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# From the Memorandum of Lifelong Learning to the Agenda for Adult Learning

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# From the Beginning

An overview

1. Lifelong learning
2. Knowledge Society
3. Human Capital

Three important KeyWords for understanding the change of vision into the Political Strategies for the Europe.

Three fundamental Keywords for understanding the strong link between the sectors of Education, Formation, Teaching and Training and the economic and employment sectors.

Training and Learning begin the bridge from one vision of the World to an other vision of the World.

## Lisbon Process

March 2000

- 1) **The process of Lisbon recognizes the crucial role played by knowledge in the development of economic policies.**
- 2) To be competitive in the World and in front towards every economic and social change, in one word the **globalization**, education must be present, not only for a limited period, but in every part of the life, long the life.
- 3) **Lifelong learning begins a specific priority for the employability, for the social action and for the complete participation to the civil and democratic life.**



## Lisbona Process

March 2000

«The European Council held in Lisbon in March 2000 marks **a decisive moment for the direction of policy and action in the European Union**. Its conclusions affirm that Europe has indisputably moved into the Knowledge Age, with all that this will imply for cultural, economic and social life. Patterns of learning, living and working are changing apace. This means not simply that individuals must adapt to change, but equally that established ways of doing things must change too» (Memorandum, p.1).



## Lisbon Process

March 2000

«The conclusions of the Lisbon European Council confirm that the move towards **lifelong learning must accompany a successful transition to a knowledge-based economy and society**. Therefore, Europe's education and training systems are at the heart of the coming changes. They too, must adapt. The conclusions of the European Council invite the

“Member States, the Council and the Commission ... within their areas of competence, to identify coherent strategies and practical measures with a view to fostering lifelong learning for all”.

This Memorandum takes up the Lisbon and Feira European Councils' mandate to implement lifelong learning. Its purpose is to **launch a European-wide debate** on a comprehensive strategy for implementing lifelong learning at individual and institutional levels, and in all spheres of public and private life.» (Memorandum, p.1).

# Memorandum for the Lifelong Learning

April 2000

Lifelong learning is a word defined from Faure Report «Learning to be» (1972) by UNESCO. The aim of this Report was to introduce the concept of the learning that helps and sustains the people to be a person, a self, a man. The Report fixed the concept of Lifelong Learning as guide for the Educational Policies.

At the same time, OCSE («Lifelong Learning for All», 1996), UNESCO («Learning – the Treasure within», 1996), European Union («White paper on Education and Training», 1995) fixed the needs of the learning society and for the Knowledge Economy because of the Globalisation.

The Economic World has made a long march towards the linking Learning, Labour, Employability and Education.

# Memorandum for the Lifelong Learning

April 2000

During the Lisbon Process, Europe fixed the aim to begin the most important area of knowledge to guide the Economic World by 2010.

Lifelong Learning began a Right not only a Duty. They think to the development of human person from social, politica, economic , educational poit of view.

In this political context we have the Memorandum by European Commission.



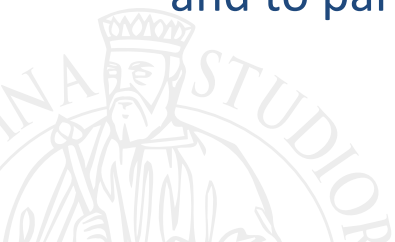
# Memorandum for the Lifelong Learning

April 2000

The Commission and the Member States have defined lifelong learning, within the European Employment Strategy, as all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.

**Lifelong learning** is no longer just one aspect of education and training; it **must become the guiding principle for provision and participation across the full continuum of learning contexts**. The coming decade must see the implementation of this vision.

All those living in Europe, without exception, should have equal opportunities to adjust to the demands of social and economic change and to participate actively in the shaping of Europe's future.





# Memorandum for the Lifelong Learning

April 2000

“The implications of this fundamental change in perspectives and practices deserve and justify the debate proposed here.

The Member States who are responsible for their education and training systems, should lead this debate. It should also be conducted in the Member States, and not only at European level. Lifelong learning concerns everyone’s future, in a uniquely individual way. The debate should take place as close as possible to citizens themselves. The Commission intends to draw up a report in autumn 2001 based on its outcomes. This report will be taken up within the framework of the open method of co-ordination agreed by the Lisbon European Council”



# Memorandum for the Lifelong Learning

The Key Messages for a coherent strategies:

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



## Memorandum for the Lifelong Learning

The Key Messages for a coherent strategies:

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

## Memorandum for the Lifelong Learning

“The key to success will be to build on a sense of shared responsibility for lifelong learning among all the key actors – the Member States, the European institutions, the Social Partners and the world of enterprise; regional and local authorities, those who work in education and training of all kinds, civil society organisations, associations and groupings;

and, last but not least, individual citizens themselves.

Our shared aim is to build a Europe in which everyone has the opportunity to develop their potential to the full, to feel that they can contribute and that they belong”.



## Memorandum for the Lifelong Learning

There are three basic categories of purposeful learning activity.

**Formal learning** takes place in education and training institutions, leading to recognised diplomas and qualifications.

**Non-formal learning** takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).

**Informal learning** is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and

## Memorandum for the Lifelong Learning

Key Message 1: New basic skills for all

Key Message 2: More investment in human resources

Key Message 3: Innovation in teaching and learning

Key Message 4: Valuing learning

Key Message 5: Rethinking guidance and counselling

Key Message 6: Bringing learning closer to home

The action programmes SOCRATES II, LEONARDO DA VINCI II  
and YOUTH

## EUROPE 2020

### A strategy for smart, sustainable and inclusive growth

The condition for success is a real ownership by European leaders and institutions. Our new agenda requires a coordinated European response, including with social partners and civil society. If we act together, then we can fight back and come out of the crisis stronger. We have the new tools and the new ambition. Now we need to make it happen (J. Barroso, *Europa 2020*, 2010).



## EUROPE 2020

### A strategy for smart, sustainable and inclusive growth

The EU needs to define where it wants to be by 2020. To this end, the Commission proposes the following EU headline targets:

- 75 % of the population aged 20-64 should be employed.
- 3% of the EU's GDP should be invested in R&D.
- The "20/20/20" climate/energy targets should be met (including an increase to 30% of emissions reduction if the conditions are right).
- The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree.
- 20 million less people should be at risk of poverty.



## EUROPE 2020

### A strategy for smart, sustainable and inclusive growth

To render this more tangible, five key target have been set for the EU to achieve by the end of the decade.

These cover:

**Employment;**

**Education;**

**Research and innovation;**

**Social inclusion and poverty reduction;**

**Climate/energy.**

## EUROPE 2020

### A strategy for smart, sustainable and inclusive growth

The strategy also includes seven ‘flagship initiatives’ providing a framework through which the EU and national authorities mutually reinforce their efforts in areas supporting the Europe 2020 priorities:

innovation,

the digital economy,

employment,

youth,

industrial policy,

poverty,

resource efficiency.

## EUROPE 2020

### A strategy for smart, sustainable and inclusive growth

1. "Innovation Union" to improve framework conditions and access to finance for research and innovation so as to ensure that innovative ideas can be turned into products and services that create growth and jobs.
2. "Youth on the move" to enhance the performance of education systems and to facilitate the entry of young people to the labour market.
3. "A digital agenda for Europe" to speed up the roll-out of high-speed internet and reap the benefits of a digital single market for households and firms.
4. "Resource efficient Europe" to help decouple economic growth from the use of resources, support the shift towards a low carbon economy, increase the use of renewable energy sources, modernise our transport sector and promote energy efficiency.

## EUROPE 2020

### A strategy for smart, sustainable and inclusive growth

5. "An industrial policy for the globalisation era" to improve the business environment, notably for SMEs, and to support the development of a strong and sustainable industrial base able to compete globally.
6. "An agenda for new skills and jobs" to modernise labour markets and empower people by developing their skills throughout the lifecycle with a view to increase labour participation and better match labour supply and demand, including through labour mobility.
7. "European platform against poverty" to ensure social and territorial cohesion such that the benefits of growth and jobs are widely shared and people experiencing poverty and social exclusion are enabled to live in dignity and take an active part in society.



## EUROPE 2020

### A strategy for smart, sustainable and inclusive growth

#### KeyWords

Innovation

Education

Digital Society

Climate, Energy and Mobility

Competitiveness

Employment and skills

Fighting Poverty



## **European Commission's Renewed European Agenda for Adult Learning defines the focus for European cooperation in adult education policies for 2012–2020**

### Priorities for 2012–2014

Making lifelong learning and mobility a reality;

Improving the quality and efficiency of education and training;

Promoting equity, social cohesion and active citizenship through adult learning;

Enhancing the creativity and innovation of adults and their learning environments;

Improving the knowledge base on adult learning and monitoring the adult learning sector.

**The European Union's contributes to the priority areas, together with member states and non-EU countries participating in the Lifelong Learning Programme and major adult education actors continent-wide, with:**

- 1) Awareness-raising;
- 2) Financing adult learning;
- 3) Higher education: access to adults;
- 4) Monitoring the adult learning sector;
- 5) Quality;
- 6) Reaching out to specific target groups;
- 7) Validation of non-formal and informal learning.

## Answers

Where is the Education/Formation in the sense of the global situation of the woman and men in the Europe?

Where is the Situation/Condition of the person that are out the job?

Which is the path to reach the future through the Education with Learning, every type of Learning?



## **Which Strategies, Which Policies, Which Educational Actions?**

We are in Europe, but we are in the World: this dimension is very important and actual;

Now We live in the World, not only in Europe;

The Power of Economy is enlarged out the boundary of the National States;

We must think to the capability of the people in the World;

It will be necessary: sense of making, social intelligence, creative intelligence, cross-cultural competences, new media literacy, design mindset, transdisciplinary, cognitive load management, virtual collaboration (Federighi, 2013).



*The Future of the World is the Man  
The thinking Man  
The critical Man  
Be critical and Be Thinker*