence between stages and areas of education (formal, non-formal and informal);
- better use of the potential of baby-boomers born around 1983 – younger adults who took up employment in recent years or are now in the final stage of their higher education studies.

5. Which bodies are responsible?

Responsible bodies in Poland:
Ministry of Economy, Ministry of National Education, Ministry of Science and Higher Education, Ministry of Agriculture and Rural Development, Ministry of Interior and Administration, Ministry of Finance, Ministry of Labour and Social Policy. The Minister of Economy (Mr. Lisbon), is obliged to co-ordinate the process of implementation Lisbon Strategy and Polish Reforms.

6. How is it financed?

LLL is financed by EU money (EFS, other sources); governmental grants, different foundations / associations.

7. What is your personal relationship/experience to/in processes of LLL?

The project “Rural Educational Centers for a Sustainable Future”, coordinated by Ecological-Cultural Association ZIARNO, was carried out in the years 2003 – 2006 thanks to the support of the Socrates-Grundtvig Programme of the European Union. The main objective of the project was to develop a training module for educating adults from rural backgrounds in eastern and central Europe, working together with western European organizations and institutions already active in these fields. The examples of the Scandinavian Folk High Schools and British experiences in education for sustainability were used to create the module in the form of the folk high school course. In 34 courses of Folk School in 22 places in the rural area, in 6 EU countries: Poland, Lithuania, Slovakia, Hungary, Ireland and Denmark participated aprox. 1000 person and 614 person received certificates.

I was personally responsible for the Folk School course in Lipsk Poland (Podlaskie Region). The folk school was attended by 15 female Lipsk residents aged 19 – 45, predominantly with secondary or foundation vocational education background. In view of the absence of employment opportunities, most of them are housewives. The most interesting thing for participants was holistic programme, which was built with 4 modules:


III. Arts and Handicraft. Crocheting. Easter eggs painting. Traditional Christmas decorations. Cross-stitch embroidering. Table decoration. How to earn additional income by utilising unique skills
in traditional crafts, handicrafts, and to establish cooperation links – networking - for promotion and sales. Preparation the participants to give public speeches, including personal presentations and handicraft products demonstrations. Promotion materials were developed for each participant so as to help them make presentations at handicraft fairs, festivals, and other trade events.

IV. Modern information technologies

The most preferred classes were those in the personal development block and arts/ handicraft.

Participants’ opinions on how people could contribute to its development and improve the quality of life and why the education actions were important for the community and how.

The course helped participants and their families with understanding some aspects:

• **How to earn money;** extra income (agri-tourist farm, handicrafts) enhance their earning potential and enrich handicraft product ranges, how to make new acquaintances and keep up the friendly relationships.

• **How to help the country youth realizing additional classes,** especially during the field works. So it is necessary to work more on the parents

• **How to build consciousness,** traditions; how to be pride of own place of life, how to prepare people who can write eligible projects, **how education can help elevate community;** how to promote agri-tourism, natural assets, hospitality, and tradition; **how to create activity of people, including young people in different area; culture, sport, regional education club;**

• **How people can help each other** to brake a numbers of barriers (mother with disabled child). mentality damage;

• **How to create public involvement/ initiatives.** The educational role in that area is essential. Integration-wise, the garden party had a substantial impact.

• **How library cab be a place of informal education (+internet).**

(Own materials, www. ziarno.org.pl, National Reform Programme)
Lifelong learning, immigrants and marginalized groups in Portuguese Museums

Clara Camacho

In Portugal the Institute of Museums is the official body of the Ministry of Culture that runs 33 national museums and national palaces. At the same time it is responsible for the coordination of the Portuguese Network of Museums, an accredited system of 121 museums all over the country.

The institute was created in 2007 and its main guidelines include to promote inclusion through museum education. So, in 2008 one of the goals that were established for all museums depending on the institute was to develop educational programs for adults and to bring new audiences to the museum, in particular those who are not the “usual” visitors. Although we don't have in Portugal a survey that gives us clear answers to this question, we all know that some groups of migrants, some marginalized groups are among the ones that don't live the art experience or the museum visit as a regular experience in their everyday life.

In my presentation I will point out some projects developed by museums of the Portuguese Network aiming at immigrants and other marginalized groups, whose unfamiliarity with the Portuguese language and culture may constitute an obstacle to museum rendered communication.
Lifelong Learning in Romania

Lifelong learning is in Romania, on my opinion, more a nice and rather empty expression, than a reality. Despite some statements in official documents, there is no coherent public policy framework for the promotion of lifelong learning. The adoption of the concept was mainly connected with EU trends but was not followed by appropriate action. If early childhood education, school education, higher education and vocational education enjoy particular attention and support, the other areas of lifelong learning are largely ignored.

However, Romania has a valuable tradition of lifelong learning practices: during the 1920s and 1930s an interesting model of “social pedagogy” has been developed, targeting various categories of learners, including inhabitants of rural areas, members of disadvantaged communities, but also women and young people. Very little remains nowadays from this tradition, as well as from the system that was functioning during the years of the communist regime.

Apart from the offer of the education system and of the providers of vocational training, opportunities for learning are provided mainly by private, non-governmental structures, either for profit, still in an emerging stage, or not-for-profit, most often dependent on project-based funding and not able to ensure continuity and effective impact.

It is interesting to note that two of the most significant developments in the area of lifelong learning are connected with cultural diversity and intercultural dialogue. The first, concerns the programmes targeting disadvantaged Roma communities, with a variety of educational activities, from those aiming at attracting children to school, to educational activities for Roma parents or adult education projects aiming at facilitating social inclusion and access to labour market. The second one, targets adult immigrants: in order to fulfil EU requirements, Romanian authorities had to adapt legislation in order to provide free of charge Romanian language courses and cultural orientation to all foreign citizens with legal residence. While the law was amended a few years ago, only from this year it will be really enforced, in combined action of educational authorities, authorities in charge with the management of migration and NGOs.
Lifelong learning is likely to get soon new meanings in Romania, due to the recent opening of access to EU structural funds. But only time will tell if this will mean a coherent and meaningful approach, aiming at providing appropriate learning opportunities for all, or just another missed chance, with scattered or overlapping initiatives that will cease once the funding is stopped.

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Lifelong learning and intercultural education

Words, like "Lifelong learning", can be used in different contexts in which they have different meanings. The context where lifelong learning is used in the policy of the European Union is as a human capital concept, which means that a human being is an object for investment and knowledge is a market-driven commodity. Education is then an economic investment and looses it’s democratic and humanistic values. The intercultural question is mainly investigated in social sciences and expressed in another “language” and with other concepts. These problems are difficult to discuss meaningfully within the frame of how lifelong learning is understood in an economic context. It is far from the basic problems in the field of education. In Sweden it increases for instance adult education the adaption to the labour market, but diminishes the meaning with learning and knowledge. It gives an instrumental value, for what efficient goal, but it forgets the aim, the very meaning, and the value of what we are doing.

The intercultural question

Intercultural questions are expressed in terms of diversity and difference in relation to a nation or a union. In Sweden the multicultural policy has been dominating, where Culturalisation is used as an explanation of behaviour. This is today met by critic where diversity is changed into difference, and the acknowledgment of difference and “the other”. Research show that a unity always excludes groups of people, often in terms of inclusion. I would propose that the policy makers in EU took part in, dealt with for instance the postcolonial tradition, where we find the most scientifically developed language and concepts to treat the intercultural problems. Here the “third space” is the term for where something new can be created. Here difference means to be, and have the right to be, different. Turn the world map upside down and the dark Africa, the “Heart of darkness” can be in London. Let hybridism works and we can have lifelong experiences around the globe. If such insights were worked in the very understanding of a human being in an intercultural situation and society could be something else, beyond the policy excluding non-European people to be citizens and fruitful parts of society. Then lifelong learning could be transformed into a humanistic concept, which it was in the first generation of the world, produced by UNESCO, and an important democratic concept, counting full citizenship as a human democratic right. In this case lifelong learning could be a fruitful concept for inclusion and how differences could create something new, something which we do not know now.
The lost dimensions

Education has historically three dimensions – a humanistic, a democratic and an economic. Up to the Second World War the humanistic was dominating, after the war up to 1986 education was democratically motivated. After 1986 the economic is increasingly dominating, diminishing the other two. This is in Sweden recognizable in the whole educational system. As long as this is the case lifelong learning is limited to rhetoric. The lost dimensions cannot be created in resumption of something old, but to be created in a new way. This knowledge exists in human and social science, mostly outside the province of Europe, or in a double experience of the European and some other part of the world. Lifelong learning can mean different things in different parts of the world. 1993 the concept was introduced by the South African trade union, COSATU, with the ambition to make theoretical and practical forms of education equal in the system. That was a good ambition since education was mostly for white people and training for mainly the black or colored population. 1997 was a conference where I asked the educational minister about human capital. “No, we have not yet been reached by this cold wind from the north”, was the answer. At the same time there was educational experts present, prepared to let the wind blow. Sweden has a great responsibility, not just for its own sake, but even for others. The obeying atmosphere in relation to EU and the lack of critical thinking among educational experts makes adult education and increasingly even popular education into a human capital market. We have to wait for, and work for the humanistic and democratic wind to blow anew.

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Abstract on Lifelong Learning in Slovenia

What does LLL mean in your country? (Formal, non-formal, informal learning?)

**Education** – In education the role and activities of the individual (participant) are determined externally; emphasis is placed on the acquisition of knowledge, skills, habits, etc., which takes place as a process that is usually (but not always) officially defined by objectives, standardised, structured, object-oriented, and externally organised. As a general rule the process (of acquiring knowledge, etc.) is professionally organised in the form of instruction and supervised by the teacher. It is importantly determined by social circumstances and needs (Jelenc, 2007, p. 34).

**Learning** – In learning the emphasis is placed on the anthropological context, which goes beyond that of society and purpose by placing the individual at the forefront – it is “individualistic and individualising” (Jelenc, 2007, p. 34), as well as based on the individual’s needs and personal activities, without disregarding social needs. Learning is an extremely broad concept and includes many aspects: it takes place everywhere, covering every situation, circumstance and occasion; the contents are interrelated and thus not specifically object-oriented. Learning becomes an integral part of life; it is a flexible and lifelong process. We not only learn under professional guidance, but also from each other. Learning is marked by enhanced activity and autonomy of the subject (learner). With regard to the subject’s active role and the manner in which activities are organised, learning is divided into two basic sets: organised and unorganised learning (Jelenc, 2007, p. 34).

In view of the principles and strategy of lifelong education and learning the question arises as to what is subordinate to what – education to learning or vice versa. It is generally believed that learning is a broader concept and that education is one possible way of its implementation.

**Formal and non-formal education and informal learning**

**Formal** education leads to a formal and officially acknowledged educational attainment, such as a degree, diploma or professional qualification (Jelenc 1991, p. 30). **Non-formal** education, by analogy and contrast to the definition of formal education, constitutes education/learning that does not lead to a formal recognition, such as a certificate, diploma, officially acknowledged level of education or qualification, but to meet other education requirements and/or interests of the participant who wishes to acquire further knowledge or skill.

Both activities (education and learning) possess formal and non-formal aspects, but the distinction between the two becomes most obvious with regard to intentionality or the absence of it. Education is always intentional, whereas learning may be either intentional or not.
Incidental or random learning is a “lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, educative influences and sources in his/her environment – from family and neighbours, from work and play, from the market place, library, and the mass media” (Jelenc 1991, pp. 54–55). Learning takes place in a completely informalised manner (form-free, informally) and is, of course, not objective-oriented (unexpected, random). With respect to its basic characteristics informal learning is similar to incidental learning in that it does not take place in a formalised way, but differs from it in that it is at least partly intentional. It involves learning directly from the social and physical environment, learning from experiences and examples. It is an integral part of daily life and lifelong learning and education. It is also a social interaction and closely related to culture. It focuses on the personality of the learner.

What importance does it have for the public?

The Slovenian Third Age University is a good example of a lasting national intergenerational project. Founded 22 years ago, it started as a voluntary intergenerational project of elderly retired professionals, active professionals and experts in different fields, and young university students of educational sciences. It was a project that in those days focused mostly on cultural education. Essentially, the initial idea was to enable elderly people to strengthen their social identity through becoming aware of their cultural role in the society and to pass their knowledge, experience and culture onto younger generations. However, it quickly turned out that younger generations too had their own knowledge, experience and culture. Thus from the very beginning knowledge, experience and culture were also passed by younger generations on the elderly ones. Nowadays they strive for a better position of all generations in the society, providing educational, training and working opportunities for younger and elderly generations.

The democratisation of education in Slovenia can be said to have actually started with study circles at the Third Age University. They brought the idea of "edutainment" (education with joy) on the Slovenian social and cultural scene and encouraged individual educational and cultural pursuits. Adults other than pensioners were thus given the opportunity to see the functioning of an individual-centered education that starts from and is adapted to the student, in contrast to the state-set programmes of instruction and educational coercion prevailing in their immediate environment.

Cultural mediators at the National Museum of Slovenia - an educational, training and civic engagement project initiated by the Slovenian Third Age University

What importance does it have in education policy? Is there a mission for LLL?

1. LLL at the University of Ljubljana
The University of Ljubljana has included among its priority guidelines the establishment of LLL programmes for adults (Strategija, 2006, p. 7).
One form of such programmes should also be developed for employees by taking into special consideration their specific needs, e.g. prior experience in a certain field. At present, however, many participants pursue further education in such programmes as “part-time students”, i.e. bearing the total cost of tuition. For them it might seem more appropriate to be provided with education “by parts of educational programmes” together with full-time students and loans on privileged terms, so as not to be required to work “part time” during their studies. Successful ones would obtain the status of full-time students. In accordance with the decision of the Senate of the University of Ljubljana this policy has been already put into practice successfully by several faculties.

Many shorter forms of education have been developed under the umbrella of the University of Ljubljana in the recent years which mainly attract faculty graduates who seek to upgrade their qualifications of refresh their knowledge. Therefore, in some fields, education is organised by professional associations, chambers, ministries, institutes, etc. in collaboration with the teachers from the University of Ljubljana. To this end, several faculties have well-developed units, e.g. the Centre for Pedagogical Education at the Faculty of Arts and the Centre for Management Development and Training at the Faculty of Economics.

2. Formal and non-formal adult education

The analysis of forms of non-formal further adult education on the basis of statistical data (Statistične informacije, No. 73/2007) showed that in the school year 2005/2006 seventy-eight percent (78%) of all participants in further education attended programmes without public validity. These are programmes that are not entered in the register of educational programmes at the relevant ministry. They vary in duration from merely a few to one hundred or more hours, and are implemented in the form of seminars, courses, lectures, professional consultations, study circles, etc. After completing some educational programmes without public validity the participants are awarded a written, but not publicly valid, certificate. Educational programmes may be intended for either all citizens or merely e.g. a small group of employees of a company, members of a society, retirees in the third period of their lives, etc.

Only thirteen percent (13%) of participants attended publicly valid programmes of professional education and training and specialisation, with the exception of educational programmes provided by private schools that were approved by the minister competent for labour in collaboration with the relevant expert council (Article 15 of the Organisation and Financing of Education Act). Nine percent (9%) of participants attended language programmes, one third of whom opted for publicly valid language programmes and the other two thirds opted for language programmes without public validity. Most interest was recorded for educational programmes in economics, followed by educational programmes in health care and social work, science, mathematics and computing. The lowest number of participants attended programmes in agriculture.

3. The analysis of forms of formal tertiary education (Statistične informacije, No. 37/2007) showed that the number of graduates of technical colleges and higher education
institutions in Slovenia has increased. 61.8% of them were women. A yearly increase has also been recorded in the number of institutions that implement publicly valid higher education and short-cycle higher education programmes. The University of Nova Gorica admitted its first students in the academic year 2006/2007. The University of Maribor was expanded by two new members. The students obtained the opportunity to enrol in two new independent higher education institutions: the European Faculty of Law in Nova Gorica and the Academy of Design in Ljubljana. An even more rapid increase in the recent years has been seen in the number of technical colleges. As many as 33 new schools were founded between the school years 2000/2001 and 2007/2008. More than fifty percent 50% of technical colleges are privately owned and they only call for admission to part-time studies. The percentage of the population participating in tertiary education is estimated at 48.2%, i.e. 7.3% more than five years ago. The percentage of women has increased, exceeding 50% of all enrolled students. The distribution of students by age varies appreciably, depending on the type of studies (short-cycle higher education, higher education, university, Bologna-based, etc.).

4. Within the newly established universities and faculties and private institutions
Seminars of higher education institutions are regularly organised as non-formal aspects of education. The certificate of education attained is a diploma that is taken into account by several institutions (e.g. the International School for Social and Business Studies in Celje) on enrolment in undergraduate and graduate study programmes. However, the usual route of applying for LLL funds is through Cmepius and by submitting an outlined application for training programmes.

5. LLL concentrates on the non-formal aspects of education, on the tacit knowledge of people. Here we are facing the fact of the knowledge triangle policy-economy-education. The aim of LLL is to provide other skills and competences that are relevant for the promotion of science in economy and market.

Is there a strategy to involve more people in learning processes?

Work of young, middle aged and older generations can contribute towards maintaining and raising the employability of all generations. First, they offer younger generations a quicker access to labour market owing to non-hierarchised work opportunities they get within such projects. Next, they enable middle aged generations to experiment with their work better than they can in their professional working environment.

Finally, such projects offer the possibility for the elderly to evaluate their past experience and knowledge through working and learning in intergenerational projects and to upgrade them. In addition, all generations involved in intergenerational projects have significant opportunities to learn from each other on condition, however, that those who plan such projects are knowledgeable and able to, shall we say 'organise' opportunities for them to do it. A successful intergenerational project is to be carefully planned and conducted taking into account various aspects and goals and more importantly the need for exchange among generations.
Since the launch of The Third Age University in 1984, the following have been covered in the form of study circles:

- participants learn painting and each year they set up an exhibition

- participants learn translating and they have translated interesting texts to improve the life of the elderly. They have translated books on psychological problems of, for instance, hyperactive children, which benefits all generations

- participants study art history and they have taken on work of cultural mediators in museums

- participants learn research methodology and they have conducted research for the national museums

- participants learn about the media and they have produced their own magazine, a series of radio programmes broadcast on the national radio, a series of television programmes

- participants learn art history and local history and they have become involved in cultural tourism

- participants set up drama groups producing their scripts and they start performing for various institutions in the local community. Their work, of course, benefits everybody in the community

- participants learn transactional analysis and about the needs of grandchildren and they have set up a new organisation, 'Adoptive grandparents...', etc.

- participants learn about new technologies and they have started producing web pages for different civil organisations.

The study circles members meet once a week or a fortnight, at least ten times. The young, middle aged and older generations have performed numerous activities during the course of their joint theoretical and practical learning, their theoretical learning and learning by doing aiming at a tangible result (a survey, a book, an exhibition, a radio or a TV programme, a new temporary or a permanent activity, a service, etc.). Many others who became involved in the education for voluntary work have set up new civil organisations or joined the existing ones in the local community (help lines), etc.

The Slovenian Third Age University started in Ljubljana with six elderly students over 55 and a 32 years old mentor. Today each study circle hosts 10 members on average.
Which bodies are responsible?

1. CMEPIUS: Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes.

SCHEME:

**Lifelong Learning Programme (LLL)**
Comenius – Primary and secondary education  
Erasmus – Post-secondary vocational and higher education  
Leonardo da Vinci – Vocational and education and training  
Grundtvig – Adult education  

Transverse programme  
4 core activities – policy development, language learning, ICT, dissemination  

Jean Monnet programme  
3 core activities – Jean Monnet action, European institutions, European associations  

2. The Slovenian Third Age University Ljubljana (nationwide institution; voluntary; 35 universities in 34 Slovenian towns) / long-term provision
3. Slovenian universities (Ljubljana, Maribor, Primorska)

**How is it financed?**

- via submission of European Funds
- private coaching
- seminars and workshops (for subscribers)

**What is your personal relationship/experience to/in processes of LLL?**

Dr. Lucija Mulej has been held a LLL seminar at the International Scholl for Social and Business Study Celje in January 2009 titled “Personal development and insight into psychoanalysis of identity creation”.

Abstracts shall be available via website and should help devise a pedagogical strategy as well as the strategy for the recognition of informal learning outcomes.
The abstract on Lifelong Learning (LLL) - Slovak Republic

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The main goal of the Strategy of Lifelong Learning and Lifelong Guidance in the Slovak Republic - passed by the Government of the Slovak republic in April 2007 - is the completion of the system of lifelong learning and the system of lifelong guidance. **The aim is flexible obtaining of new qualifications for the citizens apart from formal also in non-formal system of education and in the system of informal learning with the assistance of complex counselling and guidance services during the entire life.**

Approach of the state policy and value of LLL was underlined by Act on further education¹, adopted in 1997, which has to be replaced by Act on LLL in July 2009.

Importance of education including LLL in the knowledge-based society is crucial, with respect to employment, social status, career building, creativity etc. Job related reasons are dominant in the Slovak Republic. Academia Istropolitana institution created by the Ministry of education for LLL made survey and analyses of LLL² and attitudes towards LLL among accredited Institution on the market in Slovakia. Results showed among others, **necessity of well functioning system of LLL evaluation and feedback for absolvent.** It could be assumed that foreign language and ICT related trainings dominate in courses offered in LLL in Slovakia, courses which offer a good opportunity for self-employment were popular, as a new trend healthy lifestyle focused courses are mentioned by providers.

There is a long tradition of adult education in Slovakia. The current mission for LLL is to make the access towards education easier as well as to make access to the new qualification and employment easier during the entire active life of citizens. The most important reason of establishment of the LLL and LLG strategy is the need to systematically roof the existing subsystems of education, in such a way that they would respond to the real needs of citizens, employers, public administration and involved educational institutions.

Initiative how to involve more people in learning processes is visible in the numbers of institutions which are associated in the Association of Institution for LLL³. The largest from the non-state training institutions and the only one with a regional network is the Academy of Education with centres in 38 cities spread over the whole country.

Adult education is managed by the ministries within the framework of their competencies. In the Slovak Republic they are the Ministry of Education, the Ministry of Labour, Social Affairs and Family responsible for financing retraining, the Ministry of Health Care for the further education of physicians and health personnel and the Ministry of the Interior for the further education of staff in public administration. Higher education institutions expand under the umbrella of lifelong learning deriving from the study programmes of their faculties. Institutionalised centres of lifelong learning or continuing education have been established at several universities; popular are Universities of the third age.

¹ Slovak language only
² Slovak language only
³ Slovak language only
According law on further education (§ 10), financing for adult education is provided from a variety of sources. There are subsidies from State budget, other sources of finance are fees from participants, employers’ funds, the budget of the National Labour Office, funds from municipal budgets, funds from foundations and other natural persons and legal entities. Informal is LLL financed by foundations and donations.

For personal relationship in processes of LLL are easy to use key competences set in the Reference Framework, may be in next different order: Communication in the mother tongue and in foreign languages, Learning to learn, Social and civic competences; Cultural awareness and expression, Digital competence, Sense of initiative and entrepreneurship and at least Mathematical competence and basic competences in science and technology.

For more info see:
What means Lifelong Learning in your country?

The state regulates all aspect of education and provides free education until university. It starts from pre-school or pre-primary education. The aim of the pre-school institutions is to ensure the physical and psychological development of children between 36 and 72 months (Resmi Gazete\Official Newspaper, 08.06. 2004: 25486). Primary and Secondary education are also regulated by the Ministry of Education. There are private schools at all levels but their curricula are subject to the rules and issues outlined and they are subject to inspection by the Ministry. All citizens have to attend eight years compulsory primary education. General, vocational and technical educational institutions are within the framework of secondary education, which includes all types of post-primary schools (Article 26).

In Turkey, five different actors play roles in training and educational activities towards employment:

- Ministry of Education
- Other ministries
- Private educational institutions
- NGOs
- Municipalities

The most active is the Ministry of Education, and the main body within the Ministry which deals with training and education of individuals outside mainstream education is the Directorate of Apprenticeship and Mass Education. There are other Directorates within the Ministry such as Girls’ Technical Education and Commerce and Tourism Education also involved in vocational activities. There are courses organised by the Employment and Social Welfare Ministries which aim to coordinate the labour demands of various sectors with training. There are also agriculture and various farming courses organised by the Ministry of Agriculture for mature citizens residing in rural areas. The Tourism Ministry offers courses leading to employment in the tourism sector and the Justice Ministry has courses available for prison inmates with a view to future employment.

The private sector also offers occupational training courses under Law 625, which governs private educational institutions. There are various types of apprenticeships and training available from electrics, plumbing and carpentry to driving.

NGOs and municipalities also offer basic training, mainly for female, but also for male citizens. Some examples from Istanbul are AÇEV (Mother and Child Education Foundation - offering courses for women on childcare, literacy, handcrafts, etc.), Semt Konakları (District Houses – Another foundation offering various courses to women). The municipalities maintain close ties with some of these foundations and NGOs - in some cases playing a direct role in their being established – as they have come to see the importance of migration and its related issues of unemployment, social exclusion and various social problems.
1. Roma as a Pan-European Community

Let me start this speech by asking a few questions to the participants.

1. How long have been living Roma people in Europe?
2. How many different Roma groups do you know?
3. Do you know our languages, are you able to say any word in Romani?
4. What do you know about Roma in the society, in the art, in owner culture?

I don’t lie you if I say that 90% of European people aren’t able to answer at least 2 of this questions. Roma People are the most unknowledge group in Europe, in addition this lack of knowledge is based on a total lack of respect about Roma in cities, regions or even like here Countries. But how are Roma? Roma is a community who has been living in Europe since the beginning of the 10th century. We have been recognized as no land people by the United Nations from 1979. May be if there are a community who could call themselves real Europeans that’s Roma. There are thousand of legends about the origin of Roma people, all of them are false and far away from the real origin of Roma. Roma (gipsy, tziganes, travellers, sinti, Kale, kaalos, manouches, lovari, kalderesh, gitanos etc.,) come from India, concretely from Punjab, there are some studies that prove this procedence and demonstrate the coincidence between Romani language and Sanscrito. Roma have a common heritage in our cultural background whatever their nationality, roam group and personal background. According to the writer Joaquin Albaicin, there are 2 common points in all the roma groups, the first one is the priority of the heart over the brain (Passion) and the other one is the lack of interest about “time” our time measure is how we feel at the moment things happen.

2. Roma People today.

Roma people are present in all the E.U Countries, but there is one common characteristic in all the Roma people around Europe, this is the lack of respect about our culture, and the constant discrimination that roma people are suffered. The challenges remain enormous but in my opinion the most important challenge during this period is to fight against racism and racist attitudes, this attitudes are building on the framework of a full lack of knowledge and the absence of a real intercultural dialogue, if we created bridges to join both cultures, we would get over this situation, because people use to be afraid about things that they don’t know well. We need only a couple of minutes watching TV, listening to the radio or reading newspapers to realize what I want to tell you. But this is not the topic of my speech, even tough I think it’s previous diagnostic completely necessary and useful to discover how culture, arts and promoting key competences in this field could improve the intercultural dialogue and also coexistence between communities. As Spanish Old roma people use to say “no se ama lo que no se conoce” you can’t love what you don’t know

3. Roma Culture or Romani Cultures

What’s the definition of Roma culture that I would like to share with you? My idea is both arts, and cultural expression are two of the sub-areas of CULTURE in a community, but what does
culture mean? I use to say that culture is a set of rules and values which help a group to survive. I find this definition very interesting for Roma communities around Europe.

In my opinion there is a huge group of common things and values in all the different Roma groups, I use to separate them in 2 groups, the first one is the most tangible. Language, family as a vital group, respect for old member of the community, religion etc. and also there is an intangible common values as solidarity, non write rules of the group, respect for others roma groups, etc. The Roma people learn this rules and values during their first socialization when they are younger than 9 years old, and of course, women take care of this aspect.

But Roma people don’t live in a cristal room, without any contact with the dominant culture and society and during this centuries roma culture have been in contact with local cultures, creating a local Roma culture as a mix between local culture and Roma culture. So in this case we could talk about romani cultures, romani cultures in my opinion is when Roma Culture find local culture, it’s happen when roma communities gave up their traveler way of life and stayed in a community for ever.

The spanish exemple:

Perhaps, one of the best examples of this racial mixing between local and roma people. Gitanos ( name that Spanish Roma people want to be called), have been living in Spain since 1412 even before the creation of Spain as a State-Nation. In Spain nobody doubts that Gitanos are Spanish citizen, well not all there are some racist groups who refuse gitanos as a citizens, but this is not my problem, however it is their problem. ( I do apologizes for this personal note).

The first place where we could find this mix is Language, Gitanos have our own language neither Spanish not Romani, it’s called Caló, and the main characteristic is that we use some romani words mixed with Spanish idiom grammatical rules. For instance in Spain I sue this sentence “Yo Sinelo calo” to say I’m Roma, for the same sentence a Roma from Europe will say Me Sam Roma.

The other important cultural thing where Gitano culture is completely mixed with local culture is music, specify Flamenco Music, which is one of the most famous Spanish kind of music, I would like to emphasize that level of mixing race, in Spain, is higher than in any others countries, concretely in the South in Andalucia region. Cinema, Theatre and Painting are fields where mixing activities between roma and no roma people often happen. The main problems is that it happen with a fewer Roma, artist who are in the top of the society and where the contact point between Roma and not Roma is many times, business is behind art.

But what happen in the undeserserved areas? What happens with Roma people who lives in marginal neibourhood, with a complete lack of opportunities in this “art bussines world”? how art,, cante, dancing, painting could become an opportunity to this group.

First of all, we need to consider that the possibility of “social mobility” from the button of the society to the top, is itself a good challenge for this target, because they can see in the most Roma famous artist a way to get over this situation. So I think that its good to have an artist Roma Elite in Spain, sometimes the problem is the behavior of a part of this group. When they
success they forget about roots and refuse doing activities with Roma people. But in my opinion this is a collateral action and we can’t consider this point as a real key competence, otherwise, it should be a result of improving key competence.

According to the European Commission, key competences should be provided through lifelong learning. This framework should cover ICT, technological culture, foreign languages, entrepreneurship and social skills. Also and continuous with European Commission working papers a ‘key competence’ is one crucial for three aspects of life:

a. personal fulfillment and development throughout life (cultural capital): key competences must enable people to pursue individual objectives in life, driven by personal interests, aspirations and the desire to continue learning throughout life.
b. active citizenship and inclusion (social capital): key competences should allow everybody to participate as an active citizen in society;
c. employability (human capital): the capacity of each and every person to obtain a decent job in the labour market.

But in my opinion the main goal of providing key competence to Roma Community should be reduce the access gap between Roma and Non Roma in access to services, education, labour market, housing, social participation, etc. in one word, provide equal access and opportunities. Equality should encompass four central aims

1.- To break the cycle of disadvantage associated with membership of a particular group
2.- To promote respect for equal dignity and worth of all persons, redressing stigma, stereotypes, humiliation, based on membership of the group
3.-To provide positive affirmation of individuals as a members of the group
4.-to facilitate full participation in society.

Regarding both goals if we will work in the Key competences main aspects also we have been working in the equality aspects. The results should be citizens, from all the cultures, more engaged with the civic society and more active in the local issues.

In my personal opinion there are some points to catch up this goals (key competence + Equality) in the Roma community and their access in the labour market. I would like describing this possibilities talking about the four employability corners.
Self-confidence and open mind environments

In my opinion this is the most important key to promote cultural skills as a means to include people. We need to increase the self-confidence of all the actors. The Public Administration should promote fair policies in order to support the promotion at all levels (local, regional and National) of the romani culture in order to show all the society the values of Romani culture. Governnments in cooperation with NGO’s and others stakeholders should promote targeting activities to promote young roma artists in all the fields (music, dance, writing, painting, theatre) and support this group to join in mainstreaming activities, companies, exhibitions, etc. Besides, this kind of policies will improve the intercultural dialogue and the mutual knowledge between roma and non roma communities.

Creating self-confidence environments is a tool to offer roma young people an opportunity to get over their marginal situation. If we create this environment in marginalised neighborhoods we will open a window to the world to people who have not any hope about their future. Few years ago I promoted a music group of percussion in one of the most poorest and marginalized Roma neighbourhood in Barcelona. The first thing we did with the young roma was to promote self-confidence in the group, showing their powerful and good skills in music, and inviting politics and well recognized artists to hear and play with them. On the other hand, we put in contact this group with African percussionists, our strategy was to mix percussions styles and mix both cultures, promoting intercultural dialogue and the possibility to meet each other. They discover their potential very soon and even played together in some festivals.

Real Situation of the global Market

We should be careful when we support Roma artists, giving them a real picture of the opportunities they might have. When we work with roma people in marginal neighbourhood they use to think that in a short time them become high level artist and win a lot of money, etc. Some people might believe that they could be very successful with any kind of personal effort.

Skills

In this neighborhoods we would rather to offer young artist some skills in order to prepare his/her future. They have to learn a bunch of skill to become a real artist, apart of his/her talent, Skills as public relations, working in group, finances, how to prepare a exhibition, performance, communication skills etc.

Networking

This is one of the most important key points to improve the potential of roma artists who are social excluded. A network of stakeholders should be set up, including Public Administration, partners, sponsors, etc,

Impoverished neighbourhoods use to be a micro cosmos inside the cities, with his own rules and values. They are use to establish a lot of relations between people who lives close them, but they haven’t got any contact with the majority society. Create spaces to meet and know other cultures and rules of the society is one of the main questions to solve.

How we can do it?
Self-confidence and open mind environments

Focus on the target.  
It is necessary to focus, dedicate money and resources, on people who are not completely excluded and could access to others resources. The project should be thought according to a “targeting approach” not to a mainstreaming. one Mainstreaming will be other phase of this kind of projects. Working with people thinking in the long term, we should not focus on isolated activities which will not have any impact in their lives or future. We should not create wrong expectations; we should tell them the truth ever.

Real Situation of the global Market

Create partnerships with public administrations, create public spaces to show their performances, paints, dance, concerts. Theaching them to draft good projects, to find out real opportunities.

Skills

To provide good skills to the members of the community, teaching them in different subjects as financial issues, reporting, planification, etc, Public Administrations should provide this kind of learning in specific and complementary courses

Networking

To provide spaces to meet each others. To promote public cultural centres, with a permanent exhibition art of Roma and people from social excluded neighborhood. To create street festivals to express themselves and others specific exhibitions

In order to cach this point we should:

- Advocacy before governments
- Looking for fundraising with sponsors and enterprises
- Establishing a real negotiation without exclusion with the people from social excluded neighbourhood
- Be Realistic and think on real goals
- Never create wrong expectations in the community
- Promoting positive references, promoting people who could add value in all the levels of society. Not only high level artist
- Working in the basis, with the people from the roots
- Promoting cultural centers in the neighbourhood