

# Le monde des apprentissages pour tous tout au long de la vie

Processus EDUCATION (enseignement-(auto)formation) APPRENTISSAGES

## 1. Pôle « universel » : temps, espace, institutions

- **1.1 UIL**

*Arne Carlsen*

<http://uil.unesco.org/>

The *UNESCO Institute for Lifelong Learning* is a non-profit, policy-driven, international research, training, information, documentation and publishing centre of UNESCO. One of seven educational institutes of UNESCO, UIL promotes lifelong learning policy and practice with a focus on adult learning and education, especially literacy and non-formal education and alternative learning opportunities for marginalized and disadvantaged groups. UIL's activities are geared towards achieving the Education for All (EFA) and Millennium Development Goals (MDGs) along with the objectives of the International Conference on Adult Education (CONFINTEA) series, the United Nations Literacy Decade (UNLD), the Decade of Education for Sustainable Development (DESD), and the UNESCO Literacy Initiative for Empowerment (LIFE). UIL answers to the concerns of Member States, giving priority to Africa, Least Developed Countries and E-9 countries. Although UIL's main focus is on Africa and the developing countries, the Institute was among the first organisations to examine functional adult literacy in Europe. Currently, UIL is addressing the thematic area of literacy in Europe through advocacy, networking and collaborative research activities. UIL's goal for its literacy-related activities is to further literacy as a foundation for lifelong learning.

- **1.2 CMA-LLL (2005)**

*Yves Attou*

<http://www.cma-lifelonglearning.org/>

*Comité mondial des apprentissages tout au long de la vie*

In order to clarify the notion of lifelong learning, it is essential to develop networks and work in partnership. It is this human and social capital, beyond borders and cultures, in all its diversity, which enables us to bring alive the concept and to attempt to operationalise it in order to get a precise definition. The first stage of this project for reflection and action research is to pull together an inclusive, international network of people who are active in education, training and lifelong learning, in each country and on every continent.

- **1.3 EUCIS-LLL (2005)**

*Audrey Frith*

*European Civil Society Platform on Lifelong Learning*

<http://www.eucis-lll.eu/>

Today funded by the Erasmus+ Programme, EUCIS-LLL was acknowledged by the European Commission in 2009 as a "unique representation" of lifelong learning of the various education and training actors organised at EU level, and in 2011 as "in a unique position to support European networks in education and training to work collectively at European, national and local levels and to contribute to a structured policy dialogue within the open method of coordination in education and training". Gathering 36 member organisations, EUCIS-LLL is today the most legitimate interlocutor of the European institutions in the field of lifelong learning.

- **1.4 Pascal Observatory (2002)**

<http://pascalobservatory.org/>

A global alliance of decision makers, academic entrepreneurs, researchers, policy analysts, and locally engaged practitioners from government, higher education, non-governmental organizations (NGOs), and the private sector.

PASCAL helps decision makers design and implement *regional* development strategies that balance economic growth, social equity, and environmental sustainability.

## 2. Pôle « temps » : Éducation des jeunes et des adultes

- **2.1 ICAE (1973)**

International Council for Adult Education

*Alan Tuckett*

<http://www.icae2.org/>

A global network with a specific mandate to advocate for youth and adult learning and education (ALE) as a universal human right.

- **2.2 EAEA (1953)**

European Association for the Education of Adult

[www.eaea.org/en/](http://www.eaea.org/en/)

The voice of non-formal adult education in Europe. EAEA is a European NGO with 123 member organisations in 42 countries and represents more than 60 million learners Europe-wide.

EAEA is a European NGO whose purpose is to link and represent European organisations directly involved in adult learning.

- **2.3 CIRDEP**

Centre interdisciplinaire de recherche/développement sur l'éducation permanente

*Paul Bélanger*

<http://www.cirdep.uqam.ca/cirdep.html>

L'éducation permanente, concept historiquement associé à l'éducation et à la formation des adultes, inclut la formation initiale et l'acte d'apprendre tout au long de la vie qui s'effectuent dans divers environnements éducatifs. Cette vision large de l'éducation est au cœur du projet du Centre interdisciplinaire de recherche/développement sur l'éducation permanente (CIRDEP), qui retient toutefois, comme *champ privilégié, l'éducation et la formation des adultes.*

## 3. Pôle « espace » : territoires apprenants

- **3.1 Pascal International Exchange (Pascal Observatory)**

<http://pie.pascalobservatory.org/>

The PASCAL International Exchanges (PIE) project aims to broker and support exchange, on a bilateral or multilateral basis, between local, community and city agencies and organisations in different parts of the world. Its focus is connecting those with specific missions, including neighbourhood learning centres, libraries, and cultural and heritage institutes, that make a distinctive contribution to lifelong learning and building innovative learning communities that promote the well-being and quality of life of all citizens.

- **3.2 Global Network of Learning Cities - UIL (**

<http://learningcities.uil.unesco.org/fr/accueil>

In the global context, cities differ in their cultural and ethnic composition, and in their heritage and social structures. However, many characteristics of a learning city are shared. The Beijing Declaration on Building Learning Cities defines a learning city as one which effectively mobilises its resources to:

- promote inclusive learning from basic to higher education;
- re-vitalise learning in families and communities;
- facilitate learning for and in the workplace;
- extend the use of modern learning technologies;

- enhance quality and excellence in learning; and
- nurture a culture of learning throughout life.
- *Déclaration de Pékin sur la création des villes apprenantes*  
[http://learningcities.uil.unesco.org/fileadmin/content/Publications/Conference/BJ\\_declaration\\_FR.pdf](http://learningcities.uil.unesco.org/fileadmin/content/Publications/Conference/BJ_declaration_FR.pdf)
- *Référentiel des villes apprenantes : liste de caractéristiques clés et méthodes d'évaluation*  
[http://learningcities.uil.unesco.org/fileadmin/content/Publications/Conference/Key\\_Features\\_of\\_Learning\\_Cities\\_FR.pdf](http://learningcities.uil.unesco.org/fileadmin/content/Publications/Conference/Key_Features_of_Learning_Cities_FR.pdf)
- **3.3 International Association of Educating Cities (1994)**  
<http://www.edcities.org/en/>  
A non-profit Association, constituted as a permanent collaborative structure uniting local governments committed to the Charter of Educating Cities, which is the road map of the cities that comprise it. Any local government that accepts this commitment can become an active member of the Association, regardless of its administrative powers. At the 2014 year end, the Association has 478 member cities in 36 countries on all continents.
- **3.4 Université & Territoires (France)**  
<http://www.universites-territoires.fr/ut/>  
Montrer, par la valorisation d'actions et d'expériences emblématiques et remarquables, aux décideurs territoriaux que l'Université joue un rôle centrale dans l'émergence d'une société de la connaissance.
- **3.5 Éducation et territoires (France)**  
<http://www.education-territoires.fr/>  
Conseille et accompagne les collectivités dans la mise en œuvre de leur politique et de leurs projets éducatifs.

#### 4. Pôle « institutions » : système éducatif

- **4.1 WISE initiative (2009)**  
<http://www.wise-qatar.org/>  
An international, multi-sectoral platform for creative thinking, debate and purposeful action. WISE has established itself as a global reference in new approaches to education. Through both the [annual Summit](#) and a range of [ongoing programs](#) WISE is promoting innovation and building the future of education through collaboration.
- **4.2 ASEM-LLL HUB (2005) Universities**  
<http://asemlllhub.org/>  
An official network of Asian and European higher education institutions, working and learning together to achieve excellence in comparative research on lifelong learning, to offer research-based education policy recommendation, and to develop mutual understanding between Asia and Europe.

## EUCIS-LLL

Pour ses **dix ans**, EUCIS-LLL, **European Civil Society Platform on Lifelong Learning**, organise son "Annual Conference "Lifelong Learning. Paving the way for learning and qualifications" le 16 et 17 juin 2015 à Luxembourg.

This conference will aim to assess progress and **formulate recommendations** for the future of EU and national learning strategies (ET2020 strategy) at a time when the EU is revising its own policies and tools. By sharing their practices across sectors, participants will be able to find relevant partners for their own initiatives and gain innovative ideas in a "**practice to policy approach**".

<http://www.eucis-lll.eu/news/eucis-lll-news/save-the-date-eucis-lll-annual-conference-lifelong-learning-opening-routes-to-learning-and-to-qualifications-luxembourg-15-17-jun-2015/>

## AGENDA

09h00 **Registration**

09h30 **Welcome words**

- David LOPEZ, EUCIS-LLL President

**Opening Session**

- **Claude MEISCH, Minister of Education, Children and Youth, Luxembourg**
- Chiara GARIAZZO, Director A "Modernisation of education I", DG EAC, Commission

11h00 **Coffee break**

11h30 **Panel discussion "Lifelong Learning: An answer to XXI century challenges?"**

- Joke VAN DER LEEUW ROORD, EUCIS-LLL Secretary-General – Moderation
- Prof. Dr. Bernhard SCHMIDT-HERTH, University of Tübingen
- Jean-Claude REDING, President of the League of Education of Luxembourg
- **Raul VALDES COTERA, Head of Lifelong Learning Policies and Strategies Programme, UNESCO Institute for Lifelong Learning**
- Anicia Trindade, Instructional Designer and Educational Researcher

13h00 **Lunch**

14h00 **Presentation of workshops**

14h30 **Workshops**

- Towards a better **recognition of non-formal and informal learning**: changing mindsets and providing efficient solutions
- Tackling the **low skills trap**: towards successful outreach strategies and guidance/mentoring to improve educational success for all
- Bridging the **gap between education and the labour market**: why partnerships are needed and what ingredients make them happen
- **Transversal skills** and their assessment: what is the role of social and civic competences in modern societies?

- **Digital pedagogy:** enhancing the learning experience and opening new educational opportunities

16h00 **Coffee break**

16h30 **Brainstorming session: Main challenges and opportunities for EU lifelong learning strategies and related tools and frameworks**

17h30 **Closing words**

18h00 **Reception**

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### **ERASMUS+ TRAINING / 17 JUNE**

EUCIS-LLL is also organising an optional Training Session on Erasmus+ the day following the Conference!

For stakeholders to learn about the opportunities offered by the programme, its new policy objectives and key activities. EUCIS-LLL Director Audrey Frith will provide you essential tips on how to write your successful applications!

One session in English (9.30 am – 12.30 pm) and one in French (2-5.30 pm).

## **ASEM-LLL HUB**

L'ASEM a été lancée à Copenhague en mai 2005. C'est un réseau qui promeut le dialogue entre des chercheurs, des praticiens et des décideurs pour créer des fondations en vue de réformes éducatives basées sur des preuves. Le Centre est composé d'universités asiatiques et européennes qui sont impliquées dans la recherche concernant les apprentissages tout au long de la vie et qui soutiennent des échanges inter-régionaux et des efforts coopératifs.

### ***Programme***

Le centre comprend cinq réseaux de recherche :

1. Développement de compétences en TIC, en apprentissage en ligne et de la culture d'apprentissage en ligne pour les apprentissages tout au long de la vie, coordonné par l'Université Ouverte nationale coréenne, Corée du sud;
2. Apprentissage sur le lieu de travail, coordonné par l'Université d'Innsbruck, Autriche
3. Professionnalisation des professeurs et éducateurs d'adultes dans les pays de l'ASEM, coordonné par l'Institut allemand pour la formation continue, Université de Duisberg/Essen, Allemagne;
4. Stratégies nationales pour les apprentissages tout au long de la vie en ce qui concerne la motivation des citoyens et les barrières à la formation continue et à la formation, coordonné par le Centre national de Recherche développement d'Éducation, Ministère de l'Éducation nationale, Chine;
5. Les compétences principales pour les apprentissages tout au long de la vie, coordonnées par l'école danoise d'éducation, Université d'Aarhus. Le Secrétariat du Centre pour les apprentissages tout au long de la vie est localisé à l'école danoise d'éducation. Pour plus d'informations, veuillez visiter <http://www.dpu.dk/asem>

## **ASEM forum on Lifelong Learning 2015 - RENEWING THE AGENDA FOR LIFELONG LEARNING on 9-12 March 2015 at Grand Nikko, Nusa Dua, Bali, Indonesia.**

The forum is highly relevant because there is an urgent need to discuss this topic. In the contemporary economic crisis we need new visions and effective models for lifelong learning.

The forum seeks to engage representatives from all 32 EU member states and 19 Asian countries under the auspices of the Asia-Europe Meeting (ASEM) to discuss and construct concepts and practices for lifelong learning. At the forum researchers, policymakers and practitioners will discuss contemporary possibilities of the need to renew the agenda of lifelong learning, key concepts for policies and practices in Asia and Europe and what role researchers and policy makers should play in creating lifelong learning opportunities for all in Asia and Europe.

### **Keynote 1: Lifelong Learning as a Significant Mark of the 21st century**

Professor Wing On Lee, Vice President, Open University of Hong Kong

### **Keynote 2: Renewing the relationship between lifelong learning and work**

Professor Dr Allie Clemans, Monash University, Australia

**Keynote 3: Inequalities in Adult Skills: Why Countries Vary so Much**

Professor Andy Green, UCL Institute of Education, UK

Seminar A: **Getting to Excellence and Quality**

Seminar B: **Workplace Learning**

Seminar C: **Assessment and Learning Cultures**

Seminar D: **Will MOOCs revolutionize Higher Education?**

Seminar E: **What is the Point of Lifelong Learning?**

Seminar F: **Learning Cities**

Seminar G: **Digital Revolution in Higher Education**

**Keynote 4: The Role of Lifelong Learning in Human Capital Development: The Malaysian Blueprint**

Professor Emeritus Dr Tan Sri Anuwar Ali, President, Open University Malaysia

**Keynote 5: Opening Access to Lifelong Learning: Indonesia Experience**

Professor Tian Belawati, Ph.D, President, Open University Indonesia

**Lifelong Learning as a Significant Mark of the 21st century'**

Abstract: UNESCO's Delors' Report (1996) marked the beginning of the 21st century competence learning discourse, with learning to know, learning to do, learning to be and learning to live together to form the four pillars of learning. The notion of 21st century competence is characterized by the emergence of the knowledge economy, and the need for lifelong learning for learners to be able to adapt to the fast and ever changing economies of the society. This has created changing demands for the skill sets of the 21st century learners, such as the ability for critical and creative thinking, the ability for self-directed and collaborative learning, the ability to learn formally and informally, and the ability for both competition and cooperation, etc. The skill sets diverge from the almost single-faceted traditional emphasis on academic abilities, and the knowledge functions of the university is gradually changing. Knowledge creation is being regarded as possible not only by basic and discovery research, but also possible in the process of teaching, clinical practice and multi-disciplinary integration. Knowledge ownership is changing from teachers to combined expectations and ownership of the learners and stakeholders. The significance of knowledge is shifting from discovery towards knowledge utilization, application and mobilization, and user's satisfaction. All these have implications for learning and teaching from traditional academic approaches to learning modes characterized by practice and experiential learning, as well as the development of the ability of learning to learn, in order to develop lifelong learning capacities. Lifelong learning has become increasingly recognized in curriculum reforms in many countries recently. More importantly, in addition to these reforms in school education, there is a trend of growth in the institutionalization of lifelong learning. This is evidenced by the growth of "schools of professional and continuing education" which used to be just a department of extension courses in universities. Moreover, the expansion of the higher education sector is largely supported by the emergence of private universities that are established for professional training rather than conventional academic training. Open universities also play a significant role in offering courses that meet continuously changing market demands. This presentation will share major features of these changes in education development in the 21st century, outline some of the education reforms and international studies that would gear towards the development of 21st century competencies, particularly changes in the education systems in Asia towards these new agendas.

Professor Wing On Lee, Vice President, Open University of Hong Kong

### **'Inequalities in Adult Skills: Why Countries Vary so Much'**

Abstract: Why are adult skills so much more unequal in some countries than others? This presentation, drawing on data from the OECD Survey of Adult Skills (and similar international surveys such as PISA and IALS) compares levels of inequality in adult literacy and numeracy skills across countries and seeks to explain what drives the differences. Exceptionally high skills inequality in England, the US and some other English-speaking countries, cannot be explained by inter-cohort differences in skills, the effects of adult migrants' skills or by adult learning inequalities. On the other hand, adult skills distributions are positively correlated across countries with inequalities in initial education levels (qualifications gained before age 25) and social origins effects (the impact of parental education on adult skills). Exceptionally high level of adult skills inequality in many English-speaking countries seems to be driven by persistent inequalities in the outputs of initial education (going back 50 years), underpinned by a strong influence of social background on skills attainment. The effect of the latter seems to run both through education and independently of it.

Professor Andy Green, Institute of Education, the University of London, United Kingdom

### **'Renewing the relationship between lifelong learning and work'**

Abstract: As far back as 1916, John Dewey acknowledged the connection between learning and work but believed that it was not the role of learning to adapt to industry but to position citizens to engage with it and, ultimately, transform it.

The case of lifelong learning and work in an Australian setting is one in which the relationship between them has been narrowly conceived. The session will provide an overview of this relationship through a description of the regular evaluation of Employability Skills Frameworks in Australia from 1992 onwards. Employability skills frameworks represent a quest to define and inculcate the factors that yield employable individuals. Yet contemporary labour market conditions suggest that relationships between learning, qualifications and employment are neither linear nor direct.

Renewing lifelong learning could call into question the narrow ways in which relationships between learning and work are conceived. It prompts consideration for expansion so that Dewey's vision for people to learn in order to transform may be more fully realised in our experience of living and working in globalised labour markets and knowledge economies.

Dr Allie Clemans, Monash University, Australia

### **'The Role of Lifelong Learning in Human Capital Development: The Malaysian Blueprint'**

Abstract: The introductory line "lifelong learning is the third pillar in human capital development" is the resounding and definitive statement from the Blueprint on Enculturation of Lifelong Learning for Malaysia (2011-2020). Unveiled in November 2011, the Blueprint represents the country's first manifest address of this increasingly important component in the nation's educational agenda. As the country braces herself for 2020 – a landmark year when we hope to achieve developed nation status, lifelong learning and the education of working adults and the labour force play a crucial role in any initiative leading to national development and economic progress. This is the fundamental reason behind the enhancement of human capital development – ensuring a knowledgeable and skillful workforce is a crucial factor for a robust and competitive economy. Now more than three years since the unveiling of the Blueprint, acculturating lifelong learning in Malaysia is still an ongoing process and there is much for all education stakeholders and other relevant agencies must accomplish in order to help Malaysia achieve her national aspirations. Such strategies to further the cause of lifelong learning include reviewing our current nationwide status; learning from global examples; and leveraging on various approaches to learning, including open and distance learning (ODL) and work-based professional development. This



keynote address will describe lifelong learning and human capital development in the Malaysian context as well as introduce the Blueprint as an important document in this agenda. This paper will also introduce several global examples in lifelong learning that can help guide Malaysia to greater success in acculturating lifelong learning and ensure that this educational agenda can be translated into tangible outcomes. Finally, this paper will also briefly share some of the lifelong learning initiatives put forth by Open University Malaysia (OUM) with the hope of contributing to the overall development of the nation's human capital.

Professor Emeritus Tan Sri Anuwar Ali, President / Vice-Chancellor, Open University Malaysia

## **AEA Conference, 22 June 2015, Porto, Portugal**

### **Objectives:**

- Discuss the topics of health and health literacy in adult education in Europe;
- Exchange information and knowledge about best practice examples in health and health literacy;
- Prepare some points for the European level to advocate for health literacy;
- Prepare possible national, regional and local events on health and health literacy, possibly linked to Lifelong learning weeks.

<http://www.eaea.org/en/eaea/eaea-events/annual-conferences/health-and-health-literacy-in-adult-education-in-europe.html>

**The European Association for the Education of Adults (EAEA) is the voice of non-formal adult education in Europe.**

**EAEA is a European NGO with 123 member organisations in 42 countries and represents more than 60 million learners Europe-wide**

**Pôle Temps**

Petite enfance	enfance	jeunes	adultes	seniors
Santé – Développement durable				

**Pôle Espace**

Ville - campagne	Sphère privée - Sphère publique
Local - global	

**Pôle Institutions**

Jeunes scolarisés	Adultes en formation
Maternelle	Éducation permanente
Primaire	Formation continue
Secondaire	Éducation Populaire
Enseignement supérieur	Éducation « continuée », « récurrentes »
Formation professionnelle	Littérature