

## Learning to Live Together – the Contribution of University Lifelong Learning to the Integration of SDGs

eucen 2019 Policy Talks in Brussels

<http://eucen.eu>

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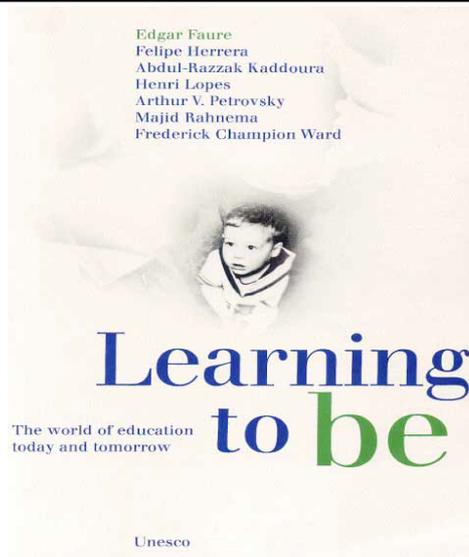
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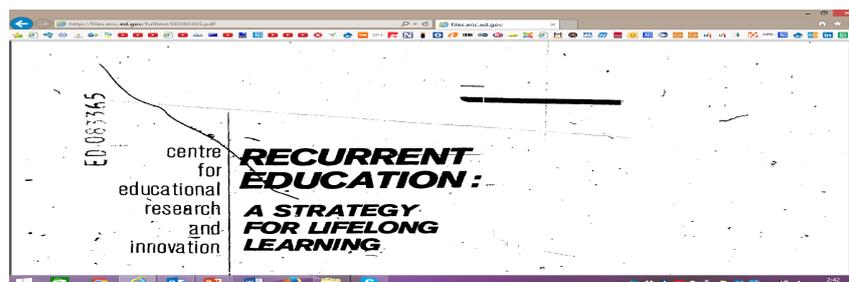


## Historical Context – The Faure Report - 1972

Edgar Faure  
Felipe Herrera  
Abdul-Razzak Kaddoura  
Henri Lopes  
Arthur V. Petrovsky  
Majid Rahnema  
Frederick Champion Ward



## Historical Context– OECD Impact in 1972 and 1973



Source: <http://files.eric.ed.gov/fulltext/ED083365.pdf>



## The Learning Context– The Delors Report- 1996

„Education is a collective asset that cannot be left only to market forces. Thus whatever the organisation or the degree of decentralisation or diversification of a system, the state must assume certain responsibilities to its citizens, including creating a national consensus on education, ensuring that the system forms a coherent whole and proposing a long term view for the future.”

### **The Delors Report - UNESCO (1996).**

Source: Learning: The Treasure Within. Paris: UNESCO. P. 160.

Terms used:  
Competition  
Co-operation  
*Solidarity*



## Lifelong Learning

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### New Educational Order

„Five elements of a future strategy:

- rethinking the role of schooling in a learning society
- widening participation in adult learning
- developing the workplace as a site of learning
- **building active citizenship by investing in social capital**
- pursuing the search for meaning

J. Field (2007) *Lifelong Learning and the New Educational Order*.  
Trentham Books, Stoke on Trent. p.148.



## UNESCO Post-2015 and the Incheon Protocols

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### Rethinking Education

Towards a global common good?



## The 2030 Agenda: 17 Goals and 169 Targets



## eucen's Position on Agenda 2030 and SDGs

**eucen** and its member universities share a common conviction that while lifelong learning has an important role to play in achieving all of the Sustainable Development Goals, it is at the heart of Sustainable Development Goal 4

Eucen Position Paper on Lifelong Learning and SDGs (2018)

Source: <http://eucen.eu>



## eucen's Position on Agenda 2030 and SDGs

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**SDGs reflect the certainly important social responsibility to bridge quality education, training with each and all relevant Goals:**

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- **to realise better health and well-being**
- **to develop skills, attitudes and values for employment and entrepreneurship**
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- **to form stable and sustainable social, civic and community life**
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- **finally, to build on direct SDG4 contexts to develop lifelong learning in HE services and public concerns, while recognising other SDGs providing guidance and resources in the development of lifelong learning programmes and research they feed them**

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>



## eucen's Position on Agenda 2030 and SDGs - A

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**eucen has come to specific conclusions on lifelong learning, quality education and sustainable development goals:**

- **integrated action by HEIs is crucially needed** in order to respond to SDG4 and other relevant SDGs through concrete step
- eucen puts **quality, professionalisation and skills development into focus**
- eucen highlights **the role of evidence-based knowledge and information for the exercise of active citizenship** in a multi-cultural world
- eucen has determined that **lifelong learning in and with higher education is both a human right and a public good which is key to promoting quality sustainable development in education**, and a condition for the realisation of a better world for society and better work environments.

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>



## eucen's Position on Agenda 2030 and SDGs - B

eucen has come to specific conclusions on lifelong learning, quality education and sustainable development goals:

- **University lifelong learning is an integrated part of the lifelong learning domain and forms part of Sustainable Development Goal 4 (SDG4)**
- **University lifelong learning, through eucen's activities, should include "Education for Sustainable Development" and "Global Citizenship Education" as two key concepts of today's lifelong learning focuses.**
- **eucen has determined that university lifelong learning ought to guarantee equality of access to provision as well as educators' academic and professional development.**
- **university lifelong learning for eucen is a tool and a method to connect people, both in local and global dimensions, to collect and share valuable knowledge and skills via lifelong learning opportunities for all.**
- **eucen calls for greater awareness of cultural diversity of migrants and refugees in relation to active citizenship, but also the historically shaped context of 'pluri-culturalism' in most European countries and the role of ULLL in learning how to integrate cultural diversity**

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>



## eucen's Position on Agenda 2030 and SDGs and the role of HEIs in the context cultural diversity

eucen has come to specific conclusions on lifelong learning, quality education and sustainable development goals - **role of ULLL in learning how to integrate cultural diversity in the followings:**

- **Students and HE academics have an opportunity to learn from each other about their diverse ways of being, while all HEIs' staff and units need to foster the internationalisation of academic and additional services;**
- **University lifelong learning is flexible and thus has major potential to be used as an innovation laboratory for HEIs in general;**
- **Academic and research objectives and interests often diverge from political goals and HEIs have the responsibility to raise awareness on social needs;**
- **Universities must help learning neighbourhoods to promote active citizenship to develop integration and collaborations.**

Eucen Position Paper on Lifelong Learning and SDGs (2018) Source: <http://eucen.eu>



## UNESCO's orientation to Lifelong Learning and Reasons for HEIs

### Planned Handbook for Lifelong Learning: Policy and Practice

1. Lifelong Learning: An Integrated Approach to SD;
2. Creating policies with LLL perspective: Vision, context and feasibility;
3. Operationalising lifelong learning: Policy and Practice;
  - Institutional capacities for lifelong learning
  - Flexible learning pathways  
(Guidance and counselling, NQF, RVA)
  - ICT
4. Learning cities: implementation at Local level



## University Lifelong Learning?

„University departments of adult, continuing and community education have always stood on the edge of the academy – as marginal, potentially creative, but vulnerable places. Historically, perhaps what distinguished them most clearly has been their role as agents of civic mission of the academy.”

„In this sense, they have worked as instruments of the ‘democratic intellect’ and sought to sustain some connection between the idea of the university and the ideal of an ‘educated public’.”

„It is very much against the odds, therefore, that we have tried to re-invent elements of the civic mission of the university, understood as a public institutions, in some of our work.”

J. Crowther, I. Martin, M. Shaw: Re-inventing the Civic Tradition: In and Against the State of Higher Education. In: R.V. de Castro, A.V. Sancho, P. Guimaraes (eds.) (2006) *Adult Education. New Routes in a New Landscape*. University of Minho, Braga. Pp. 135-147.



## The 1919 Report and its message today

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„The Adult Education Committee of the Ministry of Reconstruction has based its conclusions on the following propositions:

...

5. That the necessary conclusion is that Adult Education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that **Adult Education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.**”

In. Fieldhouse, Roger (1996) *A History of Modern British Adult Education. Historical and political context*. NIACE, Leicester. p. 5.



## Main orientations

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### Research orientations:

- Understanding the political in lifelong learning;
- Democracy, inclusion and citizenship orientations in lifelong learning;
- Professionalisation in adult learning and education;
- Learning spaces and community development;
- International and European trends around policy issues



### Some questions to be focused on

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- What constraints and choices can be identified for universities in the development of lifelong learning?
- What policy perspectives for HEIs in the development of VET?
- What roles for universities to pursue the development of global learning cities?
- What measures could be considered for universities to empower global citizens engaged in lifelong learning?
- What messages of International Organisations engaged into the development of LLL?

