



LOAC



The pilot Grundtvig course

29 May – 3 June 2011 in Ljubljana, Slovenia

Learning Outcome of Amateur Culture

Hans Jørgen Vodsgaard

Interfolk 
Institute for Civil Society

Lifelong Learning on the 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



Lifelong Learning – an old concept

Ancient Greeks

- Socrates (469 –399 BC)

Italian renaissance

- Leonardo da Vinci (1452 - 1519)

Dutch Humanism

- Erasmus of Rotterdam (1466 - 1536)

French Enlightenment

- Comenius (Czech) (1592 –1670)

German neo-humanism

- Humboldt (1767 - 1835)

Danish liberal adult education

- Grundtvig (1783 - 1872)



Lifelong Learning – modern time

John Dewey: *Democracy and Education*, 1916

Eduard Lindman: *Meaning of Adult Education*, 1926

Basil Yeaxlee: *Lifelong Education*, 1929

Universal Declaration of Human Rights, 1948

Article 26.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms

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



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 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

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,



Implementation of Lifelong learning

New legislation in EU and member states

In EU, for example

- Lifelong learning programme
- Culture programme *

In the Nordic Baltic region, for example

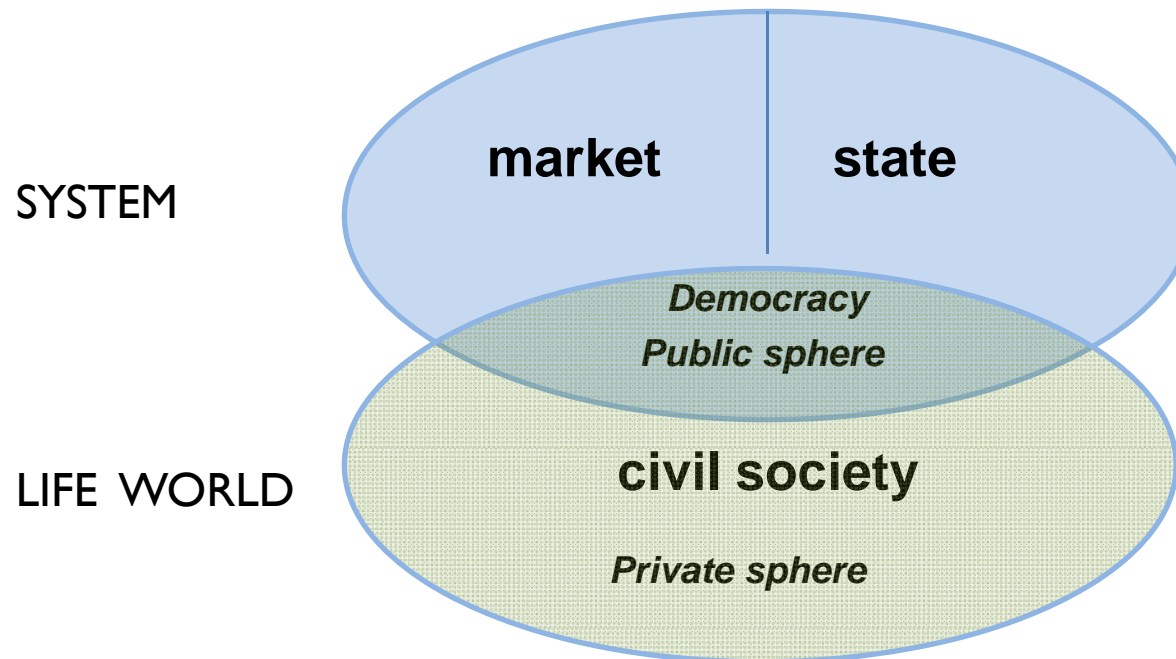
- Nordplus
- Nordic Culture Fond
- Nordic Culture Point

*) Culture as a catalyst for creativity in the framework of the Lisbon Strategy for growth and jobs.



Habermas – Model of Society

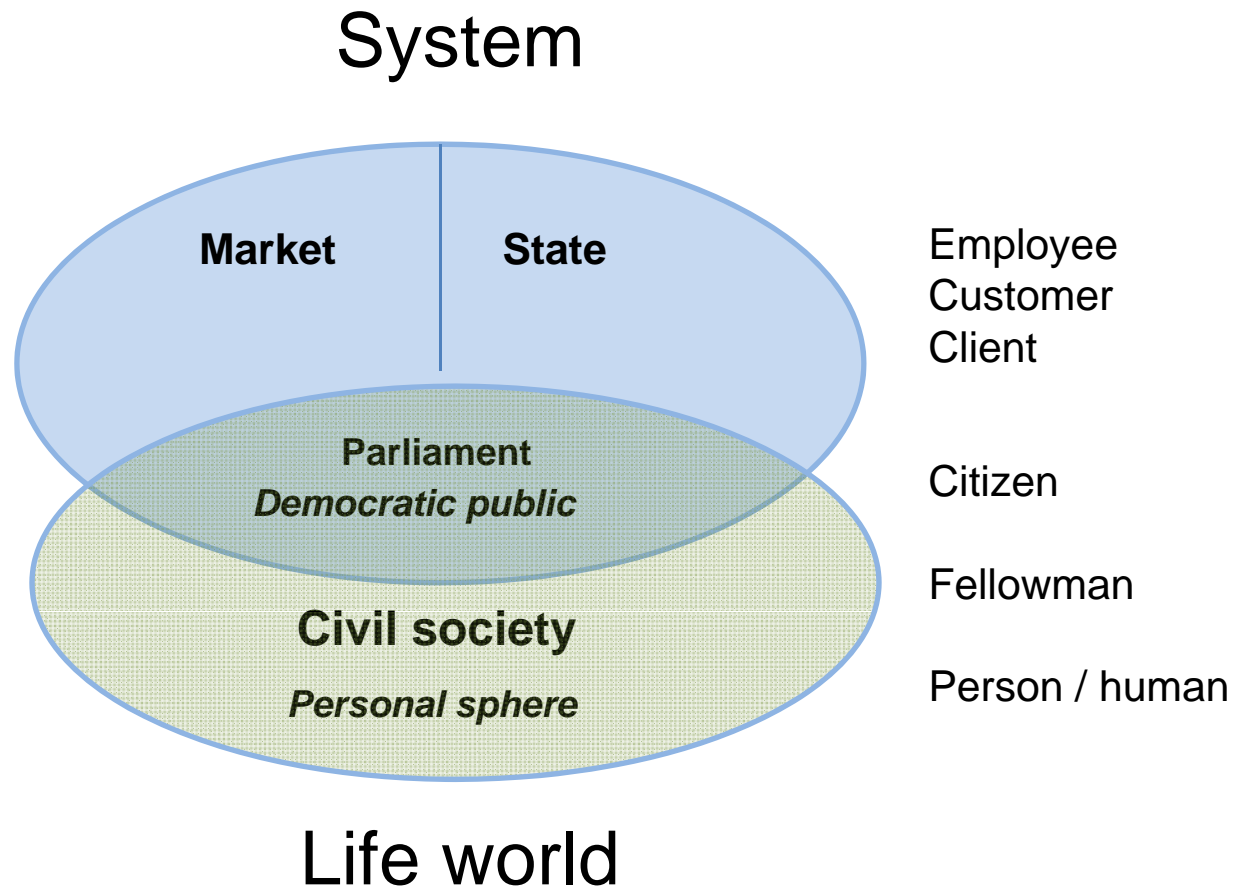
Technical -instrumental rationality
(How - on effective means)



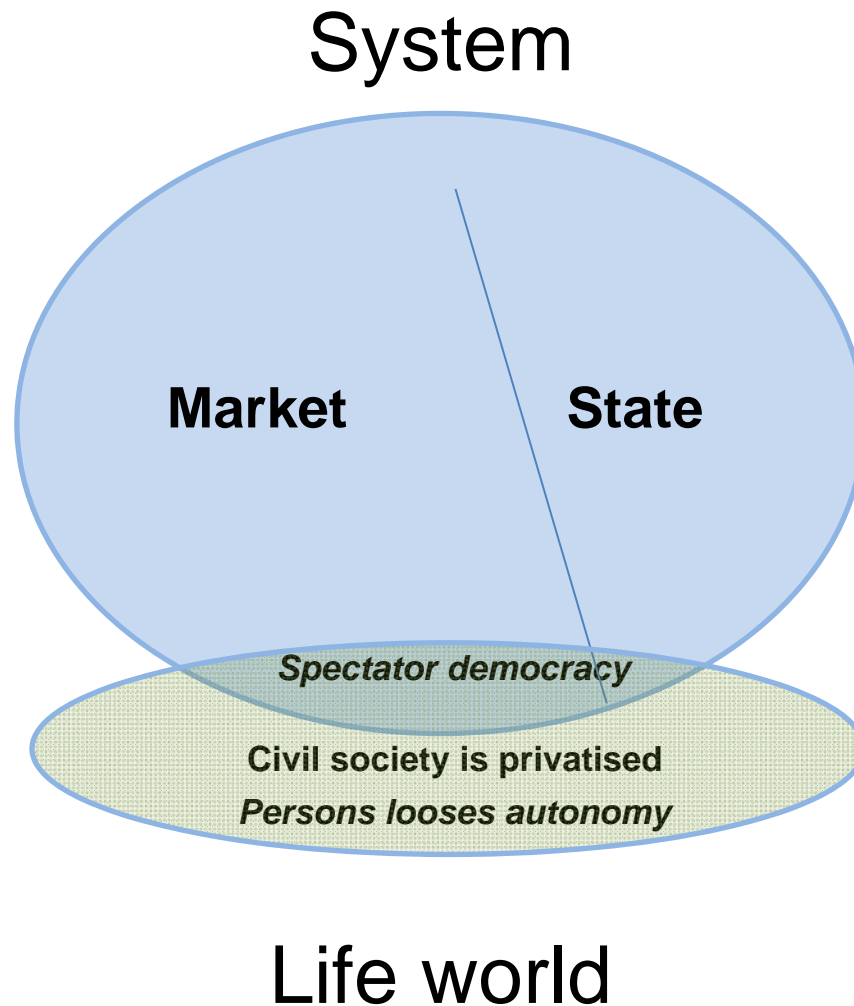
Communicative og expressive rationality
(Why - on purpose and meaning)



Habermas – Life spheres and life roles



Habermas – The system colonises the life world



The neoliberal system

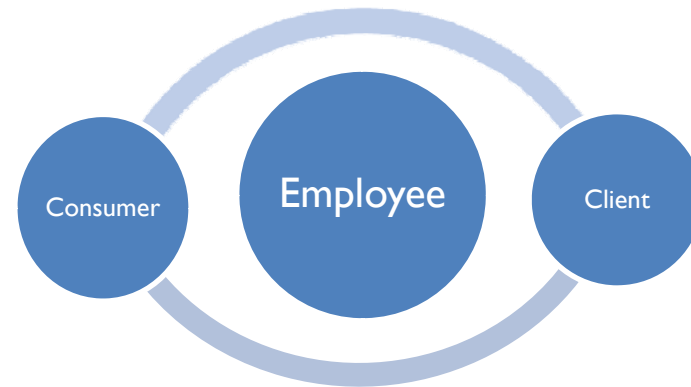
- The competition state
- New public management
- Commercialization
- Instrumentalisation
- One-dimensional society
- Civil society loses learning capacity



Modern man – neoliberal man



*To find your own song
behind the plough*



*To sing with the
market trends*



An example of paradigm dispute

Answers to the value of amateur art and voluntary culture

On the one site – views of the amateurs and volunteers

Personal fulfilment – the joy of the amateur

An end in itself , have their own meaning

Personal formation, democratic experience, social capital

On the other site – views of the politicians and administrators

Social policy: Social inclusion, empowerment , integration

Health care: Art as preventive health care

Economic Affairs: Creativity reserve, cultural industry, experience economy

Humanistic view on the core service (art as an goal)

contra

Instrumental view on the peripheral services (art as a mean)



Objectives of the LOAC project

Overall aim is to promote a humanistic learning practise with the objectives to incorporate

- 1) Broad views on learning including “personal formation” (Bildung)
- 2) Perspectives of different life spheres
- 3) Priorities of EUs main goals of learning
- 4) Focus on cross border values (European, cosmopolitan, universal)

The pedagogical methodological approach is **curriculum as context**



The three learning dimensions

A broad view on learning including three dimensions

- Personal formation
- Knowledge & skills
- Competences

The three dimensions are interrelated .

Their importance will vary in different contexts



The five life spheres

The quality of a learning activity depend on its value for the five main life spheres:

- The personal existential sphere (as autonome person)
- The private and civic sphere (as fellow human being)
- The public sphere (as active citizen)
- The work life (as employee)
- The formal educational system (as student)



Priority of EUs main goals of learning

EU's five main goals of learning

- employability (system world)
- active citizenship and personal fulfilment (life world)
- social inclusion and cultural cohesion (both worlds)

The value of these aims varies in
the two worlds and their different life spheres



Focus on cross border values

Clarify the degree of cross-border learning outcome in your amateur art or voluntary culture:

Is the main outcome

- To promote a national identity (e.g. Danish Culture)
- To promote a European identity and common culture
- To promote a cosmopolitan identity

Is the essence of art based learning

- to support specific subcultures, class culture, religious cultures, national cultures
- or to build bridges to universal modern human and democratic values.



The double online tool

One tool for the learners

- to validate their own learning profile and outcome

Another tool for the learning providers

- to clarify their own goals and priorities for the learning activity
- to validate the outcome for a group of learners (e.g. a class)
- to compare the learners outcome with the schools goals



The purpose of the double tool in amateur art and voluntary culture

1. Focus on the learning dimension for learners and providers
2. Help the learners to document their learning profile
3. Help the organisations to evaluate their learning activities
4. Collect cross-border data on learning outcome for research



Try the tool

<http://grundtvig.netschooltools.com/>

Enjoy yourself

