

Project Fair 2013

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4th speech and debate in plenary

Lifelong Learning *or* Learning for Life

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Paradigm struggle on Lifelong Learning -

- Initial statements

“Lifelong Learning”

Is an important part of the education and culture policy in EU and the member states

Is part of a wider culture struggle or paradigm conflict between

- economic efficiency and democratic participation
- market values and civil society values
- employability and personal autonomy
- man as employee and fellow-man and active citizen
- competences and enlightenment & Bildung
- instrumental rationality and communicative rationality

The cultural centres are part of this conflict



Cultural Centres are part of the paradigm struggle

- Initial statements

Interpretation / definition of Cultural Centres:

Facilitators of free learning for cultural engaged citizens and NGOs

NB: The Grundtvig project application: (CALL) Cultural Centres as Livelong Learning Facilitators

The core services are

- To involve people primarily as fellowmen and citizens (and not as employees)
- To provide domains for personal formation and democratic communities
- To facilitate free artistic and voluntary cultural activities
- To promote the free and independent learning capacity in civil society

The raison d'être

Voluntary Arts & Cultural Centres represent a societal activity that

- Provides cultural learning with high potential of personal & democratic formation
- Represents “Learning for Life” – in the spirit of liberal adult education
- Has reference to European humanistic and democratic core values

Cultural Centres cannot avoid to take part in the paradigm struggle !



Cultural Centres & liberal adult education

- Initial statements

The approach of liberal adult education

- Meets the need for personal development, active citizenship and free cultural and artistic expression.
- The learning is free, without control by a formal curriculum and without a specific vocational purpose
- Based on a participatory pedagogy to empower people on their own terms
- Imply a critical approach to change personal and common life situations, values and attitudes – transformative learning

The aims of liberal adult education are

- To provide people better opportunities to take control of their own and common lives
- To promote free cultural activities and artistic expressions on own terms
- To support personal formation as fellow-men and active citizens in free communities

*Cultural Centres facilitate and provide **Learning for Life***

- in the spirit of the genuine traditions of liberal adult education.



Lifelong Learning & European values

An old European tradition

- Ancient Greeks - *Socrates* (469 –399 BC)
- Italian Renaissance - *Leonardo da Vinci* (1452 - 1519)
- Dutch Humanism - *Erasmus of Rotterdam* (1466 - 1536)
- Czech Enlightenment - *Comenius* (1592 –1670)
- German neo-humanism - *Kant and Humboldt* (1767 - 1835)
- Danish Liberal education - *Grundtvig* (1783 - 1872)

NB: Gave names to EU's Lifelong Learning programmes

Modern introductions

- John Dewey: *Democracy and Education*, 1916
- Eduard Lindman: *Meaning of Adult Education*, 1926
- Basil Yeaxlee: *Lifelong Education*, 1929

After the 2nd World War

Liberal adult education was supported by most Western European states
“For democracy against totalitarian ideologies”



Lifelong Learning & humanistic values

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UN's Universal Declaration of Human Rights, 1948

Article 22.

Everyone .. is entitled to .. the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

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

These fundamental modern European values confirmed by:

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

The Charter of Fundamental Rights of the European Union.

Signed 2000 by the European Parliament, the Council of Ministers and the European Commission

Roots back to the values of the American and France revolutions:

United States Declaration of Independence, 1776

".. all men are created equal.. "

The French Declaration of the Rights of Man and of the Citizen, 1789

"Liberty, equality, fraternity"



Lifelong Learning & the 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 - democratic 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

The 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 strategy – Lifelong employability as imperative



Lifelong Learning on EU's 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

The aim was to subsume the free learning in civil society into systemic (market) objectives



Inner tensions in EU's aims of lifelong learning

Memorandum, 2000

- employability contra active citizenship

Communication, 2001

- employability contra active citizenship
personal fulfilment
social inclusion
cultural cohesion

Opposite aims

- the instrumental aim of the system world
- the humanistic and democratic aims of the life world



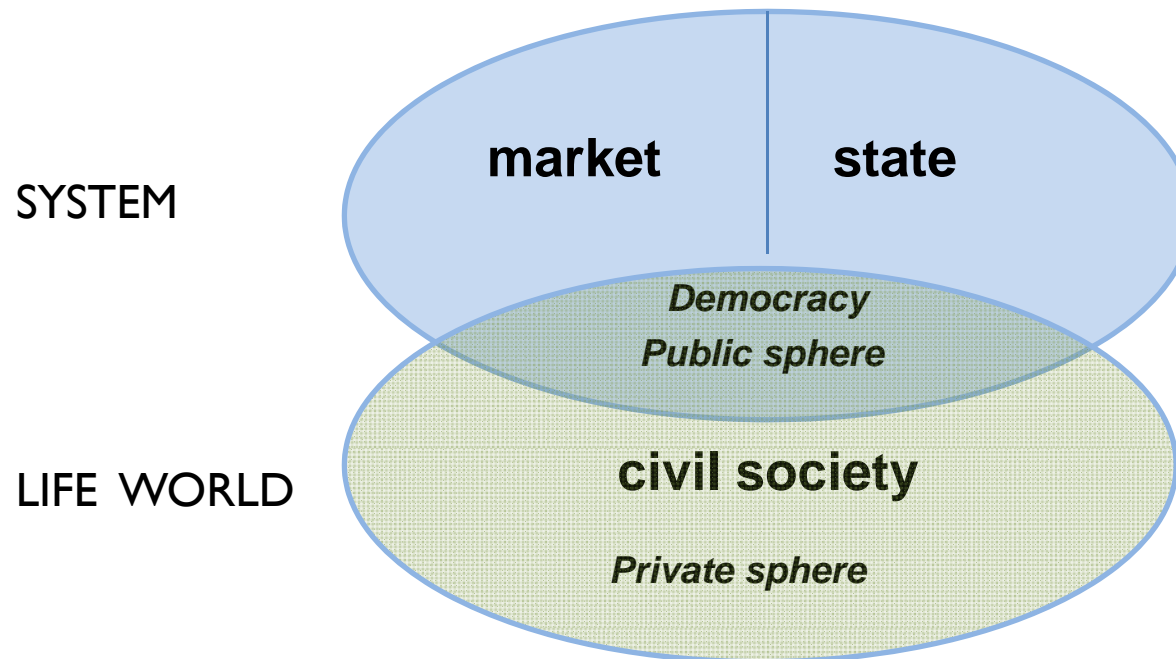
Habermas – Differentiation of modern society

Technical -instrumental rationality

Discourse – **HOW** on effective means

Values - Efficiency and usefulness

Form of cooperation – principal/agent (NPM)



Communicative og expressive rationality

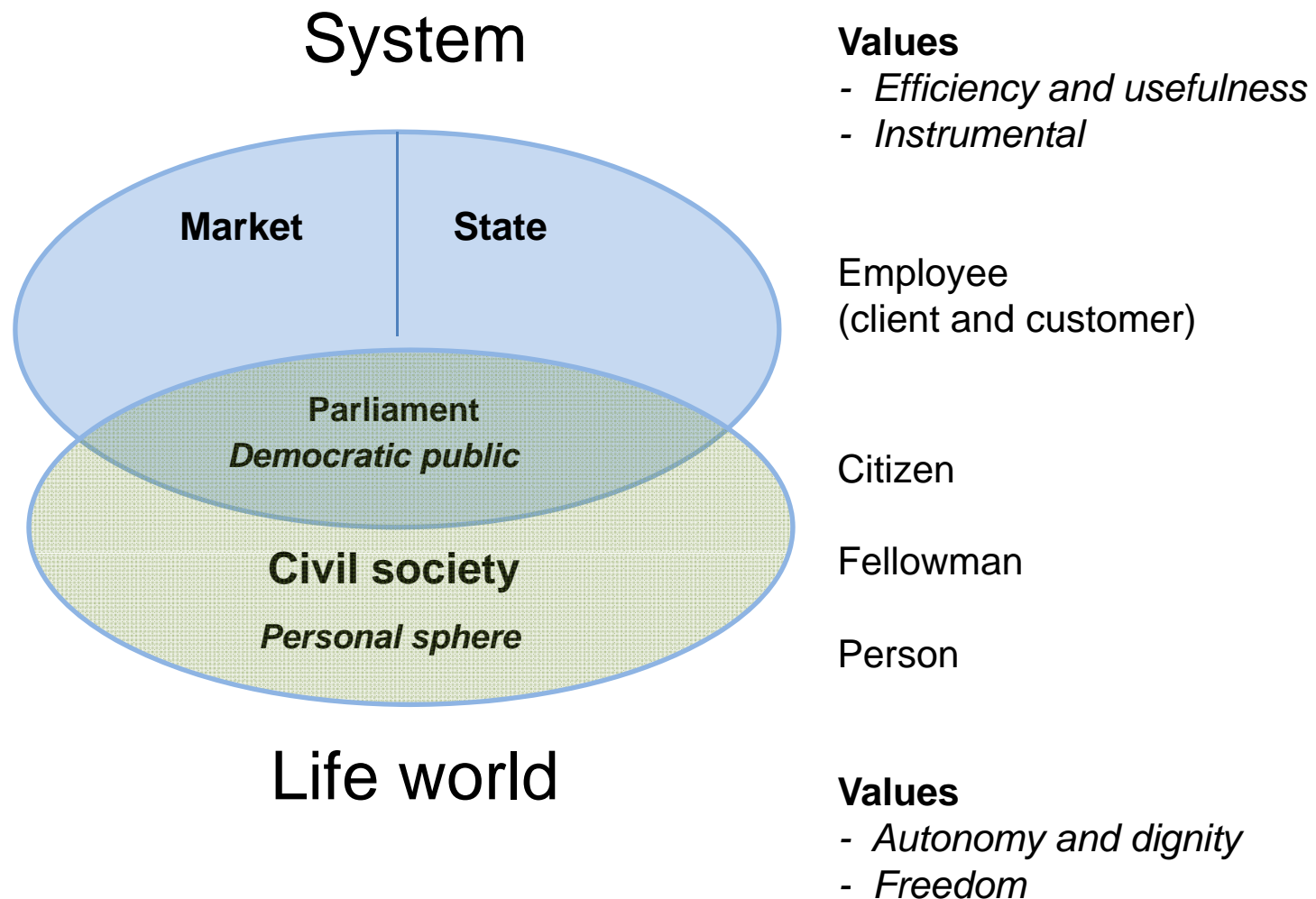
Discourse - **WHY** on purpose and meaning

Values - autonomy and dignity

Form of cooperation - democracy



Habermas – Differentiation of life spheres

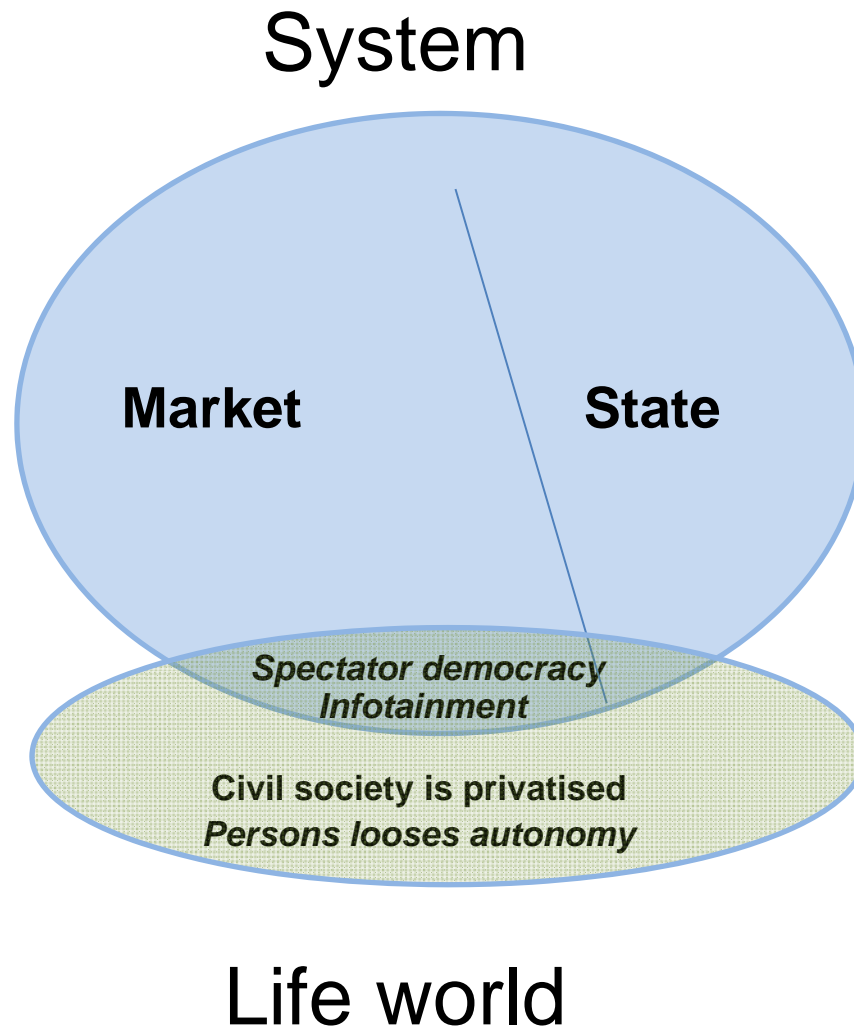


Grundtvig:

To find your own song behind the plough



Habermas – The system colonises the life world



The neoliberal system

- The competitive state
- New public management
- Marketization
- One-dimensional society

- Instrumental rationality
- Civil society loses free learning capacity



Modern man

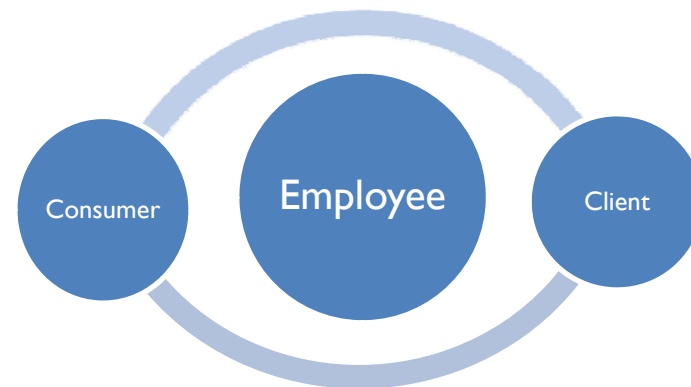
- Learning for the whole life



*To find your own song
behind the plough*

Neoliberal man

- Learning for work life



To sing for the market



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 strategy
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 for 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 Voluntary Arts
Europe for Citizens	Europe for Citizens <ul style="list-style-type: none"> • more promotion of EU • less people to people contact
* Adult education as provider of employability ** Culture as provider of creativity in the framework of the <u>Lisbon Strategy</u> for growth and jobs.	



Perspectives

Summary of position

The systemic pressure on voluntary culture / cultural centres is part of comprehensive neoliberal tendencies in EU as well as the member states.

The area of voluntary culture / cultural centres participates in a wider political and cultural paradigm struggle, which they need to have a stand on.

Perspectives

- Active in the field have good reasons to raise their voice against the neoliberal zeitgeist and the lack of a genuine culture policy.
- Because a society without a rich life world is not just a poor community spiritually and humanly speaking, it is a one-dimensional society, where the nerve of society - a vibrant culture, a free public debate and a participatory democracy with active citizenship - dries out.
- The huge European area of Cultural Centres and their related network of voluntary culture and arts can make a difference.

I wish you all the best of luck with your ongoing work

