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## E-DISCUSSION ON LIFELONG LEARNING FOR THE FUTURE OF WORK

Moderated by Olga Strietska-Ilina, with facilitation by Jeannette Sanchez, Skills and Employability Branch. Online discussion hosted on the Global Skills for Employment Knowledge Sharing Platform from 16 to 29 March 2018

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# Summary report: E-Discussion on Lifelong Learning for the Future of Work

## Introduction

From 16 to 29 March 2018, an E-discussion held under the theme “Lifelong Learning for the Future of Work” was hosted on the Skills for Employment Global Public-Private Knowledge Sharing Platform (Global KSP), [www.skillsforemployment.org](http://www.skillsforemployment.org).

E-discussion participants included representatives of training institutions, universities, civil society and international organizations (UNESCO, OECD, the European Training Foundation, ILO) among others who came together to discuss concrete policy options in developed and developing countries for promoting lifelong learning (LLL). For many workers, lifelong learning (LLL) will play a central role in managing the different transitions they will face over the course of the life cycle. It can ensure that they successfully enter the labour market, continually upskill while in employment, and reskill to take advantage of emerging jobs throughout their careers.

Over 60 comments and responses were made during the two-week course of the global dialogue, with contributions posted by individuals from countries in Asia-Pacific, Africa, Europe and Latin America who responded to five pre-set questions:

1. How can the model of LLL be adapted to cater to a future world of work? What are the building blocks of a well-functioning LLL system?
2. What governance mechanisms will be suitable for the efficient provision of and engagement in relevant LLL for all? What are the respective roles of governments, the private sector and the social partners?
3. What financial mechanisms might be used to encourage the provision of and participation in training; who should bear the cost and how? What are investment priorities for LLL to harness economic growth and minimise social risks?
4. What strategies, policies and incentives will be needed to increase the uptake of LLL?
5. What are the appropriate delivery mechanisms of LLL that will make learning accessible and relevant for youth, adults and older workers, embrace new technologies and forms of learning and balance needs for wide access, flexibility and quality in the learning offer?

Some of the key messages and points emerging from the discussion are captured and summarized below. *For the full discussion thread including references quoted or attributed in the following pages see Annex A.*

## ***Key messages***

- Learning, the freedom to choose learning path and education is a basic human right.
- The acquisition of core skills, or skills for employability, are important and provide a foundation upon which individuals can effectively engage in lifelong learning (LLL) initiatives.
- A key building block of a well-functioning LLL system should involve creating pathways for the development of core skills.
- A combination of core skills and an entrepreneurial mindset is vital to develop throughout the educational experience and through LLL, and promote increased employability.
- Lower-skilled adults are less likely to participate in training due to a number of barriers and are now becoming the new most disadvantaged group in the labour market, with the situation expected to get worse in future.
- Targeting small and medium enterprises (SMEs) are also important in making training accessible for adults. Yet, SMEs face barriers in providing training, including difficulty articulating their training needs, lack of training infrastructure, and low economies of scale.
- Increasingly, technological advances will have a major impact on the world of work. Most jobs and tasks will be affected, and workers will have to upskill and reskill to be able to adapt to changes in the workplace. Against this backdrop, LLL becomes increasingly vital.
- Recognizing and accrediting informal learning, and crediting prior experience and learning whether formal or informal, is essential and reinforces the view that education should be continuous.
- Recognition of Prior Learning (RPL) is a key concept that supports LLL and a strong policy tool for bringing workers back to upgrading, reskilling and retraining.
- Encouraging LLL can only work if a multi-stakeholder approach is in place, in which governments, employers and workers play a role in terms of promoting, engaging and funding LLL.
- LLL is increasingly challenged, but also stimulated by new forms of employment represented by online platforms. In some cases, self-engagement in learning becomes the norm in the platform economy.
- Incentives to encourage LLL are both financial, with various instruments designed in a coherent manner that reflect the goals of the underlying LLL policies, and non-financial with regards to the attribution of responsibilities for stakeholders, and the motivation to learn. Yet, financial and non-financial incentives are tightly connected to the governance model in place, due to the role incentives play in steering implementation, reactions and behaviours.

## Highlights from the E-discussion

Question 1: How can the model of LLL be adapted to cater to a future world of work?  
What are the building blocks of a well-functioning LLL system?

First and foremost, in responding to this first question several discussants expressed that Learning, the freedom to choose learning path and education is a basic human right ...

*“More people engage in learning outside of institutions than do otherwise. ....Everyone has a passion for learning about something, at various points in their life.” [18]. “The choice of learning path is a human right”. [27] “According to the Human Rights Declaration, right to education is not just right to school but the right to get any form of knowledge or skills nurturance recognised as education, evincing the government with due conviction of social progress or social change it would enable the world with”. [28]*

With respect to the how models of LLL can be adapted to cater to a future world of work, one discussant observed that the major trends impacting the workplace mean that *“Individuals over their working lives will have to make many more job changes that have been the case in the past. This view challenges the idea of early specialisation.” [52]*

*In response, Moderator Strietska-Illina stated that “workers will have to upskill and reskill to be able to comply with changes, and many more people will have to change their jobs, or even occupations or sectors”. She further added that “in rethinking the LLL concept the crucial question is around the balance between initial and continuing training. We live in the world where an initial qualification is front-loaded for a lifetime. And we need to switch to a different mentality where training systems would allow individuals to engage in learning (shorter or longer) at any point of career where initial training does not have to lead to a full qualification”. [53]*

Other views and opinions expressed more generally on the topic of learning and education as a means to support a more productive and inclusive workforce included:

*“Learning is essential for all. Learning opportunity is a need for all. Today's time period we can find very good learning opportunity by the online education process”. [21]*

*“The only crucial way to encourage LLL and let it grow fast and in the true sense, is to create an environment where additional learning or skill upgrading has a direct relationship with the perceived benefit. Moreover, it should be self-motivating i.e. one should of his own feel that every step in LLL (which calls for his effort, time, energy and resources) must lead to tangible benefit. Other agencies (direct or indirect) can only act as catalytic agents”. [42]*

*“Learning does not happen only within the four walls of the school. LLL should aim to connect the informal, non-formal and the formal learning. Recognition of prior learning [RPL] is a key concept that supports LLL and is a strong policy tool to bring back workers to upgrading, reskilling and retraining”. [36]*

*“Promotional prospects, work opportunities should be liberated to individual specific design where every individual is vested with the freedom of progression and inclusion without any limitation or restriction but with a general guideline that their use of freedom of progression*

*and inclusion is focused towards social progress and prosperity that would lift their life-standards, living environment and prosperity”. [26] Referring to the formal versus informal learning, the same contributor added...“Learning got through any means that serves the purpose and fits into the meaning of education is formal education and its recognition should be given equal importance without categorising it as non-formal or informal education”. [26]*

Remarking on the aforementioned contributions, moderator Strietska-Illina opined, *“the online resources and courses are only useful if their results are accepted in the labour market”*. [22] She further added that *“In future, it should not matter how skills were attained - through a formal or an informal path of training path - as long as the outcomes of learning are recognized equally for any path”*. [27]

In terms of building blocks of a well-functioning LLL system, RPL clearly comes out of this discussion as one important pillar, being mentioned by many contributors. In addition, the following were suggested as building blocks for a well-functioning LLL system by participants:

*“It is also important to incorporate the issue of both entrepreneurship and the use of the technologies in the basic curriculum”*. [50]. Combining broader skills - *vision, creativity, self-efficacy, initiative, working with others, learning from experience* – and an entrepreneurial mindset is vital to develop throughout the educational experience, indeed through lifelong learning; and, this is linked strongly to increasing employability, addressing skills gaps for employers as well as supporting active citizenship and social innovation [54].

Another discussant representing an international development agency expressed that LLL pillars we should consider following elements: 1. Legal framework (including the right to LLL); 2. Policy framework; 3. Governance; 4. Financing; and, 5. Other elements fostering lifelong learning, such as the recognition and validation of learning, certification, and the mobility of learning outcomes.

Lastly, a contributor writing from India posted, *“Building blocks of LifeLong Learning (LLL) system are.. (i) Knowledge on computing skills; and, (ii) Educating the minds of people with responsibility and purpose.”*

Question 2. What governance mechanisms will be suitable for the efficient provision of and engagement in relevant LLL for all? What are the respective roles of government, the private sector and the social partners?

In responding to this question, one discussant commented, *“The very first essential is to recognise and accredit informal learning, and credit prior experience and learning whether formal or informal. This reinforces the view that education should be permanent”* [52].

Another observed that *“training policies need to adapt to new forms of employment which are emerging through online platforms. These new forms of work come with the possibility of more flexibility for workers and cost reductions to firms, but they also imply lower and insecure pay and less likelihood of employer-provided training. In France, Compte personnel*

*de formation (individual learning account) provides training hours which are preserved upon job loss and transferable between employers. A modular approach to the delivery of training, whereby learners pick up a few modules at a time which can be recognized towards a full certificate or degree, is also recommended as it accommodates irregular working schedules". [3] Supplementing this information, another participant added, "this scheme is very broad in its scope, as the account is meant to follow every person through his/her career. It operates a shift from attaching the right to training to a work contract to being attached to the person". [7]*

Sharing her views and insights on the efficient provision of and engagement in relevant LLL for all, moderator Strietska-Illina expressed the following views and perspectives: *"Training should be linked to social security mechanisms to allow people to withdraw from work and reskills/upskill and re-engage in work preserving an income for the time of training". [12] "There is a recognition of human capital for productivity growth and economic competitiveness. However, the availability of skills as a comparative advantage for trade and investment policies is not as acknowledged as in case of infrastructure, regulatory environment, and product proximity. Skills development measures can also serve as an important buffer for trade shocks and technological disruptions, and can help avoiding high social costs. Deployment of LLL and active and passive labour market policy measures in conjunction would be needed: these could ensure that individuals have access to income while engaging in training, whether they are in or out of employment". [47]*

Also reflecting on the issue of providing LLL one discussant recommended that, *"Governance mechanisms to engage people in LLL should be focused on lower-skilled adults are less likely to participate in training due to a number of barriers". [3]. Further adding that, "Targeting small and medium enterprises (SMEs) is also important in making adults training accessible. SMEs face barriers in providing training, including difficulty articulating their training needs, lack of training infrastructure, and low economies of scale". [3]*

Related to the question of who should bear the cost of LLL, the same discussant shared: *"Regarding who should bear the cost of adult training, cost-sharing between employers, individuals, and governments makes sense given the large public and private benefits attached to investments in skills. For instance, many countries use training levies, tax incentives, or loans that are designed to share the cost burden between these stakeholders. A recent attempt at obtaining comparable spending figures for adult learning across EU countries suggests that 0.6-1.1% of GDP is spent on adult learning in total, and employers bear the brunt of the expenditure (0.4-0.5%), while governments contribute 0.1-0.2%, and individuals 0.2-0.3%.*

*One advantage with employers paying the most for adult learning is that this puts them in the driver's seat to determine training content, and employers are generally thought to have a good idea about what their skill needs are. On the other hand, employers may be more likely to invest in job-specific skills, since to invest in more transversal skills (e.g. entrepreneurship, interpersonal skills, analytical skills) would increase the risk that their investment would be lost by the employee changing employers. In building a skilled*

*workforce that is capable of adapting to changing skill demands, both job-specific and transversal skills are needed.” [5].*

Question 3. What financial mechanisms might be used to encourage the provision of and participation in training; who should bear the cost and how? What are investment priorities for LLL to harness economic growth and minimise social risks?

The issue of LLL financing is a complex one. The main questions that emerged in the discussion are where to take finances for the LLL and what are the spending priorities should be. The best approach seems to be to share the cost among different stakeholders, with employers paying the most. In terms of spending, we should try to move from financing institutions to financing individuals.

*Financial incentives are most effective when various instruments are designed in a coherent manner, to reflect the goals of the underlying LLL policies [2]. They are tightly connected to the governance model in place, due to the role incentives play in steering implementation, reactions and behaviors [2].* Provision of certification exam study guides and resource freely via internet and smartphones is also a good incentive, noted by one of the participants [38].

*Cost-sharing between employers, individuals, and governments makes sense given the large public and private benefits attached to investment in skills [5]. There is one advantage with employers paying the most for adult learning, because it puts them in the driver's seat to determine training content, and employers are generally thought to have a good idea about what their skill needs are. On the other hand, employers may be more likely to invest in job-specific skills, since to invest in more transversal skills (entrepreneurship, interpersonal skills, analytical skills) would increase the risk that their investment would be lost by the employee changing employers. In building a skilled workforce that is capable of adapting to changing skill demands, both job-specific and transversal skills are needed [5].* There is also a good example in Scotland, where Individual Learning Accounts (publicly financed) give lower-skilled adults up to GBP 200 a year to use towards training [5].

However, there cannot be any blueprint models, in managing LLL financing and related incentives, as shown by analysis and experience in some countries [2]. One of the priorities should be *to shift tax income away from institutions and towards individual learners to support the best fit for the moment in time* [38]. Investment in individuals that study and work, rather than investment in full in full time institutional program looks like more efficient and profitable option, with infrastructure costs for governments next to nothing [40].

Question 4. What strategies, policies and incentives will be needed to increase the uptake of LLL?



The discussion produced a few good insights on how to increase the uptake of the LLL. The idea of creating and developing the culture of continuous learning featured in many comments. Many contributors also mentioned the issue of recognition of informal learning, online courses and learning outside of work or established educational institutions, as a step towards formalization and increase of the uptake of LLL.

While there are very good learning opportunities online [2], the online resources and courses are only useful if their results are accepted in the labour market [22]. Therefore, it is important to recognize them as well as other forms of learning. Another way mentioned was to *encourage LLL and let it grow fast and in the true sense, to create an environment where additional learning or skills upgrade has a direct relationship with the perceived benefits* [42]. *Awarding responsibilities, delegating functions, establishing platforms are also powerful means to increase the accessibility to LLL* [2]. The moderator Strietska-Illina noted that *encouraging LLL can only work if a multi-stakeholder approach is in place. There is certainly a role for governments, employers and workers, in terms of promoting, engaging and funding LLL* [43].

There was a great example of policy aimed to increase accessibility of LLL. In France, *Compte personnel de formation (individual learning account) provides training hours which are preserved upon job loss and transferable between employers. The scheme has a modular approach to the delivery of training, whereby learners pick up a few modules at a time which can be recognized towards a full certificate or degree. It also accommodates irregular working schedules* [3]. *This scheme is very broad in its scope, as the account is meant to follow every person through his/her career. It operates a shift from attaching the right to training to a work contract to being attached to the person* [7].

One of the participants the policy idea of *learning time and expenses credits being granted by governments in exchange for time in service in the paid workforce and / or through volunteer activities. Taking this idea further we can look at how some corporations operate Customer Loyalty Rewards programs, with a menu of choices available. Governments could do something similar for learning credits, with menu options including a range of physical learning resources as well as tuition* [11].

In terms of incentives, one of the discussants noticed tight connection of incentives to the governance model in place, *due to the role incentives play in steering implementation, reactions and behaviors. Participatory and multi-level approaches to governance and financing are a good match for the complexity of LLL and skills development systems, leading to diverse models and solutions through consultations, co-decisions, and co-management. It was also suggested to map who are the main actors at different levels of governance, defining how the responsibilities can be shared and capacities built, as it is not straightforward and required a review of the existing system governance* [2].

Importantly, *non-financial incentives are multiple and not mutually exclusive; a culture of learning can boost motivation, along with well-designed instruments. For example, a lifelong*

*career guidance system can be seen as an incentive for individuals, who would trust that meaningful advice is available in moments of “transitions” throughout their lives [2].*

Question 5. What are the appropriate delivery mechanisms of LLL that will make learning accessible and relevant for youth, adults and older workers, embrace new technologies and forms of learning and balance needs for wide access, flexibility and quality in the learning offer?

In terms of delivery mechanisms, this discussion highlighted the importance of alternative learning in the context of LLL, online opportunities and different approaches in developing core and technical skills.

First of all, a number of participants mentioned that LLL is not about classroom and work-based training only. *We must acknowledge that adults are capable of learning independently of education institutions [38].* As learning does not happen only within the four walls of the school, *LLL should aim to connect the informal, non-formal and the formal learning [36].* There was also comment that called for a government *to certify exams for all manner of workplace and skills competency assurance [38].*

As was already mentioned, online education provides some good learning opportunities [2], however, this delivery mechanism is useful if the results of online resources and courses are accepted in the labour market [22]. One of the participants also mentioned the use of the internet for free provision of exam study guides and free resource [38].

The discussion also emphasized the difference and importance of the right balance between technical and core skills. The moderator Strietska-Illina rightly summarized that *one reason why employers, being ready to invest in technical skills, are reluctant to invest in core skills is because it is much more difficult to train adults in core skills. There are different methodologies for development of core and technical skills. Core skills cannot be taught: they should be integrated into training in technical skill (for example, make trainees work on a technical project in a team and by these means develop team work skills). Core skills are best developed in early childhood. That is why it is so important to integrate them into basic education. Teaching an adult creativity is more about changing a personality [6].*

## Conclusion

Many of the global trends and forces impacting the world of work – technological, climate, new forms of work organization, globalisation, demographical – will have a profound and diverse impact on the demand for skills. Skills development can help workers and economies take advantage of opportunities in the future, act as an important enabler of transition, and address some of the associated costs. One thing is clear, Lifelong Learning (LLL) is central to managing the different transitions that workers will face over the course of the life cycle. It can ensure that they successfully enter the labour market, continually upskill while in employment, and reskill to take advantage of emerging jobs throughout their careers. Yet, in developing policy options for promoting lifelong

learning (LLL) several challenges remain among them: clarifying the respective roles and responsibilities of governments, the social partners and learners; recognition of learning acquired through informal means; formal recognition of training and courses completed through online platforms; the issue of who bears the cost for LLL; and, establishing investment priorities for adult learning

**END**

**E- Discussion thread: On lifelong learning for the future of work, 16 to 29 March 2018**



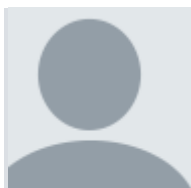
**SkillsforEmployment** Mod • 5 days ago

Dear Colleagues,

We want to thank all participants for sharing their ideas and thoughts as well as providing concrete examples of policy frameworks that support LLL. For those of you who did not get the chance to submit your responses to the questions raised in our discussion, the door is not closed. Please send them to: [knowledge@skillsforemployment.org](mailto:knowledge@skillsforemployment.org)

On behalf of Olga and myself, thank you once again.

**Jeannette [1]**



**Siria Taurelli, ETF** • 6 days ago

Dear colleagues, let me start by congratulating the moderators and contributors for this great discussion on such a crucial policy area LLL.

As the ETF is working with almost thirty partner countries, I would like to share policy lessons on the issue of incentives that derive from ETF expert and operational work in these countries.

First, it has to be underlined that incentives to encourage LLL are both financial and non-financial.

As regards financial incentives, they are most effective when various instruments are designed in a coherent manner, to reflect the goals of the underlying LLL policies. Cases where new LLL policies co-exist with previously established financial incentives may generate contradictions or unnecessary duplications. The consistency checks are to be operated up-front as well as in parallel to the new policy implementation. Policy monitoring is to address questions like: is the financial incentive effectively addressing the intended groups and individuals? Are there alternative or complementary instruments to be deployed, in order to support the realisation of the intended policy goals? with a view to introduce adjustments were needed.

The non-financial incentives regard the attribution of responsibilities, and the motivation to learn. Non-governmental stakeholders, enterprises, training providers, different organisations and individuals are users but also have responsibility in relation to LLL. Awarding responsibilities, delegating functions, establishing cooperation platforms are powerful means to increase the accessibility to LLL, and bear the potential to improve the quality by bringing the provision closer to needs. Can national governments alone be in charge of enhancing LLL, both the policy framework and in practice? This is a rhetorical question; however, mapping who are the main actors at different levels of governance, defining how the responsibilities can be shared and capacities built is not straightforward and requires a review of the existing system governance. Non-financial incentives are multiple and not mutually exclusive; a culture of learning can boost motivation, along with well-designed instruments. For example, a lifelong career guidance system can be seen as an incentive for individuals, who would trust that meaningful advice is available in moments of “transitions” throughout their lives.

A second policy lesson, therefore, is that the financial mechanisms and the other elements of LLL governance are inter-related. In the ETF approach, LLL system governance comprises the legal, institutional and financing arrangements. While different definitions, in which governance, financing and legal frameworks are separate concepts, are perfectly acceptable, it is key to recognise that financial and non-financial incentives are tightly connected to the governance model in place, due to the role incentives play in steering implementation, reactions and behaviours.

Thirdly, analyses and experience in partner countries show that in managing LLL financing and related incentives, no blueprint models can be applied. Participatory and multi-level approaches to governance and financing are a good match for the complexity of LLL and skills development systems, leading to diverse models and solutions through consultations, co-decisions, and co-management.

Challenges and possible ways of addressing them are however not unlimited, hence mutual learning on both commonalities and different solutions can be very fruitful for policy development. To this purpose, I am sharing a condensed summary of a mutual learning process among the countries of Eastern Europe, which was supported by the ETF in the recent past.

<http://www.etf.europa.eu/we...>

With best regards to all,

**Siria Taurelli [2]**



**Olga Strietska Ilna** Siria Taurelli, ETF • 4 days ago

Many thanks for the useful input, Siria! Would you have an example from one of ETF partner countries ( or one of other countries) of a well functioning system of LLL with reinforcing, institutional, legal and financial elements? What are the elements there? Many thanks in advance!

**Olga [2.1]**



**Katharine Mullock (OECD)** • 7 days ago

I'd also like to share some thoughts about making delivery of lifelong learning accessible and relevant.

Lower-skilled adults are less likely to participate in training due to a number of barriers. In some countries, the social partners attempt to bridge this skills gap by specifically targeting lower-skilled adults. For example, in the United Kingdom, the Union Learning Fund actively recruits older and lower-skilled workers to participate in relevant training. In Belgium, a fund set up by social partners provides training to low-skilled workers in the services sector, and helped to increase training participation from 14% to 38% between 2006 and 2011.

Targeting small and medium enterprises (SME) is also important in making adult training accessible. SMEs make up 60-70% of jobs in OECD economies, but SMEs face barriers in providing training, including difficulty articulating their training needs, lack of training infrastructure, and low economies of scale. In light of these barriers, some countries target SMEs in their financial incentives for adult learning. In the United Kingdom, SMEs are exempt from paying the apprenticeship levy but still enjoy subsidies to cover the classroom part of apprenticeship training. In Spain, SMEs receive free consulting services to assist them in overcoming knowledge gaps involved in setting up an apprenticeship.

Training policies also need to adapt to new forms of employment which are emerging through online platforms. These new forms of work come with the possibility of more flexibility for workers and cost reductions to firms, but they also imply lower and insecure pay and less likelihood of employer-provided training. In France, the Compte personnel de formation (individual learning account) provides training hours which are preserved upon job loss and transferable between employers. A modular approach to delivery of training, whereby learners pick up a few modules at a time which can be recognized towards a full certificate or degree, is also recommended as it accommodates irregular working schedules. **Katharine Mullock [3]**



**Olga Strietska Ilina** Katharine Mullock (OECD) • 6 days ago

Dear Katharine,

Many thanks for very useful examples!

I think that low-skilled individuals become a new most disadvantaged group on the labour market, and the situation will get worse in future. With the progress in educational attainment, crowding out of the low skilled workers from the labour market increase.

It is helpful to see examples where social partners are part of a solution to bridge skills gaps. The Union Learning Fund in the UK that you mentioned - how is it funded? Is it based on workers' contributions? And the fund in Belgium - is it bipartite? I am interested in the mechanisms of funding and its sources.

You mentioned the individual learning accounts in France and that they are transferable between employers. How exactly does it work? Perhaps you can point me to a reading source.

**Many thanks! [4]**



**Katharine Mullock (OECD)** • 7 days ago

Thanks for getting this discussion on lifelong learning going. It's an important topic and one that the Skills and Employability division at the OECD have been thinking a lot about recently. Below are some thoughts on the cost-sharing of financial mechanisms for adult learning, and how countries are steering training towards skills in demand so that their skill investment pays off.

Regarding who should bear the cost of adult training, cost-sharing between employers, individuals, and governments makes sense given the large public and private benefits attached to investments in skills. For instance, many countries use training levies, tax incentives, or loans that are designed to share the cost burden between these stakeholders. A recent attempt at obtaining comparable spending figures for adult learning across EU countries suggests that 0.6-1.1% of GDP is spent on adult learning in total, and employers bear the brunt of the expenditure (0.4-0.5%), while governments contribute 0.1-0.2%, and individuals 0.2-0.3%.

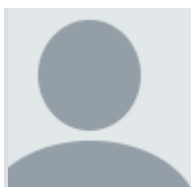
One advantage with employers paying the most for adult learning is that this puts them in the driver's seat to determine training content, and employers are generally thought to have a good idea about what their skill needs are. On the other hand, employers may be more likely to invest in job-specific skills, since to invest in more transversal skills (e.g. entrepreneurship, interpersonal skills, analytical skills) would increase the risk that their investment would be lost by the employee changing employers. In building a skilled workforce that is capable of adapting to changing skill demands, both job-specific and transversal skills are needed.

Setting the investment priorities for adult learning is important to ensure that the investment pays off. A necessary condition to setting effective investment priorities is having good information about what the skill needs are. The OECD report, "Getting Skills Right: Assessing and Anticipating Changing Skill Demand" provides an overview of the types of tools and exercises countries put in place to assess current and future skill needs, including employers surveys, forecast and foresight exercises, graduate and worker surveys, and general labour market information systems. Many countries use this information to set priorities for skill investment. For example, in South Africa, a portion of levy funds are earmarked for PIVOTAL training, which refers to professional, vocational, technical and academic programmes that address national skill needs as identified by sectoral bodies. Another softer way to steer adult learning towards high-demand skills is through career guidance. For example, in Scotland, Individual Learning Accounts give lower-skilled adults up to GBP 200 a year to use towards training. These vouchers are accompanied by provision of information and guidance about areas of labour market need. **Katharine Mullock [5]**



**Olga Strietska Iliina** Katharine Mullock (OECD) • 6 days ago

Katharine, what is the source of the EU data on adult learning expenditure? Is it CVTS? I was looking for some comparable data and time series to see whether there is an increase or decrease in allocations but only found the OECD data on labour market training programmes. CVTS seemed to be outdated or with no real time series. I cannot agree more on the right balance between technical and core skills! I believe that one of reasons why employers, being ready to invest in technical skills, are reluctant to invest in core skills is because it is much more difficult to train adults in core skills. Core skills cannot be "taught": they should be integrated into training in technical skills (e.g. make trainees work on technical projects in teams and by these means develop team work skills). Core skills are the best developed in early childhood. That is why it is so important to integrate them in basic education. Teaching an adult in e.g. creativity or risk taking almost means changing a personality. I am not saying it is an impossible task but certainly not an easy one! **[6]**



**Borhene Chakroun (UNESCO)** • 8 days ago

Dear Olga and colleagues

Thank you for organising this important virtual discussion.



Regarding lifelong learning policy frameworks, I would like to share few illustration which I believe will help to discuss the key pillars of LLL models.

For example, the Republic of Korea adopts National Lifelong Learning Promotion Plans every 4 years. The Second National Lifelong Learning Promotion plan (2008-2012), “designates 18 policy tasks under three core objectives to 1) nurture creative knowledge workers capable of contributing to national competitiveness, 2) promote the values of inclusiveness and tolerance throughout society, and 3) build sturdier infrastructure for lifelong learning.”

Another example is the government of Luxembourg which adopted in 2012 a White Paper on a National Strategy of Lifelong Learning. The White Paper lays out eight measures; five concerning adult education and training, and three on Lifelong Learning as a whole. The following eight measures form the cornerstone of the Strategy:

1. Mettre en place le cadre luxembourgeois de qualification.
2. Adapter le dispositif du Lifelong Learning au cycle de vie de l'apprenant.
3. Ajuster le dispositif du Lifelong Learning à la diversité de la société luxembourgeoise.
4. Concentrer toutes les informations sur le Lifelong Learning sur une même plateforme.
5. Développer la qualité en matière de formation des adultes.
6. Professionnaliser le dispositif d'orientation du Lifelong Learning.
7. Rendre l'individu responsable de son orientation.
8. Créer une commission consultative du Lifelong Learning.

Jamaica's National Development Plan, “Vision 2030 Jamaica”, lays out four National Goals which are mapped into 15 National Outcomes, in turn to be pursued through National Strategies. The first National Goal, “Jamaicans are empowered to achieve their fullest potential” identifies as second National Outcome a “World Class Education and Training”. Under this planned outcome, the Plan foresees that the “country will develop an education and training system that produces well-rounded and qualified individuals who will be empowered to learn for life, able to function as creative and productive individuals in all spheres of our society and be competitive in a global context.” Among the eleven National Strategies designed in pursuit of this National Outcome, the ninth Strategy encourages the Promotion of a Culture of Learning among the General Populace and provides that: This strategy will support all forms of learning and lifelong skills upgrading for all – in the education system, adult education and continuing training, at work, and in other settings in which people learn and develop their knowledge skills and competencies. This strategy promotes a culture that will see learning as an experience that continues throughout an individual's lifetime. It will infuse into the psyche an innate desire to access continuous education and training from ‘cradle-to-grave’. New modalities will be created to facilitate this culture.”

Finally, France's new law of March 2014 related to vocational training, employment and social democracy, previously mentioned, created a “compte personnel de formation”, replacing the previous “droit individuel à la formation”. This scheme is very broad in its scope, as the account is meant to follow every person throughout his/her career. It operates a shift from attaching the right to training to a work contract to being attached to the person. It can be opened starting at age 16, and follows the person even in times of unemployment or after a change of work. Every year the account is credited, up to a maximum of 150 hours over 9 years.

So I think for the LLL pillars we should consider following elements:

1. Legal framework (including right to LLL)
2. Policy framework
3. Governance
4. Financing
5. other elements fostering lifelong learning, such as the recognition and validation of learning, certification, and the mobility of learning outcomes.

I hope this is useful.

Best

**Borhene [7]**

1

**Olga Strietska Ilina** Borhene Chakroun (UNESCO) • 7 days ago

This is super useful, Borhene! Many thanks!

I know about the French scheme: do you happen to know whether there are already some results available? Are there any evaluations / monitoring results?

I like your pillars. I would definitely add -

- diversifying funding sources and models of financing
- social dialogues and multistakeholder approach which is meaningful for all stages: for defining skill needs and competency standards, delivery, co-financing and validation/recognition.
- permeability of education and training systems: and it really has to be revisited allowing for more recognition of informal learning.

Do you have a clear definition of LLL in UNESCO? What education and training levels / types does it cover?

**Olga [8]**



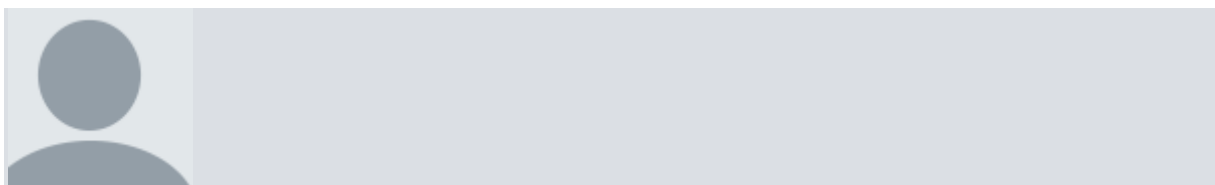
**SkillsforEmployment** Mod Borhene Chakroun (UNESCO) • 7 days ago

Dear Borhene,

Thank you for these great examples of LLL strategies from countries in different corners of the world. Would you happen to have reference links containing specifics of the examples provided? It may prove useful to our followers.

Best,

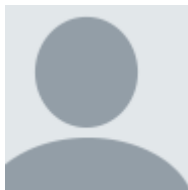
**Jeannette [9]**



**Ostap** • 8 days ago

Dear Moderator,

Since graduating from my master's programme one year ago I have undertaken two internships. I am coming to the realization that knowledge and skills acquired are already not sufficient to allow me to succeed in the future labour market. In light of this, I now doubt if the current system of higher education where we study for a few years and then are expected to work for a few decades is a good one. What if this system was broken down in such a way to provide for study for a few months, work for a few years and so on and so on. What do you think? [10]



**T. Damian Boyle** Ostap • 8 days ago

Ostap,

Your suggestion sounds like the general idea of sabbaticals. This might be most suitable those who are well established on a career path. Perhaps a dollar-for-dollar-for-dollar funding arrangement would be appropriate for this, with Employer-Worker-Government contributions to the account annually.

This arrangement would seem to favour those at the upper end of the income range, and the richer companies who employ them, however.

Nonetheless, I like the idea of learning time & expenses credits being granted by governments in exchange for time in service in the paid workforce and/or through volunteer activities. Perhaps lactating mothers should be deemed in the service of their country on a 24/7 basis, as well.

Some corporations operate Customer Loyalty Rewards programs, with a menu of choices available. Governments could do something similar for learning credits, with menu options including a range of physical learning resources such as smartphones or microscopes, as well as tuition.

What particular arrangement would you prefer?

Yours,

**Damian [11]**

<https://edunorth.wordpress...>



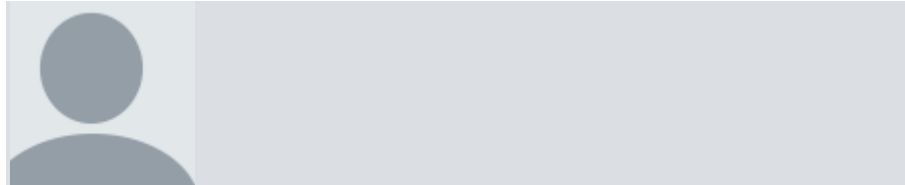
**Olga Strietska Ilina** T. Damian Boyle • 7 days ago

Hi Ostap,

Thanks for brave ideas!

I agree that front-loading qualifications with a linear lifetime evolution of getting a qualification - working - retiring won't work in future. I truly believe that training could have a shorter span but credited with a security of going back to education and expanding the initial partial qualification, or even changing the profile completely but with a partial recognition anyway. I also believe that training should be linked to social security mechanisms to allow people to withdraw from work and reskill /upskill and re-engage in work preserving an income for the time of training. There is a greater need for training through ALMPs and for labour market institutions and career services more broadly in future too.

Olga [12]



**Ostap** Olga Strietska Ilina • 7 days ago

Dear Damian and Olga,

Many thanks for your replies!

Indeed, many high-paid professionals that work for the rich companies often have access to skills development, training and support of their employers. Therefore they can keep their skills and expertise updated.

I am more concerned about low and medium-paid workers. There are not so many employers that offer adequate training for their low-paid staff. And these are the workers who are most in need of skills upgrade, as low-skilled jobs are in greater danger of displacement by technology.

So I was thinking about a more institutionalised approach, as compulsory credits (like ECTS) that workers would have to acquire within certain periods (with employers, governments support or even by free online courses...). Link to the social safety nets, like unemployment benefits, is absolutely important. And as a speed of learning accelerates employed people (especially low-skilled) also need some learning framework and support.

Ostap [13]



**Olga Strietska Ilina** • 6 days ago

An interesting idea, Ostap, although I rather believe in incentives than making training compulsory. Of course there are certain areas of training that can be compulsory, such as OSH.  
[14]



**Dr.PriyaPrabhakar** • 8 days ago

LifeLong Learning (LLL) is basic. In today's world, availability of resources and sources to information is plenty and open, we keep ourselves updated through several different medias, be it a News paper, Magazine, Television, Internet or Radio which is collectively known as Mass Media.

Having an infinite and open resources and sources to information, the point to be analysed here is how far the system is liberated to include and recognise these learning that people are able to get in their day to day life.

1.1 How can the model of LLL be adapted to cater to a future world of work?

It is important that the future world of work is liberated from being a market that caters specific and limited jobs to the global populace where people are restricted to take up jobs that are created and offered.

Jobs needs to be facilitated and not created. What is the difference? When job is facilitated, we facilitate job that people design for their individuality that enables every one in the global populace to contribute their 100% to the world. Cumulating everyone's 100% is holistic development.

Instead, when job are created, we are limiting the freedom enabled to people as democracy, independence, sovereignty and human rights where we master their life and living within the scopes we officiate to them as general or common. Here, what we do is, we consider development as cumulating the world's contribution and participation to 100% where opportunities, space, inclusion and recognition are enabled in variable gradations that limits the entire scope and functioning of the global populace within the 100% we have set as ceiling. It is for this misinterpreted approach and inequitable design, there are calamities, unrests, inequality and deprivations existing despite so many efforts and resource investments.

Work place of the world is not a market where people could be limited to choose from a set of pre-designed or prefabricated jobs. Work place is a paradigm where every single individual of the world needs to be included for what they have as their individual potential, unique personality or individuality for the progression and prosperity of their self and the world.

When our aim is holistic development and our goal is to “leave no one behind” why do we limit opportunities and scope within a specific design and force people to substantiate over a set stipulate for recognition and inclusion?

Government is not to rule (dominate or power) and control people. Government is to govern (regulate and guide) and facilitate people.

## 1.2 Building Blocks of Well functioning LLL system.

Building blocks of LifeLong Learning (LLL) system are,

(i) Knowledge on computing skills must be made as basic

Elementary or fundamental education is the phase where individuals are taught with skills that are basic and essential for them to gain sovereignty and independence in life whereby they are equipped with basics that necessary to take up their own grooming and perspectives on world affairs.

Today along with literacy, knowledge on computing skills is also essential. Computer and internet serves as a host of indefinite, open resource of information further it enables individuals from different parts of the world connect with each other at ease.

Therefore, fundamental education that’s mandated to be free and compulsory through article 26 of the Universal Declaration of Human Rights needs to include computing skills as one of its constituent.

(ii) Educating the minds of people with responsibility and purpose. Freedom is workspace and methods.

“Article 29, Clause (i) of UDHR

Everyone has duties to the community in which alone the free and full development of his personality is possible.”

Employment or Workplace is a spectrum that facilitate space for people to pay back the duties they have as citizens of the world. Employment or work paradigm is a place that lets them not just earn money but self- worth, value and dignity. Income is just a token of appreciation and a reward equivalence that enabled to them for the progress and prosperity they have enabled the world with their individual personality.

When individuals could view working as not just a place for money earning and when the system is open to include individual specific work culture and expertise supporting and recognising what an individual has as their best without confining their working and recognition within standard

expectation and routine, its eventual for everyone to keep themselves updated for the freedom to learn and work for their individual personality is already vested to them as a right through UDHR.

## 2.1 Governance mechanism suitable for efficient provision and engagement in LLL for all

As already discussed, government is not about controlling the diversity (individuality) of the global populace within the design it has officiated on average as general to all. Government is about facilitating unlimited and unrestricted opportunity to every single individual of the global populace that would let everyone add to the progress and prosperity of the globe in their very own way fulfilling the guidelines outlined by the last three article of UDHR.

People learn but its the lack of freedom that is keeping them unrecognised and unvalued. When recognition to learning is just enabled to the single specific means thats officiated as common to majority, we are taking away the freedom vested to global populace whereby we master their living and progress within the limits we have set which by the principles of democracy and human rights is a violation.

Framing policies for majority and in groups are okay until the world had a dedicated fundamentals adopted for its functioning. With the adoption of fundamentals, policies, facilitations, functioning needs to be inline with the principles and provisions enabled through it. For democracy and human rights are the principles and freedom provisioned through the fundamentals ignoring which we are ignoring to facilitate and promote democracy and human rights.

With Internet technology, individual specific freedom enabled through the fundamentals is easily possible to facilitate that reforming governance inline with the adopted fundamentals true to its principle is essential not just for efficient LLL system but for a efficient world altogether that would resolve all problems existing in the present.

## 2.2 Respective role of government, private sector and the social partners

Everything within the world is a part of the government. Sectorship of an organisation, institution or agency just defines the economic association of the unit and it doesn't grant independence from the government as excepting the economic resource, human resource and material resource for the functioning of the unit is of the government.

So it is important that every sector or unit within the world should scope to facilitate the freedom granted to people through article 1, 22, 23, 26, 28, 29 and 30 of the UDHR that is associated with LLL system.

## 4. Strategies, policies and incentives needed to increase the intake of LLL.

Increase in intake of LLL can be made possible

(i) Liberating recognition to learning that justifies to serve the purpose without limiting, restricting and filtering recognition to learning got through general means of learning officiated as common for everyone.

(ii) Liberating the work paradigm to include expertise and proficiency gained by the individuals for their individuality without stereotyping the work environment to a single standard specification.

(iii) Facilitating “Equal pay for Equal Work” and provision of freedom granted to people through article 23 of the UDHR that lets people with the freedom of progress and prosperity equalling the progress and prosperity they have enabled the world with their work. [15]



**Olga Strietska Iliina** Dr.PriyaPrabhakar • 7 days ago

Many thanks for this inspiring contribution. My take away:

Make public and private sector work hand in hand for more learning uptake to prepare not just job takers but job creators and job shapers. [16]



**SkillsforEmployment** Mod • 10 days ago

To those of you who have contributed to this wonderful conversation thus far we say thank you! Next, as we approach our second and final week of this E-Discussion on LLL we'd like to invite you to share your thoughts and views on the following set of questions:

3. What financial mechanisms might be used to encourage the provision of and participation in training; who should bear the cost and how? What are investment priorities for LLL to harness economic growth and minimise social risks?
4. What strategies, policies and incentives will be needed to increase the uptake of LLL?
5. What are the appropriate delivery mechanisms of LLL that will make learning accessible and relevant for youth, adults and older workers, embrace new technologies and forms of learning and balance needs for wide access, flexibility and quality in the learning offer?

We look forward to receiving your inputs and observations on the above.

Best,

Jeannette [17]





**T. Damian Boyle** SkillsforEmployment • 10 days ago

Colleagues,

More people engage in learning outside of institutions than do otherwise.

Wikipedia engages hosts of people in the learning process without required fees, at relatively little expense. For those contributing to Wikipedia, technology skills training comes through the experience. Educational institutions and government agencies utilizing Wikipedia should reasonably be contributing monies for access to the resources on a page-count basis.

Everyone has a passion for learning about something, at various points in their life. These passions could be engaged by governments through the offering of problem solving prizes, such as:

→ UK government's Longitude Prize 2014 <https://en.wikipedia.org/wi...>

→ European Innovation Council Horizon Prizes (Affordable High-Tech for Humanitarian Aid. Prize value: €5 million.)<https://ec.europa.eu/resear...>

The idle computing power of crowds can be harnessed to process data for grand projects. In exchange for lending their physical computing resources to such socially important projects, contributors deserve to have access to the internet paid for by governments.

The benefits from grand problem solving projects cannot be entirely predicted. Space utilization and exploration efforts found many more benefits than were anticipated.

This approach to engaging learners over their life time assumes that all adult learners will have ready access to the necessary digital technologies, including free wi-fi.

Unfortunately, I can point to one post-secondary (tertiary) institution with a professional development policy that specifically excludes the purchase of computers, software, and associated digital technologies as learning materials for any employee. And this despite a statement of support, within the policy, for engagement in learning innovative methods for teaching.

I am curious about the cost/benefit ratios for innovation prizes for fostering learning, in comparison with the cost/benefit ratios of publicly funded adult education for fostering learning. Anyone familiar with such numbers, please share.

Yours,

Damian [18]

<https://edunorth.wordpress....>



**Olga Strietska Ilina** • 12 days ago

Hello everybody!

As we are finalizing the first round of discussion about the model, building blocks and roles and responsibilities of LLL, I would like to put one question to all of you:

How would you define LLL? What does it cover? [19]



**Dr.PriyaPrabhakar** Olga Strietska Ilina • 10 days ago

Any information or knowledge that nurtures and adds to the individuality of an individual enabling them to better their contribution for social progress of the world is LLL.

First of all we need to understand that what grooms an individual's individuality to a productive form that makes one valued constituent of the world's Human capital is Learning or education. Education, skill or learning is not a set of generalised content that is designed for the specification to which labour markets are designed. Here we are mechanising the world, we aren't enabling freedom of thought, living, and opportunity to people, instead we are creating an automation environment where functioning of people are stipulated and specific to the design we have officiated the labour markets with. It's like an industry where the entire functioning is programmed, when the raw material is placed in the conveyor belt that runs through automated assembly line where at the end the specified design or output is got uniformly without any innovation or individual touch. Human here are like robots who just execute what's programmed to them as command or procedure, they don't think or use their individuality to promote, uplift or progress their work environment or sector. They just do and re-do the same thing in their tenure that sustains both their work sector and the world. When we sustain the same thing for over a period of years that isn't development. Taking the next step from where we are now is development, but sustaining the same over a period of years is regression for as soon as we had taken a step further, we have raised the level, taking further steps ahead and ahead keep development eternal else for the raised level the sustaining the taken step as practical is regression. Our functioning, approach and facilitation is a step below the raised level.

Therefore, people should have the freedom granted to them. Everyone in the global populace should live keeping the environment lively. They shouldn't be forced into

survival for us (the facilitators) making the environment monotonous. Designing the entire world to a standard specification and controlling the entire populace within our officiation is master-slavery attitude, we keep them in fear and want, we don't grant them their freedom to live. Freedom to live, is not just the freedom to breathe and space for what decide to be their basic needs. Freedom to live, is the freedom and space enabled for people to design their living and lifestyle for their individuality thats stringed to enable social and global progress and prosperity.

Standard and quality of learning is not in hypothesis, emprics or jargons of science and maths. Standard and quality of learning is in the productivity, progress that one is able to make for themselves and the world with. Pages of formulas, derivations, calculations, formulas may look impressive but its the content in it and the transition it would enable that will serve the purpose and be an inspiration for something that could be done in reality.

Hence, Life Long Learning is basic, when we liberate the world's functioning and facilitation in line with the principles and provisions of UDHR, we are setting a world that is progressive and that progresses eternally making the world free of all deprivation, a world that is holistic, equal and equitable. [20]



**Asif Alamgir** • 12 days ago

Dear All,

Regarding the Discussion: On lifelong learning for the future of work.....

Learning is essential for all. Learning opportunity is need for all. Today's time period we can find very good learning opportunity by the online education process. By the online education process and by the education institution student can find the free admission+ free study= only buy the certificate opportunity for the education for to achieve the learn and knowledge. This process is the scholarship opportunity for the student. By the training education course study we can do study and we can achieve the learn and knowledge for to achieve the respect work at a reputed organization. Learning is for the life time achievement. Learning is for the personal education and professional development. By the training education course study student can build the curriculum vitae for to achieve the respect work at a reputed organization.

Build your curriculum vitae and spread the education for all.

Sincerely

Md. Asif Alamgir

The MBA

Eastern University, The Dhaka,

The Bangladesh.

The Respect Course Teacher

The Khan Institution Of The Business Administration [21]

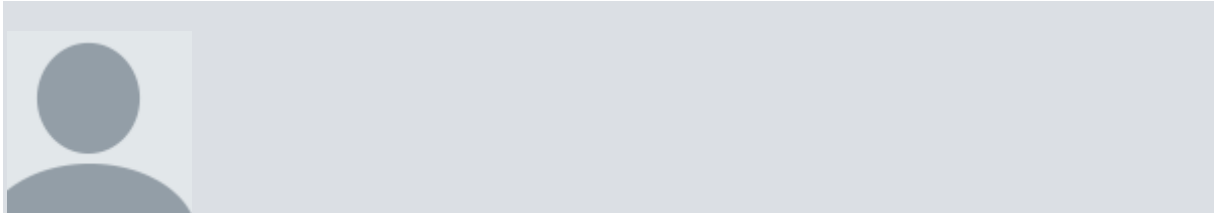


**Olga Strietska Ilina** Asif Alamgir • 11 days ago

Dear Asif,

Many thanks for your contribution. You are right that online resources and courses open up the whole range of new learning opportunities for youth and adults. Does your country have a system to recognize the outcomes of online learning courses, certified or not? The online resources and courses are only useful if their results are accepted on the labour market. I would be interested to have your opinion from a developing country perspective.

Olga [22]



**Ashwani Aggarwal** • 13 days ago

Lifelong Learning (LLL) is central to managing the different transitions that workers will face over the course of the life cycle. To what extent employers and trade unions include lifelong learning in collective bargaining. It will be useful if participants share examples from their countries. [23]



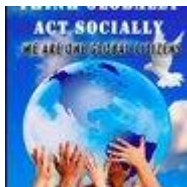
**Olga Strietska Ilina** Ashwani Aggarwal • 11 days ago

This is a super relevant question. Thank you Ashwani. Let's bring it up again for the launch of the second week discussion. [24]



**SkillsforEmployment** Mod • 13 days ago

In a recent poll administered by the Skills for Employment Knowledge Sharing Platform on Twitter (@Global KSP) we asked respondents to provide their inputs on when was the last time they participated in a training course or class to improve their skills and/or knowledge (online or offline). From the options provided, the majority of respondents (68 per cent) selected “Within the past year”, followed by “Over 5 years ago” (17 per cent), and “More than one year ago” (15 per cent). Tell us, what mechanisms might be used to encourage the provision of and increased participation in training? [25]



**Dr.PriyaPrabhakar** SkillsforEmployment • 12 days ago

Work environment and the working paradigm needs to be set live from the mechanical mode of functioning it has in the present.

Promotional prospects, work opportunities should be liberated to individual specific design where every individual is vested with the freedom of progression and inclusion without any limitation or restriction but with a general guideline that their use of freedom of progression and inclusion is focused towards social progress and prosperity that would lift their life-standards, living environment and prosperity.

When we fix the process to a single specific specification as procedure, format, general routine, etc, it makes the system industrious and it neither enables us to facilitate or exercise the freedom granted as fundamental rights, freedom or human rights.

Before internet was found, teaching, learning and sharing needs to be collective, grouped in a specific place established for a specific purpose. But today, the resources

are open and ample, Individuals have all scopes to groom and nurture themselves on their own for their individuality which is education - "educere" - 'to bring out' or "educare" - 'to bring up'.

Learning got through any means that serves the purpose and fits into the meaning of education is formal education and its recognition should be given equal importance without categorising it as non-formal or informal education.

Constraining official recognition to the method we officiate as facilitators sidelining the other means and mode of education as non-formal or informal even though it serves the purpose is a master-slavery approach. We force the entire population to fit into the design we officiate them ignoring the freedom mandated as fundamentals by the Constitution and the Universal Declaration of Human Rights (UDHR), two important documents that forms the core and base for the world to take its transition from monarchic and master-slavery governance to a democratic and free form of government. Recognition should not be to how the learning is got but should be to what's learned and how far it has nurtured an individual in being productive. It is not the means but the purpose that decides both the standard and quality.

When we stipulate and standardise world's paradigm, we force people to shrink their individuality and liveliness, limit their possibility and prospects within the line we have drawn as ceiling. Whereas, when we set the space free by just ensuring that the use of freedom granted to people are exercised in a progressive way and for a progressive purpose, we are opening up the paradigm for an eternal progress where people will keep themselves updated and upgraded all time.

Realising what is truly principled as human rights by the UDHR will help us in this reformation. Of all the 30 articles, the first 27 articles outlines the freedom people have to identify, include and nurture their individuality to fulfill their responsibility as an individual, as a member of a family and as a citizen of a nation and the world, while the last three articles principles people and the government on how the freedom granted needs to exercised and oriented, ensuring the use of freedom is progressive without the same being structured, limited or stipulated. [26]



**Olga Strietska Iliina** Dr.PriyaPrabhakar • 10 days ago

Many thanks for the contribution. I take away two important points: 1) the choice of a learning path is a human right ; 2 ) in future it should not matter how skills were attained - through a formal or an informal path of training path - as long as the outcomes of learning are recognized equally for any path. I agree that such approach could facilitate uptake of training but usually there is a lot of resistance from formal education: the argument usually is that a formal

vocational education programme of three years duration and a short course of three months do not produce the same quality graduates. What arguments can be used to overcome such resistance? [27]



**Dr.PriyaPrabhakar** Olga Strietska Ilina • 7 days ago

The main difference between a long term course and short term course is that the former is more generalised that includes superficial knowledge on several different disciplines that are associated with each other enabling individual to take up alternate career opportunities, whilst, the short term course is a more concentrated form that focuses on specific topic and skill sets.

There are several different methods of shortcut and tricks people take up in long term course that takes away the purpose of education itself, like the entire content set as syllabus is not mastered, instead only the important topics that is said to be of use in their future is concentrated and memorised. Learning is examination oriented where just the repetitive and important questions are memorised by the students. The same reflects in a survey that states “College graduates lack job skills” and in the concept of probation or internship where placed candidate is trained for a considerable period of time where they are taught with practical and hands on skills needed to fulfil their job responsibility.

So, the quality of education is not in the timeline or in the set of generalised contents but its in how well the learning corresponds and adds to the individuality of the learning individual because INDIVIDUALITY is the core of individuals where rests their dignity, self-value and self-worth that enables them to be their best.

Today, with Internet, one needn't have everything stored in their memory. People today have access to ready reference. Information and knowledge are wide spread and readily available, individuals for their individuality can permute and combine an information in n number of ways that will diversify innovations and enable the world have a full-fledged progress.

Recognition and inclusion to people must be for the skill and expertise that they own as their uniqueness and not for the ability the show in substantiating themselves through the set of stipulates and criteria we have set as benchmarks or standards.



In general, opportunities and recognition should be for the contribution an individual has as his/her quotient for the world's progress and prosperity and not for proving themselves over anything or anyone.

By filtering individuals for inclusion and recognition, we are working against the goal of holistic development, no poverty, zero hunger, equality and on the whole against HUMAN RIGHT and DEMOCRACY.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

DECODING THE CLAUSE:

a. Elementary education shall be compulsory - - - education in the elementary stage is advised to be made compulsory because, it is in this stage the students will be introduced to the literacy part of education where they will be taught to read and write which forms the foundation for education.

b. Technical and Professional education shall be made generally available - - - being taught with literacy (the ability to read and write) individuals are let free to experience & explore the world on their own for their individuality, as it becomes eventual that they can comprehend informations and present their own perspectives perceived through their learning. Hence, technical and professional education is made generally available to all, Where everyone are free to design their own curriculum and specialisation of course for their individuality that is directed towards the full development of their individual personality.

c. Higher education shall be equally accessible to all on the basis of merit - - - With the freedom of choice and opportunities enabled in the technical and professional education spectrum, everyone would have nurtured their knowledge and skill to their best in their area of interest. Having a strong expertise in their own field of specialisations makes everyone individually meritorious. To keep their progress eternal and live, opportunities for higher education is made equally accessible to all based on their merit (the knowledge & skill mastered by an individual).

MERIT, here, is definitely not just referring to certificate or mark sheet but the content they have in them to enable the world with its social progress. Content that forms an individual, a responsible human being is



his/her merit. In today's scenario, certificate awarded through curriculum are for the compliance of the individual and not for the content because it is evident that every individual has content in them, then why don't we have 100% of educated populace? Its just because we certify only those who pass through every process and any comply with every stipulates we impose in the name of system.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

#### DECODING THE CLAUSE:

a. Education shall be directed to the full development of the human personality - - - education is not teaching people to meet with design of the world we have officiated through average, uniform or general policy. Education is the self nurturance of individuality to best of its form that makes an individual evolve as a complete and sovereign human being. This part of the second clause further evinces the freedom of access and design discussed during our analysis of the previous clause.

b. Education shall be directed to the strengthening of respect for human rights and fundamental freedoms - - - Education is not alone the subjects of STEM - Science, Technology, Engineering and Mathematics, education is also the subjects of social science that teaches individual with their duties and freedom. Only when the knowledge of science and maths is corresponded with the social knowledge, activities and functioning of the world will be progressive (human + social + environment - friendly)

c. Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of UN for the maintenance of peace - - - Education thats uniform directed towards a set standard in their respective field of specialisation makes people to strive for success amongst the crowd, pushing them to a scenario where they are forced to learn tricks and manipulation to rush ahead of the crowd in securing their places and opportunities. This pattern of the system violates the factors aimed through this clause. Instead, when educational opportunity is individual specific and directed to the full development of the human personality as prescribed in this clause, everyone will have their own place of success that is assured to them very much at their starting point itself,

where they will be enabled with an environment that lets them to have their full focus on the purpose and will make them have a mindset to understand and accept their co-being, for the world is not enclosed and the opportunities or place is not reserved for personal identity of an individual but is kept wide-open where opportunities and place are assured for every one for their individuality.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

#### DECODING THE CLAUSE:

a. Parents have a prior right to choose the kind of education - - - this clause further evinces that education cannot be limited, confined and restricted to just schools and to the curriculum or syllabus or format facilitated through it. People must have the freedom to choose the kind or pattern through which they wish to educate themselves that is directed towards the list of qualities prescribed in the previous clause. Where parents have a prior right of choice, they can choose either from the existing options or design a new pattern of education for their kids with the evolved exposure they have with the advancement of the world.

Therefore, By HUMAN RIGHTS DECLARATION, RIGHT TO EDUCATION is not just the right to school but the right to get any form of knowledge or skill nurturance recognised as education, evincing the government with due conviction of social progress or social change it would enable the world with.

Individuals who are sovereign enough to take up education on their own through autodidacticism, can pursue their education on their own with the help of internet (ICT), where they could present their nurtured skill in the form of a research dissertation or project that sets to resolve an existing problem and enable social progress. This would reduce the crowd and increase the space in schools for first-generation learners and for individuals who would need guidance and a pre-paved pathway for learning.

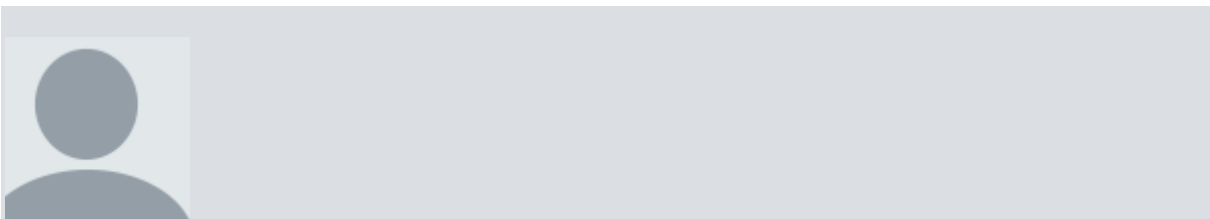
When schools aren't over-populated, the system can enable an environment that lets every student to get individual attention, concentration and nurturance, that doesn't average them to a uniform pattern or paradigm, pruning their individuality.

Meanwhile, individuals who need a structured programme of learning that can be pursued from their own place can be enabled with e-learning opportunities. When access to education is multidimensional, beneficiaries will be more, outcome will be of high quality enabling the

world with holistic development and inclusive growth.

As already said, today, education is not knowing things but understanding things. Any information, details or datas can be readily referred in today's world from anywhere and at any time with the help of internet. Hence, we need to focus on mastering skills and not on memorising contents.

Hope this Helps. The last part of this reply which is about Article 26 of UDHR not just helps with reforming LLL but the education system as a whole that would bridge the gap that's there in the present between education and employment. [28]



**Laura** • 14 days ago

Hello participants, I have been reading the interesting discussions on LLL in this platform. It got me thinking about whether there have been successful/innovative initiatives whereby the skills people have gained throughout their lives informally or in non-formal settings have been certified. It seems to me that this would be a crucial component of keeping all workers employable whatever the future of work brings their way. Laura [29]



**giovanni crisonà** • 14 days ago

Dear all,

Thank you for the opportunity to share with you our opinion about the delivery mechanisms of LLL that will make learning relevant for all. Our Alliance [skillman.eu](http://skillman.eu), built among industries and VET providers, is engaged from 2015 in a sectoral skills exercise to anticipate the skill needs in Advanced Manufacturing, implementing a “systematic, future intelligence-gathering and medium to long-term vision-building process.

I would share with you our opinion about the relevant skills that we introduce in our curriculum design processes.

We aim to “identify opportunities and areas of vulnerability to assist present-day decision-making”. Within our processes, the experts and the stakeholders participants’ attention is pointed to a set of specific skills pillars that we consider have to be taken into account for the analysis and

thus balanced to be properly included, when possible, in the identified policy strategies and in the curricula newly designed or revised.

We have identified our set of ‘skills pillars’ taking a priori inspiration from the EU 2020 strategies, from educational and labour trends, from other sectoral initiatives and analysis and from the European policies in the fields of education and training and taking also into account the developments made by the CEDEFOP and the EU Secretariat - ESCO in relation to skills needs and professional standards.

Our result is the grouping of our skills pillars in “critical skills”, skills related to “challenges and future trends”, "AM skills for KETs", "skills for ICT", "Green skills", "Entrepreneurial skills", and "Ethical Skills".

I will give some brief definition for each of them here below:

#### Critical skills

The EU 2020 target points to a work fully networked, flexible, integrated, open and innovative and we believe necessary to promote skills and competences that allow the industry to implement innovation, digitisation and decarbonisation. We promote the following critical skills:

- Social Intelligence
- Novel and adaptive thinking
- Cross-cultural competency
- Computational thinking
- Transdisciplinary
- Virtual collaboration

#### Skills for challenges and future trends

The renewed EU Industrial Policy Strategy brings together all existing and new horizontal and sector-specific initiatives into a comprehensive industrial strategy. It also clarifies the tasks ahead for all actors involved and makes all the actors responsible to make the workforce equipped with the right skills for the future trends. We promote in this field the following skills:

- Complex problem solving
- Critical thinking
- Creativity
- People management
- Co-ordinating with others
- Emotional intelligence
- Judgment and decision making
- Service orientation
- Negotiation
- Adaptability

#### Advanced Manufacturing skills for KETs

KETs are a group of six technologies: micro and nanoelectronics, nanotechnology, industrial biotechnology, advanced materials, photonics, and advanced manufacturing technologies. These technologies are related to the AM and can be found in the following specific aspects of the competences that in some case can overlap with the ICT skills (see below). We promote the following:

- AM machine-specific knowledge
- AM design and optimization
- Manufacture additive parts for production according to quality standards
- Manage the effect of processes and materials on part quality and safety and applying regulations and standards.

### Skills on ICT

Digital skills are nowadays a key competence for all. The EU Digital Skills and Jobs Coalition Members Charter , applied by the [skillman.eu](https://www.skillman.eu)'s members, promotes a modernisation of the education and training that includes the skills related to:

- digital skills for employability,
- competitiveness and
- participation in society.

We introduce these concepts in our review and aim to include the digital skills as an integral part of our results. In particular, the specific skills of:

- coding and
- user skills belonging in particular to the Advanced Manufacturing technology and related, more in general, to the Internet of things, the Robotic, the Big Data, the Cloud Manufacturing, the Advanced Human Machine interface, the Advaced Automation and the Augmented reality.

### Green skills

We take inspiration from existing initiatives and implements a general concept and approach to greening human capital and economy referred to the wider approach to sustainability introducing skills linked to the transition to a circular and greener economy. Our [skillman.eu](https://www.skillman.eu) approach to green skills requires that the workforce is equipped with technical skills, knowledge, values and attitudes to develop and support a sustainable social, economic and environmental outcomes in business, industry and the community.

We consider the green skills as a fundamental for the sustainability deployment and therefore we aim to embed, in our methodological solutions and curricula, the needed skills for green economy and sustainability.

The curricula we design have to be provided with specific units of learning that make the students apply the knowledge of:

- engineering
- biology and
- ecology

through hands-on activities and simulations, to make them able to research and design potential solutions to these true-to-life challenges. Our green skills include the skills to investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy.

### Entrepreneurial skills

We take inspiration from the European Entrepreneurship Competence Framework to introduce entrepreneurial skills and to apply a logic of progression, as it is described in the EntreComp Progression Model. The EntreComp framework is made up of three main areas that include:

- ideas and opportunities
- resources
- into action

Each of these is in turn made up by a number of competences that, together, are the building blocks of a sense of initiative and entrepreneurship as a competence that we introduce to the attention of our stakeholders and experts.

### Ethical Skills

Since the Advanced Manufacturing technologies allow individuals to realise extremely powerful and dangerous productions, our Alliance aims to consider the relevance of the ethical skills that are classified taking inspiration and applying the James Rest's (1983; Narvaez & Rest, 1995) 'Four Component Model'. This model describes the psychological that comprise an ethical or moral action and groups the skills as following:

#### ETHICAL SENSITIVITY

- Identify the interested parties
- Weigh the possible outcomes

#### ETHICAL REASONING (Selecting the most ETHICAL action)

- List all possible options
- Make a decision

#### ETHICAL FOCUS/ MOTIVATION

- Value identification
- Prioritize the action

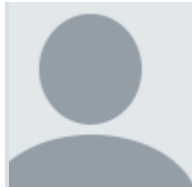
#### ETHICAL ACTION

- Judge the feasibility of the chosen option
- Take action
- Follow through
- Reflect [31]



**Olga Strietska Ilina** giovanni crisonà • 14 days ago

Thank you for the interesting example, Giovanni. The framework is quite elaborate. How would you evaluate it: does it work well to depict e.g. fast and constant changes of digital skills requirements in manufacturing? [32]



**Giovanni Crisonà - skillman.eu** Olga Strietska Ilina • 12 days ago

Hello Olga, thank you for your question, indeed it's an interesting aspect that we have long discussed. I think that it's necessary to have a strong basement to build high towers, so the aim of this is to focus basic concepts that have to be extended and adapted to the changing world.

The set is recent and we update it constantly to be sure to have a continuous improvement.

The mandate of our stakeholders, when we engage them, is to integrate this framework with their own knowledge and the skills anticipation exercise is supported by this framework and not limited to it.

Congratulation for your excellent initiative, I found this debate very coherent with our needs. [33]



**Mariya Aleksynska** • 15 days ago

Lifelong learning is increasingly challenged, but also stimulated by, online work platforms. We have recently conducted a survey of platform workers in Ukraine (the results to be published in April as an ILO document). We find that the majority of respondents have university degrees but perform jobs in the fields unrelated to their formal training. Only about a third of them believe that they have a perfect match of skills to perform work on the platforms. Another third stated that they need further technical training, and 10% believe that their skills are more advanced than necessary for doing the tasks at the platforms where they have worked.

There is a certain polarization of tasks, and hence of skills, on online platforms. There are some basic tasks (writing, editing), which represent the majority of tasks performed by Ukrainian

online workers. They are also mainly performed by women. The share of workers who believe that they have skills more advanced than necessary to work on the platforms is the highest among workers doing these tasks. In other words, over-education, and perhaps a certain deskilling on the platforms, is most experienced by simple-task performers, the majority of whom are women.

More sophisticated tasks, such as especially IT, design, graphics, work with photos and video, are more often performed by men. They are also the fields where there is constant learning and skill improvement. Mostly this is done on workers' own initiative, to increase and maintain their employability. For this, workers use a variety of tools. Here are some quotes from the respondents:

I study, I constantly try to improve. Now especially... Because I see that I will make more if I acquire certain skills. I mean online courses, online video courses freely accessed on YouTube. About testing, automatization, coding. Dig into it, study for the rest of my life. (Kharkiv, macro tasks).

I study on my own at my own initiative. In order to improve my qualification and enlarge the spectrum of the work that I can do. I do it on my free time. Usually it's online resources: websites, youtube, udey. As of today, I try to enlarge my knowledge on search optimization. (Nikopol, macro task)

It's been a while that I started learning new tools and technologies while creating websites for others. My methods of learning new technologies include reading electronic books, specialized forums, exchanging experience with other programmers. (Bila Tserkov, macro task). [34]



**Olga Strietska Ilina** Mariya Aleksynska • 15 days ago

Hi Masha,

Many thanks for sharing these most interesting findings! They confirm that higher education is a huge time investment that does not guarantee that skills are adequately used. What I take away from your findings is that overeducation co-exists with underskilling, and that self-engagement in learning become a norm in the platform economy. What do you think about the trend of the expanding platform economy - will it continue growing?

I think the key policy concerns are twofold: making sure there are efficient RPL systems, and making training measures work for overcoming the gender technology divide (could be a potential win win when it comes to skill shortages). Both are quite difficult to implement, though.

Olia [35]





**Rajcoomar Ramchurun** • 15 days ago

Good morning to everyone and greeting from Mauritius. Prof. Dr. Joseph A. Hegarty has made a very pertinent point when he stated that '...The worst case scenario is that technology will produce a situation in which there will be an excess of labour and a shortage of work..' I think that with the advent of technology and automation[apps], a significant proportion of existing jobs will disappear and yet most schooling systems in developed and developing countries are still doing and using traditional methods of education and training that are not fit for purpose at all. This is an area which need to be explored to gauge the extent of readiness of educational systems to embrace new educational forms appropriate to enable transition to change.

More so, It is now widely recognised that Learning does not happen only within the four walls of the school . LLL should aim to connect the informal, non-formal and the formal learning. Recognition of prior learning [RPL] is a key concept that supports LLL and is a strong policy tool to bring back workers to upgrading, reskilling and retraining. The link between RPL and LLL must be reinforced. [36]



**Olga Strietska Ilina** Rajcoomar Ramchurun • 15 days ago

Dear Rajcoomar,

Even though I am not anyhow in a panicking mode when it comes to shortage of jobs in the future, I agree about the challenge: the process of creative destruction of jobs certainly means a huge, fast and permanent change of tasks composition in jobs and new business capabilities and therefore new skill needs. Current education systems can hardly cope with this. So we do need to look for innovative solutions when it comes to LLL. RPL clearly comes out of this discussion is one important pillar, being mentioned by many contributors. What would be others? Can we think out of box - outside current practices?

Thank you.

Olga [37]



**T. Damian Boyle** • 15 days ago

Colleagues,

Makes my head hurt puzzling over all this.

Below are my distilled thoughts. (You may well wonder about the distillation process.)

Learning can be engaged in, but it cannot be provided.

1. First, hold that adults are capable of learning independently of educational institutions.
2. Relevance is situational and constantly evolves for individuals.
3. Shift tax dollars away from institutions and towards individual learners to support the best fit for the moment in time.
4. Require government certification exams for all manner of workplace knowledge and skills competency assurance.
5. Mandate that every employer be required to support every worker with substantial Occupational Health & Safety Education & Training, every year.
6. Provide certification exam study guides and resources freely via internet and smartphones.
7. Charge a cost-recovery administrative fee for challenge exam attempts. Make these fees refundable for priority skills development needs identified by governments. (Take your pick, folks: learn what you enjoy, or learn what pays off.)

Yours,

Damian [38]

"Learn to live. Live to learn."

<https://edunorth.wordpress...>



**Olga Strietska Ilina** T. Damian Boyle • 15 days ago

Dear Damian,

Many thanks for your clear and crispy comments. They are most interesting! Could you develop a bit further your point 3 - in practical terms, how would it work?

Olga [39]



**T. Damian Boyle** Olga Strietska Ilina • 15 days ago

Olga,

As an example:

Adults attending post-secondary (tertiary) educational institutions on a full time basis are eligible for tax benefits for tuition and living expenses. Those enrolled in courses on a part-time basis may claim tuition for tax purposes, but not living expenses. At the local university, completion of three courses in a year qualifies as a full time student. Full time status may be achieved by completing one course in any three of the four terms (Fall, Winter, Spring, Summer).

Those who learn independently while immersed in an occupation may claim nothing for tax benefits. In fact, these individuals contribute their taxes to support the educational institutions for the benefit of those attending.

In Saskatchewan, Journey Person Certification for most Trades may be granted on the basis of challenge exams, for a fee of about \$400. Several years of experience are also required, but attendance at an institution is not. <http://saskapprenticeship.c...>

An individual who has attended a full time institutional program may be eligible for a tax benefit of \$10,000 dollars in that year, perhaps, without being required to obtain a certification of any kind.

An individual who has worked, and studied independently, and obtained a certification, is surely deserving of an equal tax benefit, at least.

Given the potential to recoup their taxes in this way, how many would gladly keep working and learning independently and forego attendance at an institution?

Five days of challenge exams versus 160 days of full time attendance seems the more efficient and profitable option.

Infrastructure costs for governments: next to nothing.

Yours,

Damian [40]

<https://edunorth.wordpress...>



**Olga Strietska Ilina** T. Damian Boyle • 14 days ago

Seems like a viable solution. [41]



**G S Sethi** • 15 days ago

G S Sethi

TVET Consultant, India

Hello Everyone,

I have very simple and straight forward comments, as regards LLL.

The only crucial way to encourage LLL and let it grow fast and in the true sense, is to create an environment where additional learning or skill upgradation has a direct relationship with the perceived benefit. Moreover, it should be self-motivating i.e. one should of his own feel that every step in LLL (which calls for his effort, time, energy and resources) must lead to tangible benefit. Other agencies (direct or indirect) can only act as catalytic agents. For example, enterprises creating facilities for additional learning / skill upgradation, Government providing financial support, workers' organizations running awareness programmes etc. LLL will become self-sustaining, if the benefit is not merely perceived but actually achieved on the ground. Of course, it is not that easy to come by and certainly calls for thorough and thoughtful planning and sincere execution with room for mid-course corrections based on feedback. It is not uncommon to see several well-intention moves with lofty stated outcomes, but reaching dead ends quickly due to failure to achieve results (even partly). An example of recent origin is NSQF - making tall claims, but making a mess in many cases, rather than improving the situation. My comments here are not to undermine the importance of LLL, rather highlight its need in the time to come, but state a note of caution about planning and execution.

Regards to all,

G S Sethi [42]



**Olga Strietska Ilina** G S Sethi • 15 days ago

Dear Sethi

Thank you for interesting thoughts. It is certain that encouraging LLL can only work if a multi-stakeholder approach is in place. There is certainly a role for governments, employers and workers, in terms of promoting, engaging and funding LLL. But this has been the case so far and is reflected in the ILO Human Resource Development Recommendation 195. The size of the question however is likely to change substantially in future. Are there specific practical ways to make each stakeholder realizing potential benefits? Any thoughts on specific measures?

Thank you.  
Olga [43]



**mspdelarama** • 16 days ago

Hi. I'm Susan Dela Rama from the Technical Education and Skills Development Authority. TESDA is one of the 3 education agencies/ministries in the Philippines. TESDA is in charge of TVET in the country hence, life long learning strategies and programs is a major concern. I say TVET is post-graduate because even after college/higher education, people need to go back to learning skills to find work or shift careers or simply for personal use.

We also cater to the underprivileged and marginalized sectors of the country. Whenever there is need to make people productive, TESDA is the answer. Our programs for access and equity, aside from the poor, out of school youth and unemployed adults, include those for the drug dependents after rehabilitation, rebel returnees, indigenous peoples, PWDs, victims of calamities, conflicts, abuse and others. The government subsidizes training programs and related interventions to help them cope and be economically productive and socially responsible citizens of the country.

TESDA develops their skills through a variety of modes including online programs. The TESDA Online Program is accessible from the TESDA website and is provided as massive open online courses or MOOCS, which can reach out to all Filipinos (and sometimes, from foreign countries because it is not restricted) worldwide, since the Filipino is a "global worker".

I am interested to learn from this discussion on how we can improve and make our life long learning programs more effective, particularly on how we can cope and deliver to the requirements of the Future of Work.

Looking forward to hearing from everyone... and to share what we have. [44]



**Olga Strietska Ilina** mspdelarama • 15 days ago

Thank you very much for your contribution, Susan! TESDA is well-known around the world, and certainly in the ILO! Your question is very pertinent. I would encourage others to respond too.

I think we need to revisit the concept of lifelong learning (LLL) from the point of view of potential disruptive challenges and the need for massive and permanent reskilling and upskilling. In terms of building blocks of a well functioning LLL system one has to

think about balancing partial qualifications and longer-term initial training, foundation skills and the role of basic education, permeability of systems from basic education through higher education and continuing vocational training, a related system of modular training (is it something still valid?), recognition of skills/prior learning, credit transfer across LLL, and finally access (entitlement? obligation?) to LLL. We also may need to discuss whether broader initial qualification profiles may ease potential engagement in further training. Finally, relevance of training provision at all levels throughout life is hugely important but with the pace of change and technological development is certainly at stake. The challenge is to anticipate skills needs of the future - both technical as well as soft, core skills.

Olga [45]



**Alberto valdez barboza** • 16 days ago

Buena Tardes, mis saludos desde Perú..Soy profesor de las Universidades Ricardo Palma y San Ignacio de Loyola este tema lo he puesto en discusión en varios eventos en el que cualquier estrategia que mejore las expectativas laborales desde la educación el desarrollo de las naciones tendría excelentes ventajas comparativas adecuadas en la actividad productiva .Pero cuál es una sus limitantes la falta de coherencia de los flujos de las migraciones y el desarrollo desde las propias políticas de Estado.Al respecto la OCDE solo le interesa lo económico,estrategia que esta mas relacionado a la flexibilidad de la mano de obra en el mercado laboral la mano de obra barata ( EEUU y Chile )y no en las mejoras en la educación sobre todo en el ámbito tecnológico (Un buen ejemplo Singapur y Canadá). Para la OCDE no llego la cuarta revolución sus efectos siguen siendo nocivos el envejecimiento de la mano de obra sin ningún programa de emprendimiento para este sector va en tendencia creciente,:las transferencias fiscales son ineficientes que explica la poca sensibilidad del sector privado y la poca evidencia del sector publico. [46]



**Olga Strietska Ilina** Alberto valdez barboza • 15 days ago

Dear Alberto,

Many thanks for your contribution.

In the context of your thoughts, the role of lifelong learning and skills development is particularly important. Of course, as you say, the role of human capital for productivity growth and economic competitiveness is recognized. However, availability of skills as a comparative advantage for trade and investment policies is not as acknowledged as in case of infrastructure, regulatory environment, product proximity etc. At the same time successful policies of Singapore and South Korea demonstrate the validity of

capabilities-based development policies. In addition, skills development measures can also serve as an important buffer for trade shocks and technological disruptions, and can help avoiding high social costs. I very much agree that deployment of LLL and active and passive labour market policy measures in conjunction would be needed: these could ensure that individuals have access to income while engaging in training, whether they are in or out of employment.

Olga [47]



**SkillsforEmployment** Mod Alberto valdez barboza • 15 days ago

Unofficial translation of Mr. Barboza's post follows:

Good afternoon, my greetings from Peru . I am a professor at the Universities of Ricardo Palma and San Ignacio de Loyola. I have discussed this topic in several events in which any strategy that improves work expectations from education to development of nations would have excellent comparative advantages in the productive activity. But what is one of its limitations is the lack of coherence in the flows of migration and development from the State's own policies. In this respect, the OECD is interested only in the economic aspect, a strategy that is more related labor flexibility in the labor market, cheap labor (USA and Chile) and not in improvements in education, especially in the technological field (A good example is Singapore and Canada). For the OECD the fourth revolution did not reach - its effects are still harmful aging of the workforce without any entrepreneurship program for this sector is on the rise, fiscal transfers are inefficient that explains the low sensitivity of the private sector and the lack of public sector evidence. [48]



**Dunia Flores** • 16 days ago

Buenos días, les saludo desde Honduras, Estamos trabajando directamente en terreno en el desarrollo de habilidades y competencias para los jóvenes de 14 a 30 años. Una de las principales limitantes que observamos en este nivel de población es la desactualización en el uso de las tecnologías para crear empleo y para tener mas oportunidades de inserción laboral y la inserción temprana en el mercado de trabajo lo que no les permite tener una formación adecuada y oportuna. Actualmente estamos promoviendo emprendimientos basados en el uso de la tecnología para crear autoempleo y ampliar red de negocios, sin embargo en el sistema educativo nacional no se esta priorizando este tema, creo que un gran avance seria incorporar el tema tanto de emprendimiento como el del uso de las tecnologías en el currículo básico.

Saludos. Pueden seguirme en Twitter y conocer mas del Proyecto Fomento del empleo juvenil y prevención de la migración en Honduras. @duniararo [49]



**SkillsforEmployment** Mod Dunia Flores • 16 days ago

Below is an unofficial translation of the contribution made by Dunia Flores (above):

Good morning, I greet you from Honduras, We are working directly in the field of skills development and competences for young people from 14 to 30 years old. One of the main limitations that we observe in this level of population is the lack of updating in the use of technologies to create employment and to have more opportunities for labor insertion and early insertion in the labor market, which does not allow them to have adequate and timely training.

We are currently promoting ventures based on the use of technology to create self-employment and expand business network, however, the national education system is not prioritizing this issue, I think a major breakthrough would incorporate the issue of both entrepreneurship and the use of the technologies in the basic curriculum.

You can follow me on Twitter and learn more about the Project for the Promotion of Youth Employment and the Prevention of Migration in Honduras. @duniararo [https://uploads.disquscdn.c ...](https://uploads.disquscdn.c...) [50]



**Olga Strietska Iliina** SkillsforEmployment • 15 days ago

Dear Dunia,

Many thanks for your contribution.

Exposing young people to current technologies in the workplace is possible through apprenticeship training or similar schemes that provide part of training on the job. This is the most efficient way to expose young individuals to current work practices and technologies. However, you mentioned entrepreneurship training with potential self-employment. I wonder if there is any evidence of successful use of apprenticeship (internships, learnership) schemes for entrepreneurship training? Perhaps a solution could be business incubators /mock start ups with the use of up-to-date technologies. It would be interesting to see some examples.

Best regards

Olga [51]





**SkillsforEmployment** Mod • 16 days ago

This contribution was recently received from Joseph A. Hegarty:

...in the matter of lifelong learning I was recently invited to engage with a Dutch university to build LLL into their Hospitality programmes. The very first essential is to recognise and accredit informal learning, and credit prior experience and learning whether formal or informal. This reinforces the view that education should be permanent (a EU phrase for lifelong- learning). In contemporary language there is a need for 'continuing professional development' (CPD). During all of my time in culinary and hospitality education lip-service has been paid to the concept of lifelong learning, but now, its need, for most people, is a stark reality, for it is equally true that individuals over their working lives will have to make many more job changes than has been the case in the past. This view challenges the idea of early specialisation, but at the same time it questions the value of a culinary/hospitality education or any other form of apprenticeship for that matter, if all it does is simply to drill disconnected knowledge into the heads of the (usually disinterested) recipients. This is the challenge for those who offer liberal courses.

The worst case scenario is that technology will produce a situation in which there will be an excess of labour and a shortage of work. The arguments for this point of view should be taken seriously. Answers as to what should be done in the event of this happening are not likely to come from research but from the scholarship of a deep understanding of the human condition which can come only from an integrated approach to the humanities and the sciences.

Slán go foillín,

Joseph [52]

Prof. Dr. Joseph A. Hegarty, Dip.Htl.Mgmt., M.Ed., Ed.D.



**Olga Strietska Ilina** SkillsforEmployment • 15 days ago

Dear Joseph,

I can't agree more about the lip service paid to the concept of LLL. Indeed it has been around for almost three decades. It used to be discussed in relation to the knowledge economy and aging societies. But now the situation is really changing. I personally do not believe in negative employment scenarios about disappearing jobs: it is not the first wave of technological breakthroughs and each wave generated the same kind of fears, yet more jobs. However, it is certain that most of jobs and tasks will be affected, and workers will have to upskills and reskills to be able to comply with changes, and many

more people will have to change their jobs, or even occupations or sectors. That is why you mentioned a very important topic: if we rethink the LLL concept, what would be the balance between in-depth specialization and broader qualification profiles? What will be the role of initial vocational training including apprenticeship training? How can we strike the balance between quality of training and the need to shorten the cycle of skills supply?

In rethinking the LLL concept I think the crucial question is around the balance between initial and continuing training. We live in the world where an initial qualification is front-loaded for a lifetime. And we need to switch to a different mentality where training systems would allow individuals to engage in learning (shorter or longer) at any point of career where initial training does not have to lead to a full qualification.

Olga [53]



**Elin McCallum** • 16 days ago

Hi, keen to be involved in the discussion :)

We are involved in developing skills-based learning, primarily focusing on entrepreneurial education in terms of broader skills/mindsets around vision, creativity, self-efficacy, initiative, working with others, learning from experience. Working heavily with the EU EntreComp framework which we find very useful in creating a common picture of what we mean by 'being entrepreneurial'. These skills and entrepreneurial mindset are vital to develop throughout the educational experience, indeed through lifelong learning, and link strongly to increasing employability, addressing skills gaps for employers as well as supporting active citizenship and social innovation. They are often discussed, but rarely explicitly valued through the assessment/qualifications at any level of education. I would suggest that a building block of a well-functioning LLL system needs to create learning pathways for the development of these skills, not just as an add on activity but embedded within core learning and valued through assessment and qualifications.

Elin McCallum

(Bantani Education asbl)

PS - take a look at the newly published EntreComp into Action user guide

:) <http://publications.jrc.ec...> [54]



**SkillsforEmployment** Mod Elin McCallum • 16 days ago

Dear Elin,

Thank you for your recent contribution, in particular, your suggestion to incorporate broader skills and an entrepreneurial mindset as essential building blocks for lifelong learning. Scanning through the User Guide to the European Entrepreneurship Competence Framework to which you made reference, I note that there are 15 such competences (skills), including: adaptability, creativity, working with others, taking the initiative. At the ILO we often refer to these as “core skills” or skills for employability. Combined with broad based education and technical skills, core skills pave the way for individuals to transition between jobs and occupations. Core skills can also play as big a role in career advancement as training or education as you've alluded to.

You mentioned that the EntreComp framework had been applied in a couple of countries. Can you share with us some of the results, including links to other reference items?

Thank you,  
Jeannette [55]



**Olga Strietska Ilina** SkillsforEmployment • 15 days ago

Many thanks for your thought, Elin!

I agree about the set of core skills becoming very important. They go beyond entrepreneurship though. Of course, being entrepreneurial in a broader sense may help in many jobs, not only for entrepreneurs per se. It would be interesting to have your insights on the proposed building block: creating learning pathways for the development of entrepreneurship and related core skills. At which level of education to start? How to connect initial and further training and how to ensure people can build on attained competences?

Many thanks!

Olga [56]



**SkillsforEmployment** Mod • 19 days ago

Welcome to the Global KSP E-Discussion on Lifelong Learning for the Future of Work! Over the course of the next two weeks, we will be inviting you to share your thoughts and views about

Lifelong learning (LLL) which is central to managing the different transitions that workers will face over the course of the life cycle. We hope to have a lively, stimulating discussion and welcome your inputs.

During the first days of our global conversation we'd like to hear from you specifically on the following:

1. How can the model of LLL be adapted to cater to a future world of work? What are the building blocks of a well-functioning LLL system?
2. What governance mechanisms will be suitable for the efficient provision of and engagement in relevant LLL for all? What are the respective roles of governments, the private sector and the social partners? [57]



**SkillsforEmployment** Mod • 19 days ago

This online discussion will commence shortly. [58]



**Victor Sabo** SkillsforEmployment • 16 days ago

Hello,

How do I be a part of the discussion?

I am currently working on a project that focuses on minimizing the skills mismatch problem in Africa and I am positive I would learn one or two strategies or techniques that will help me achieve this goal by being a part of the discussion.

Is there any form of registration required?

Victor [59]



**Olga Strietska Ilina** Victor Sabo • 15 days ago

Hello Victor,

Many thanks to Jeannette for the clear instructions.

Just to add that it may be interesting for others to learn which strategies of minimizing skills mismatch work in Africa the best. Do not hesitate to share!

Olga [60]



**SkillsforEmployment** Mod Victor Sabo • 16 days ago

Dear Victor,

Thank you for your interest in participating in our discussion. Instructions for participating can be found on the left hand margin of this page. However, below is a brief overview of the process - there is no need to register to participate:

[61]



**SkillsforEmployment** Mod SkillsforEmployment • 16 days ago

Participation is easy: 1. Go to the page featuring the E-Discussion on Lifelong Learning and scroll down to the section reading “Your comments”. 2). The system will ask if you wish to log in with “Disqus”, “Facebook”, “Twitter” or “Gmail” to register/post your inputs. You can ignore these options and just select (tick box) reading “I’d rather post as a guest”, in which case you simply type in your name and email address. You will not be required to provide a password. 3. Once you’ve typed in your comments, observations, etc... just click on the arrow appearing at the right hand side. That’s it! [62]