

**Lifelong learning:**  
***“an important and holistic answer to challenges  
in our societies when embedded in partnerships”  
with the learner as a partner***

**Prof. Em. Dr. Herman BAERT**

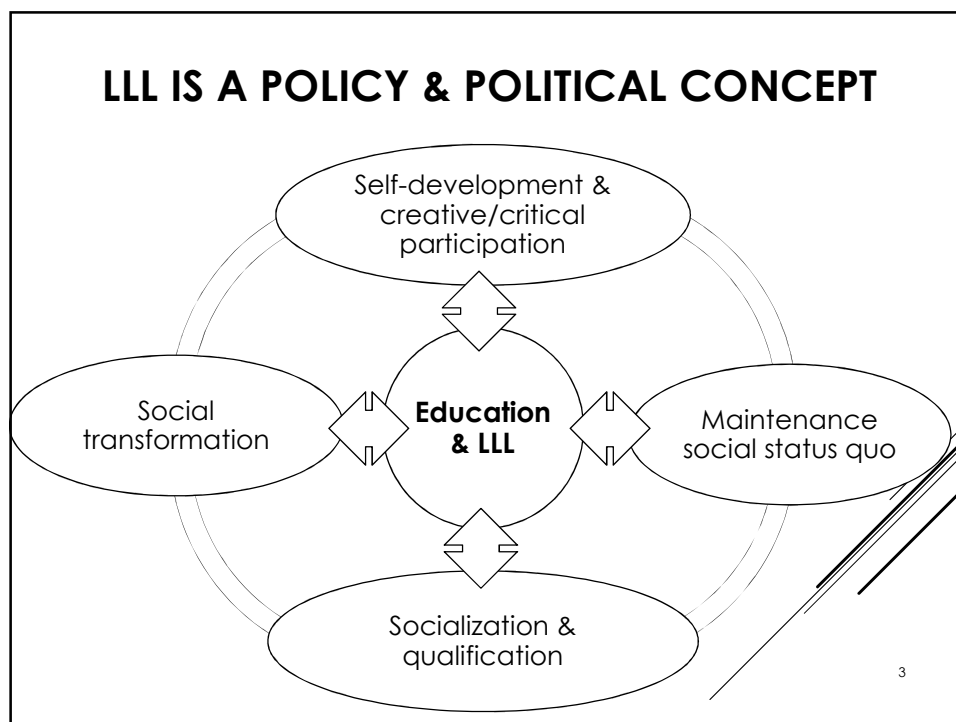
University of Leuven (Belgium)  
Centre for Research on Professional Learning & Development  
Corporate Training and Lifelong Learning

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- ▶ **Lifelong learning**
- ▶ is a **process**
- ▶ by which persons as well as organisations
- ▶ in all the contexts of their functioning acquire
- ▶ necessary knowledge and competencies
- ▶ so as to **better cope** with their professional, economical, social and cultural **tasks** in a rapidly changing society,
- ▶ and in the meanwhile be able to be **critical**, to give **meaning**, and to share **responsibility**.

(Baert,H., Van Damme, D. et al, 2000)

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► **Lifelong learning**

- **Important: of course!** when attending this Agora
- **Holistic: indeed!** when learning is conceived as human right for all, lifelong and life wide
- **Partnerships: yes!** who is not in favor, when participating in the LLL-HUB project with a variety of actors?

**MESSAGE TO BE ADDRESSED TO ... ?**

**MATTER OF DISCOURSE AND/OR ACTION?**

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## GAPS BETWEEN PRACTICE & DISCOURSE

- ▶ **Participation gap:** LLL-participation in many countries below the EU-benchmark of **15 %**
- **Social inequality: high/long educated & skilled** participate more & longer + they hold a better SES-position in society & live longer than the **low/short educated & skilled**
- ▶ **The communication gap:** the mindset & “language of learning” of **educationalists** is often self referential & supply oriented versus the interests & “language of action” of **adults, employers and policy makers** that are result and performance oriented

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## BRIDGING THE GAPS

### What follows

- I. **A “rational choice” for lifelong & life wide learning**
- II. **Motives and demands of (potential) learners**
- III. **Shared responsibility & partnerships**

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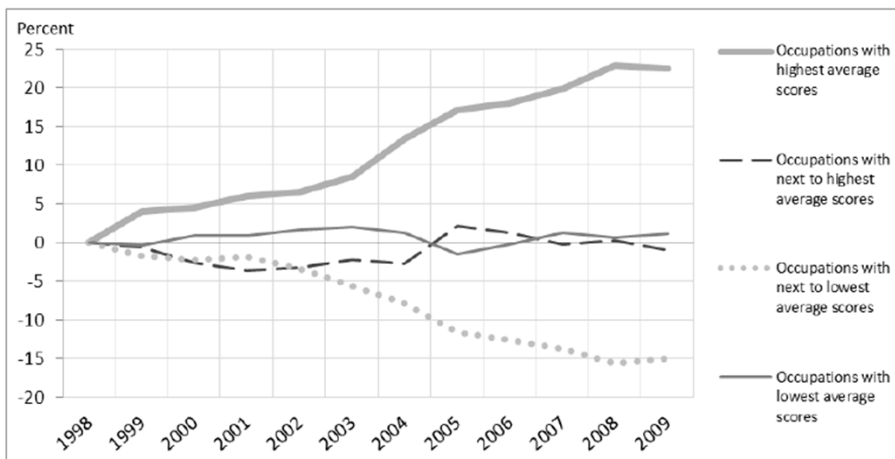
## A "RATIONAL CHOICE":

challenges in our societies transposition in terms of need learning

- ▶ DEMOGRAPHY: aging & intergenerational relationships, migration & superdiversity
- ▶ HUMAN ECOLOGY: metropolitan cities & innovative regions
- ▶ LIFECOURSE: flexible jobs, borderless careers & multiple roles and identities in life
- ▶ LABOR MARKET: growth of knowledge intensive jobs, service economy & project-based network organizations

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## Occupations and complex competences (OECD, 2013)



## A "RATIONAL CHOICE":

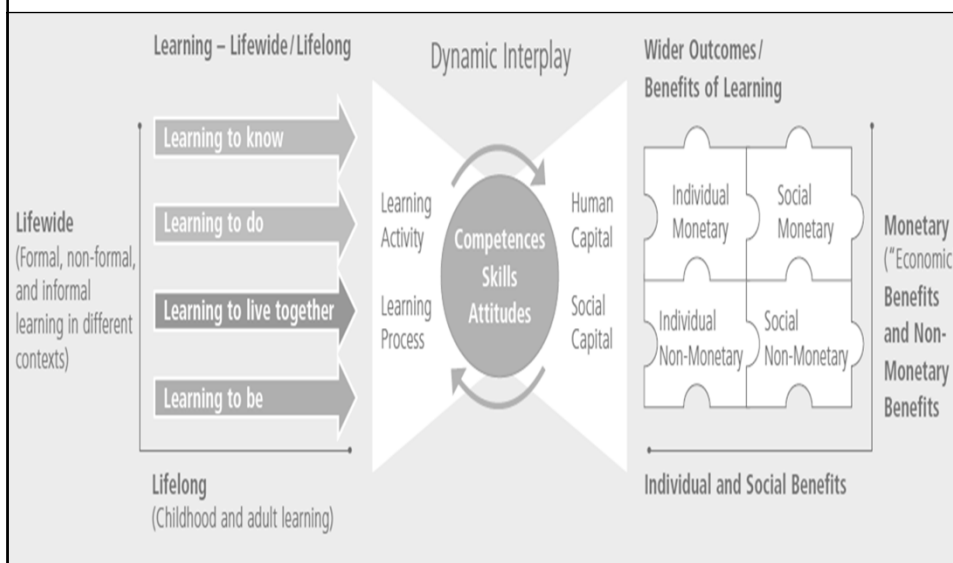
challenges in our societies transposition in terms of need learning

- ▶ TECHNOLOGY: informatization, automatization, expanding ICT systems, sustainable resources
- ▶ GLOBALISATION & "LOCALIZATION": complexity of multilevel citizenship, public management, entre- & intrapreneurship
- ▶ VARIETY OF MODES OF EDUCATION, TRAINING & LEARNING: formal, non-formal & informal with more self-directed and blended learning

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## An holistic perspective

European Lifelong Learning Indicators Report (Hoskins et al. 2010)  
<http://www.elli.org>



## A “RATIONAL CHOICE”:

challenges in our societies transposition in terms  
need of learning

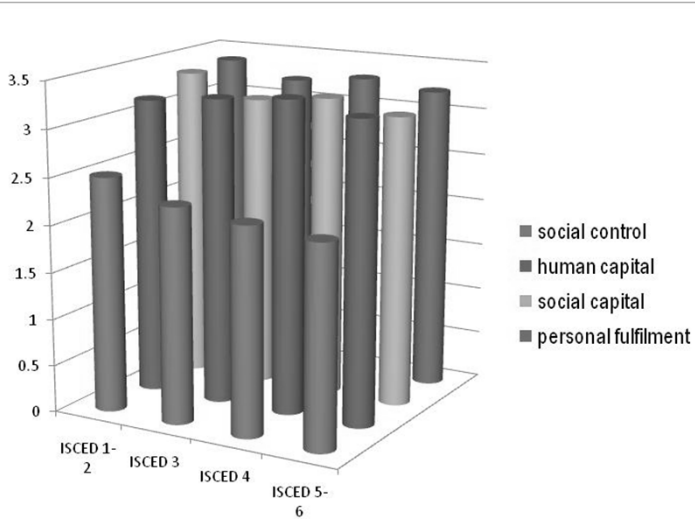
- ▶ Transposition is difficult & multiple interpretable
- ▶ Is mixed with a dose of uncertainty & unpredictability
- ▶ Needs repetition and contextual specification
- ▶ Alignment of short time impact & long term perspectives linked to “quick outcomes” & “sustainable impact” (→→ **holistic, comprehensive approach**)
- ▶ Requires a thorough dialogue among different stakeholders & policy makers & educators (→→ **platforms, networks, partnerships**)

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## “RATIONAL CHOICE” VERSUS MOTIVES AND DEMANDS OF (POTENTIAL) LEARNERS

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## MOTIVES FOR PARTICIPATION



Likert item scales  
Range 1 – 5  
(mean scores)

ISCED 1-2:  
primary and lower  
secondary education

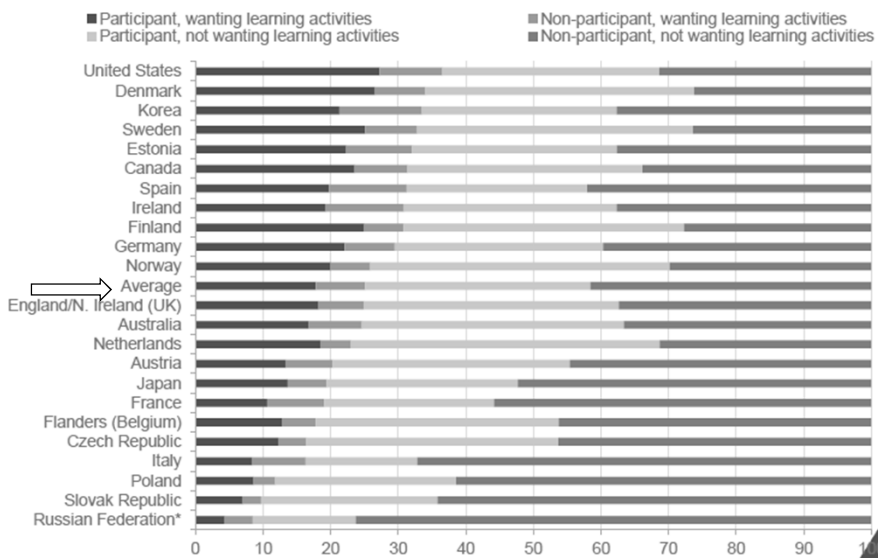
ISCED 3:  
higher  
secondary education

ISCED 4: post-  
secondary but  
no BaMa

ISCED 5-6:  
BaMa

Source: Boeren, E. & Nicaise, I. (2011)

## Participation in formal & non-formal adult education & desired learning activities (OECD, 2012)



## A LEARNER WITH A LEARNING DESIRE ...

- ▶ Believes in self-improvement
- ▶ Has a career awareness & perspective(s)
- ▶ Articulates themes & issues for learning
- ▶ Creates a learning pathway combining f/nf/if-learning settings
- ▶ Asks for feedback
- ▶ Learn from mistakes & can cope with ambiguity
- ▶ Uses different learning strategies & styles
- ▶ Knows when he/she makes (no) progress
- ▶ Shows that he/she is learning & spends time to grow

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## ... IS NOT THE AVERAGE INDIVIDUAL ...

*'If a strategy's point of departure is the notion that adults are **completely self-directed** individuals **in possession of the tools** necessary to seize on adult education opportunities, then that strategy is doomed **to widen**, not narrow, the educational and cultural gaps in society.'*

(Rubenson & Schuetze, 2000)

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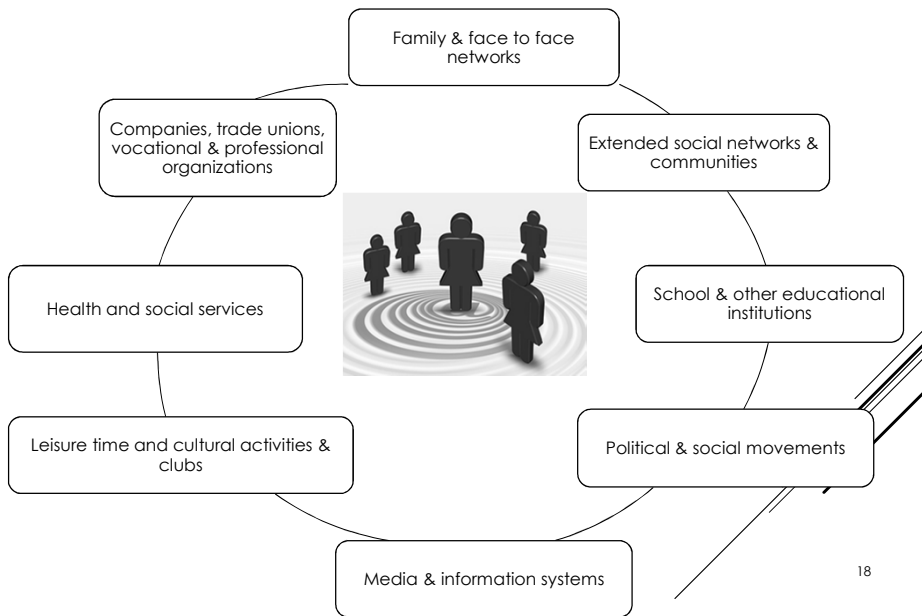


**... BECOMES A REALITY ONLY IN AN ENVIRONMENT IN WHICH**

- ▶ He/she receives support from “relevant others”
- ▶ Experiences a personal “individualized” approach
- ▶ Feels psychological safety & a rewarding learning climate
- ▶ Is provided guidance for the articulation of learning needs & for the selection of learning pathways
- ▶ Receives support to link her/his current knowledge & competences with the new developed knowledge, skills and attitudes
- ▶ Fits in a learner-centered activity or program with room for negotiating and aligning his learning needs and strategy/style
- ▶ It becomes clear that what is (to be) learned “makes sense” & is “useful” in daily life, work & communities
- ▶ Is offered concrete & stimulating feedback during learning & while implementing new acquired competences

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**... THE SHARED RESPONSIBILITY OF MAKING A REALITY OF PARTICIPATING LEARNERS**



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## RESPONSIBILITIES TO BE SHARED ...

- ▶ Introduce the logic of learning in all areas of life
- ▶ Establish forums for dialogue between “education” & “society”
- ▶ Promote a learning climate
- ▶ Value learning & recognize prior learning
- ▶ Implement a paradigm shift towards learner centered offerings
- ▶ Offer guidance and educational counseling for all
- ▶ Train of HRD professionals & “learning facilitators” & share expertise
- ▶ Offer targeted co-financing & sponsoring
- ▶ Create cross-sectional quality assurance systems
- ▶ ...



## ... BY DIVERSE PARTNERSHIPS

- ▶ The learning individual
- ▶ The free market with private providers
- ▶ The quasi-market with public sponsored providers
- ▶ The companies & enterprises & social profit organizations
- ▶ The state and local & regional authorities
- ▶ The EU
- ▶ The centers of expertise, R&D, research



ORGANISED AS POLICY, INSTITUTIONAL, PROFESSIONAL  
(local, regional & international) NETWORKS <sup>20</sup>



- MESSAGE TO THE AGORA:

**DISCOVER & PROMOTE PROMISING  
PARTNERSHIPS  
FOR & WITH  
LEARNERS AS REAL PARTNERS**

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[herman.baert@ppw.kuleuven.be](mailto:herman.baert@ppw.kuleuven.be)

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