



# Lifelong Learning and the Agenda 2030

## Perspectives and Challenges

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# Transforming our world: 2030 Agenda for Sustainable Development



## SDGs

- Adopted by the United Nations General Assembly on 25 September 2015
- Action Plan from 2015 to 2030, for people, the planet and prosperity
- 17 Sustainable Development Goals and 169 targets



2000

Millennium Development Goals (MDGs)

2015

Sustainable Development Goals (SDGs)

2030

and Education For All (EFA) Goals

# Sustainable development

## SUSTAINABLE DEVELOPMENT GOALS



### Definition

- Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- Calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet.

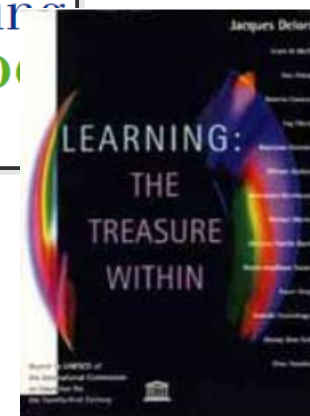
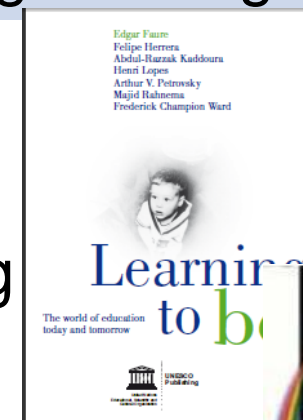
### Core Elements

- **Economic growth**
  - **Social inclusion**
  - **Environmental protection**
- For sustainable development to be achieved, it is crucial to harmonize three core elements.
  - These elements are interconnected and all are crucial for the well-being of individuals and societies.

# Lifelong Learning as a driver for sustainable development

The concept of lifelong learning stretches back thousands of years in many cultures. Since the early 1970s, international organizations such as UNESCO, the Organisation for Economic Co-operation and Development (OECD), the European Union and the World Bank have been the main proponents of lifelong learning.

- UNESCO's *Learning to Be* report (1972) followed a strong humanistic vision, advocating 'lifelong education' as the master concept for educational policies in both developed and developing countries
- UNESCO's publication *Learning: The Treasure Within* (1996) argued that lifelong learning rests on four pillars – 'learning to be', 'learning to know', 'learning to do' and 'learning to live together' and demonstrates an emphasis on human capital and employability



# Core concept of lifelong learning

UIL proposes the following working definition of lifelong learning:

all ages

all contexts

all modalities

Rooted in the integration of learning and living. It covers learning activities for people of all ages (children, young people, adults, older people, girls and boys, women and men) in all life-wide contexts (families, schools, communities, workplaces, etc.) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. (UNESCO, 2015)



# Education 2030: Incheon Declaration and Framework for Action

**4** QUALITY  
EDUCATION



**SUSTAINABLE  
DEVELOPMENT  
GOALS**

The 2030 Agenda for Sustainable Development

- Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

## Incheon Declaration

**Education 2030:  
Towards inclusive and  
equitable quality education and  
lifelong learning for all**



# SDG4: Targets



**4.1** By 2030, ensure that all girls and boys complete **free, equitable and quality primary and secondary education** leading to relevant and effective learning outcomes



**4.2** By 2030, ensure that all girls and boys have access to **quality early childhood development, care and pre-primary education** so that they are ready for primary education



**4.3** By 2030, ensure equal access for all women and men to **affordable and quality technical, vocational and tertiary education, including university**



**4.4** By 2030, substantially increase the number of youth and adults who have **relevant skills, including technical and vocational skills**, for employment, decent jobs and entrepreneurship



**4.5** By 2030, **eliminate gender disparities in education** and ensure equal access to all levels of education and vocational training for the **vulnerable**, including persons with disabilities, indigenous peoples and children in vulnerable situations



**4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve **literacy and numeracy**



**4.7** By 2030, ensure that all learners acquire the **knowledge and skills needed to promote sustainable development**, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

# Lifelong learning in the new education agenda

## Education 2030: Towards inclusive and equitable quality education and lifelong learning for all

4 QUALITY EDUCATION



Education is a fundamental human right and an enabling right

Education is a public good

Gender equality

**Lifelong Learning** has been reaffirmed as a strategic approach for achieving SDG 4.

Yet, lifelong Learning is not mentioned in any of the seven targets and three means of implementation of SDG 4, and there is **no operational definition of lifelong learning to guide global action.**



# Five core messages of the 2030 Framework for Action

## Education 2030: Towards inclusive and equitable quality education and lifelong learning for all



World  
Education  
Forum 2015

- All people, especially those in vulnerable situations, should have access to lifelong learning opportunities.
- Developing policies and strategies for lifelong learning for all requires cross-sector approaches and strong partnerships.
- Multiple and flexible learning pathways and entry points must be provided at all ages and all educational levels.
- Learning spaces and environments for lifelong learning must be made widely available.
- Lifelong learning must harness the immense potential of modern learning technologies.

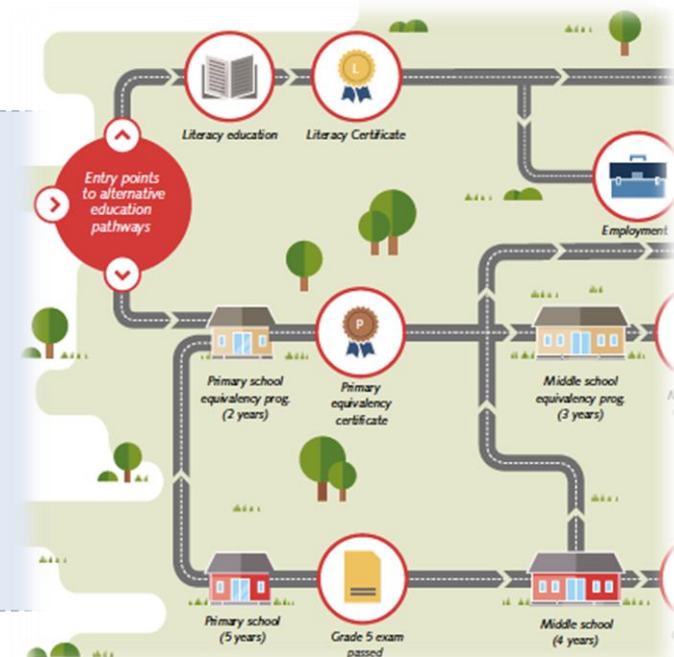
# Five core messages of the 2030 Framework for Action

**All people, especially those in vulnerable situations, should have access to lifelong learning opportunities.**

- lifelong learning extends beyond formal education to include non-formal and informal learning
- provide opportunities to achieve literacy and numeracy proficiency, acquire relevant and recognized skills for life and decent work

## Alternative Education in Myanmar

- Alternative Education responds to 2.1 million out-of-school children and adolescents as well as 3.5 million adults with low levels of functional literacy
- 3 strategies for alternative education: strengthening coordination and management; expanding access; and enhancing quality
- 4 programmes: primary school equivalency; middle school equivalency; a National Youth Education Certificate; and adult literacy



# Five core messages of the 2030 Framework for Action

## **Developing policies and strategies for lifelong learning for all requires cross-sector approaches and strong partnerships.**

- The process of moving from an education system to a learning society demands the creation of a lifelong learning infrastructure which cultivates and embraces new learning providers, from the public, business and NGO sectors, and a strong coalition of government and other learning providers.

## **Teacher Development Programme through e-Learning in the Philippines**



- The Programme is a continuing professional development project for elementary & secondary school teachers in Mauban Municipality
- Elaborate strategic cooperation between university, industry and government enables the project to mobilize resources effectively, achieving the objectives of the initiative and maintaining sustainability.
- Involved partners: the Open University of the Philippines (coordinating institution); municipal administration; Philippine Long Distance Telephone Company and the Quezon Power (both private)

# Five core messages of the 2030 Framework for Action

## **Multiple and flexible learning pathways and entry points must be provided at all ages and all educational levels.**

As many learning opportunities are provided by the non-formal and informal sector, the recognition, validation and accreditation of knowledge, skills and competencies acquired through non-formal and informal learning (RVA) is a key component of creating sustainable Lifelong Learning systems.

### **Skills recognition in Namibia**

- Policies on recognition of prior learning have been implemented by the Government of Namibia to bridge the gap between various forms of learning and help many people who acquired new knowledge and skills in the non-formal setting to validate their learning results.
- The Namibian College of Open Learning introduced their own strategies and criteria for assessing and recognizing the prior learning experiences of the prospective students. Numerous students benefited from the institutional evaluation of prior learning and, based on the results of the evaluation, were admitted to the formal studies.



# Five core messages of the 2030 Framework for Action

## Learning spaces and environments for lifelong learning must be made widely available.

Such learning spaces and environments include community learning centres, learning cities and regions, as well as public spaces such as parks, museums, etc.

## Potential of Learning Cities



- The city of Suwon, Republic of Korea, has a wide network of learning facilities, freely available to its citizens. This network aims to provide access to a learning space for every resident within five minutes' walk and at almost any hour.
- An online lifelong learning portal ensures that citizens can readily acquire information about learning opportunities. Lifelong Learning e-Classes (a system of Massive Open Online Courses, offering more than 900 lectures) allow anyone resident in Suwon to attend online lectures free of charge.



# Five core messages of the 2030 Framework for Action

## **Lifelong learning must harness the immense potential of modern learning technologies.**

Lifelong learning seeks to enable all learners to use these technologies for learning and self-empowerment. Governments must therefore develop policies that encourage the use of ICTs in learning.

## **Germany's Digital Agenda**

- The Digital Agenda (2014-2017) aims to shape the digital transformation and seize its opportunities to strengthen Germany's role as an innovative and highly productive economy – ensuring all citizens benefit from it. It seeks to enhance and implement digital media opportunities to deliver high-quality education, from early childhood education, to vocational and higher education.
- Core strategies, related to education: “Educational Campaign for the Digital Knowledge Society” (2016) , “Digital Media in Vocational Education and Training” support programme (2015), Open Access Strategy (2016)





# Challenges and perspectives

- There is a lack of **workable policies and strategies** on the national level.
- **Lifelong learning needs to be contextualized.**
- The value of **stakeholder involvement** needs to be acknowledged.
- **Monitoring and assessment systems** with indicators need to be established to evaluate the process and outcomes of lifelong learning.
- **Youth participation** in lifelong learning needs to be increased.
- There is a need to establish frameworks and practices for the **recognition, validation and accreditation of the outcome of all forms of learning.**



## Thank you

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# The relevance of Lifelong Learning today

Lifelong learning is becoming more and more relevant in today's increasingly interconnected and fast-changing world. The exponential growth in and changing nature of information in the digital age, demographic shifts and increased mobility, unsustainable patterns of consumption and production are all underlining the relevance of lifelong learning as the conceptual framework and organizing principle of all forms of education in the twenty-first century (UIL, 2010).

# Lifelong learning policies in Member States

The *UIL Collection of Lifelong Learning Policies and Strategies* demonstrates the diverse ways in which lifelong learning is defined and conceptualized across countries and regions.

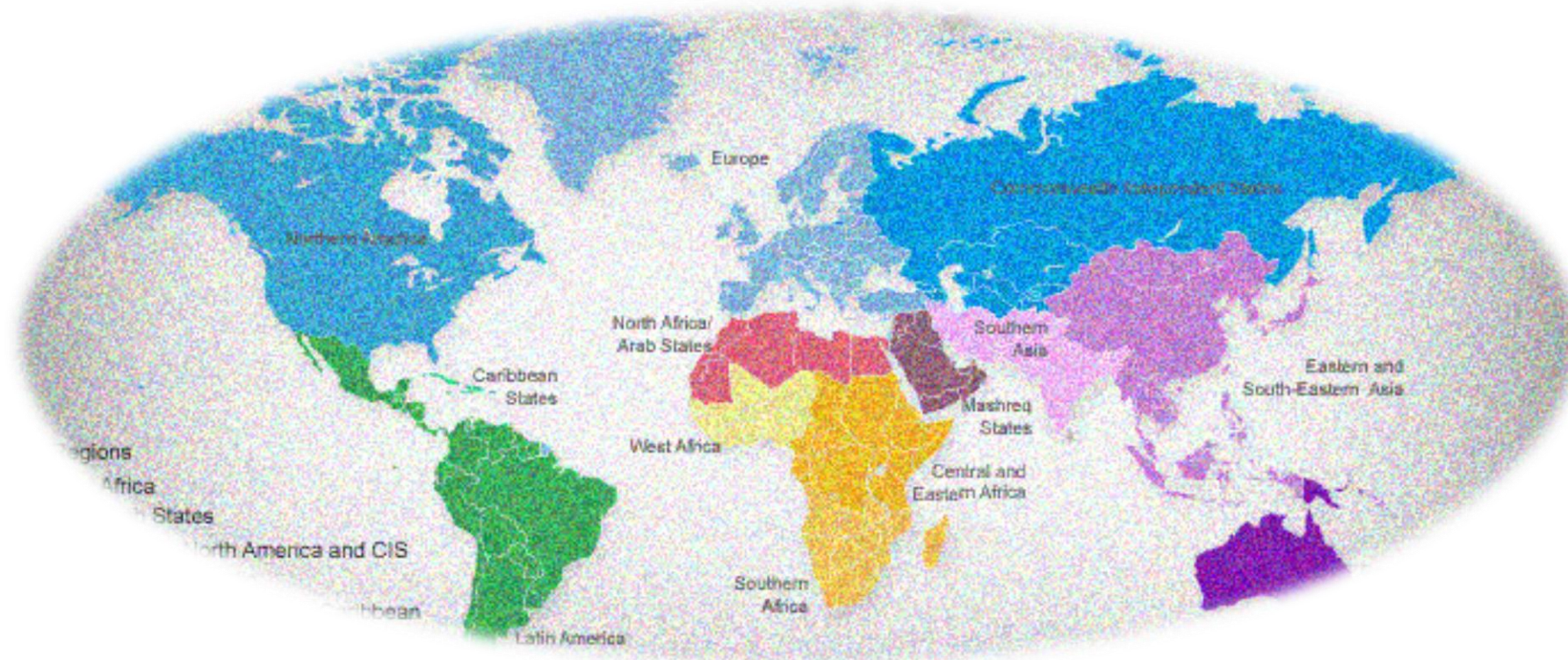


- In some countries, lifelong learning is integrated into all stages of the education system, but also across sectors, addressing people of all ages and creating links between different levels of learning to ensure openness and flexibility of educational pathways (Check Republic, Finland, etc.).
- Other countries focus on certain life phases, modalities of learning and topics. Their policies are more oriented to non-formal and informal learning and probably not so inclusive as the previous ones (Asia Pacific and LAC).
- There are good examples also in other regions (Africa and Arab States) that even if the term 'lifelong learning' is not explicitly mentioned in their policy, the strategy is based on a philosophy that values education and training as key contributing factors to sound economic, social, political and cultural advancement.



Most Member States are implementing lifelong learning through illustrative initiatives. Some general modes of implementation that have become very valuable on the five UNESCO regions are the following:

- **RVA of non-formal and informal learning**
- **Local actions: e.g., community learning centers, learning cities**
- **Usage of modern learning technologies**





# Monitoring lifelong learning: initiatives and challenges



Developing monitoring and measuring mechanisms for lifelong learning is an indispensable part of operationalizing lifelong learning. Some efforts to measure lifelong learning have been developed but not sustainable.

**Without reliable data it would be difficult to evaluate specific outcomes and results.**

In order to collect reliable data, greater efforts must be made for collection of

- country-level data on the conditions fostering LLL – such as diversity and quality of providers;
- the nature of programmes (including family and community learning); and
- target audiences and financing, especially in the non-formal sector – and seek out sources of funding.

The efforts

- should not be limited to enrolment rates but to learning outcomes; and
- should also be crucial to learn about monitoring efforts and data collected by other organisations and sectors (e.g. health, environment, employment, and civil society) related to lifelong learning.

