



<http://www.lifewideeducation.uk/>



<http://www.iafl.org/>

'Lifewide Learning & Education Day' #lifewidelearning APRIL 13th 2017

The purpose of this global event is to draw attention to, and raise awareness of, the meaning, relevance and significance of the idea and practices of lifewide learning and education in a modern world. On this day we encourage you to share an example of your learning, creativity or other achievement in any aspect of your life on our Google+ Forums and join us in an asynchronous conversation about the importance of lifewide learning and education on these platforms.

Our two Google+ Forums

[Lifewide Education](#) & [International Association for Lifewide Learning](#)

These small contributions to the collective development of mankind, will be brought together in a special issue of [Lifewide Magazine](#) whose purpose is to raise awareness of the fact that we learn, develop and achieve through every part of our life, and who we are and who we become is the result of interpreting and integrating these experiences and the learning we have gained.

This global event is being encouraged and facilitated by Lifewide Education and the International Association for Lifewide Learning. These organisations advocate, encourage and support a lifewide approach to learning, education, personal development, creativity and achievement.

What sort of things might for part of our celebration?

This is the very first year Lifewide Learning & Education Day and **we welcome all ideas on how we might raise awareness of the relevance and significance of lifewide learning and education in the modern world.**

Schools, colleges and universities

Might engage in celebratory activities that encourage students to think about all the different things they are learning in each part of their life.

Other people

Learning is an essential part of everyday life yet we often don't pause to think about it. So we are asking that on Lifewide Learning and Education Day we all pause and reflect on what this means

in the different contexts of our lives and ponder on how this learning shapes us a person. Typical contexts include family, work, hobbies and other leisure activities, voluntary work, travel, playing sport and any number of things that we do.

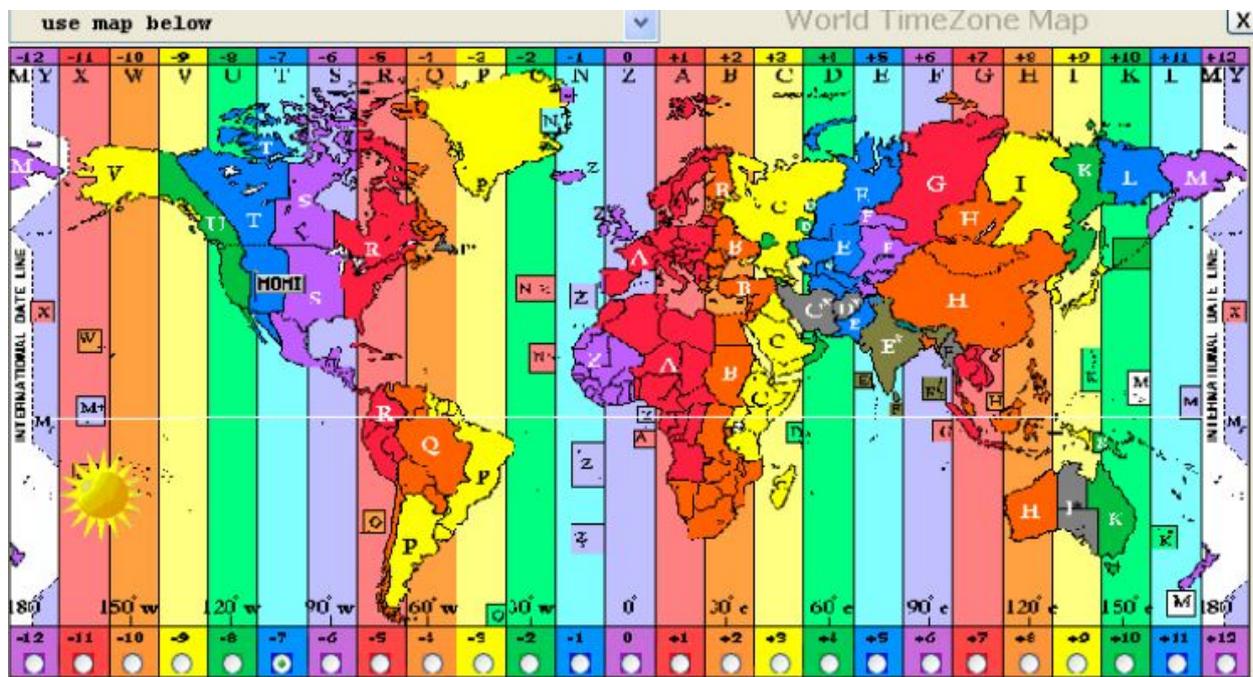
If you would like to share your story with others who are also thinking about this, please go on line and visit either of our two forums and make a post (its just like face book). If you can share a picture that captures what you have been doing, what you have learnt or what you have accomplished, even better. After the day we will collate all the stories that have been shared and produce a special issue of Lifewide Magazine which is published under a creative commons licence and is free to download.



April 13th On-line Conversation

On April 13th we will facilitate an open conversation on the [Lifewide Education & International Association for Lifewide Learning](#) Google+ websites around a question like 'what is the meaning, value and relevance of lifewide learning and education in a modern world?' We will also share ideas using Twitter #Lifewidelearning

These open, on-line forums that can be accessed from anywhere in the world at any time. The conversation will begin on the evening of April 12th and finish on the morning of April 14th to accommodate all the time zones of the world. Our hope is that we can truly make this a meaningful global event.



Why April 13th?

This date is chosen in commemoration of Eduard Lindeman a visionary adult educator who died on April 13th 1953. Lindeman believed that education is not bound by classrooms and formal **curricula**. Rather it involves a concern for the educational possibilities of everyday life; non-vocational ideals; situations not subjects; and people's experience. He viewed education as life. *The whole of life is learning, therefore*

education can have no ending. Lindeman felt our academic system to be in reverse order with subjects and teachers constituting the starting point and students secondary. In conventional education the student is required to adjust to an established curriculum; in adult education the curriculum is built around the students' needs and interests. He believed:

- Education should be coterminous with life
- It should revolve around non-academic and non-vocational ideas
- It should start with the lives of the learners
- It should look to the learner's own experience as its most valuable resource

In the opening chapter of his book 'The Meaning of Adult Education' published in 1926 he wrote².

A fresh hope is astir. From many quarters comes the call to a new kind of education with its initial assumption affirming that *education is life* - not merely preparation for an unknown kind of future living. Consequently all static concepts of education which relegate the learning process to the period of youth are abandoned. The whole of life is learning, therefore education can have no endings. This new venture is called *adult education* not because it is confined to adults but because adulthood, maturity, defines its limits...

Secondly, education conceived as a process coterminous with life revolves about *non-vocational* ideals. In this world of specialists every one will of necessity learn to do his work, and if education of any variety can assist in this and in the further end of helping the worker to see the meaning of his labour, it will be education of a high order. But adult education more accurately defined begins where vocational education leaves off. Its purpose is to put meaning into the whole of life.

Thirdly, the approach to adult education will be via the route of *situations*, not subjects. Our academic system has grown in reverse order; subjects and teachers constitute the starting-point, students are secondary. In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests. Every adult person finds himself in specific situations with respect to his work, his recreation, his family-life, his community-life et cetera - situations which call for adjustments. Adult education begins at this point. Subject matter is brought into the situation, is put to work, when needed. Texts and teachers play a new and secondary rôle in this type of education; they must give way to the primary importance of the learner... The situation-approach to education means that the learning process is at the outset given a setting of reality. Intelligence performs its functions in relation to actualities, not abstractions.

In the fourth place, the resource of highest value in adult education is the *learner's experience*. If education is life, then life is also education. Too much of learning consists of vicarious substitution of some one else's experience and knowledge. Psychology is teaching us, however, that we learn what we do, and that therefore all genuine education will keep doing and thinking together.

The vision that Lindeman gave the world in 1926 is a vision that is even more relevant for the 21st century and for the movements around the world that recognise the value and wisdom in his thoughts and words.

Sources

1) https://en.wikipedia.org/wiki/Eduard_C._Lindeman

2) <http://infed.org/mobi/eduard-c-lindeman-and-the-meaning-of-adult-education/>

3) Photo of Lindeman

<http://uncghistory.blogspot.co.uk/2015/09/eduard-lindeman-julius-foust-and-ku.html>