European Discourses on Adult Education and Lifelong Learning: conceptions of Citizenship, State and Work

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From *Education Permanente* to Lifelong Learning – a paradigm change

- **Education Permanente**
  - An holistic education of human being, considering its multiple dimensions;
  - Social, cultural and civic promotion
  - Valuing life experiences as educational processes

- **Lifelong Learning**
  - The knowledge society, globalization, demographic change, the impact of digital technology ... offer advantages and pose challenges to the EU and its citizens, by which the continuous acquisition of knowledge and skills is essential to take advantage of these opportunities and participate actively in society.

**A SIGNIFICANT CHANGE OF PARADIGM**
<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Authorship</th>
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<tbody>
<tr>
<td>Moderniser l’éducation et la formation : une contribution essentielle à la prospérité et à la cohésion sociale en Europe</td>
<td>2006 February</td>
<td>European Council European Comission</td>
<td>Interim Report</td>
<td>Presents an overview of the progress made toward the modernization of education and training systems in Europe, advocated at the Lisbon summit.</td>
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<td>Mise en œuvre du Programme communautaire de Lisbonne: Stimuler l’esprit d’entreprise par l’enseignement et l’apprentissage</td>
<td>2006 February</td>
<td>European Comission</td>
<td>Communication 1 (to the Council, to the Parliament, to Social and Economic Committee and to the Regions Committee)</td>
<td>Recognize entrepreneurship as key competence for economic growth, the creation of employment and personal development. Presents recommendations for the different levels of the educational system. Argues that intervention at the level of the educational system contributes to the creation of a social climate favorable to the development of entrepreneurial spirit</td>
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<td>Progress towards the Lisbon objectives in education and training</td>
<td>2006 May</td>
<td>European Comission</td>
<td>Ongoing Report</td>
<td>From a set of 29 indicators and five criteria of reference in the field of education and training, makes an assessment of progress in relation to the three strategic objectives of the Lisbon summit relating to: quality and efficiency of education and training systems; access to education and training and openness of these systems to the world</td>
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<td>Éducation et formation des adultes : il n’est jamais trop tard pour apprendre</td>
<td>2006 October</td>
<td>European Commission</td>
<td>Communication 2</td>
<td>Highlights the essential role of adults Education and Training to ensure the acquisition of key competencies by all, to strengthen the capacity of vocational integration and mobility in modern labor market and for social inclusion.</td>
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<td>Programme d’action dans le domaine de l’éducation et de la formation tout au long de la vie (2007-2013)</td>
<td>2006 November</td>
<td>European Parliament European Council</td>
<td>Decision</td>
<td>Establishes an action program in the field of Lifelong Learning that contributes to the development of the Community as an advanced knowledge society, with sustainable economic growth with more and better jobs and greater social cohesion.</td>
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<td>Compétences clés pour l’éducation et la formation tout au long de la vie</td>
<td>2006 December</td>
<td>European Parliament European Council</td>
<td>Legislative Resolution</td>
<td>Lists and defines a set of competencies considered essential for the European response to globalization and the transition to knowledge-based economies.</td>
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Categories and analysis axes

- Citizenship
- Labor Market Employment
- Knowledge Society
  - Growth and Employment
    - Education, Training and Lifelong Learning
  - State(s)
Citizenship

- Citizenship with adjectives (active; European…)
- Instrumental and adaptative citizenship
- Mitigated conception of citizenship
- Individualist citizenship
- Citizenship of active people
Labor

- It’s the most present analytical category and the one subordinating the others.
- Labor is exclusively considered in its productive and visible/material dimensions
- Almost exclusively associated with employability and corporate spirit/entrepreneurship
- Mobility, flexibility and competences emerge as requirements of this Labor world
Labor

- The individual struggle for work substitutes the constitutional right to work
- Construction of *worker’s identity* in knowledge and economy based societies:
  - “Super-persons”, despite of having to submit to the judgment of those who have the power to recognize and validate their skills
A restricted conception of State
State intervention mediated by the delegation in experts
Subordination of political legitimacy to the technical/scientific legitimacy
“Good student” State
“Accountable” State
From co-author State to co-erced State
Sumarising

- The meaning of training is crossed by cost-benefit relationship.
- Individuals as strategic managers of their training.
- The concept of citizen as a person is lost and is replaced by the individual “in fragments” (*en miettes*), reified, flexible and adaptable.
Strong influence of the economic sphere in the definition of problems of education

Reductive concept of education and training

Pragmatist trend that advocates the need to abandon debate stating that it is time for action and not recognizing as legitimate the existence of dissent