

A B S T R A C T S

**The multiple goals of
lifelong learning****Guidelines for a conceptualization**

CARLOS VARGAS TAMEZ

The concept of lifelong learning (LLL) dates back to the decades of the 1920s and 1930s. This discourse was adopted by some international organizations a few decades later. Although their own definitions differ, there is an underlying emphasis on the individual's adaptation in knowledge societies, mainly in relation to meeting the needs of their economic development. Other visions propose a concept of LLL that transcends economic utilitarianism and gives greater value to citizenship formation to build societies that are more equitable. The characteristics of LLL are presented, as well as the definitions that have been proposed by the World Bank, the OECD and UNESCO. The latter, more "humanist" than previous ones, is based on the four pillars of education of Jacques Delors. In Latin America, the postulates of popular education and the critical nature of education have been incorporated to LLL.

**Youth and adult education
policies in Latin America and
lifelong learning**

GLORIA HERNÁNDEZ FLORES

The author addresses the issue of policies in lifelong learning in the Latin American region, where she identifies a tension between the need to transcend the traditional compensatory nature of education of young people and adults, and to propose a learning that takes into account the particular contexts of Latin American youths and adults. In the Latin American context of inequality and poverty, education of young and adult people has been restricted to literacy and basic education, and it has neglected the educational needs of individuals in their particularities of age, gender, ethnic group, living conditions, etc. The text also mentions some of the critiques that have been made to LLL from a pedagogical point of view, such as the dissociation of learning and education. At the end, this text analyses the contributions of popular education to LLL as a distinctly Latin American phenomenon.

***Learning Through Life. A study
by the National Institute of Adult
Continuing Education (NIACE) on
the future of LLL in UK***

ALAN TUCKETT

In 2003 there was a shift in the adult education policies in the United Kingdom towards economic utilitarianism and funding was reduced. In response, the NIACE undertook the research "Learning throughout life. A study on the future of LLL" in order to influence the educational policies of the United Kingdom towards greater attention and funding for LLL. The article presents the results and recommendations that arose from the above mentioned investigation, including: LLL policies that consider the stage of life that adults are living (four stages are proposed, ranging from age 25, which is when labor trajectories begin to be more complex, to age 75 and over, the period of greatest dependence and health problems). Other recommendations included strengthening the framework of the right to education and ensuring transparency in public and private accounts, in terms of investment in adult education.

***Enhancing Voices:*
perspectives and proposals
for youth and adults education
from a learners' perspective**

The account of an experience

GIOVANNA MODÉ

TATIANA LOTIERZO HIRANO

The author also proposes recommendations so that future research can achieve greater impact on educational policies.

The Latin American Campaign for the Right to Education (CLADE) is a network of civil society organizations that promotes access to the right to education. *Enhancing Voices...* is a project of the CLADE that recognizes the importance of listening to the voices of those to which adult education programs are addressed. The initiative includes a website where students and teachers describe their experiences. This website encourages written communication of participants and expands their possibilities to use ICT. For decision-makers in educational policy, these testimonies provide key information about the motivations and difficulties faced by those to whom educational programs for youths and adults are addressed; if taken into account, they would allow to design and operate programs that truly respond to the needs of individuals. The article reproduces several excerpts of the texts written by students and teachers in the *Enhancing Voices* website. One of the results of the campaign is the document of policy recommendations developed by CLADE, which has been presented at various forums.

**ICAE's Academy of Lifelong
Learning Advocacy (IALLA)**

A training experience for political
participation in the international field

SÉRGIO HADDAD

The International Council for Adult Education (ICAE) was established in 1973 with the purpose of promoting sustainable development and social justice. The IALLAs are two or three week-long courses in which students learn about education as a human right; the international political context; the role of civil society in the promotion of rights; the various forms of action of civil society; and education of young people and adults. Seven editions have been carried out, in which 189 people from 68 countries have taken part. The host countries have been Norway, Uruguay, South Africa, Mali and Jordan. After each course, participants are monitored and the impact of IALLA is evaluated in respect of the greatest involvement of the participants as activists of LLL.

**Critical review of the
hegemony of a certain
concept of "lifelong learning"**

LICÍNIO C. LIMA

The author makes a critical review of the term "lifelong learning" from the experience and context of the European Union. As first item, he mentions the unwanted effects of the incorporation of the term "learning" in replacement of the term "education", especially after the CONFINTEA V in 1997. This shift, which aimed to focus the emphasis on the individuals, ended up favoring the commercialization of this service and the displacement of the State from its obligation to ensure the right to education. The author also argues that there is a permanent tension between whether education should promote adaptation or should rather contribute

The PASCAL International Exchanges project

Towards a vision of learning cities in 2020

PETER KEARNS

MICHAEL OSBORNE

to the transformation of the subjects' reality. Finally, he raises the need to make viable a polycentric continuing education project, open to diversity, where management and participation are democratic.

PIE (PASCAL International Exchanges), inaugurated in January 2011, has the purpose of connecting the people and the projects that contribute to the creation of innovative learning communities and to education throughout life. One of its activities is to provide online information exchanges of low cost, among several cities worldwide. This network involves decision makers, entrepreneurs, researchers, policy analysts and local professionals who work in government, universities, nongovernmental organizations, and in the private sector. As a result, this exchange network generates knowledge about the cities and the living conditions of its inhabitants, and reinforces creativity to develop educational innovations within the framework of lifelong learning.

Center for Sustainable Community Development of CREFAL

Creating solidarity enterprises for a better life

VÍCTOR MANUEL BELTRÁN MORALES

ILSE BRUNNER SCHOENEMANN

The Center for Sustainable Community Development of CREFAL works within the framework of community development promotion, which has been one of the work axes of this institution since its foundation. The tasks of the Center are mainly the design and development of training programs for sustainable social entrepreneurship, which includes needs assessment, studies accreditation, and linkage with various institutions that act locally. It targets youth groups and/or adults, interested in developing productive projects to improve their living conditions. Its strategy is to develop a pilot idea, work it in small scale and then widely disseminate it at a Latin American scale. The current projects are briefly described in the article.

The struggle for the right to education of young people and adults in Brazilian prisons

ESTER GAMMARDELLA RIZZI

Brazil has the third place worldwide in prison population after the United States and China. The number of prisoners exceeds the infrastructure possibilities of the country, so there is severe overpopulation that greatly affects their living conditions and especially the possibility to exercise their right to education. The article describes some of the efforts undertaken by *Education in Prisons*, a group of civil society organizations that aims to influence legislation and public policies in Brazil, in favor of the prisoners' right to education. Some of the management processes and social pressure processes that have been carried out are also detailed in the text. Among the achievements, it mentions the awareness on the issue of education in prisons, both in government agencies, including administration of justice, and in general society.



**First International Conference
on Learning Cities (Beijing,
October 21-23, 2013)**

SHIRLEY WALTERS

The text written by Shirley Walters, University of the Western Cape, South Africa, is a report on the First International Conference on Learning Cities, held in Beijing in 2013. It gathers the attendants' opinions with regard to the importance of cities in learning and viceversa, and what it takes to build a Learning City. It also exposes some concerns expressed by participants, such as the persistence of traditional school practices, and some recommendations as the centrality of knowledge, both formal and informal, in the learning process; and the need to implement cross-sectoral approaches and to foster links between learning cities.

**The European Master's
Degree in Lifelong Learning
Policy and Management**

ITZIAR ELEXPURU

AÑE JAUREGI

The MaLLL lies within the framework of European strategies and programs that promote lifelong learning. It is part of the Erasmus Mundus Program, which aims to improve the quality of higher education and to promote intercultural understanding through cooperation, as well as to promote mutual enrichment. The MaLLL works with students from over 40 countries that today form an international community of professionals and researchers, policy makers and managers of lifelong learning programmes and strategies.

The Vancouver Learning City

SANDRA SINGH Y PAUL WHITNEY

The text relates how Vancouver became a learning city. It describes its formation process, starting from the initiative of Vancouver Public Library, the problems arising from the diversity of actors involved, each one with his own agenda; the budget cuts and political shifts. Networking, for knowledge exchange, is proposed as one of the strategies that should be promoted with greater strength. Among the main achievements of VLC, the establishment of cooperative relationships between leading educational institutions in the city is underscored.

**CREFAL's Master's degree
in Lifelong Learning**
An option for the professionalization
of trainers with emphasis
on youths and adults

GUADALUPE MIRANDA ROMERO

The CREFAL's master's degree in lifelong learning was developed in 2013, in response to the professionalization needs of those involved in the field of education of young and adult people (teachers, researchers, the responsible ones in the design, implementation and evaluation of public policies, etc.). It is taught online, so it is expected to expand significantly, in each edition, the number and diversity of origin of the participants. The curriculum includes theory and methodology about LLL and training of trainers. To obtain the degree, participants must submit a project of educational intervention in the framework of LLL.