

A Global Perspective of Lifelong Learning

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Lifelong Learning – the concept

- Learning from cradle to grave, from pre-school to post-university
- Integrating formal, non-formal and informal learning
- School education, workplace learning, family learning, citizenship education. From internet and museums, to further education and learning cities
- A holistic, inter-disciplinary and inter-sectoral perspective
- Adult Learning and Education – ALE, is the biggest part of lifelong learning

A country perspective

- The Global Report on Adult Learning and Education – GRALE
- 2009 on State of the Art, 2013 on Literacy, 2016 on Health, Employability, and Community, 2019 on Participation, and 2022 on Citizenship Education
- Data from 154 countries

An international perspective:

From the right to education to the right to lifelong learning

- 1946 UN Human right to education
- 2015 Agenda 2030, SDG 4 for education and lifelong learning
- 2015 Education 2030 Framework for Action. Education and lifelong learning needed in all 17 SDGs to achieve goals and targets. The big jump from Education for All
- 2015 UNESCO Recommendation on Adult Learning and Education – RALE. The importance of international partnerships
- 2018 ILO calling for universal entitlement to lifelong learning
- 2022 CONFINTEA VII – Lifelong Learning as a Human Right

Global trends and lifelong learning

- 4th Industrial Revolution - The World Economic Forum 2016. Artificial intelligence, robotics, automation, and big data, lead to disruption in all industries, which calls for reskilling and upskilling at all levels.
- Digitalisation and greening – ILO 2019
- Automation consequences in Australia – McKinsey 2019
- Population ageing, greening, digitalization – the need for future-ready adult learning systems – OECD 2019

Transversal skills – 21st Century skills

- Critical thinking, innovation, creativity, media and information skills, entrepreneurship, risk-taking, global citizenship, curiosity, initiative, self-control, adaptability, perseverance, resilience,, leadership, social and cultural awareness, cope with change, learn to learn.
- Skills and competences are also developed in family, community and workplace
- Integrating formal, non-formal and informal learning with a special focus on sustainable development
- Partnerships: government, private sector, NGOs, to enhance the content of education programmes, improve information and guidance counselling, distance education, create smooth pathways between sub-sectors of education, inclusion of vulnerable groups, and use the network of learning cities.
- Integrate development of transversal skills into all curricula at all levels in formal, non-formal and informal learning settings.
- Align TVET curricula so they match the demands of the labour market.
- Develop RVA, QA, and a programme for training of adult educators.

Some references

- ASEM Action Plan for LLL 2022-30, ASEM Education Secretariat 2021
- The Changing nature of work. World Bank 2019
- Working for a brighter future, Commission on the future of work, ILO 2019
- A Review of Entitlement Systems for lifelong learning, International Labour Organisation 2020
- OECD Skills Outlook 2021: Learning for Life
- African Union, Asian Development Bank, EU Commission, UNESCO Regional Office for Arab States, Mercosur, etc, etc.