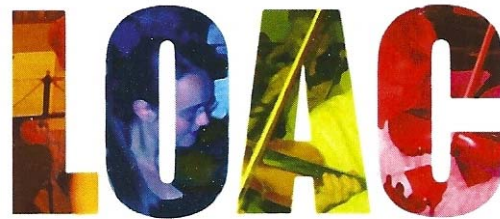


# Baltic Sea NGO Forum

23 – 25 April 2012 in Berlin

Workshop on lifelong learning - 2<sup>nd</sup> session

## Best practise example: A Grundtvig Multilateral Project



Learning Outcome of Amateur Culture

Hans Jørgen Vodsgaard

**Interfolk**   
Institute for Civil Society

# Lifelong Learning on the agenda

Memorandum on lifelong learning – Lisbon Strategy, 2000

Life long

- From cradle to grave

Life wide

- Formal learning
- Non-formal and informal learning

## **GOAL**

Systemic control of non-formal and informal learning

Pressure to focus all learning on market needs

Leisure time used for vocational training

## **MEANS**

Recognition of prior learning / validation of non-formal learning

Only focus on competences (no Bildung dimension)

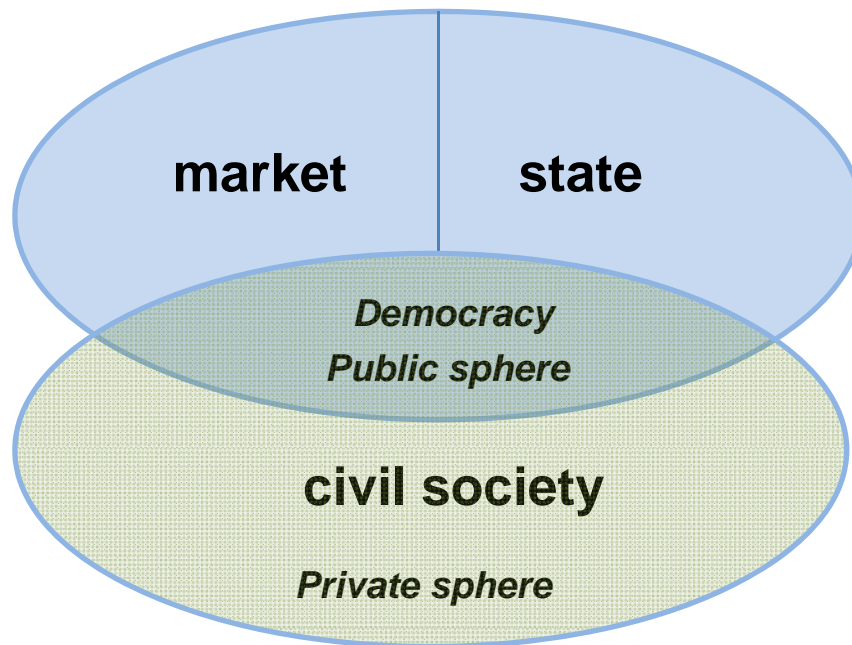




# Paradigm dispute / Learning areas and aims

## SYSTEM

Technical -instrumental rationality



### Learning for work life

- employability

### Learning for democratic and personal life

- active citizenship
- personal fulfilment

Communicative og expressive rationality

## LIFE WORLD



# The LOAC Project

## - an example of paradigm dispute

### Answers to the value of amateur art and voluntary culture

#### On the one site – views of the amateurs and volunteers

Personal fulfilment – the joy of the amateur

An end in itself , have their own meaning

Personal formation, democratic experience, social capital

#### On the other site – views of the politicians and administrators

Social policy: Social inclusion, empowerment , integration

Health care: Art as preventive health care

Economic Affairs: Creativity reserve, cultural industry, experience economy

#### Humanistic view on the core service (art as an goal)

contra

#### Instrumental view on the peripheral services (art as a mean)



# Objectives of the LOAC project

Overall aim to promote a humanistic learning agenda

The objectives were to incorporate

- 1) Balanced priorities of EUs main goals of learning
- 2) Perspectives of different life spheres
- 3) A broad view on learning including “personal formation” (Bildung)

The pedagogical methodological approach is  
**curriculum as context**



# Priority of EUs main goals of learning

EU's five main goals of learning

- employability (system world)
- active citizenship and personal fulfilment (life world)
- social inclusion and cultural cohesion (both worlds)

The value of these aims varies in  
the two worlds and their different life spheres



# The five life spheres

The quality of a learning activity depend on its value for the five main life spheres:

- The personal existential sphere (as autonome person)
- The private and civic sphere (as fellow human being)
- The public sphere (as active citizen)
- 
- The work life ( as employee)
- The formal educational system (as student)





# LOACs learning frame

A broad view on learning including three dimensions

- Personal formation (Bildung)
- Knowledge & skills
- Competences

The three dimensions are interrelated\*

Their importance will vary in different contexts

\*)

- Personal formation will be empty without knowledge-anchoring and act-weak without competence.
- Knowledge will be directionless without personal formation and impractical without competence.
- Competences will be useless without knowledge and bewildered without personal formation.



# Specific goal

- **to promote a humanistic learning view on amateur art and voluntary culture**

Humanistic core value is **freedom**:

- The ability to determine meaning and goals of ones own life and the common life.
- Personal autonomy and sovereignty of the people

Humanistic pedagogy has a dimension of Bildung /personal formation

- Bildung dialectic: The verb / zu bild - the noun / ein Bild
- Self-reflexion and social reflexion is related - Freedom for the common good

Guideline:

- Important outcome of art based learning is Bildung



# The dimension of personal formation

This dimension includes six elements:

- authenticity
- autonomy
- reflexive knowledge
- moral judgement
- aesthetic sense
- integration (a versatile personality or the whole person).

Each element is described by three key attributes, e.g. *Aesthetic sense*

- Sensitive of moods and feelings
- Poetic imagination
- Artistic sense



# The dimension of competences

This dimension includes six competences:

- Cooperative
- Communicative
- Creative and innovative
- self-management
- intercultural understanding
- general learning ability

Each element is described by three key attributes, e.g. Social competence

- Empathic and participatory
- Responsible and Cooperative
- Tolerance and respect of diversity



# Conclusions of the LOAC project

## **The humanistic agenda** (with reference to Critical Theory)

- An effective system world as well as a rich lifeworld
- Learning for the work life as well as the democratic and human life
- Learning in context

## **A freedom-oriented civil society agenda**

- High independent learning capacity
- Strong communicative rationality incl. the expressive-aesthetical reason
- Critical perspectives on instrumental rationality and systemic policy

## **A Bildung-oriented learning theory**

- Human freedom (autonomy and authenticity)
- Communicative reason as unity of cognitive, moral and aesthetical reasons



# Try the tool

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