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The contribution of RVA to a culture of lifelong learning

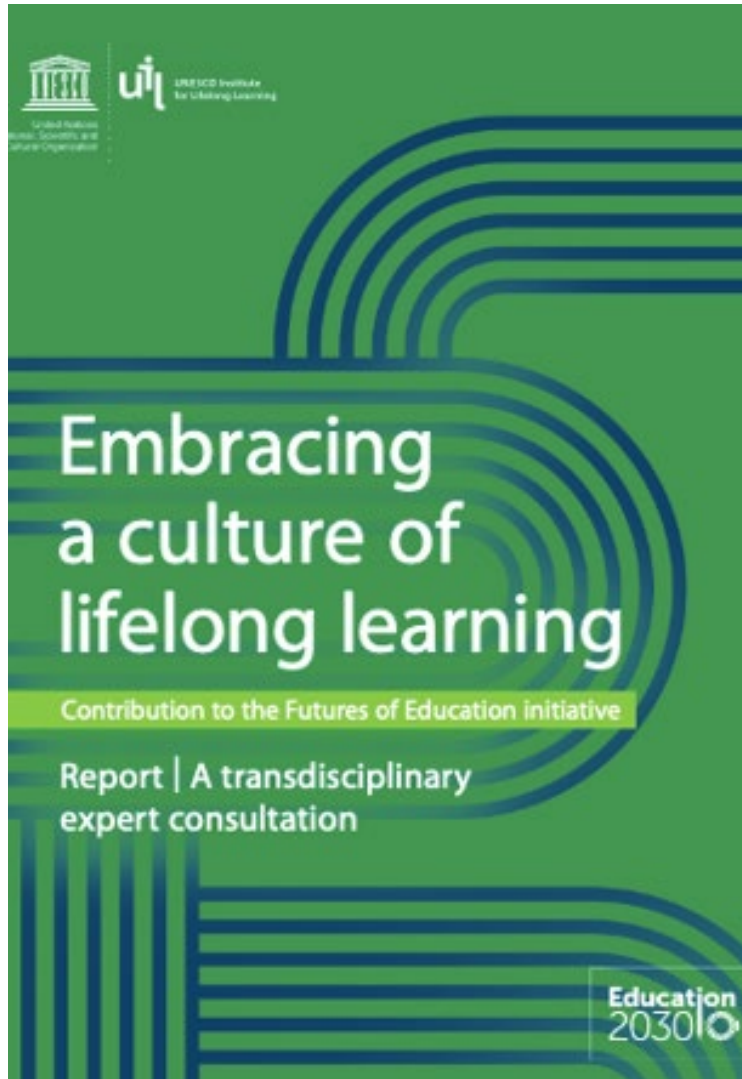
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4th VPL Biennale, 20 May 2022



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The futures of education from a lifelong learning perspective

- **Embracing a culture of lifelong learning**

UIL's contribution to the UNESCO International Commission on the Futures of Education, argues that creating a global culture of lifelong learning will be key to addressing the challenges faced by humanity, from the climate crisis to technological and demographic change.

A transdisciplinary expert consultation

A transdisciplinary approach

- Twelve experts from different fields (including demography, economics, education, philosophy, public health, neuroscience and sociology) were invited to reflect on how lifelong learning can contribute to building a desirable future by 2050 and to propose concrete measures.

Embracing a culture of lifelong learning

- The report reflects on the potential contribution of lifelong learning both in transforming the field of education and in creating a more sustainable, healthy and inclusive future. This report offers 10 key messages and a number of action points for implementing a new vision for lifelong learning by 2050.

Towards a vision of lifelong learning by 2050

Features of lifelong learning in the years to come

- **Learner autonomy** is the foundation of this lifelong learning culture.
- Learning is understood as a **collective process**, taking place among peer groups, within communities and across generations.
- The learning ecosystem integrates **diverse learning modalities fluidly**, including all digital-based (artificial intelligence- or AI supported) and **real-life experiential learning** as well as **blends of formal, non-formal and informal learning**.
- To ensure that **learning opportunities are accessible to all**, learning spaces beyond educational institutions have been reinvented to **promote and support learning**.
- The cultural shift has transformed the school-centred education culture, acknowledging and articulating the **value of different learning systems** by ensuring **necessary coordination and synergy at all levels**.

Creating an enabling environment for lifelong learning

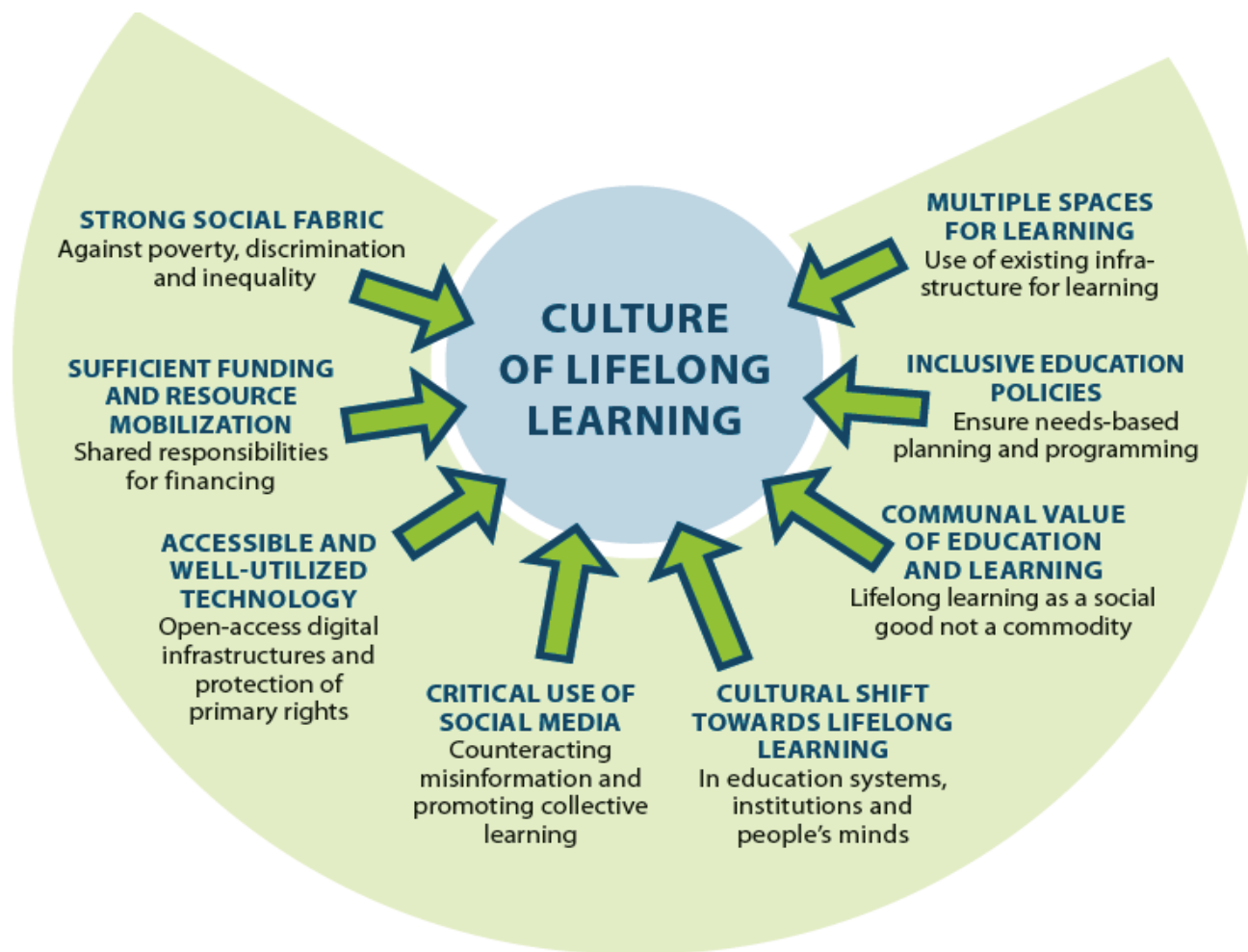


Figure 1: Enabling environment for achieving the vision for lifelong learning by 2050

Fostering a culture of lifelong learning

Key messages for fostering a culture of lifelong learning



Figure 2: Key messages for fostering a culture of lifelong learning

Key messages and action points for fostering a culture of LLL (i)

1. Recognize the holistic character of lifelong learning (medium to long-term)

- Diversify learning provision
- Develop a lifelong learner competency framework
- Integrate recognition, validation and accreditation (RVA) mechanisms



2. Promote transdisciplinary research and intersectoral collaboration for lifelong learning (short to medium-term)

- Establish a platform for transdisciplinary dialogue
- Mobilize transdisciplinary research

3. Place vulnerable groups at the core of the lifelong learning policy agenda (short to long-term)

- Engage learners and educators in planning strategies
- Launch national campaigns to engage excluded sectors
- Study innovative strategies and programmes to identify successful schemes and disseminate the results

Key messages and action points for fostering a culture of LLL (ii)

4. Establish lifelong learning as a common good (medium to long-term)

- Promote a commons-based approach to lifelong learning
- Engage in a dialogue with the corporate sector of the digital economy



5. Ensure greater and equitable access to learning technology (medium to long-term)

- Place digital technology at the service of lifelong learning for all
- Launch 'Towards 2050 – digital learning technology for the common and the public good.

6. Transform schools and universities into lifelong learning institutions (short to long-term)

- Revise curricula and transform pedagogies
- Open up to the community

7. Recognize and promote the collective dimension of learning (short to long-term)

- Create a digital learning platform
- Promote collective learning through policy and celebrate learning

Key messages and action points for fostering a culture of LLL (iii)

8. Encourage and support local lifelong learning initiatives, including learning cities (short- to long-term)

- Promote local-level initiatives that reinforce a learning culture
- Renew community spaces for learning opportunities



9. Reengineer and revitalize workplace learning (medium-term)

- Increase opportunities for workplace training
- Widen access to workplace learning
- Encourage employers to support lifelong learning
- Recognize the diverse outcomes of workplace learning

10. Recognize lifelong learning as a human right (medium- to long-term)

- Develop a legal framework for lifelong learning at national level
- Designate a government structure dedicated to lifelong learning
- Gradually introduce a universal entitlement to lifelong learning

Recognition, validation and accreditation of learning outcomes

Recognition, Validation and Accreditation of the outcomes of non-formal and informal learning **is one of the pillars of any lifelong learning policy**

Advantages for learners:

- provides visibility to unrecognised learning;
- boosts self-esteem and motivation to continue learning; and
- leads to greater well-being and more job opportunities.

RVA is central to the achievement of SDG4




RVA at UIL: Project for migrants and refugees

272 million international migrants, 25.9 million refugees and 41.3 million internally displaced persons worldwide (IOM, 2019)

Major challenge: without formal proof of their prior learning experiences they might not be recognised within their new national context.

RVA of non-formal and informal learning outcomes = a tool enable migrants and refugees to continue their education as well as their career development, access different opportunities for inclusion, and overall help them navigate a new social system.



An international review of the research on RVA policies and practices for migrants and refugees in countries around the world
A series of case studies to document and analyse existing policies, frameworks and programmes in selected countries
Capacity-building materials, including international guidelines for the implementation of RVA systems

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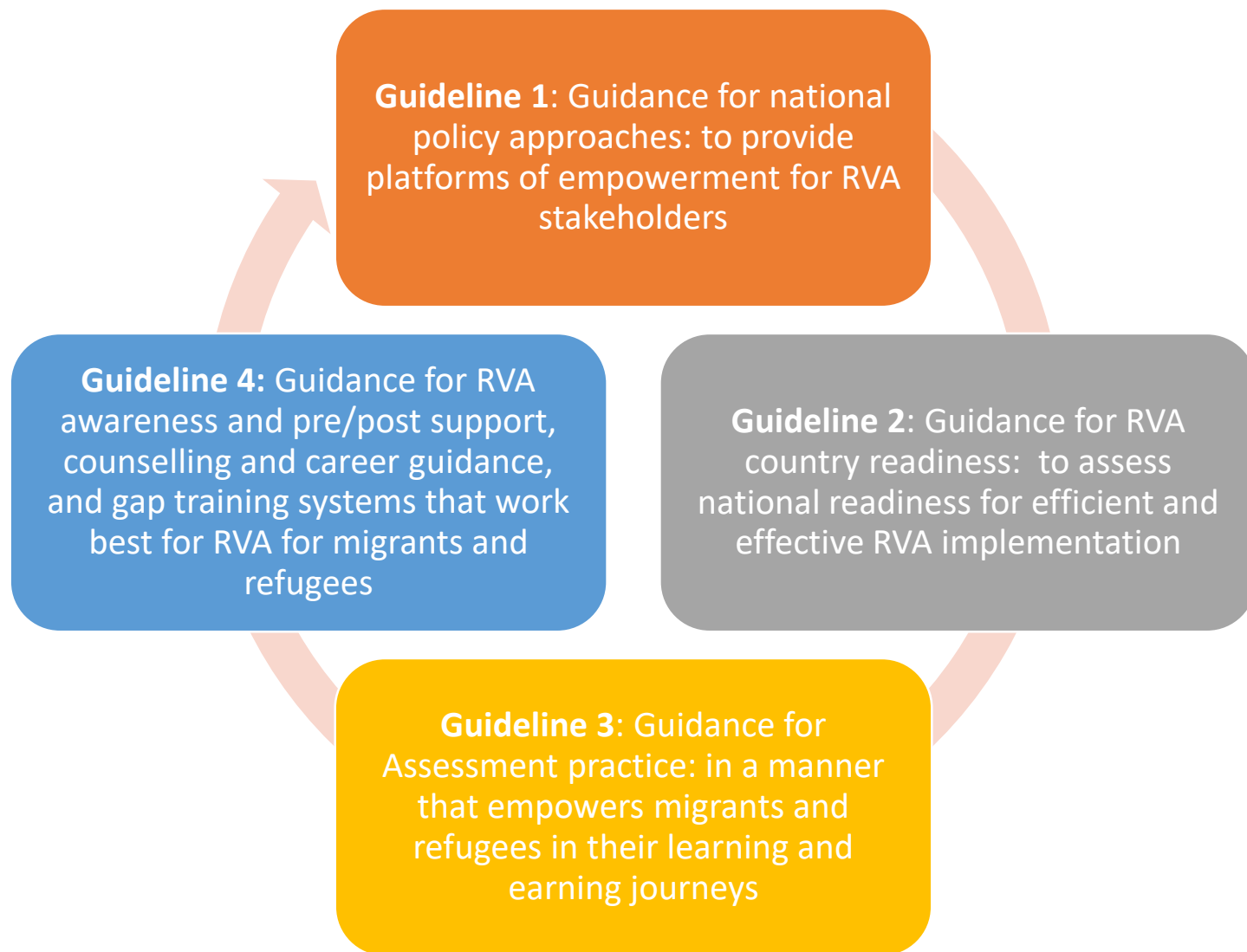
A series of case studies to document and analyse existing policies, frameworks and programmes in selected countries

Capacity-building materials, including international guidelines for the implementation of RVA systems

Guidelines

- to provide national level support with the development and implementation of inclusive RVA policies and practices
- Special focus is placed on migrants and refugees
- Guidelines as best practices for all population groups

Guidelines 1 to 4



Conclusion

- A **culture of lifelong learning will support populations around the world** to respond to major challenges whose impact is already being felt globally, as well as bringing benefits to bear for all learners
- Fundamental conditions must be in place for such a culture to be fostered and a concerted effort is needed across countries, localities and communities to create **an enabling environment for lifelong learning**
- There are **10 key messages** to be taken into account in the pursuit of a culture of lifelong learning, and each is supported by practical action points
- Two of these key messages are particularly **relevant to RVA**: (1) recognize the holistic character of lifelong learning and (9) reengineer and revitalize workplace learning
- The **RVA of learning outcomes has many advantages** for learners, institutions and governments and is integral to SDG4
- There is a pronounced **need for RVA for migrants and refugees**, whose prior learning might not be made visible without RVA processes

Thank you

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