# A Global Perspective of Lifelong Learning

UN Expert Group meeting on Population, Education and Sustainable Development

UN, Population Division 6-7 September 2022

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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 Golden Caroling and Caroling a

#### An international perspective:

From the right to education to the right to lifelong learning

1946	UN Human right to education
2015	Agenda 2030, SDG4 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

# Global trends and lifelong learning

4<sup>th</sup> 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

### Transversal skills 21st Century skills

Oritical 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 councelling, 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 traning of adult educators.

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#### 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.