

19-20 APRILIE

Conferinta internationala „Educatia in viitor”, organizata de Facultatea de Stiinte ale Educatiei din cadrul Universitatii Crestine Dimitrie Cantemir din Bucuresti

2013 April 19 – Plenary Session - speech of Renato Iuti – Academic Coordinator of CTP for adult education in Castelnuovo di Garfagnana (LU) – Italy – Member of the Board of Edaforum, Florence, Italy –



Italy – School, Lifelong Learning – The Present and the Future.

Expression and substance

In final draft of Italian laws, in recent years, is clear distinction between the words Education, Learning (=schooling) and (vocational) Training. **Learning** relates to institutional and academic school. **Education** relates to development of abilities and aptitudes. **Vocational Training** relates to the acquisition of knowledge more suited to the work than cultural speculation.

Current trend

School hours reduced for students, teachers no longer have hours for mentoring and simultaneous presence in the classroom. In the primary school, the word **education** is disappeared to specify subjects: eg. art education, music education, practical education, etc. Hours of learning L2 were reduced. (In the face of European recommendations!) In vocational school practical activities and research groups are drastically cut, while in primary schools the trend shows those activities, better fit for afternoon lessons, disappear replaced by frontal lessons. *On the basis of these distinctions Italian school could gradually dissipate his general educational value.*

Adult education and substance

Using the term "adult education" we mean all the activities organized by the public system and the private system aimed to education, cultural growth, to job training and work addressed to an adult audience.

In Italy, today, this set of activities **involves 6.2%** of the population, a figure very small, less than the most advanced countries of Europe (all over 10%) and far from the European objectives for 2020: **"at least 15% of adults should participate in education and training."** (European Commission, *Progress towards the Lisbon Objectives in Education and Training*, Luxembourg, 2009). (http://www.cedefop.europa.eu/EN/Files/4126_en.pdf)

Policy-makers as economic operators, social representations such as large-scale research agree with economic development, social cohesion, exercise of citizenship are closely associated with **learning throughout life**.

Consequently we argue that adult learning should be encouraged and supported by targeted **public policies** with the dual objective of: - to increase participation, - to ensure the existence of a wide range of learning opportunities.

Spending on public education in the EU: Italy to 21st place.

According to Eurostat, Italy, spending for education amounted to 4.4% of GDP, is located at the 21st place among the EU countries.

The governance of education

In Italy, responsibilities for schooling are maintained by the central government and vocational training policies are assigned to the Regions. No system for the recognition of skills acquired through informal education and the work is still in force. Italy does not have a well defined national school system for adults and continuing education, with own autonomy, own mission and vision.

Despite this in Italy there are undoubtedly occasions and spread opportunities in LLL . Lifelong Lifewide Learning

The CTP, are Permanent Territorial Center for education and training in adulthood; the CTP are not autonomous schools, are assigned as an appendix to some public schools and represent experiences of training offer, formal and non-formal education for adults, adopting teaching methods for adult learning. In 2014, the CTP will be reduced in number and transformed into Provincial Centers for Schooling in adulthood: dedicated to the teaching of Italian language for foreigners and immigrants, assigned to take care of the recovery drop-out, expelled students from school of the morning after sixteen. *They could lose the character of the CTP in which even the reception, informal and non-formal education are the rule.*

The ESF funds are used in training and vocational education in regional and provincial levels, to enable professional courses for qualifications that are identified as strategic for local development.


There are secondary schools with evening classes for adults, but evening classes are not always activated regularly, especially at the expense of peripheral areas.


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However the result is: - only the most educated and professionalized minority of the adult population knows how to seize the opportunities of learning; - people with low educational level and poor of professional qualification, application may be promoted and radically reorganized.

 ISTAT 2008 - Participation in the activities of adult learning	
schooling	% participation
Primary school	<2/100
Medium school	10/100
Secondary school	29/100
Degree	55/100

 ISTAT 2008 - Training on job	
Executives and managers	53%
Employees and technicians	38%
workers	16%

(Vedi: TREELLE quaderno 9 "Il lifelong learning e l'educazione degli adulti in Italia e in Europa, dati confronti e proposte" Genova, dicembre 2010.)
(http://www.cedefop.europa.eu/EN/Files/Gll7_en.pdf)

The future needs a renewed attention.

Who attend to lifelong learning agrees it's not enough to continue and train students and adults in a repertoire of ready-made knowledge conveyed in a way far enough from flexibility necessary in the experience of social and working life. The competence-based approach to teaching place emphasis on **what learners are able to act** after teaching and learning process. Browsing in Common European Framework "The learner's different competences are closely related to individual characteristics of a cognitive, affective and linguistic nature which need to be taken in to account in establishing the potential difficulty of a given task for a particular learner". (Common European Framework of references of language ... 7.3.1.) Teachers expert in their area of specialization, are really competent when they sum up together understanding of their students and their social, emotional and intellectual needs.

In the field of lifelong learning important and lively, there is the presence of cultural associations that spend a lot of energy in activities of adult education, in connecting generation paths.

From Italy, involved in Congenial Project are: AIDEA from La Spezia, EdaForum from Florence.

EdaForum (EF) stands for Permanent Forum for the Adult Education. It was founded as a non-profit organization in the year 2000. It aims to create a network of ongoing adult education related initiatives and activities in Italy and build an open space for continuous dialogue among all relevant actors. EF organizes each year the Festival of knowledge in Firenze, sponsored by local authorities.

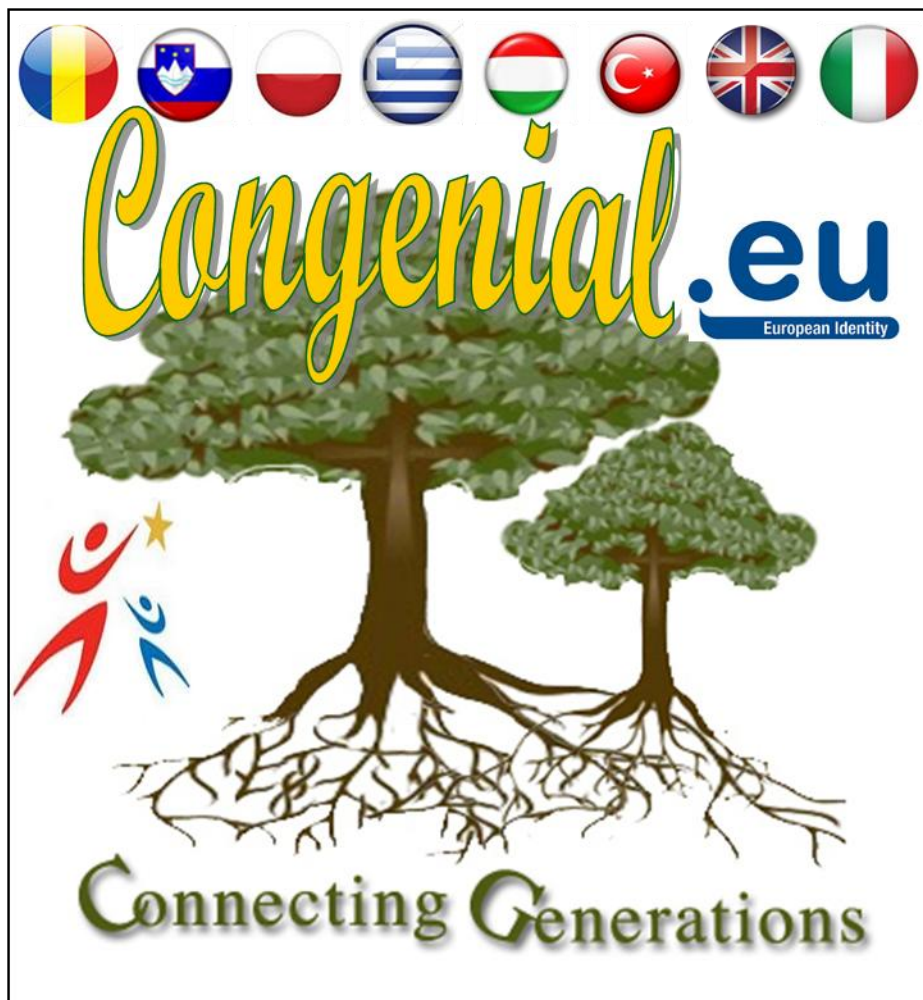
A.I.D.E.A. from La Spezia is legally recognized by Region Liguria, Decree 11 August 2010, n.2271, member of UNIEDA (Italian Union for Adult Education). It promotes lifelong learning and the principle of education for all, at every stage of life. It was established in 1998 as a section of national AIDEA and became fully autonomous in the year 2000



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