

Ekkehard Nüssl
Technische Universität in Kaiserslautern, Germany

Ewa Przybylska
Nicolaus Copernicus University, Torun, Poland

Lifelong Learning: History and the Present State of the Politically-Educational Concept

Uczenie się przez całe życie.
Historia i teraźniejszość
koncepcji polityczno-oświatowej

ABSTRACT

Learning, which has always been an inherent feature of human life activity, naturally inscribed in human biographies, is today an intriguing phenomenon representatives of various scientific disciplines. They come with the help of educational policy. This article presents the genesis of the idea of learning throughout life, whose beginnings can be discerned in ancient times. The evolution of this idea is the result of social change, new challenges to the man, his knowledge and skills. Today, learning is seen as a requirement for the individual; as a condition of her personal development and success in professional and social life. At the same time politics and the economy put their knowledge and skilled workers hope for

KEY WORDS

learning throughout life,
concepts of learning,
education, adult education,
education system

SŁOWA KLUCZOWE

uczenie się przez
całe życie, koncepcje
uczenia się, edukacja,
edukacja dorosłych,
system oświaty

SPI Vol. 19, 2016/4
ISSN 2450-5358
e-ISSN 2450-5366
DOI: 10.12775/SPI.2016.4.002

Articles and Dissertations

Artykuły i rozprawy



economic development and to meet competitive in the global world. The authors point to the need to support the learning processes of individuals and societies, politics, economy, education and science. By pressure on the society should go to activities supporting man in his throughout life learning process. Hence the need, among others, research on learning of adults commitment of budgetary resources to the development of modern institutions of adult education or creating incentives for learning throughout life.

ABSTRAKT

Uczenie się, które zawsze było immanentną cechą ludzkiego życia, aktywnością w sposób naturalny wpisaną w ludzkie biografie, stanowi dziś fenomen intrygujący przedstawicieli różnych dyscyplin naukowych. Przychodzą oni z pomocą polityce oświatowej. Celem artykułu jest przedstawienie genezy idei uczenia się przez całe życie, której początków można dopatrzeć się już w czasach starożytnych. Ewolucja tej idei jest wynikiem zmian społecznych, nowych wyzwań wobec człowieka, jego wiedzy i umiejętności. Współcześnie uczenie się jest postrzegane jako wymóg stojący przed każdą jednostką; jako warunek jej osobistego rozwoju i pomyślności w życiu zawodowym i społecznym. Równocześnie polityka i gospodarka pokładają w wiedzy i kwalifikacjach pracobiorców nadzieję na rozwój ekonomiczny i sprostanie konkurencyjności w globalnym świecie. Autorzy wskazują na konieczność wspierania procesów uczenia się jednostek i społeczeństw przez politykę, gospodarkę, instytucje edukacyjne i naukę. Za presją wywieraną na społeczeństwie winny iść działania wspierające człowieka w jego całonocnym procesie uczenia się. Stąd potrzeba m.in. badań nad uczeniem się ludzi dorosłych, zaangażowania środków budżetowych w rozwój nowoczesnych instytucji edukacji dorosłych czy tworzenia bodźców do uczenia się przez całe życie.

The idea of learning throughout life in the Western world has gained great popularity. No educational requirement today is articulated with such frequency and tenacity as this; the idea that a person should keep learning at any age, at any stage of life, from early years to the old age. People who fail to continue learning and rest on their laurels, believing in the enduring value of the acquired diplomas, will

remain behind others; it runs the risk of social exclusion, and professional failures in their personal life. There is no doubt about the fact that knowledge acquired in school is not enough for a lifetime. Since adults are expected to remain in touch with innovation, flexibility, continuous improvement of skills and effective measure with the challenges of a changing world. Half a century ago, adults participating in courses, trainings and other educational activities were confronted with the question: “Do you really need it?” Participation in learning opportunities is seen as an admission of the deficit in that sphere, as it is an evidence of neglect since school. Nowadays, people who do not benefit from educational opportunities or take any efforts to develop their knowledge and competence are the ones standing out. Their educational passivity is interpreted as a deficit, carelessness and negligence, which will likely have serious consequences. The paradigm of learning throughout life has gained fame not only as a concept of political education, but also as an anchor in human consciousness, even though excessive generalization may meet with protest not only from the experts on the issue, but also the observers of social life. We often encounter people who have not yet discovered that education is a hidden treasure¹ or—for various reasons—do not embrace this treasure.

Learning, which has always been an inherent feature of human life activity naturally inscribed in human biographies, is an intriguing phenomenon in various modern scientific disciplines. They come with the help of educational policy. To a considerable extent, in order to create optimal conditions conducive to long-term processes of formal, non-formal and informal learning, we needed politicians, organizers and educators granting us educational knowledge, asking specific questions: Why do people learn? Where and in what contexts do they learn? What kinds of activities require the aim of learning? What do people learn? What is conducive to their learning? When does learning of specific content can be considered a successful? What are the most serious barriers to achieving educational success? Those are only some of the important questions.

Cooperation between science and policy is an essential prerequisite for the development of societies of learners. The demands, the

¹ J. Delors et al., *Edukacja. Jest w niej ukryty skarb*, transl. W. Rabczuk, Warszawa 1998.



slogans and noble ideas are for nothing if you follow them instead of following a specific inspiration for learning that makes the acquisition of knowledge and competence a kind of development that is a real, easy to perform, capable of bringing tangible benefits, and fulfilling the expectations placed in it.

The origins of the idea

The idea of lifelong learning is nothing new. The conviction of the necessity of learning in all stages of life was already troubling the thinkers of ancient times, emphasizing the need for continuous development of people and their continuous improvement from young age to old age. Some aphorisms from ancient times that glorify learning are widely known and quoted often. Virgil (70–19 BC) praised the idea that: “One grows weary of everything except science.” Seneca the Younger (4–65 AD) said: “You have a lifetime to learn to live”, “We learn not for school but for life”, “You have to learn until you do not know, and if you believe the proverb—until you live.” Moreover, in ancient times it was believed that a person learns not only in the area of formal education. “Wise people learn from their enemies”, observed Aristotle in the fourth century BC, pointing to the importance of life experiences in the process of shaping people’s attitudes, values, skills, and knowledge.

Centuries later, in the Renaissance, Jan Amos Comenius argued in his work *Pampedia*, the first treatise on lifelong learning, that “All life is a school.” Antoine Nicolas Condorcet wrote in the 18th century: “I believe in the ability of mankind to constantly improve, and that is why I think that the human race will be on the road to peace, freedom and equality, and so on the way to happiness and virtue, achieving immeasurable progress.”² In the 19th century, Nikolai Frederik Severin Grundtvig developed the concept of universities preparing the youth and adults for active participation in social life and helping them meet the challenges of everyday life. The Danish theologian, author and philosopher recognized that the same ide-

² J. Condorcet, after: B. Suchodolski, “Wstęp do przekładu”, in: J. Condorcet, *Szkic obrazu postępu ducha ludzkiego poprzez dzieje*, transl. E. Hartleb, Warszawa 1957, p. XIX.

as will not change the world. To achieve true comprehension, the right climate and the involvement of social forces is necessary. The university of folk—creating infrastructure for a dialogue animated by eminent personalities—had become a place of teaching history, literature, culture, supporting the spiritual growth of participants, a sense of community, and interpersonal relationships, spreading citizenship, tolerance and kindness.

Educators were not the only ones to notice the importance of lifelong learning for the well-being of individuals and societies. Poets (such as Johann Wolfgang Goethe), and scholars (such as Gottfried Wilhelm Leibniz), proclaimed that knowledge, which people adopt in school, is not enough for life, and that you need to study further.

In the eighteenth century, the idea of lifelong learning began to crystallize under the influence of numerous impulses of pedagogical sciences and humanities. In the 19th and 20th centuries, a growing group of educators, philosophers, writers and sociologists emphasized in their works the need to continue learning after leaving the school walls. “The main disadvantage is that intelligence forces us to learn”, writes the Irish novelist and playwright George Bernard Shaw (1856–1950). Over time, it became crystal clear that the school system developed in the eighteenth century cannot meet the demand of human knowledge, which is essential to people throughout life. There is a wider reflection on the need to create the conditions for lifelong learning: that is the expansion of the institution, the development of the methodology of adult education and learning theory as an adult. Andragogy, which has the status of an academic field, is already regarded as a separate discipline with an established institutional position³ and has extensive knowledge about many specific educational phenomena and various aspects related to adult learners.

Why exactly should people learn throughout their whole lives?

Almost everything has been said about this particular subject. The reasons why a person has to learn throughout life are undisputed and convincing:

³ Cf. T. Aleksander, *Andragogika*, Radom – Kraków 2009, p. 36.



Firstly, the ability of conscious learning and development, which differentiates humans from animals, makes them capable of surviving in the environment of life.

Secondly, the social environment that is constantly in the process of transformation, requires people to adapt to new conditions and to face increasingly more complex challenges; if you do not take the trouble to meet the expectations of the public, the act of survival is threatened, regardless of whether you will move to a different location or live in one and the same place.

Thirdly, a person transforming their world based on their own ideas, needs and dreams (that ability also distinguishes us from animals) should be familiar with all the conditions of their existence and consequences of one's decisions and actions.

Fourth of all—this also applies to the previous three reasons closely connected with nature—people as social beings, living in a culture of symbols, using a language, have to use language to communicate and interact with others. They must deal with complex and dynamic social relations, unknown challenges that require diverse expertise constantly appearing before them.

The fourth reason has become particularly important in recent history. The productivity of modern people depends on modern technology, which is also its product. Productivity creates the mechanisms of exploitation and oppression; regulates the relations of power, it leads to the division of labor and social differentiation. With the development of technology, including the changes in the sphere of trade of goods and services, the conditions of human life and work undergo constant changes and modifications. The skill to have a conversation with others is fundamental. Negotiations and agreements are essential in the environments of life and work, but also across borders, in cultural, linguistic, political or religious environments.

The flourishing of ideas: permanent education and lifelong learning

The fact that learning accompanies (or should accompany) people during the entire life was already known in ancient times, even if it remained ignored for centuries. Today, we emphasize again: from childhood and adolescence, through adulthood, and then when starting a family, embracing parental roles, and committing to professional

work until old age, people are repeatedly confronted with situations which they can only face on the condition of constant improvement and acquirement of knowledge. And since people learn at all stages of life, they cannot do so without policy, administration and various social partners. The key role is played by different influences of the educational system.

One could be surprised that the idea of learning throughout life, although known since ancient times and realized through lives and social development of people in the past, was reflected in the concepts of educational systems created in the seventies, and thus about half a century ago. Looking at this development through the prism of historical and social events, one can understand why the flourishing idea of lifelong learning fell on this very period. The sixties and seventies attributed that to the global rivalry (especially between the countries of the socialist and the capitalist bloc) that most heavily affected by the level of education societies. The Space Race, in which the Soviet Union had the advantage (the launch of the first Sputnik in 1957) resulted in the US, Germany and other Western countries remaining in consternation and shock. The crash education in capitalist countries was being discussed at that time. It sparked public debate, in which politicians, educators and representatives of other sciences took part. Everyone criticized the educational systems for not educating professionals for the challenges of modern times.

Manufacturing processes and practical knowledge about life and the economy gained in importance at that time. The growth of knowledge during that decade (especially the knowledge concerning development of new technologies) surpassed the knowledge accumulated by all previous centuries. The acceleration of the development of knowledge also translated into the functioning of the world of work. Many of the traditional occupations disappeared (e.g. A typesetter); long before the modern Internet technologies rationalized and transformed the workplace and the procedures for the production of goods and services. More distinctly, the brains of the labor market argued that employees must constantly learn if they wish to remain attractive to the labor market and have employment. Changes occurred not only in the economic sphere, but also in almost all areas of human activity. The breaking down of national boundaries was what followed. The world began to shrink; problems that once were local or regional, gained



significance around the globe. Environmental issues, especially those related to the economy or energy resources, brought the inhabitants of different continents to other places, making people realize that they all live on one planet. Concerns about the availability of crude oil and other raw materials became as strong as concern about the strength of the environment exposed to the expansive human activity (the violation of the ozonosphere, the need to protect against ultraviolet radiation, global warming, massive deforestation). Common sense dictated that the inhabitants of the earth needed to learn to take responsibility for the environment; preventing and remedying damage and destruction on land, water and air, flora and fauna.

That sense of environmental threats is what sparked the first serious concepts of learning throughout life. A report of the Club of Rome, “Limits of Growth”, published in 1972, suggested that the devastation of the environment can be countered by continuous, lifelong education. “Activities that develop competence must work towards overcoming the social problems, environmental devastation, modern war and unemployment, along with the interaction between the individual and the economy, all provided by the act learning. Since the day of release of this pioneering publication on lifelong education, the issue has become both as a public concept and a concept of the subject of research.”⁴ On the other hand, in the area of vocational education, it earned itself the term “recurrent education.”⁵

“Lifelong education”, “recurrent education” and “education permanente” were in the seventies, in the two dominant European languages: English and French, the notion of exposing the need for learning throughout life. The notion always appeared in this context, referring to the term “education” or education and the process of upbringing seen as something which primarily enables learning. Both “education” and “upbringing” including implications for the educational system, whose task is to ensure that adults can benefit from specific educational offers.

The concepts of lifelong learning—which were something completely new at the time—raised the amount of learning adults, actualized them from the oldest of ways, introducing them into a major

⁴ C. Klink, *Universitäre Bildung in der Öffnung für das Lebenslange Lernen*, Münster 2000, p. 24.

⁵ W. Clement, F. Edding (eds.) *Recurrent education und berufliche Flexibilitätsforschung*, Berlin 1979, p. 43.

area of educational policy, making human activity an overarching issue of social, economic and political nature. For example, in Germany, the number of educated adults increased to the level of the fourth sector of the educational system (in addition to general education, vocational and higher education).⁶ The basis of modern legislation, and reaching for the budgetary funds was what expanded adult education during those years, and was invariably guided by one overriding objective: enabling individuals and social groups to learn throughout life.

From education to learning

Some twenty years later, the concept of learning throughout life has been further modified. The European Union in the Treaty of Maastricht expanded the scope of the policies included in the EU's competence, and among others, of culture and education, cohesion and carrying out development cooperation. Since then, the educational issues in the member countries have been European issues, although the decision did not occur at the level of the European Union. The EU only coordinates but does so with a surprisingly high efficiency, as shown by the current reform of higher education realized in the framework of the Bologna Process. At the same time, in almost all European universities, a uniform degree structure is present (bachelor's, master's and doctoral). The reason why the European Union took over the coordination of activities within the educational systems of the Member States within the scope of their responsibilities was the transformations in the national economies that occur as a result of changing relations in the sphere of production, the new trade and investment rules. These transformations resulted in structural unemployment, deficient and inadequate qualifications of employees, especially the disparity between demand and supply of labor.

Taking over the coordination in the sphere of education policy, the European Union has become an important partner for shaping the policies pursued at national level. On the one hand, it has a budget that supports the desired actions (e.g. European exchange programs for students and academic staff as an instrument for achieving the specific objectives), on the other hand, it formulates appropriate guide-

⁶ Bund-Länder-Kommission, *Bildungsgesamtplan*, Stuttgart 1973, p. 8 ff.



lines and recommendations. Its influence was clearly highlighted when in the mid-nineties, there was a “paradigm shift”. The accent moved from “teaching”, “education”, and “institutional contexts” to “learning”.⁷ “Learning” and “learners” were in the spotlight, along with their activities, needs and possibilities. More distinctly, the articles required for full respect were based on the principle that no one other than the learners themselves decided on the content of the underlying learning processes. In fact, this new paradigm was not an entirely new idea. Always, the task of teachers and institutions has been based on providing the learners with certain offers and with creating opportunities for learning, and the same process of learning was assigned to the unit, which could offer the possibility to either use or discard them. The innovation lies in the fact that the paradigm emphasizing learning was raised to the rank of a political directive, rich in political programs, strategies, initiatives and projects. This paradigm shift occurred for several reasons:

First, beyond any doubt, it became clear that educational institutions are not able to give individuals all the knowledge that they need to overcome the new challenges associated with everyday life, professional work and the role of active citizens. Social demand for education exceeded what was in the potential of institutional education.

Second, empirical studies have shown that adults learn most efficiently within the informal social interactions that take place outside of educational institutions. The International Commission for the Development of Education established by UNESCO in 1971 in order to examine the current state of education in the world and to develop guidelines for their future growth, working under the direction of Edgar Faure said that as many as 70% of the knowledge derives from informal learning⁸.

Third of all, it turned out that the financial resources available to public budgets are not able to bear the burden, which was to provide a wide circle of citizens access to high-quality educational programs through adult life. The development entered not only the period of professional activity, but also the phase of old age, which—according to the political recommendations—require educational development

⁷ G. Dohmen, *Das lebenslange Lernen. Leitlinien einer modernen Bildungspolitik*, Bundesministerium für Bildung, Wissenschaft, Bonn 1996, p. 11 ff.

⁸ E. Faure, E. Herrera, A.R. Kaddoura, H. Lopes, A.W. Pietrowski, W. Rahnama, F. Ward, *Uczyć się, aby być*, transl. Z. Zakrzewska, Warszawa 1975.

the most. Fourth, modern information and communication technologies have not only affected the shape of the socio-economic life, but also changed the area of education, making knowledge become more and more accessible in the virtual space (Internet platforms, e-learning, blended learning, etc.). They opened in front of people of all ages the possibility of “self-steering” individual learning process, a choice corresponding to the individual needs and expectations, and any combination of sources of knowledge.

Finally, the “paradigm shift” meant that neither educational institutions, nor the State were to be responsible for adult learning. Only learner adults who are making independent choices and taking specific actions are achieving planned educational outcomes, or—in the abandonment of learning or lack of satisfactory results—condemn themselves to a series of failures in life. A paradigm shift supported the constructivist theory, which says that adults are relatively autonomous in constructing their vision of the world.

In 1996, the European Union announced the “European Year of lifelong learning”. Desired directions and suggestions for further development in the field of education were presented the White Paper of the European Commission; its full title is “Teaching and Learning. On the road to the learning society”.⁹

Lifelong learning began to escalate to the guiding principle of Community policy in the field of education, as well as in other areas of European policy, such as in the field of employment. Professional qualifications, developed by individuals throughout their life, were considered one of the basic factors decisive of the potential of the economy and of Europe’s position in the global competition. To improve competitiveness, the European Union launched in 2000 an Europe-wide debate on the directions and priorities for the development of educational systems. The draft document entitled “Memorandum on learning for life” was distributed to all member states and candidate countries, in order to consult widely and to develop proposals for its improvement.¹⁰ In many European Union countries,

⁹ Komisja Europejska, *Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa*, transl. K. Pachniak, R. Piotrowski, Warszawa 1997.

¹⁰ Komisja Wspólnot Europejskich, *Memorandum dotyczące kształcenia ustawicznego*, 2010, Available at: <www.sdsiz.pl/.../memorandum_o_ksztalceniu_ustawicznym_2000r.doc> (accessed: 12.03.2015)



national debates inspired by the draft “Memorandum” have contributed significantly to the spread of the concept of lifelong learning; in all countries, the document became the basis for building modern development strategies for educational systems.

The memorandum formulated six key messages to promote the development of basic skills (including effective communication in a foreign language, interpersonal skills), increasing the scale of investment in human resources, the development of innovative concepts of teaching and learning and assessment of systems knowledge, ensuring access to reliable information and counselling and bringing students to educational opportunities—to provide learning opportunities closer to home. The document calls on member states to support and improve conditions for adult learning, wherever help is possible, but basically assumes that the processes of adult learning are their responsibility, and it is they who bear the main responsibility for it. The scope of responsibilities of the state is reduced—in the light of the Memorandum—to activate itself in the formal education system (eg. Confirmation of professional qualifications) and in the area of non-formal education (supporting adult educational institutions). Informal learning remains the exclusive domain of adults; hence the strategic importance of self-steering is counselling individual learning processes.

In the following years, the European Union has spared no efforts to promote and support learning processes of adults engaging in all those areas where Member States do not show proper activity. European Commission Communication “Adult learning: It is never too late to learn”¹¹ points to the need to increase the efficiency and quality of educational systems and implement procedures for validation and recognition of non-formal learning and informal learning, based on common European rules. In order to enable a reliable assessment of the progress achieved, the European Union has recommended, among others, the development of monitoring methods.

¹¹ Komisja Wspólnot Europejskich, *Komunikat Komisji Kształcenie dorosłych: Nigdy nie jest za późno na naukę*, 2006, Brussels, 23.10.2006, KOM(2006)614, final version, Available at: <http://www.grundtvig.org.pl/sites/grundtvig.org.pl/files/ksztalcenie_doroslych_nigdy_nie_jest_za_pozno_na_nauke.pdf> (accessed 26.02.2015).

Challenges to the education systems

The concept of learning throughout life, consistently promoted by the European Union, has led to an increase in the importance of learning in human biographies, although it is difficult to assess to what extent the increase in educational activity was influenced by sound issues of learning throughout life, and to what extent this increase enforces labor market and social conditions. The strategic documents of Member States of the modernization of education systems in order to adapt to the needs of learning societies, occupy a prominent place. Whether in the coming years the activity of adult education will increase, and if it will take part in the processes of learning in adulthood will depend largely on the specific actions taken at national levels. Statistical analysis of the educational activity shows that adult Poles are below the European average. They are not very active in the education of such dimensions as training and courses, self-study and learning through participation in cultural offers, sports and recreational activities. Educational activity is lower in regions with high unemployment and high rates of poverty risk. Among the factors differentiating educational activity, the level of education is what dominates.¹²

There is no doubt that learning opportunities in all phases of life require constant improvement. Learning must be primarily attractive and accessible. The list of demands, appearing in various referrals and political declarations or strategies for the development of systems of lifelong learning has no end. Most of them emphasize the need to create significant incentives to encourage individuals and social groups to learn. Every citizen should have the courage to treat learning as a constant challenge, as the process entered in their biography, while the chance to fill the life of valuable content. Before adult education emerges in this context, the task of promoting educational opportunities, adequate to the needs of people with different levels of education and different skills is necessary to fulfil. The idea of adult education funding from the budget or within the framework of public-private partnerships and the realization of, eg. encounters of

¹² A. Grześkowiak, "Statystyczna analiza aktywności edukacyjnej osób dorosłych w Polsce", *Ekonometria = Econometrics* 2013, vol. 40, no. 2, p. 22–35.



misunderstanding and resistance in the Nordic countries and Germany. However, as shown by numerous examples, investments in education bring measurable benefits provided to ensure high quality of education and relevance of curricula to the needs of society.¹³

Critical aspects of learning throughout life

Such a broad and multifaceted concept cannot, of course, do without criticism; there have been substantiated claims. The weak point is the lack of clarity and uniqueness of the concept of “learning for life”. “All my life” means from birth to death. In fact, the term is often used as a synonym for learning in adulthood. Freedom of its interpretation also opens the field of various political ideas, aimed to use them for the expansion of early the childhood education sector, but rather leads to strikeout the intention of the political-educational guiding concept.

The concept of learning throughout life, focusing on studying people, does not speak about the necessary transformations in educational institutions. It does not provide guidance on how to build bridges between institutions, how to enable learners the flexible use of various types of offers or how to bind content offered by various institutions within the different sectors of the educational system (e.g. Higher education and adult education). Daily practice shows that there is still much to be done.

The debate about learning throughout life is also approached critically from the perspective of the claims regarding its treatment of specific individuals. They have to learn throughout life, construct their way of learning to take care of its effects and they have only themselves to blame for any failure. Due to the negligible public funds to adult education in some parts of Europe, the demands arising from the concept of learning throughout life sound like a moral appeal urging people to do what is right and proper. It fails to address the difficulties and the burdens of continuous efforts in the field of

¹³ S. Parsons, J. Bynner, V. Foudouli, “Measuring basic skills for longitudinal study. The design and development of instruments for use with cohort members in the age 34 follow up in the 1970 British Cohort Study (BCS70)”, in: *Report of the National Research and Development Centre for Adult Literacy and Numeracy*, London 2005, p. 9 ff.

learning, which, especially in the situation of people working, taking care of a family, or living in a difficult economic situation, may require burdensome sacrifices.

Finally, there is a large dose of criticism reproaching the concept of learning throughout life in its market orientation. In terms of content, the concept is strongly focused on the qualifications and skills desired in the labor market and in forming the working abilities of individuals. In a sense, learning is in the process of monopolization. Even informal learning is subordinated to the market. Protests of teachers are barely audible. Bogusław Śliwerski concludes: “The Science of teaching undoubtedly ceased to participate in the modernization of the country and society, either because the authorities are not interested in it, fearing a meritocracy, or scientists themselves are not able to keep up with the diagnosis and explanation of the changes that completely got out of intentional educational influences. Even those who are subjected to it by the educators through animation and evaluation, are often reduced in the diagnosis with a small group of variables.”¹⁴

Despite numerous allegations, the concept of “learning for life” has permanently settled in declarations of political and educational nature. Behind the paradigm of ideas, however, there is a requirement for concrete actions inspired by a far-sighted, forward-looking policy, shaped by the agreement of the social partners and debate with the participation of specialists of different sciences and areas of human activity. The concept cannot be limited to passwords for ideological and theoretical purposes, which are more or less feasible in a changing European society. It is an action plan, urgently awaiting realization, even if only due to the absence of alternative proposals.

BIBLIOGRAPHY

- Aleksander T., *Andragogika*, Instytut Technologii Eksploatacji – Państwowy Instytut Badawczy, Radom – Kraków 2009.
- Bund-Länder-Kommission, *Bildungsgesamtplan*, Stuttgart 1973.
- Suchodolski B., “Wstęp do przekładu”, in: J. Condorcet, *Szkic obrazu postępu ducha ludzkiego poprzez dzieje*, transl. E. Hartleb, PWN, Warszawa 1957.
- Clement W., Edding F. (eds.), *Recurrent education und berufliche Flexibilitätätsforschung*, Duncker & Humblot, Berlin 1979.

¹⁴ B. Śliwerski, *Edukacja (w) polityce. Polityka (w) edukacji*, Kraków 2015, p. 130.



- Dave R.H., *Foundations of Lifelong Education*, UNESCO Institute for Education and Pergamon Press, Oxford 1976.
- Delors J. [et al.], *Edukacja. Jest w niej ukryty skarb*, transl. W. Rabczuk, Wydawnictwo UNESCO, Warszawa 1998.
- Dohmen G., *Das lebenslange Lernen. Leitlinien einer modernen Bildungspolitik*, Bundesministerium für Bildung, Wissenschaft, Forschung u. Technologie, Bonn 1996.
- Faure E., Herrera E., Kaddoura A.R., Lopes H., Pietrowski A.W., Rahnama W., Ward F., *Uczyć się, aby być*, transl. Z. Zakrzewska, PWN, Warszawa 1975.
- Grześkowiak A., "Statystyczna analiza aktywności edukacyjnej osób dorosłych w Polsce", *Ekonometria = Econometrics* 2013, vol. 40, no. 2, p. 22–35.
- Klink C., *Universitäre Bildung in der Öffnung für das Lebenslange Lernen*, WAXMANN, Münster 2000.
- Komisja Europejska, *Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa*, Wyższa Szkoła Pedagogiczna TWP, Warszawa 1997.
- Komisja Wspólnot Europejskich, *Komunikat Komisji Kształcenie dorosłych: Nigdy nie jest za późno na naukę*, Brussels, 23.10.2006, KOM(2006)614, final version, <http://www.grundtvig.org.pl/sites/grundtvig.org.pl/files/ksztalcenie_doroslych_nigdy_nie_jest_za_pozno_na_nauke.pdf>.
- Komisja Wspólnot Europejskich, *Memorandum dotyczące kształcenia ustawicznego*, 2010, <www.sdsiz.pl/.../memorandum_o_ksztalceniu_ustawicznym_2000r.doc>.
- Kraus K., *Lebenslanges Lernen – Karriere einer Leitidee*, Bertelsmann, Bielefeld 2001.
- Parsons S., Bynner J., Foudouli V., "Measuring basic skills for longitudinal study. The design and development of instruments for use with cohort members in the age 34 follow up in the 1970 British Cohort Study (BCS70)", in: *Report of the National Research and Development Centre for Adult Literacy and Numeracy*, University of London, London 2005.
- Śliwerski B., *Edukacja (w) polityce. Polityka (w) edukacji*, Impuls, Kraków 2015.

ADDRESS FOR CORRESPONDENCE:

Ekkehard Nuissl
Technische Universität in Kaiserslautern, Germany
nuissl@umk.pl

Ewa Przybylska
Nicolaus Copernicus University, Torun
Ewa.Przybylska@umk.pl