

CONCLUSIONS

BUILDING LIFELONG LEARNING SYSTEMS

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BUILDING LIFELONG LEARNING SYSTEMS



KEY FEATURES OF A GOOD LIFELONG LEARNING SYSTEM INCLUDE

- A** Expanding learning opportunities in different settings
- B** Creating meaningful and engaging learning environments
- C** Providing flexible learning pathways
- D** Developing dynamic skills sets
- E** Providing guidance to navigate and manage career and learning opportunities
- F** Creating awareness and incentives for people to engage in learning



HOW CAN WE ACTIVELY DIRECT AND MANAGE CHANGE?

- A** Set skills as a priority in development strategies
- B** Mobilise the private sector
- C** Create strong cooperation and sustainable partnerships among actors
- D** Ensure leadership
- E** Build capacities and learning institutions
- F** Secure financial resources
- G** Monitor and adapt

INTERNATIONAL COOPERATION ACTIVITIES FOR LIFELONG LEARNING



PRIORITY AREAS FOR INTERNATIONAL ACTION ON LIFELONG LEARNING



International policies-strategies that promote lifelong learning

United Nations Agenda 2030 and Sustainable Development Goals



A new European Agenda for Adult Learning



European Pillar of Social Rights



European Skills Agenda




Thematic sessions



**Adapting to
changing skills
demands**



**New forms
of learning**



**The role of actors
in lifelong learning
systems**



**Monitoring
and adapting
to change**



**Ensuring skills
for all**



**Supporting the
green transition**

Three key conference issues

**Why do we
need system
change, and
what kinds
of skills?**



**What are
the features
and deliverables
of effective
lifelong learning
systems?**



**How can
we actively
direct and
manage
change?**

WHY DO WE NEED SYSTEM CHANGE?

UNICEF-ETF consultation with youth in Europe and Central Asia

Had little or no career input from schools



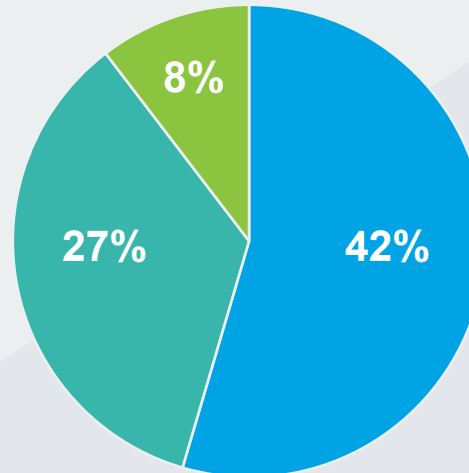
56%

Primary career choice sources:

Internet and social media 42%

Parents and family 27%

Friends 8%



“Change implies that we all become active learners.”

“We have to recognise that creating a society of active learners is a massive effort.”



Why do we need system change?

“

“Education and training systems are not prepared for the deep transformation of our societies, or to bring learning closer to people and counteract growing inequalities.”



Why do we need system change?

“

“We need a paradigm shift away from an exclusive focus on formal education and training provision and one-size-fits-all solutions, towards lifelong learning systems that offer flexible and individualised pathways for each learner, combining learning in different settings, and that recognise the skills of people wherever they are developed.”



Key features of a good lifelong learning system include

A

Expanding learning opportunities in different settings

Making every place a learning place brings learning closer to diverse populations

B

Creating meaningful and engaging learning environments

Creating meaningful and engaging learning environments requires a learner-centred approach

C

Providing flexible learning pathways

No dead-end educational pathways or barriers to access, progression or skills recognition

Key features of a good lifelong learning system include

D

Developing dynamic skills sets

A range of competences is needed, from technical and IT to critical thinking and social empathy

E

Providing guidance to navigate and manage career and learning opportunities

People need relevant, timely and easily accessible careers information and guidance

F

Creating awareness and incentives for people to engage in learning

Incentive structures and measures are needed to support people to engage in learning

2018-2020 Torino Process

Lifelong learning is a strategic priority of education and training policies in ETF partner countries

Four Process principles:



**BROAD
PARTICIPATION**

EVIDENCE-BASED

OWNERSHIP

**HOLISTIC
APPROACH**

How can we actively direct and manage change?

A

Set skills as a priority in development strategies

Changing skills demands must be understood, to successfully implement lifelong learning strategies

B

Mobilise the private sector

Proactive companies are essential in formulating skills requirements and delivering training

C

Create strong cooperation and sustainable partnerships among actors

Lifelong learning needs sustainable partnerships among state, private sector and civil society actors

How can we actively direct and manage change?

D

Ensure Leadership

Leadership is about nurturing and encouraging a multiplicity of actors

E

Build capacities and learning institutions

New capacities are needed by all actors to participate effectively in and deliver lifelong learning

F

Secure financial resources

Public funds can be used to leverage private funds and multiply funding for training

G

Monitor and adapt

Monitoring processes must be inclusive, legitimate and accepted

International cooperation activities for lifelong learning

01 Sharing data and information

02 Peer learning activities

03 Global networks of practitioners

04 Common projects for developing hands-on experience

05 Targeted capacity building actions



Priority areas for international action on lifelong learning

- 01 Develop digital skills and use of digital technologies
- 02 Ensure inclusiveness and address the needs of vulnerable groups and local communities
- 03 Understand changing skills demands – particularly economic sectors
- 04 Develop skills that support the green transition
- 05 Invest in teachers and trainers and their professional development



ETF Strategy 2027 – Three strategic directions



Accompany partner countries towards **inclusive-by-design** lifelong learning systems



Expanded horizon of work on skills development through building **stakeholder partnerships**



Affect change in strong **cooperation with partners** and stakeholders

How to reach us



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