



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

Making lifelong learning a reality:

Introducing UNESCO's Handbook of Lifelong Learning

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01 | The Handbook

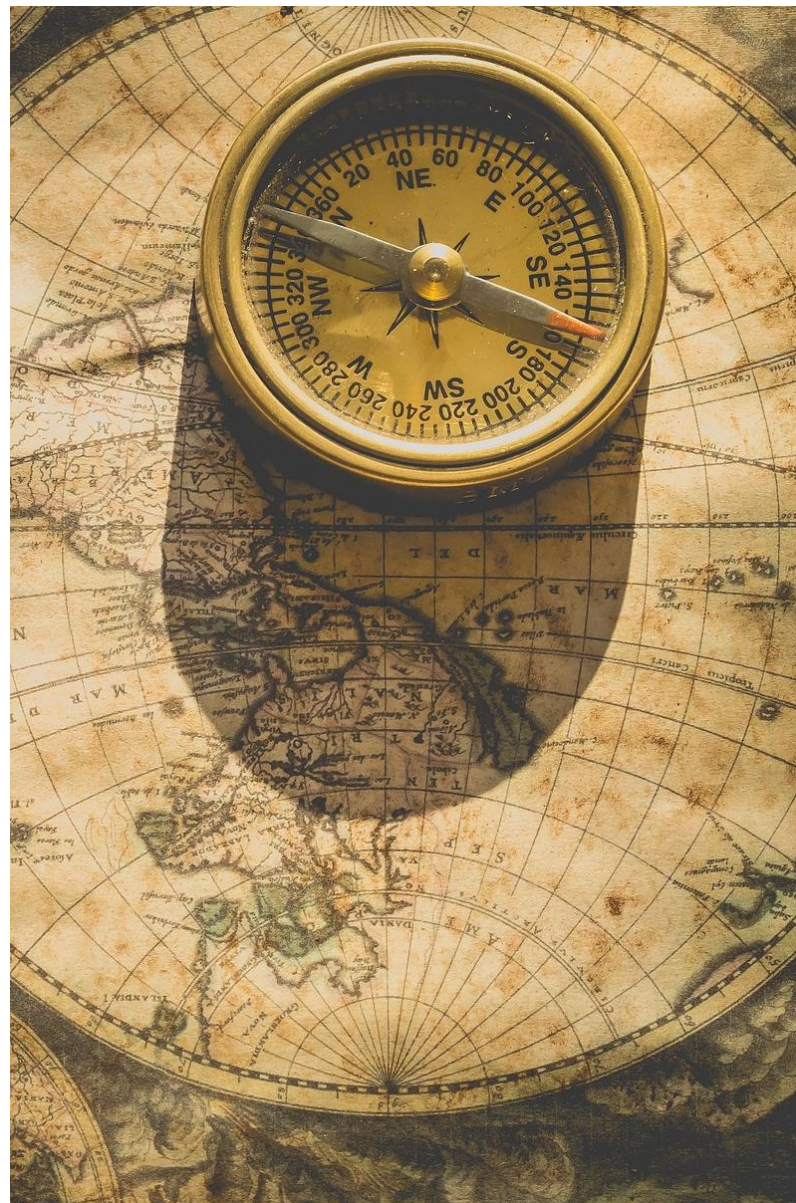
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Agenda 2030 and SDG 4 have reaffirmed the global importance of lifelong learning



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

- ❖ Education and Lifelong Learning are widely acknowledged as fundamental to achieving the SDGs
- ❖ Lack of awareness of the concept of lifelong learning and demand for guidance to develop policies with a lifelong learning perspective
- ❖ In response to the increasing demand, UIL is developing a 'Handbook for Lifelong Learning: Policy and Practice' (provisional name)

Main Objective

The handbook will provide relevant stakeholders with an overview of lifelong learning as a concept and articulate some of the ways in which it can address complex political, social, economic and environmental issues emerging in many countries. It will also provide a guide to policymaking with a lifelong learning perspective and explore how lifelong learning can be implemented through practical approaches at national, local and institutional levels.



Specific Objectives:

- ❖ serve as a guide for UIL to address requests for policy and capacity support from Member States;
- ❖ share best practice examples and facilitate knowledge;
- ❖ provide guidance for the formulation of policies that follow a lifelong learning perspective;
- ❖ articulate a conceptual framework for lifelong learning in alignment with the 2030 Agenda for Sustainable Development;
- ❖ promote the cross-sectoral governance of lifelong learning;
- ❖ present an overview of how lifelong learning can be implemented in urban and rural areas and learning institutions;
- ❖ address several cross-cutting themes in the context of lifelong learning.

Target group: the handbook aims to provide guidance to all stakeholders working on issues related to education and learning

Primarily:

- ❖ experts in the ministry of education and its departments and affiliated agencies;
- ❖ experts in related ministries and government;
- ❖ sub-national governments and their education and related departments;
- ❖ members of legislative bodies, civil society organizations, and NGOs;

Additional target groups:

- ❖ provincial, district and local education committees, parent-teacher associations (PTAs), teachers' and relevant trade unions, and business leaders;
- ❖ academic researchers, students/learners and local community representatives;
- ❖ donors and international development partners (IDPs).

Starting point:



UIL's knowledge base,
countries' practices
and desk research

Development of a first
draft together with four
international experts

Expert workshop at
UIL

Revision of the initial
drafts by the involved
experts and UIL

The 2nd International
Consultative Meeting
on the handbook

Integrating experiences &
feedback from the meeting and
the workshop into revision

Piloting of draft handbook
at a capacity-building
workshop with 4 countries

The 1st International
Consultative Meeting
on the handbook

Final draft of handbook
will be completed by
June, 2019

Publication in October 2019 in
English; Translating into French and
Spanish in the beginning of 2020



Handbook published

Introduction: About this handbook

Chapter 1 Lifelong learning: An integrated approach to sustainable development

... including emerging issues driving the agenda, lifelong learning in the 2030 Agenda for Sustainable Development and cross-sectoral governance

Chapter 2 Creating policies with a lifelong learning perspective: Context and Collaboration

... including a guide for effective lifelong learning policies, flexible learning pathways, NQFs and RVA

Chapter 3 Implementing lifelong learning: Ways of transforming all spheres and modalities

... including learning cities, lifelong learning for sustainable rural development and developing the capacity of institutions for lifelong learning

Appendix: Glossary

Features

- ❖ Key concepts relevant to lifelong learning are highlighted and defined throughout the handbook.
- ❖ Insightful examples are provided from national and local contexts at different stages of lifelong learning policy development and implementation.
- ❖ Each chapter ends with an '*In your context*' box of key takeaway messages for the reader's reflection and action:
 - ✓ Key points
 - ✓ Questions for reflection
 - ✓ Possible actions
 - ✓ Core reading





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Thank you!



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