



UNESCO Institute  
for Lifelong Learning

# Reasserting the role of adult education in transforming our world

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# **OUTLINE**

- I. Key global trends**
- II. Situation of Education**
- III. Role of Lifelong Learning**
- IV. Transforming the world  
through Adult Education**
- V. Monitoring trends**



# I. Key global trends

- Demographic changes
- Economic changes
- Rapid development of ICTs
- Transition to Global Knowledge Societies
- Participation of citizens in shaping the politics
- Climate change

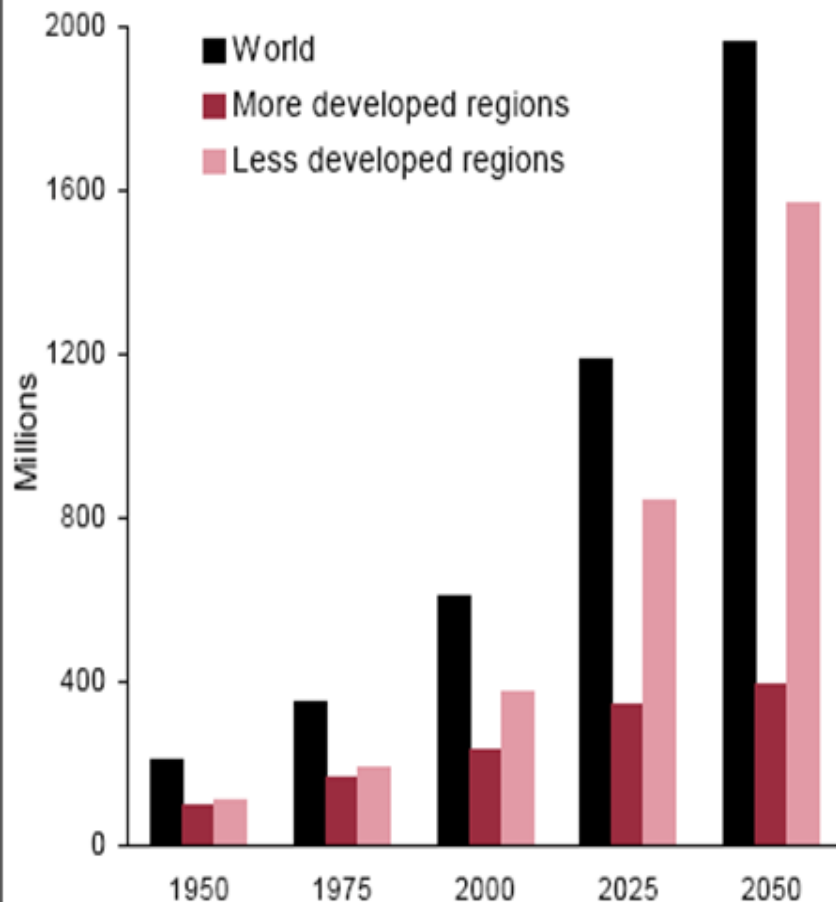


# I. Key global trends- demographic changes

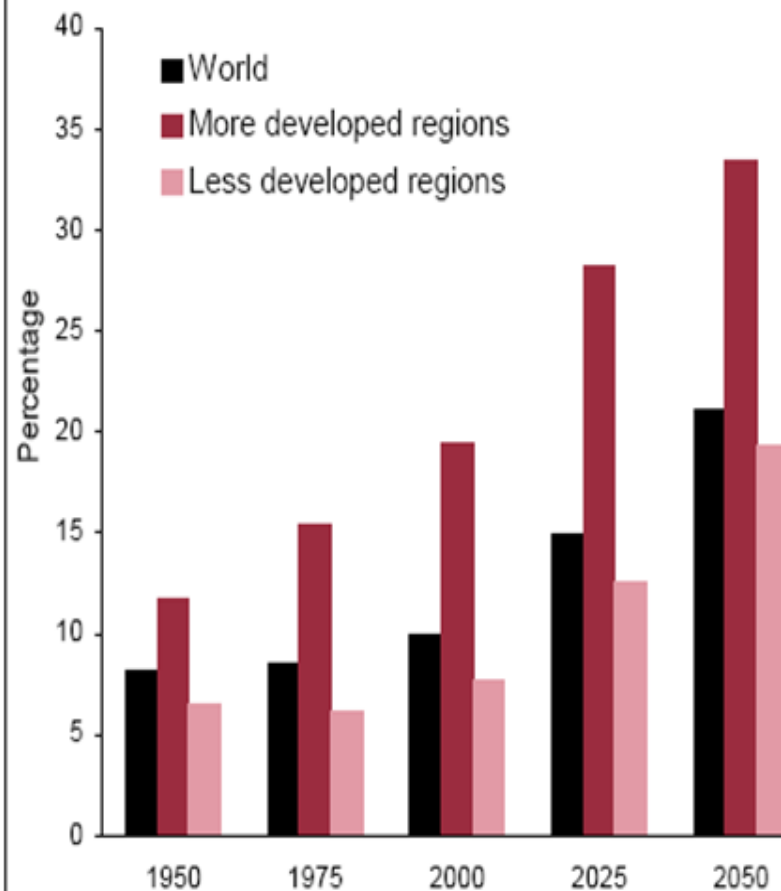


- a. Rapid population growth - 7 B people
- b. Rapid urbanization – 50% in urban areas, 70% by 2050
- c. Youth bulge
- d. Aging populations
- d. People on the move

**Figure 8. Population aged 60 or over: world and development regions, 1950-2050**



**Figure 10. Proportion of population aged 60 or over: world and development regions, 1950-2050**



From **World Population Ageing: 1950-2050**

# I. Key global trends – People on the move

Brings people and cultures together ->>  
how to live together





# I. Key Global trends – change in economic sectors

## Contribution to GDP by Sector (% , % change)

	Agriculture	Industry	Services
World Level(2004)	3.5%	26.3%	63.1%
Change(1990-2004)	-1.7%	-5.1%	6.2%
Europe and North America			
Level(2004)	2.0%	22.1%	68.3%
Change(1990-2004)	-2.2%	-6.2%	7.6%
Asia and the Pacific			
Level(2008)	7.3%	34.9%	57.9%
Change(1990- 2008)	-2.5%	-2.7%	5.3%

# I. Key Global trends – economic -> labor changes

Rapid change in technology->  
need to update skills and  
knowledge >  
different kinds of skills needed  
across the globe





# I. Key global trends – knowledge society

ICTs-->information explosion->how to  
deal with information →  
Knowledge Society



# I. Key global trends – active citizen participation





# I. Key global trends – climate change





## II. Situation of education

- Many are vulnerable and excluded
- 80 million children have no access to schools
- almost 800 million are considered illiterate, majority are women



## II. Situation of education

- Irrelevance of schools
- Declining budget
- Young and old are needing new skills and knowledge (eg cope with HIV, conflicts)





# II. Situation of Education - Education and learning challenge

## Increasing divide in education and learning



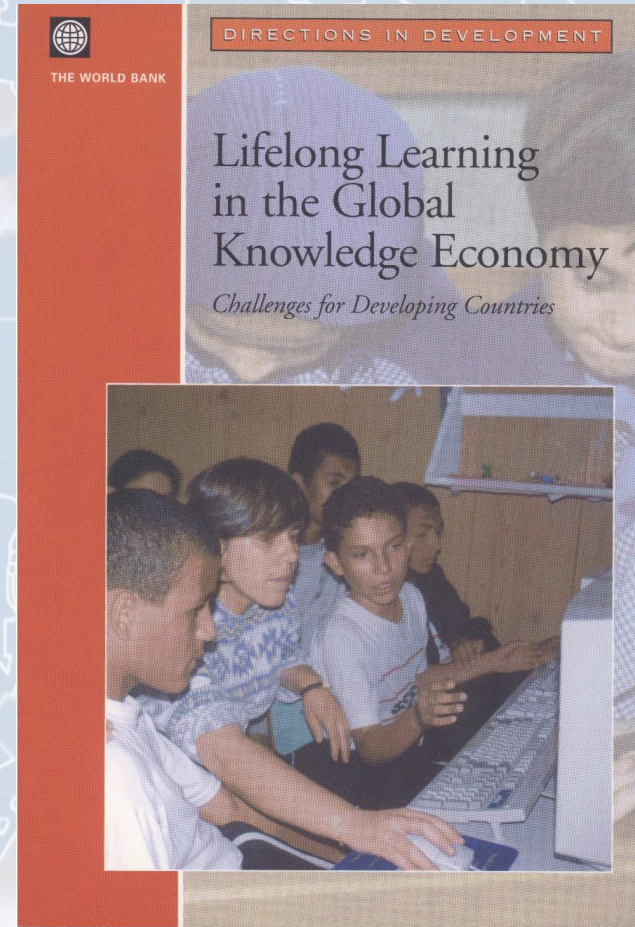


### **III. Role of LLL -Diverse meanings**

- a. As a common sense principle of learning throughout life**
- b. Rooted in tradition/culture**
- c. As a political discourse**
- d. As an economic discourse**
- e. As an educational discourse**

# III. Role of LLL - Diverse Meanings

**As part of an  
economic  
discourse**





# III. Role of LLL - Diverse Meanings

As an educ.  
policy discourse

Evolving from  
70's to the  
present



Photo: ARI VITIKAINEN



Photo: ARI VITIKAINEN



# III. Role of LLL - Evolving educational discourse

**Faure Report (1972):**

**Lifelong education as the “master concept for educational policies .. the lifelong concept covers all aspects of education, embracing everything in it; with the whole being more than the sum of its parts ... lifelong education is not an educational system but the principle in which the overall organization of a system is founded.”**



# III. Role of LLL - Evolving educational discourse

## Foundations of Lifelong Education by Dave (1976):

“... formal, non-formal and informal patterns of learning throughout the life cycle of an individual for the conscious and continuous enhancement of the quality of life, his own and that of society.”

“... it is often difficult to conceptualize lifelong education in its entirety on account of its comprehensiveness and multiple modalities.”



# III. Role of LLL - Evolving educational discourse

**OECD (1973)- Recurrent education:  
a strategy for LLL**

**Focused on how learning could  
respond to the demands of the  
market**





# III. Role of LLL - Evolving educational discourse

## DELORS REPORT 1996

Learning to be , Learning to do

Learning to know,

Learning to live together

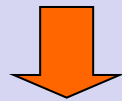


**“Lifelong Learning is critical for our survival in the 21st century”**

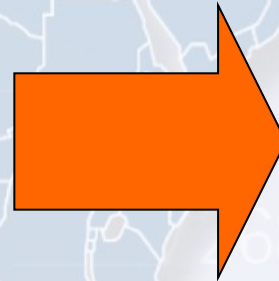
# III. Role of LLL - Conceptual shift challenge

## Lifelong Education

Developing more humane individuals and communities to adjust to rapid change

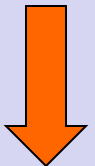


**Focus on institutions and structures**



## Lifelong Learning

Retraining and learning new skills to enable individuals to cope and adjust with the fast changing workplace



**Agency to individuals**



# Formal, non-formal and informal



76216

99

65456 6



# III. Role of LLL - Operationalizing the discourse

- As developing policy (national and regional)
- As bridging formal and non-formal education
- As providing learning opportunities for all

# III. Operationalizing LLL

- a. As developing regional policy:**  
EU Lisbon Strategy: Making the European Union the most competitive knowledge society by 2010- lifelong learning is the key to the attainment of this goal (Regional strategy with open coordination among the member states)

# III. Operationalizing LLL

## b. As bridging formal and non-formal:

- National Qualifications Frameworks
- South Korea's CREDIT BANK system
- Philippines Non-formal Education Accreditation and Equivalency System



# III. Operationalizing LLL

## c. As providing learning opportunities for all:

- Ensuring access of all those previously marginalized
- Community learning centers and other public spaces as venues for democratizing opportunities

# III. Challenge of Making LLL Work for All





# Requires rethinking education and training

- A holistic approach to education and learning
- A new set of skills and competences
- Sector-wide approaches with capacity building for better financial and programme management
- Varying degrees of decentralization
- Quality focus and introduction of national assessments
- Lifelong learning as a necessity rather than a luxury



# IV. Role of Adult Education in Transforming the World

- Addressing persistent inequalities
- Creating learning environments
- Deciding what to learn
- Ensuring quality of learning
- Measuring learning
- Financing lifelong learning

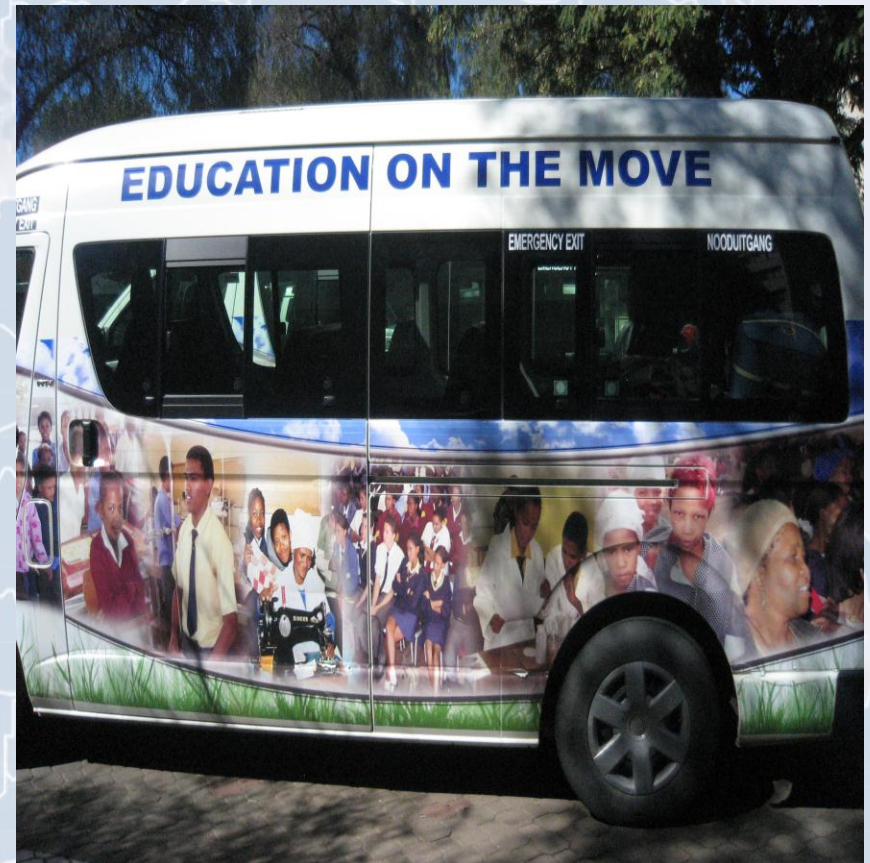




# Addressing persistent inequalities

**Gender, socio-econ,  
regional, language**

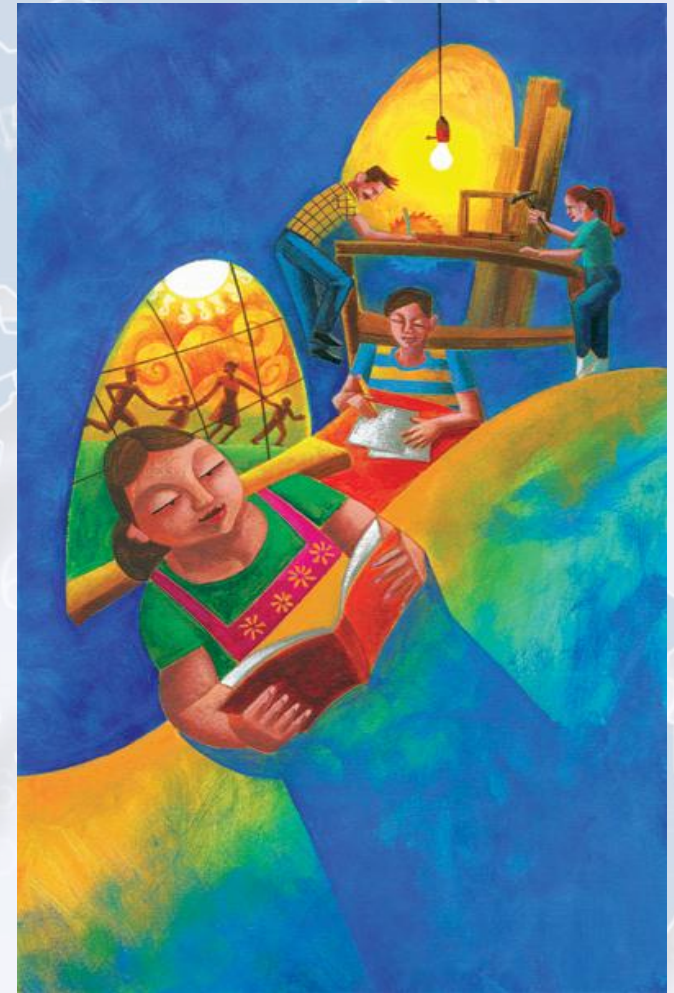
1. Smart programs for reaching the unreached
2. Sustainable efforts in laying and reinforcing foundations -> ECCE and LITERACY as a continuum



# Creating learning environments

## Low participation/retention

- Strengthening school libraries, community libraries, community learning and development centers
- Role of regional governments in facilitating and creating learning spaces which motivates learners





# Deciding what to learn

WORK  
CITIZENSHIP  
PEACE

HIV Prevention  
Environment

**“The planet will not survive unless it becomes a learning planet”**



# Ensuring quality of learning

## Access w/o Quality

- Assuring Quality Learning for ALL
- Strengthening the capacities of teachers/facilitators





# Measuring learning

**Adopting new concepts without understanding →**

- Undertaking research on → outcomes based learning
- Sharing experiences with other countries

**Competence based training → competence based education**

**“Outcomes” discourse**

**? ? ? ? ? ? ?**

# Financing learning

- **Still insufficient and unpredictable funding for learning challenges**

Public-private partnerships



# V. Monitoring Trends - World of Global Reports



1. State of the Art Reports  
(78-90's)
  - flagship publication by agencies with themes
2. Monitoring Reports  
(2000 +)
  - State of the Art plus Country Progress



# Concept of GRALE 2012

GLOBAL REPORT ON  
ADULT LEARNING  
AND EDUCATION



**2009**

**GRALE**

**2012**

- A reference document, advocacy tool, an input document to **CONFITEA VI**
- Based on data from national reports, regional synthesis reports and other studies.

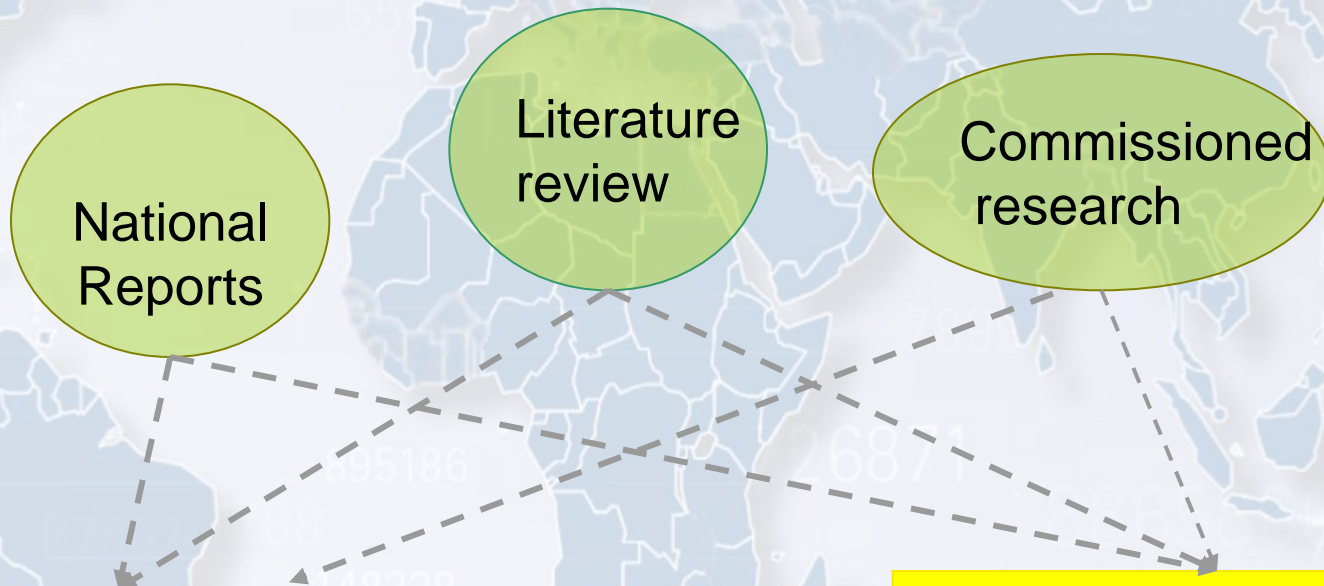
**+ MONITORING**

**+ Report to the UNESCO GC**

**+ Thematic focus on Literacy**



# GRALE 2012 Process



**5 Regional  
Synthesis Reports**

**Regional  
Results**

**GRALE-  
chap writers+  
editors**





**thank you**



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