

Baltic Sea NGO Forum

23 – 25 April 2012 in Berlin

Workshop on lifelong learning - 1st session

Paradigm struggle on Lifelong Learning with reference to EU strategy 2020

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Lifelong Learning on the agenda

The EU Commission's
Memorandum on lifelong learning, 2000

Life long

- From cradle to grave

Life wide

- Formal learning
- Non-formal learning
- Informal learning



Lifelong Learning – an old concept

Ancient Greeks

- *Socrates* (469 –399 BC)

Italian renaissance

- *Leonardo da Vinci* (1452 - 1519)

Dutch Humanism

- *Erasmus of Rotterdam* (1466 - 1536)

French Enlightenment

- *Comenius* (Czech) (1592 –1670)

German neo-humanism

- *Kant and Humboldt* (1767 - 1835)

Danish liberal adult education

- *Grundtvig* (1783 - 1872)



Lifelong Learning – modern time

John Dewey: *Democracy and Education*, 1916

Eduard Lindman: *Meaning of Adult Education*, 1926

Basil Yeaxlee: *Lifelong Education*, 1929

Universal Declaration of Human Rights, 1948

Article 26.

Education shall be directed to the full development of the human personality

Article 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits

The Convention for the Protection of Human Rights and Fundamental Freedoms. Signed 4 November 1950 by the Council of Europe.

The Charter of Fundamental Rights of the European Union. 7 December 2000 by the European Parliament, the Council of Ministers and the European Commission



Paradigm struggle

UNESCO introduced "lifelong learning" i 1970'ies

- Access to knowledge and culture as a human right
- Learning for human and democratic development
- A humanistic paradigm

OECD promoted "lifelong learning" i 1980'ies

- Qualification for competitiveness on the global market
- Learning as an investment in "human capital"
- A economic-instrumental paradigm

Edgar Fauré: Learning to be, 1972

UNESCO: United Nations Educational, Scientific and Cultural Organization

OECD: Organisation for Economic Co-operation and Development



Lifelong Learning on EU's agenda

The new meta-narrative

EU Commission: White Paper, 1993

Growth, Competitiveness and Employment. Challenges and Pathways to the 21st Century.

EU Commission: White paper, 1996

Teaching and Learning. Towards the Learning Society

Council: Luxemburg declaration, 1997

The European employment strategy included the definition of lifelong learning,

Council: Lisbon strategy, March 2000

European Union shall become the most competitive and dynamic knowledge-based society in the world.

EU Commission,

Memorandum on Lifelong Learning, Nov 2000

Communication: Making a European area for lifelong learning, Nov 2001

The Parliament and the Council, December 2006

The European reference framework on key competences for lifelong learning

The European Commission and European Council, March 2010

Europe 2020



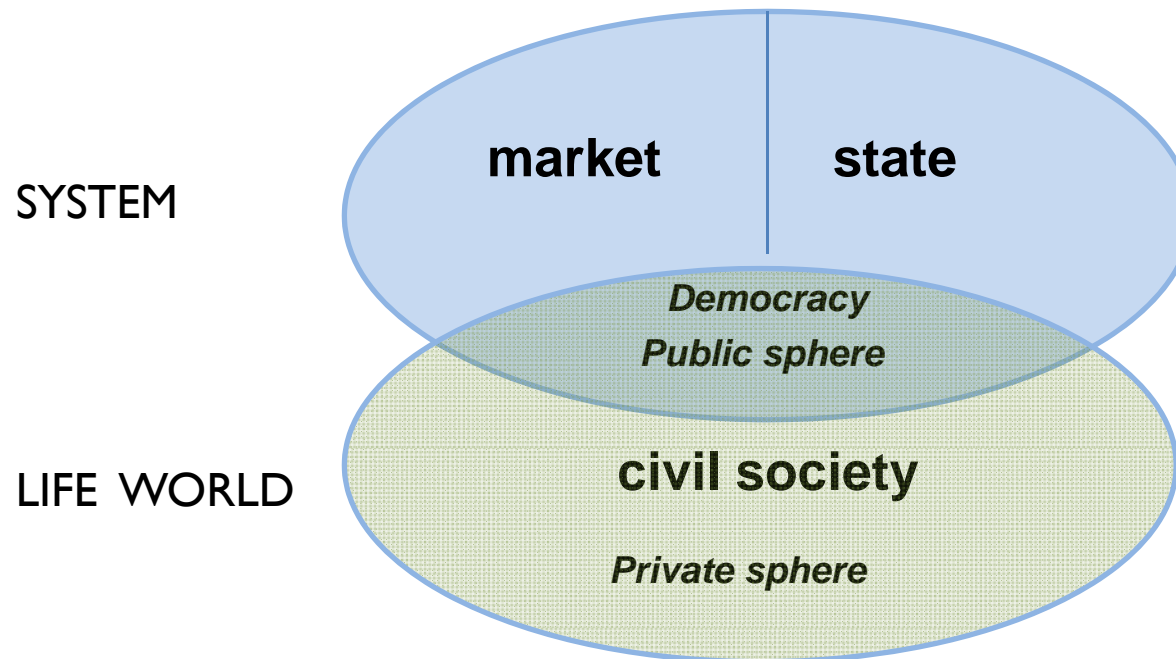
Habermas – Model of Society

Technical -instrumental rationality

Discourse - on effective means

Values - Efficiency and usefulness

Form of cooperation – principal/agent



Communicative and expressive rationality

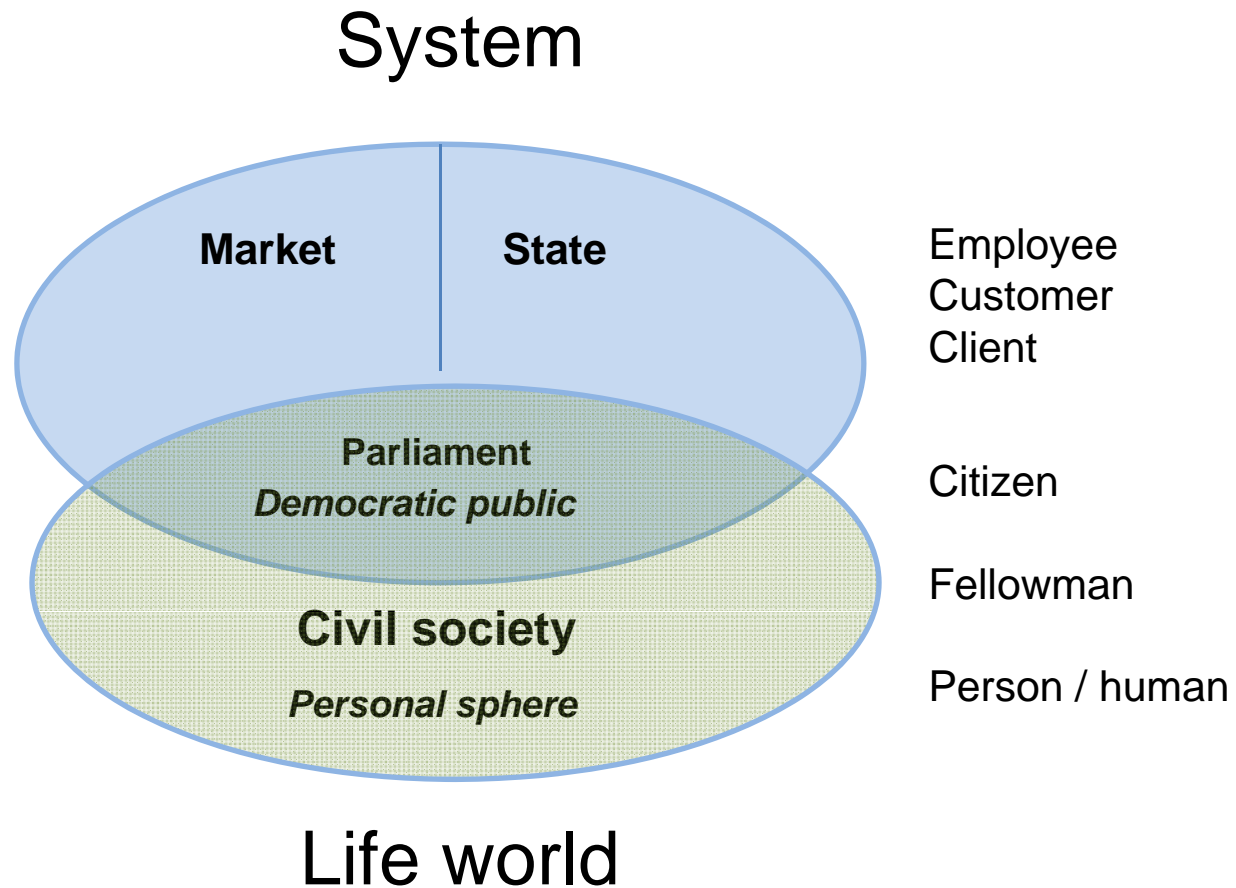
Discourse - on purpose and meaning

Values - autonomy and authenticity

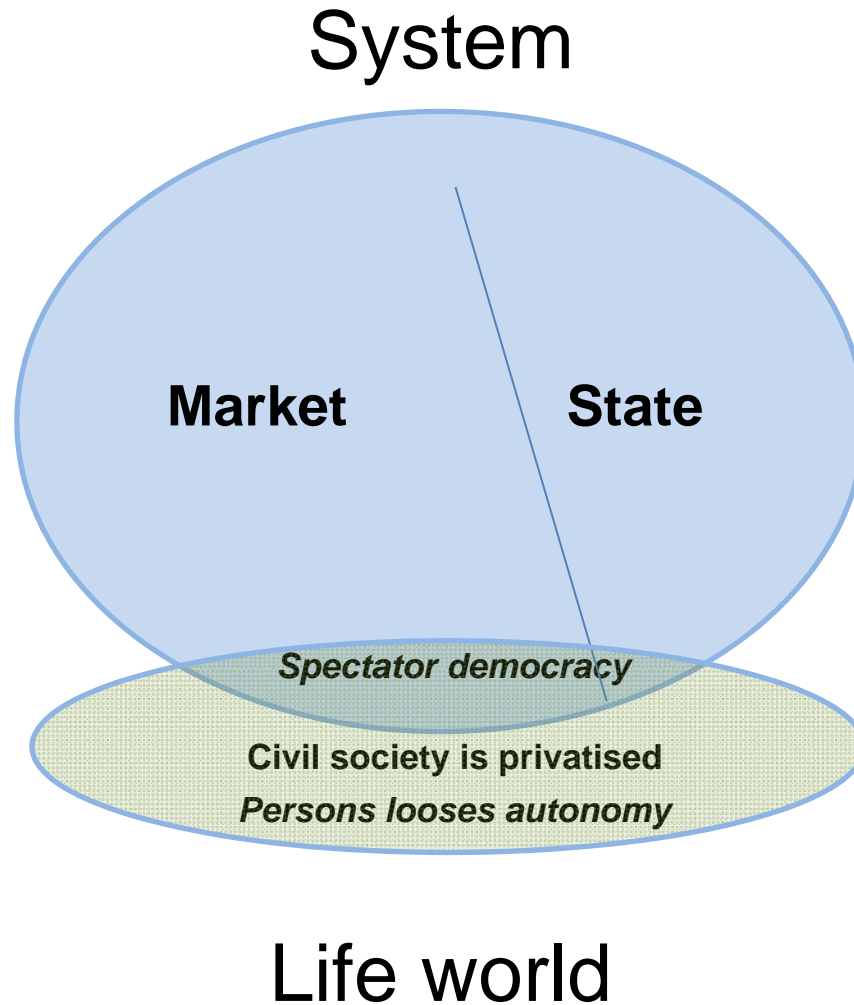
Form of cooperation - democracy



Habermas – Life spheres and life roles



Habermas – The system colonises the life world



The neoliberal system

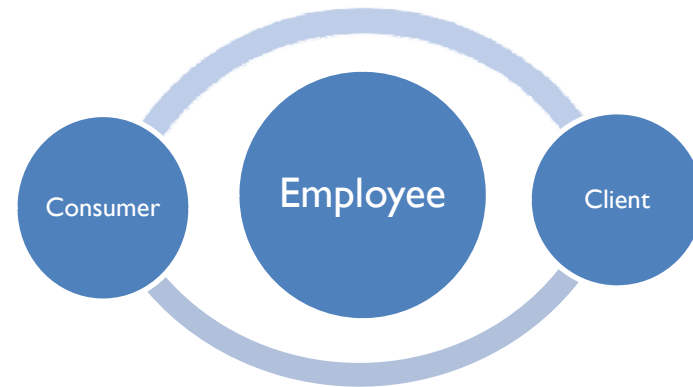
- The competitive state
- New public management
- Instrumentalisation
- One-dimensional society
- Civil society loses learning capacity



Modern man – neoliberal man



*To find your own song
behind the plough*



*To sing with the
market trends*



Implementation of Lifelong learning

New legislation in EU and member states

In EU, for example

- Lifelong learning programme *
- Culture programme **
- Youth programme
- Europe for citizens

In the Nordic Baltic region, for example

- Nordplus
- Nordic Culture Fond
- Nordic Culture Point

*) Liberal adult education as a catalyst of employability

**) Culture as a catalyst for creativity in the framework of the Lisbon Strategy for growth and jobs.



Lifelong learning in the EU system

- no priority of civil society and NGOs

EU 2000 – 2014 - reference to Lisbon strategy	EU 2014 – 2020 - reference to EU 2020
Lifelong learning programme Comenius (primary-secondary school) Leonardo (vocational education) Grundtvig (adult education) Erasmus (universities)	Erasmus for all <ul style="list-style-type: none"> • Mobility in formal education • Cooperation education and market • Large-scale projects
Youth Programme	
Culture programme	A Creative Europe <ul style="list-style-type: none"> • more market – less civil society • only professionals, not amateur art
Europe for Citizens	Europe for Citizens <ul style="list-style-type: none"> • more promotion of EU • less people to people contact
Regional funds (Interreg.) <ul style="list-style-type: none"> • Economic development • NGOs junior partners 	



What to do for the NGOs?

National level

- a clear stand in the paradigm struggle
- However main policies are decided by EU fora

Nordic-Baltic Level

- New signals in NC, NCM and CBSS
to defend the Nordic Model (for example in Nordplus, Nordic culture point, etc)

EU level

- A fortified instrumental – economic agenda
- Weak possibilities for democratic / NGO influence
- However EU is the main player

The NGOs in the Baltic Sea Region

- must organise ongoing cross-national fora (a transnational association)
- try to influence the EU policies in the Baltic Region
- be a stronger voice /consulted when EU policies are planned, fx
 - EUs strategy for the Baltic Sea Region,
 - EUs policy for the Northern dimension
 - EU-Russia Common Spaces

