



Southeast Asian
Ministers of Education
Organization



筑波大学
University of Tsukuba

SEAMEO - University of Tsukuba Symposium VI

Lifelong Learning and Global Citizenship Education: the indispensables for global citizens

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Lifelong Learning (LLL)

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Global Citizenship and GCED

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**GCED and
the LLL perspective**

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1. The concept of Lifelong Learning (LLL)



Lifelong Learning (LLL)

- learning all life long/
learning “from cradle to grave”
- All learning activities undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.
(UNESCO 1984)
- learning/education for all



Lifelong Learning (LLL)

THERE ARE MANY LEARNING PATHS

Over 150 countries are reforming qualification systems enabling recognition of learning outcomes irrespective of when, where and how the learning has taken place



Over 95 countries have adopted a policy on lifelong learning.

ICTs have become a viable mean for expanding learning opportunities

Source:

UNESCO Institute for Statistics (UIS),
Global report on Adult Learning and Education (GRALE)



Why Lifelong Learning (LLL)?



Source:

UNESCO Institute for Statistics (UIS),
Global report on Adult Learning and Education (GRALE)



Why Lifelong Learning (LLL)?

LLL fosters the values of **peace, democracy, tolerance, intercultural understanding, gender equity and care for the planet.**

(UNESCO Education Strategies 2014-2021)

→ Sustainable development



2. Global Citizenship (GC) and Global Citizenship Education (GCED)



Global Citizen

A global citizen is someone who is **aware of** and **understands the wider world** - and **their place** in it. They take an **active role** in their community, and work with others to make **our planet more equal, fair and sustainable**.

(Oxfarm)



Global Citizenship

Being a **psychosocial framework** for collectiveness, **global citizenship** can, and is expected to, **generate actions and engagement** among, and for, its members through civic actions in the public domain **to promote a better world and future**. And it is, necessarily, based on and respects **the universal values of human rights, democracy, justice, non-discrimination, diversity and sustainability**, among others.

(UNESCO)



The four pillars of learning

Learning to know: to provide the cognitive tools required to **better comprehend the world** and its complexities, and to provide an appropriate and adequate foundation for future learning.

Learning to do: to provide the skills that would enable individuals to effectively **participate in the global economy** and society.

Learning to be: to provide self analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for a all-round 'complete person'.

Learning to live together: to expose individuals to the values implicit within **human rights, democratic principles, intercultural understanding** and **respect and peace** at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.



Global Citizenship Education (GCED)



Global Citizenship Education (GCED) aims to **empower learners to engage and assume active roles** both locally and globally to **face and resolve global challenges** and ultimately to become **proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.**

(UNESCO)

<https://en.unesco.org/gced>



Global Citizenship Education (GCED) and SDG4



Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship** and **appreciation of cultural diversity** and of culture’s contribution to sustainable development.”



GCED competencies

1. knowledge and understanding of specific global issues and trends, and knowledge of and respect for key universal values;
2. cognitive skills for critical, creative and innovative thinking, problem-solving and decision-making;
3. non-cognitive skills such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills and aptitude for networking and interacting with people of different backgrounds and origins; and
4. behavioural capacities to launch and engage in proactive actions



3. GCED and LLL perspective



GCED is built on a LLL perspective

ANYONE

- GCED is for **learners of all ages** – children, young people and adults alike.



GCED is built on a LLL perspective

**IN ANYWHERE,
BY ANYWAY,
AT ANYTIME**

- GCED can be delivered **in all modes** and **venues** of delivery, including formal, non-formal and informal education.



**Thank you
for your kind attention!**



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