

10 Priorities in Lifelong Learning in the Future

Renewing the agenda for lifelong learning

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Post-2015 Goal for education

17 goals for Post-2015 Development Agenda

Overarching goal for education

4. “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (by 2030)” is the overarching education goal.

Post-2015 Education Targets

OWG target 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.

OWG Target 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.

Post-2015 Education Targets

- **OWG Target 4.3:** By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.
- **OWG Target 4.4:** By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Post-2015 Education Targets

- **OWG target 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.
- **OWG Target 4.6:** By 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy.

Post-2015 Education Targets

- **OWG Target 4.7:** By 2030, ensure all learners acquire 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.

Post-2015 Education Targets

- **OWG Target 4.a:** By 2030 build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- **OWG Target 4.b:** By 2020, expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries.

Post-2015 Education Targets

- **OWG Target 4.c:** By 2030, increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS
- **Proposed target on education financing:** By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.

Mechanisms and Means of Implementation

- 1. Coordination and Partnerships**
- 2. Coordination and Partnerships**
- 3. Financing**
- 4. Monitoring, reporting and evaluation**

ASEM cooperation for achieving the Post-2015 targets

Working together for achieving the targets

10 Priorities in Lifelong Learning in the Future

1. Ageing population
2. Health
3. Employment
4. Social cohesion and Harmonious society
5. Migration

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6. Multi-culturalism

7. Community development

8. Passivity and Consumerism

9. Gender equality

10. Sustainable development

Learning Society



- ***Beijing Declaration on Building Learning Cities***
- ***The Key Features of Learning Cities***



**Balanga,
Philippines**



China



**Republic of
Korea**



Melton, Australia

- After the Conference, the learning cities concept was adopted in the barangay programme (the smallest political unit in the Philippines is called a ‘barangay’ (village or urban district)). In the programme, every other week government personnel go to villages for consultation, dialogue and to deliver various services such as skills training and medical aid. The programme emphasizes that every demographic group (i.e., senior citizens, women’s groups, college scholars, etc.) in a barangay should practice lifelong learning.
- In August 2014, the first Chinese national official policy paper on learning cities, entitled “The Decision on Promoting Building Learning Cities” was jointly issued by the Ministry of Education and six other Chinese central government ministries. It will serve as the guideline for the development of learning cities in China.
- In June 2014, the Ministry of Education (MOE) of the Republic of Korea and the Korean National Institute for Lifelong Education (NILE) designated 11 cities to be Lifelong Learning Cities, bringing the number of Lifelong Learning Cities in the Republic of Korea to 129.
- The MOE and NILE have been working to document examples of best practices in lifelong learning, such as educational programmes that have successfully mobilised local authorities, universities and companies to work together to provide quality learning opportunities.
- The City of Melton has been developing as a learning community since 1998. To carry on and improve the practice, the city Council and the Learning Board of the city have been striving for exploring how the UNESCO Key Features of Learning Cities are reflected in what Melton has done as a learning city, not only through their Community Learning Plan, but also in policies and procedures more broadly.



Swansea, United Kingdom of Great Britain and Northern Ireland



Cork, Ireland

- Swansea University hosted a Symposium on Entrepreneurial Learning City Regions on Wednesday 21 May 2014, as part of the Wales Festival of Entrepreneurship.
- The symposium aimed to help foster a culture of lifelong learning in the region. Pro-Vice-Chancellor Hilary Lappin-Scott lent her full support to this process by launching the Key Features of Learning Cities.
- In April 2014, Cork City Council adopted the UNESCO Beijing Declaration on Building Learning Cities, pledged itself to continue the efforts in developing Cork into an inclusive, prosperous and sustainable learning city.

Learning Society

- Legislation
- Wider benefits of adult learning
- Recognition, Validation and Accreditation of learning outcomes of non-formal and informal learning



Thanks! Gracias!

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