

<b>Title of the course:</b>	<b>The Evolution of the Lifelong Learning Policy of the European Union. Rise and Fall?</b>		
<b>Course ID:</b>	<b>VE-KMT010</b>		
<b>Level of education:</b>	<b>Erasmus</b>	<b>Academic semester:</b>	<b>Fall</b>
<b>Professor's name:</b>	<b>Dr. habil Balázs Nemeth PhD</b>	<b>Academic title:</b>	
<b>Hours per semester:</b>	<b>26</b>	<b>Credits:</b>	<b>4</b>
<b>Exam:</b>	<b>colloquial term exan</b>	<b>Pre-requisites:</b>	<b>-</b>

### Aims of the course

This special course aims to reason the evolution of the concepts of lifelong and life-wide learning referring to their impacts upon international educational policies. The lecture will provide a narrative upon the rise and fall of the lifelong learning paradigm in order to identify some reasons of change. At the same time, it will underline the interchange in between employment-centred views and the scope of active citizenship. UNESCO's and OECD's approaches to lifelong learning and lifelong guidance will also be investigated in the dimension of major EU documents and programmes.

### Course outline

- The origins of lifelong learning as concept – political, economic and social;
- The emergence of lifelong education in the 1920s – the impact of modern educational theories and democratic claims;
- The emergence of mass education and the return of lifelong education;
- Post-war welfare-oriented political and social climate and the role of UNESCO in making of a new international claim for lifelong education. CONFINTEA I and II and their influence on lifelong education. The responsibilities of the state in the start of literacy campaigns and programmes.
- Parallel notions to lifelong education: post-work, recurrent education, further education, community education and more;
- The impact of turbulent social and economic changes leading to crisis – crisis in the educational sector – from quantity towards quality;
- The role of the UNESCO and of the OECD in understanding the changing nature of education and learning in the learning society. The Faure Report on Learning to be. The appearance of lifelong learning as a strategy of recurrent education – the OECD's model. The approach of the Club of Rome on limits to Growth and on no limits to learning. UNESCO CONFINTEA III.
- The emergence of critical pedagogies to influence lifelong education and learning. From Illich to Freire;
- The place and role of educational policy orientations in the European Economic Community. Policy thinking and programme financing in the EEC;
- UNESCO CONFINTEA IV and the right to learn. Learning communities and special groups in education and learning;
- The socialisation of lifelong learning: from economic orientations to a balanced understanding. The frames of the European Union: from 1993 to 1995. The Maastricht Treaty and the specific roles of EU member states. The influence of the European Commission in education, training;
- The White Paper on Education in 1995: Teaching and learning – towards the learning society; The UNESCO CONFINTEA V – The learning focus for adult education. The Delors Report – Learning: The Treasure within and the four dimensions of learning;
- The foundations of the Lisbon-decade in 1999, the integrated lifelong learning policy model, the Memorandum on lifelong learning to combine employability with active citizenship. From the Memorandum-debate to Lifelong Learning Indicators and key competencies;
- From formal to non-formal and informal, partnership and collaborative formations in education and learning, the example of museums in developing soft skills;
- The understanding of LLG. Individual Learning – community learning. Learning in the workplace. Social and personal identity in the context of senior learning. National Strategies on lifelong learning; LLL Research projects:
- The model of the learning regions and cities for better knowledge transfers and skills development;
- The roles of universities in promoting lifelong learning: from university LLL to LLL universities. A Quality orientation. Adult learning and education. EUA Charter on Lifelong Learning;

- The position of VET-policy in the lifelong learning policy. The domination of growth and employment focus through the OECD and the European Council of Ministers;
- The short closure of the Lisbon-decade in 2008. The impact of the economic and financial crisis. The slow fall of the balanced LLL model;
- UNESCO CONFINTEA VI and GRALE I;
- 2010 and towards the end of the European Lifelong Learning Programme (2007-2013), from policy to practice: the problem of participations and performance in learning;
- UNESCO GRALE 2 and 3 and the Recommendation on Adult Learning and Education-2015;
- The EPALE platform and LLL. CEDEFOP - Learning outcomes and LLG. The LLL Interest Group and the LLL Platform. New European Skills Guarantee Agenda – 2016; EC Review of LLL Key competencies (2017)
- Universities researching and developing lifelong learning in Europe. EUCEN and the COMPALL Group – Winter Schools on LLL. ASEM LLL Hub. Learning and Work in the UK
- UNESCO-UIL – Embracing the Culture of Lifelong Learning (2020) Paris: UNESCO. The UNESCO Futures of Education Discourse. Conclusions.
- UNESCO UIL – Making Lifelong Learning a Reality – The Key Focuses of a Handbook (2022) the UNESCO CONFINTEA VII and its impact (2022): The Marrakech Framework for Action.

Conclusions

### Practical works

This lecture will provide an analytical narrative to the above described theme in order to provide a progressive model of explanation and guidance in LLL and LLG dimensions. Some key policy documents will, therefore, be investigated and reflected upon. Students will have to write an essay regarding a concrete problem-based topic to relate their own position to the argument.

### Requirements and assessment

- Completion of exam: analytical paper.\* This course will be finished with a colloquial exam according to which participating students have to write a paper analysing a topic related to any themes of this handout. Paper's size and format, min. 6. pages long, letter form: Arial/Times New Roman, Calibri 12, max. 1.5 line-space, with exact references and citation) Students are to submit their papers 3 days before their exam they sign up for. Students may relate their papers to one of the themes of the course!

**Grades:** Grades will be formulated according to regulations and guidelines of Milton Friedman University.

### Readings

#### Compulsory:

- UNESCO (2021) *Making Lifelong Learning a Reality – A Handbook* Hamburg: UIL. Source: [Making lifelong learning a reality: a handbook - UNESCO Digital Library](#) ISBN 978-92-820-1238-3
- Lima, Licinio – Guimaraes, Paula (2011) *European Strategies in Lifelong Learning*. Leverkusen: Barbara Budrich – Chapters 2, 4 and 5.  
[https://www.researchgate.net/publication/318456141\\_European\\_strategies\\_in\\_lifelong\\_learning](https://www.researchgate.net/publication/318456141_European_strategies_in_lifelong_learning)
- Field, John (2006) *Lifelong Learning and the New Educational Order* Stoke on Trent: Trentham Books – Chapters 2, 3 and 5!
- Hinzen, Heribert: Policy developments towards lifelong learning in the European Union. In Yang, Jin – Valdes-Cotera, Raul (eds.) (2011) *Conceptual Evolution and Policy Developments in Lifelong Learning* Hamburg: UNESCO UIL Pp. 98-110.  
<http://unesdoc.unesco.org/images/0019/001920/192081e.pdf>
- Rosa-Maria Torres: Lifelong Learning: moving beyond Education for All (EFA) In In Yang, Jin – Valdes-Cotera, Raul (eds.) (2011) *Conceptual Evolution and Policy Developments in Lifelong Learning* Hamburg: UNESCO UIL Pp. 40-51.  
<http://unesdoc.unesco.org/images/0019/001920/192081e.pdf>
- Griffin, Colin: From education policy to lifelong learning strategies In Jarvis, Peter (ed.) (2001) *The Age of Learning* London: Kogan Page Pp. 41-55.
- Jarvis, Peter (2007) *Globalisation, Lifelong Learning and the Learning Society* London: Routledge – Chapters 1, 6 and 7.

- de Viron, Françoise – Davies, Pat: From university lifelong learning to lifelong learning universities: developing and implementing effective strategies. In Yang, Jin – Schneller, Chripa – Roche, Stephen (eds.) (2015) *The Role of Higher Education in Promoting Lifelong Learning*. Hamburg: UIL Pp. 40-60.  
<http://unesdoc.unesco.org/images/0023/002335/233592e.pdf>
- Normand, Romuald – Pacheco, Ramón: Constructing the Lifelong Learning Self. In Milana, Marcela – Holford, John (eds.) (2014) *Adult Education Policy and the European Union. Theoretical and Methodological Perspective* Rotterdam: Sense Publishers Pp. 93-109.  
<https://www.sensepublishers.com/media/1971-adult-education-policy-and-the-european-union.pdf>
- International Review of Education - Volume 70, Issue 2, April 2024 Signposts to a sustainable future: Valuing, sharing and using the collective legacy of adult learning and education.  
[Volume 70, Issue 2 | International Review of Education \(springer.com\)](https://www.springer.com/journal/10239)

**Recommended:**

1. Evans, Karen - Lee, Wing On – Markowitsch, Jörg - Zukas, Miriam (eds.) (2023). *The Third International Handbook on Lifelong Learning* Springer. Source: [Third International Handbook of Lifelong Learning | SpringerLink](#)
2. Mayo, Peter: *Critical Pedagogy as an Educational Paradigm*. LlinE – Lifelong Learning in Europe. Issue 1/2015.
3. Jarvis, Peter (2004) *Adult Education and Lifelong Learning. Theory and Practice* London: Routledge – Chapter 2 Pp. 39-67.
4. Németh, Balázs: Lifelong learning for all adults? A new concept for UNESCO. In. Milana, Marcella - Nesbit, Tom (eds) (2015) *Global Perspectives on Adult Education and Learning Policy*. London: Palgrave Macmillan, 2015. (ISBN:9781137388247)
5. Németh, Balázs: Changes in the Roles and Functions of Adult Learning and Education Policies in Europe in the last Twenty-five Years. In Sava, Simona – Novotny, Petr (2016) *Researches in Adult Learning and Education: the European Dimension*. Firenze: Firenze University Press. Pp. 27-43.
6. Käßlinger, Bernd – Lichte, Nina – Haberzeth, Erik – Kulmus, Claudia (eds.) (2014) *Changing Configurations of Adult Education in Transitional Times – Conference Proceedings*. Berlin: Humboldt Uni. zu Berlin. ISBN: 978-3-86004-297-7.
7. *Post 2015*. Adult Education and Development. 80/2013
8. Jarvis, Peter (ed.) (2009) *The Routledge International Handbook of Lifelong Learning*. Abingdon: Routledge
9. Jarvis, Peter (2002) Lifelong Learning, Active Citizenship in a Global Society: An Analysis of EU's Lifelong Learning Policy. In: *Journal of Adult and Continuing Education* Vol 10/No. 1. 2004. Pp.3-19.
10. Slowey, Maria – Schuetze, Hans G.: All change – no change? Lifelong learners and higher education revisited. In Slowey, Maria – Schuetze, Hans G. (eds.) (2012) *Global Perspectives on Higher Education and Lifelong Learners*. London: Routledge Pp. 3-23.
11. EURYDICE (2000) *Lifelong Learning: the contribution of education systems in the Member States of the EU* Brussels: EC
12. Ostendorf, Annette – Permpoonwiwat, Chompoonuh K. (Eds.) (2017) *Workplaces as Learning Spaces – conceptual and empirical insights*. Innsbruck: Innsbruck Uni Press  
[https://www.uibk.ac.at/iup/buch\\_pdfs/ asem\\_2016/10.152033122-73-4.pdf](https://www.uibk.ac.at/iup/buch_pdfs/ asem_2016/10.152033122-73-4.pdf)
13. **Major official documents, publications of EU, UNESCO and the OECD on Adult and Lifelong Learning!**

**Periodicals:**

International Journal of Lifelong Education - [International Journal of Lifelong Education | Taylor & Francis Online \(tandfonline.com\)](#)

International Review of Education - [The International Review of Education – Journal of Lifelong Learning | UIL \(unesco.org\)](#)

Adult Education and Development - [DVV International: Editions \(dvy-international.de\)](#)

European Journal of University Lifelong Learning/EJULL - [Publications - Eucen](#)  
<http://asemllhub.org/magazine/>

ELM - <http://www.elmmagazine.eu/>

**E-sources:**

1. <http://uil.unesco.org>
2. <http://icae.global>
3. <http://www.cedefop.europa.eu>
4. <http://www.eaea.org>
5. <http://lllplatform.eu/>
6. <http://www.dvv-international.de>
7. <http://ec.europa.eu/epale/en/home-page>
8. <http://www.esrea.org>
9. <http://asemlllhub.org/>
10. <http://eucen.eu/>
11. <http://www.lifelonglearning.uni-wuerzburg.de/home/>
12. <https://www.hw.uni-wuerzburg.de/compall/startseite/>
13. <http://www.ne-mo.org/our-topics/learning/nc/1.html>
14. <http://www.lll-interestgroup.eu/>
15. <http://www.eua.be/activities-services/publications/eua-policy-positions.aspx>
16. <http://www.learningandwork.org.uk/>
17. <http://www.oecd.org/edu/cei/>
18. <http://melllearn.hu/>