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THE VARCO PROJECT

THE LLL TODAY IN ITALY, its EVOLUTION AND THE NEW STRATEGIES

INTRODUCTION

During the 60's, a discussion of permanent education as an educational opportunity against illiteracy began on an international level.

The LENGRAND report and the FAURE' report, "Apprendere à être" known in Italy as the Strategies for Education Report were analyzed by the educational policies of national states to underline the operative and cultural strategies for permanent education.

In 1996-97 with the communication from the European Commission, the strategy was confirmed by the European Union to favour formation for everyone, with an end of promoting personal development and active inserting of citizens. The publication of the MEMORANDUM on education and permanent formation is a response to the need to create an economy and a society based on knowledge and to find the right conditions for new and full occupational levels in the working world.

LLL IN ITALY

In Europe during the past years a model was created that gives importance to learning, an immovable condition to work and live in a knowledgeable society that favours development of diverse formative systems.

A decree from the Ministry of Public Education, n.455 Education during adult life- Instruction and Formation, dated 29th of July 1997, gives the possibility for growth.

Permanent territorial centres CTP, centres that examine and activate instruction and formation initiatives, the gathering and diffusion of documentation to create agreements, understandings and conventions with institutions and agencies that operate with these initiatives for adult education.

The CTP organize formation with courses that have the main goal of attaining certification, elementary and high school licences, and courses that release certificates of courses followed.

Factors that have accelerated the evolution of LLL in the recent years are characterised by: new technology for information and knowledge, new techno dynamics- organizational for company systems, new concentration of instruction and formation as an answer to the risks of isolation that touch particular social categories, that even today such categories have a strong presence in our country.

For the realization and surpassing of these problems, there are 3 levels of organization activated on an institutional level: A national level- A regional level- A local level.

The Ministry for University Education and Research, The Ministry for Labour and Welfare communicate between themselves with a strategic goal to recognize the possible resources, the possibility of activation for these formative standards, the monitoring and valuation of such initiatives.

The regional commission which is composed of Local Institutions from the Regional Educational Department and the social partners has the function of programming the integrated formative offer in order to realize the formative activities on the territory and activate the available resources.

The provinces, municipalities and mountain communities carry out various competences with the local commissions such as the operative notch for the programming for formative courses and adult education on their proper territory organizing the activities on a regional level.

STRONG POINTS AND CRITICAL POINTS OF LLL IN ITALY

-The single formative activities are appreciated such as courses and seminars but certain tiredness is noticed towards the classroom and towards the repetitive rhythm of courses and seminars.

-Demand for LLL is continuous; this makes us understand the strong and growing demand for formation, even though it has difficulty taking off.

-In Italy the Faculty of Educational Science is created

-In companies there is an increase in disregard for traditional courses and seminars

-In organizations, formation is penalized with regards to the amount of time dedicated, number of people, and economic budget

-Formative tutors have difficulty in identifying their role and proper functions.

THE RESEARCH FOR NEW EQUILIBRIUM

In Italy, formative courses done at a distance (e-learning), in their complexity are starting to become is called "third generation". An ever growing number of universities and institutes for formative education at a national and international level are appreciated above all in the category that offering courses on the internet concentrated on adult users. Formative courses on the internet offer contents that present many difficulties; there is a need to create mixed approaches that are present/distant and of course there is the need to have a tutor present on the internet that has didactic formative capacities.

The models that have been experimented until now will evolve thanks to the availability of new technology, such as video communication or virtual reality, which at the moment are not completely available due to elevated costs. According to Trentin (1999), we should orient ourselves to the solution of problems that can be an obstacle for the diffusion of various models, so that formative courses done at a distance can enter in every working context to be able to give new possibilities and new opportunities to each individual.

