



How Lifelong Learning Shapes Sustainable Development

Prepared for the International Seminar on Empowering Community Learning Centers in Enhancing Learning Society through Education for Sustainable Development (Jakarta, Indonesia, 2 – 5 September 2014)



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Mission:

To promote the recognition of and create the conditions for the exercise of the right to education and learning



Mandate:

Lifelong Learning with a focus on adult and continuing education, literacy and non-formal basic education

Activities: uil.unesco.org



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Outline

1. Defining concepts

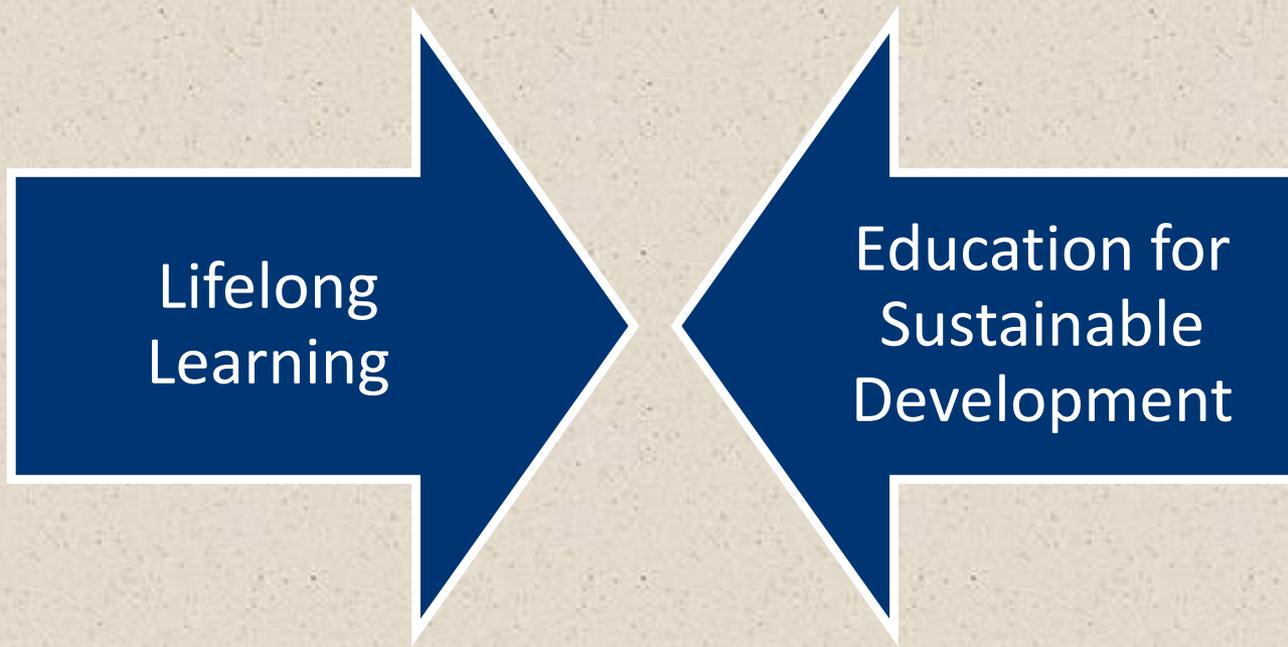
2. Practical tools



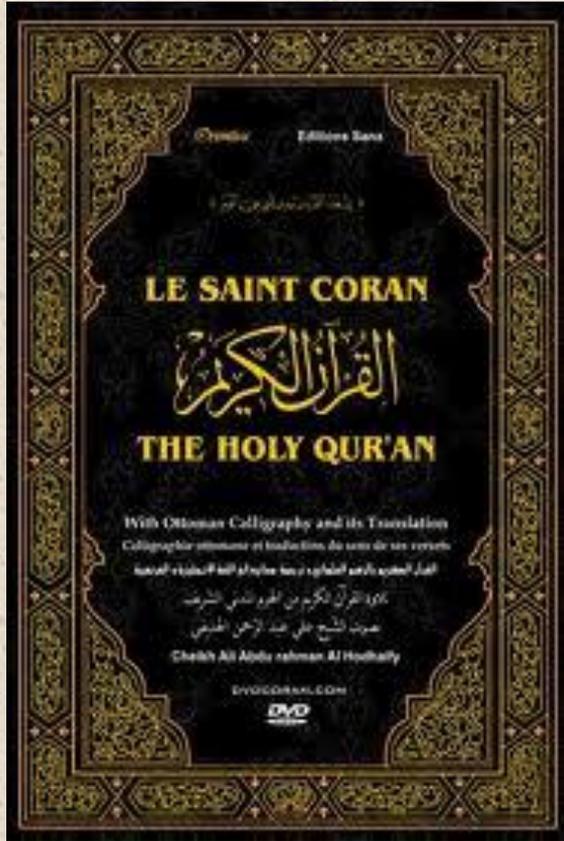
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1 Defining CONCEPTS



Islam philosophy of lifelong learning



There are about eight hundred references in the Holy “Quran” where a great stress is placed upon the acquisition of knowledge.

Islam’s concept of lifelong learning is again based upon the fact that human beings continue to learn in every phase of their life.

One of the saying of the Prophet translates “Seek knowledge from cradle to grave”.

Basharat, Iqbal and Bibi, 2011



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Plato's philosophy of lifelong learning (428/427 BC – 348/347 BC)



Children enter school at six where they first learn the three Rs (reading, writing and arithmetic).

Then engage with music and sports.

At eighteen they are to undergo military and physical training; at 21 they enter higher studies; at 30 they begin to study philosophy and serve the *polis* in the army or civil service.

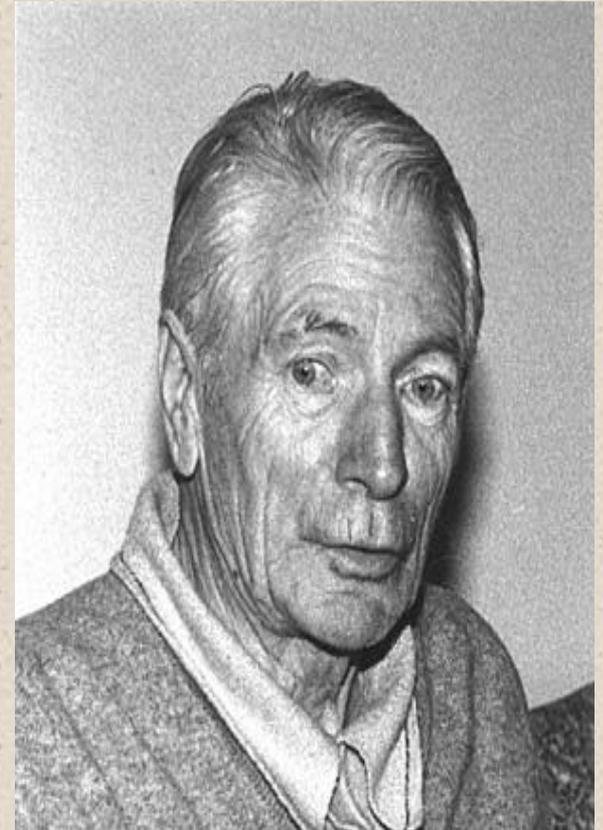
At 50 they are ready to rule.



UNESCO and lifelong learning

From the late 1960s, UNESCO played an important role in laying the foundations for lifelong education as organising principle of education.

In 1970, Paul Lengrand, a staff of UNESCO, published *An Introduction to Lifelong Education*.



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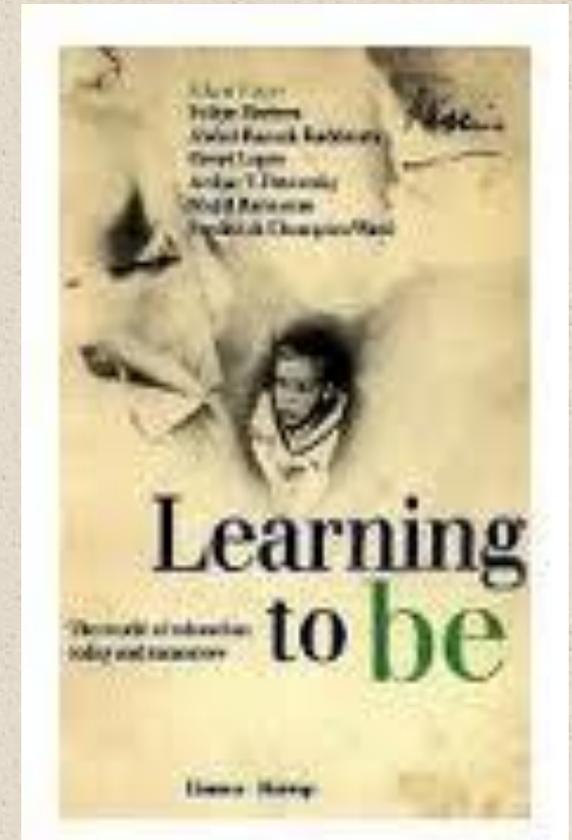


The Faure Report (1972)

Learning to Be: The World of Education Today and Tomorrow

Appealed to UNESCO Member States to re-organise their educational structures on two basic premises:

- All agencies become providers of education
- All citizens be engaged in learning, taking full advantages of the opportunities provided by the learning society



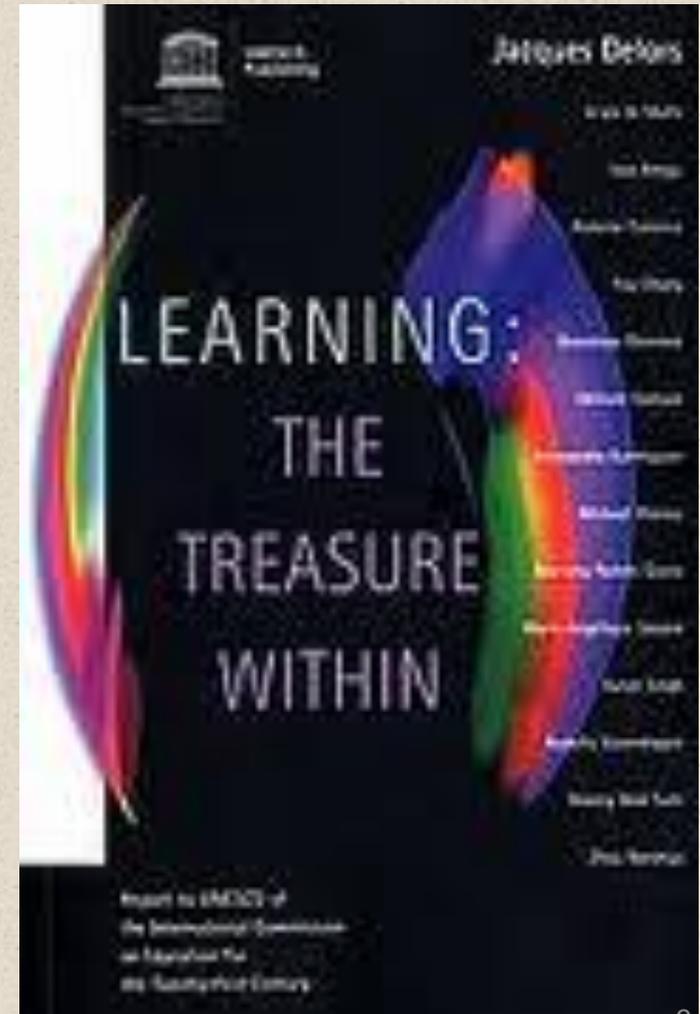
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Learning: The Treasure Within (Delors et al, 1996)

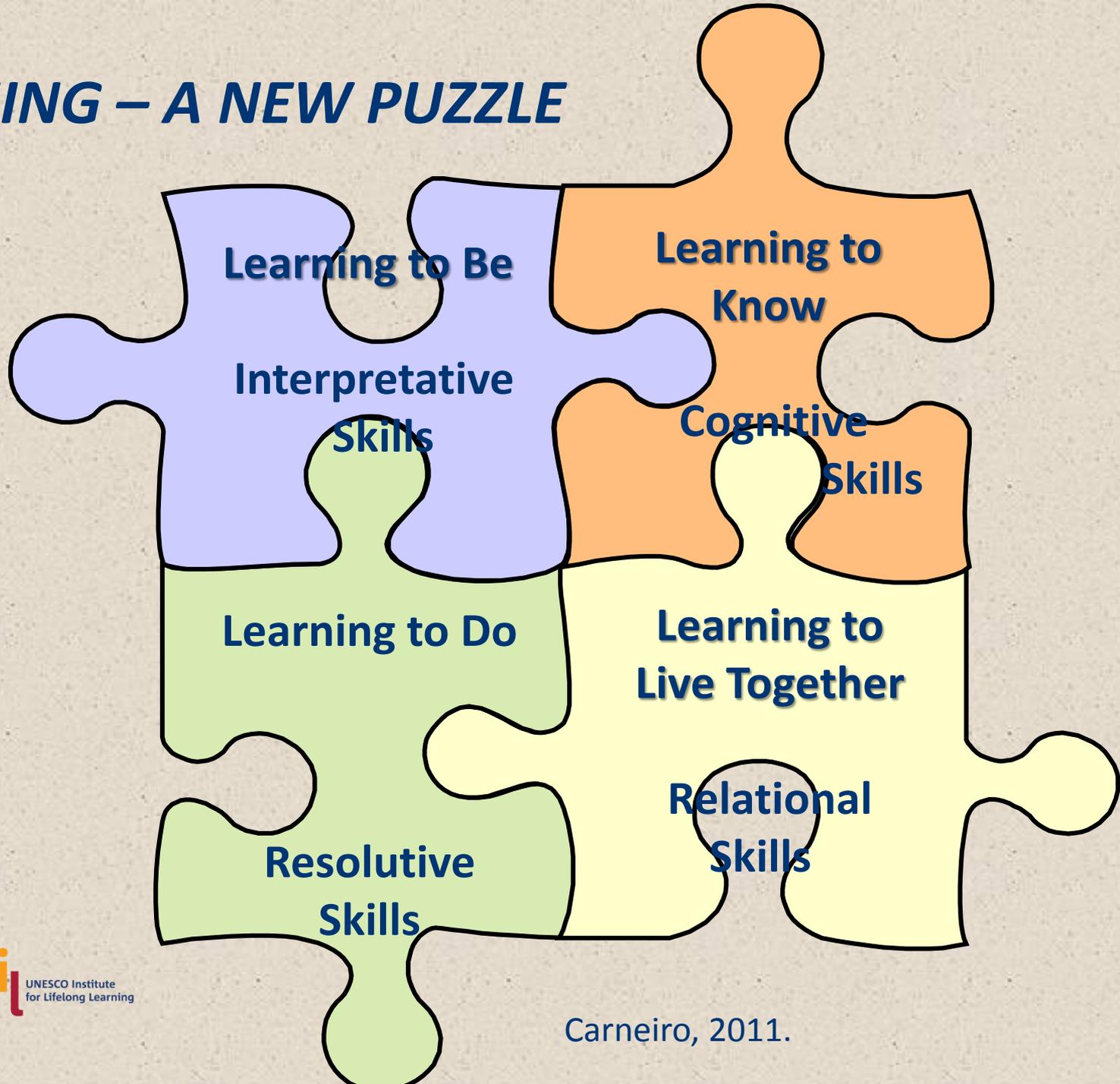
“A key to the twenty-first century, learning throughout life will be essential, for adapting to the evolving requirements of the labour market and for better mastery of the changing time-frames and rhythms of individual’s existence” (Delors Report, 1996, p. vi)



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LEARNING – A NEW PUZZLE



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Carneiro, 2011.

Working definition of Lifelong Learning

In essence, lifelong learning is founded in the **integration of learning and living...**

- covering learning activities for people **of all ages** (children, young people, adults and elderly, whether girls or boys, women or men)
- in all **life-wide contexts** (family, school, community, workplace and so on) and
- through a **variety of modalities** (formal, non-formal and informal)

...that together meet a **wide range of learning needs and demands.**



LIFELONG

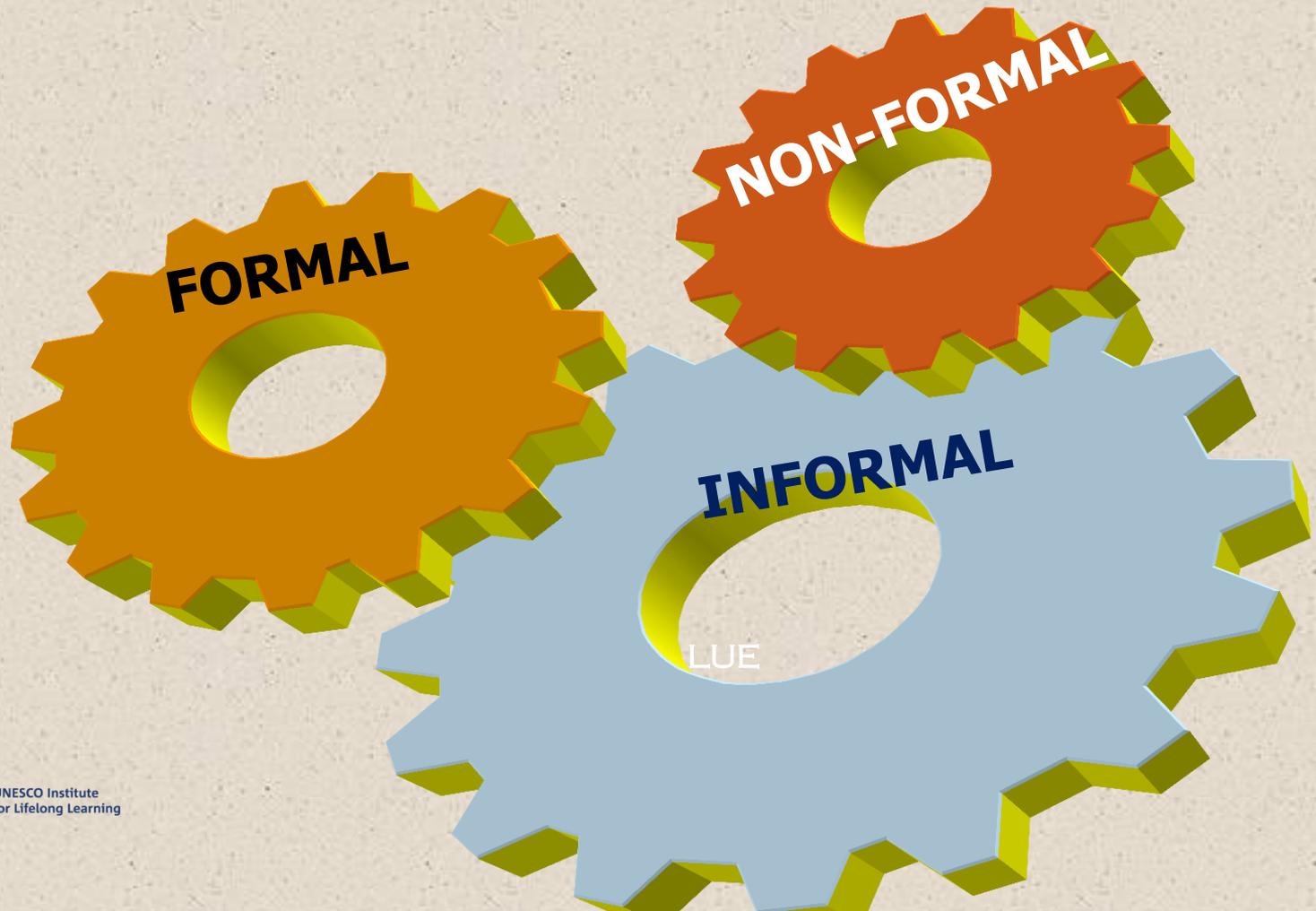
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LIFEWIDE

LEARNING



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Lifelong learning address three broad development goals:

- (1) Personal and cultural development** – helping individuals to make sense and meaning of the world and achieve spiritual wealth;
- (2) Social and community development** – enabling individuals to become active citizens and participate fully in society; and
- (3) Professional development and sustainable employability** – equipping individuals to work productively, achieve job satisfaction, material well-being and economic security.



Education systems that promote lifelong learning

- ✓ adopt a holistic and sector-wide approach
- ✓ involve all sub-sectors and levels
- ✓ ensure the provision of learning opportunities for all individuals.



Concept of Sustainable Development



- Meets the needs of the present without compromising the ability of **future generations** to meet their own needs. New term but old practices.
- Fights against poverty, human rights, gender equality, human rights, education for all, health, human security, intercultural dialogue...



Education for Sustainable Development (ESD)

- Empowers learners to change their behaviour.
- Helps acquire values, skills and knowledge necessary to build sustainable development.
- Informs citizens who can move the sustainable development agenda forward.



Education for Sustainable Development: Key principles and definitions



Education today must prepare learners to contribute to sustainable development.



Issues like climate change, biodiversity or poverty should be integrated into teaching and learning.



Teaching and learning should be designed in an interactive, learner-centred way.



ESD activates learners and promotes critical thinking, collaborative decision-making, responsibility for present and future generations, etc.



ESD enables learners to transform themselves and society.

Main findings of the 2012 report on UN DESD: Shaping the Education of Tomorrow

- ESD: a means to renew education, teaching and learning.
- ESD: potential umbrella of education approaches focused on the wellbeing of the planet and people.
- The 'E' in ESD is interpreted in different ways.
- Boundaries between schools, universities, communities and the private sector are dissolving in many countries.
- Interest is growing in 'whole institution approaches' or 'whole system approaches' to ESD and SD.



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Lifelong learning and ESD

LLL promotes well-being at all three areas of sustainable development:

- **Economic** (e.g.: poverty, urbanization rural development, food security etc.)
- **Social** (e.g.: good governance, gender equity, health, access to education, human rights etc.)
- **Environmental** (climate change, natural disasters, biodiversity, fresh water, pollution etc.)



Overall Education Goal post-2015

**Global Education for All
Meeting
(Oman, May 2014)**

**“Ensure equitable and
inclusive **quality education**
and **lifelong learning** for all
by 2030”**

**Open Working Group for
Sustainable Development
Goals
(June 2014)**

“Provide **quality education and
life-long learning opportunities
for all”**

2 Practical tools by UNESCO



**Quality improvement in
learning and education**



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Global Action Programme on ESD (GAP)

To mobilize education and learning to accelerate progress towards sustainable development.

a. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development.

b. Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development.

Global Action Programme on ESD (GAP)

Priority action areas



Network

UNESCO

Global

Network of

Learning

Cities



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21-23 October 2013, Beijing, China

International Conference on Learning Cities

Lifelong learning for all: Inclusion,
prosperity and sustainability in cities



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International Conference
on Learning Cities
Beijing - 2013



Objectives of the GNLC

To create a global platform to mobilise cities/local municipalities and demonstrate how to effectively use their resources in every sector to develop and enrich all their human potential.

More specifically, the objectives of the GNLC are:

- to advocate for “lifelong learning for all” as an organising principle for education policy in cities/regions;
- to provide member cities with instruments to track progress in building a learning city or region;
- to promote policy dialogue and peer learning among member cities;
- to serve as a clearing house of successful practice in establishing learning cities/regions; and
- to collaborate with related international associations, networks and various stakeholders promoting sustainable socio-economic development in cities/regions.



The Framework of the Key features

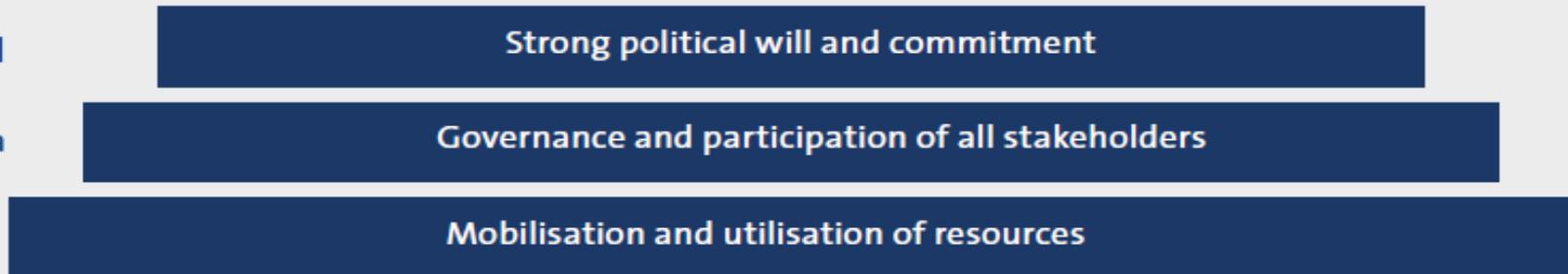
Wider benefits
of building a
learning city



Major building
blocks of a
learning city



Fundamental
conditions
for building a
learning city



The possible measurements: Wider benefits of building a learning city

Area of focus	Key features	Possible measurements	Source of data	Statistic data in 2012 or survey/review results	
1. Wider benefits of building a learning city					
1.1 Individual empowerment and social cohesion	1.1.1 Ensuring every citizen obtains basic literacy skills	Adult literacy rate: Total number of literate persons aged 15 and above, expressed as a percentage of the total population of that age group	Official data provided by city authorities	Male	%
				Female	%
				Total	%
	1.1.2 Exercising active citizenship	Participation rate in election: Participation rate of population of eligible age in the most recent major election in the city	Official data provided by city authorities	(Year:) %	
				Survey results	%
	1.1.3 Promoting gender equality and empowering women	Gender equality in politics: Percentage of seats held by women in city council/congress		Official data provided by city authorities	%
		Gender equality in business management: Percentage of seats held by women in boards of top 10 enterprises	Survey results		%

A total of 7 cities completed the piloting of the Key Features of Learning Cities.



Mexico City
(Mexico)



Timisoara
(Romania)



Kaunas
(Lithuania)



Konya
(Turkey)



Beijing
(China)



City and County of
Swansea (UK)



Pécs. (Hungary)

How to use the Key Features?

The Key Features can be used as:

- **A comprehensive checklist of action points for governments and other stakeholders of cities to build learning cities;**
- **Reference point for the selection of cities to join the network of learning cities by the national authorities of the Member States; and**
- **A document for international organisations and national authorities to access, evaluate, and monitor the development of learning regions and cities.**

RVA of learning outside the school

- EU Validation of non-formal and informal learning (2009)
- OECD Recognition of Non-Formal and Informal Learning (2010)
- UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning (2012)



Indicators and M&E

- Asia-Pacific Guidelines for the Development of National ESD Indicators (2007)
- PISA
- PIAAC
- Learning Metric Taskforce



Curriculum :

<http://www.unesco.org/education/tlsf>



TEACHING AND LEARNING FOR A SUSTAINABLE FUTURE

a multimedia teacher education programme

About
TLSF

Curriculum
Rationale

Across the
Curriculum

Contemporary
Issues

Teaching & Learning
Strategies

Teaching and Learning for a Sustainable Future is a UNESCO programme for the United Nations Decade of Education for Sustainable Development. It provides professional development for student teachers, teachers, curriculum developers, education policy makers, and authors of educational materials. The modules are divided into 4 themes. [More ...](#)

THEME 1

CURRICULUM RATIONALE

These modules present an introduction to the global realities, imperatives for sustainable development and educational issues that form the rationale of Education for a Sustainable

THEME 2

SUSTAINABLE DEVELOPMENT ACROSS THE CURRICULUM

These modules illustrate ways in which Education for Sustainable Development can be integrated into all areas of



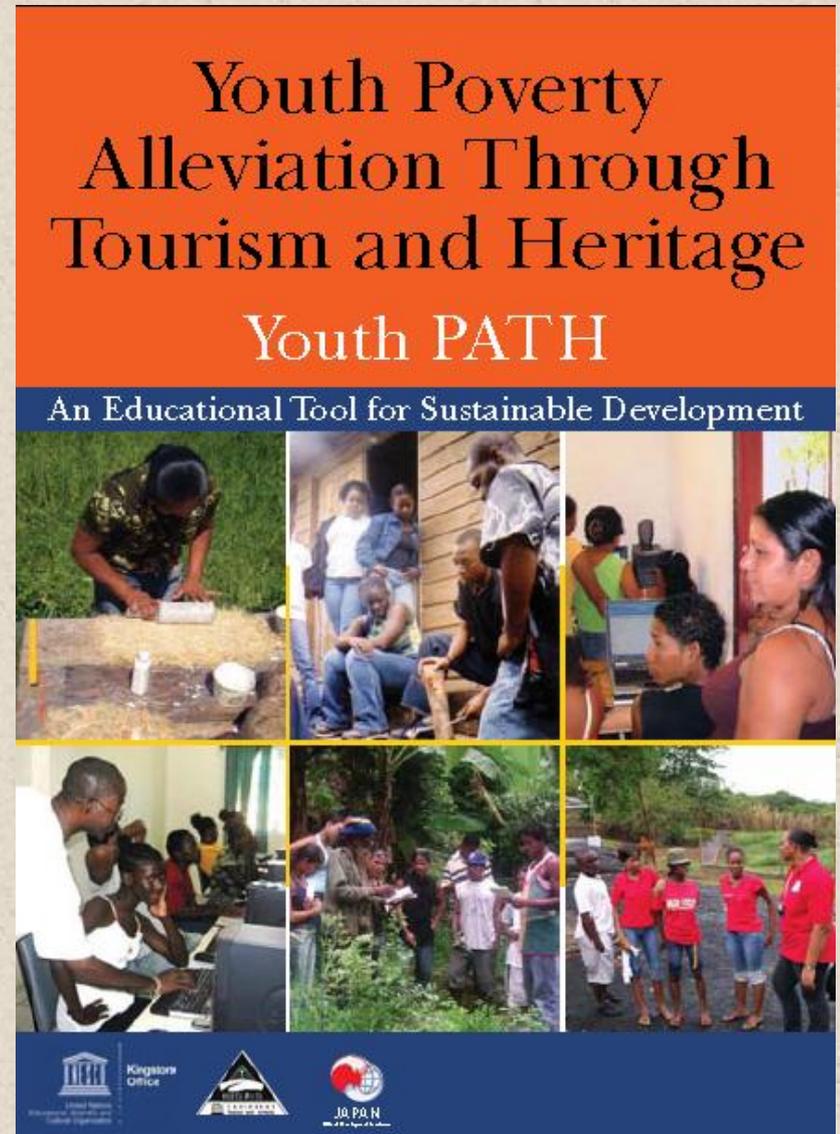
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Curriculum: Youth PATH

UNESCO Kingston: Caribbean Countries

Expected use: Ministries of Tourism, Youth Development, Culture and for Non-Governmental and Community Based Organizations to design projects in collaboration with and for young people to engage them in the conservation, development and management of natural and cultural heritage tourism sites.

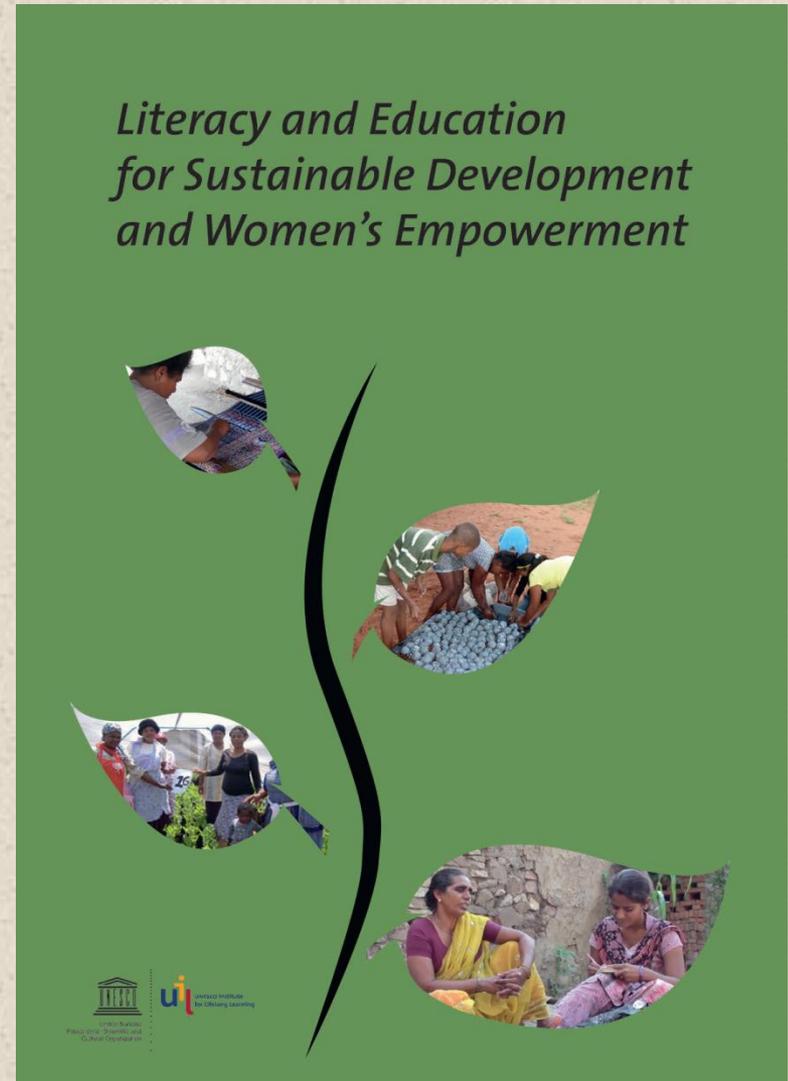


4 recommendations

- Literacy policy should build on and seek to strengthen the interconnections between the three pillars of sustainable development thereby developing a more **holistic approach**, which can facilitate greater cross-sectoral interaction and support women's empowerment.



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- There is an urgent need for future policy development on Education for Sustainable Development to incorporate a gender dimension, promoting a **transformative and holistic approach to women's empowerment**.
- A wider range of **research evidence** is required to inform literacy policy and planning.
- The importance of **literacy** to sustainable development and **the empowerment of women** should be explicitly recognised within the post-2015 EFA goals, as a first step towards mobilising adequate **resources** for adult education and lifelong learning.



How Lifelong Learning Shapes Sustainable Development

- Rethink and define the purpose of education (for sustainable development).
- Make learning more flexible.
- Help people and society to transform towards better future: Challenge the norms and status quo (i.e. gender inequalities)
- Equity and inclusion



Thank you for your attention



- Lifelong Learning*
- *learning family,*
 - *learning communities,*
 - *learning cities,*
 - *learning countries and*
 - *learning planet.*



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