



WORLD FORUM

LIFELONG LEARNING FOR
SUSTAINABLE DEVELOPMENT
AN INTEGRATED APPROACH

LIFELONGLEARNING-WORLDFORUM.COM
09/27.28.29/2017 MADRID

HUMANITIES BUILDING OF THE UNED
FACULTY OF PHILOLOGY
PASEO SENDA DEL REY, 7
28040 MADRID, SPAIN





TUESDAY, SEPTEMBER 26TH

7:30 - 10:00 PM DINNER FOR THE SPEAKERS AND GUESTS OF HONOUR

1ST DAY WEDNESDAY, SEPTEMBER 27TH

8:30-9:30 AM REGISTRATION OF THE PARTICIPANTS

9:30-10:45 AM

OPENING SESSION

Presentation of the Forum

Marlena BOUCHE OSOCHOWSKA, Director of the 5th Forum (CMA).

OPENING

Alejandro TIANA FERRER, Rector of the National Distance Education University (UNED), Madrid, Spain.

Íñigo MÉNDEZ DE VIGO, Minister of Education, Culture and Sport, Madrid, Spain.

Irina BOKOVA, Director-General of UNESCO, Paris, France.

Yves ATTOU, President of the World Committee for Lifelong Learning (CMA), Paris, France.

Paolo SPELLER, Secretary-General of the Organisation of Ibero-American States for Education, Science and Culture (OEI), Madrid, Spain.

Director of the UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany.

Sandy MORISSON, President of the International Council For Adult Education (ICAE) Montevideo, Uruguay.

10:45-11:15 AM COFFEE BREAK

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11:15AM-12:15 PM

Higher Education, Lifelong Learning and Education for Sustainable Development: for Whom and for What?

Marco Antonio RODRIGUES DIAS, International Consultant, former Director of the UNESCO Division of Higher Education.

Challenges of Lifelong Learning and Education for Sustainable Development – Global Vision

Pierre LANDRY, President of CMA's Prospective Group.

Concept note: Which sustainable development objectives should be addressed as a priority in relation to lifelong learning? Why should we be concerned with the quality of education? How do we measure the effects of education? What impact do demographic problems have on education policies? What role can higher education play in supporting the sustainable development of different regions? How do we identify educational actions at the local, national, and international levels?

The pursuit of sustainable development poses numerous challenges as regards the skills to be mobilised, which can only be met by a general mobilisation of all the actors of society, individually and collectively. Organisations will have to evolve, but everyone's behaviour along with them too: it is a matter of lifelong education so that learning can help develop living conditions that are compatible with sustainable development.

Man and his Health Faced with Great Challenges of the 21st century: A New Approach to Lifelong Learning

Doctor Marlena BOUCHE OSOCHOWSKA, International Consultant, Expert on Global Health and Education.

Concept note: The 21st century key challenge in the context of sustainable development is Improving the health and welfare of people. The encouraging progress made by 194 countries in accomplishing the Millennium Development Goals (2015) has not been sufficient to realize many of them including health, which, in our view, is the key to lifelong learning. The lifelong education and learning strategies oriented both to professionals and civil society should form an integral part of development policies as urgent.

12:15 PM-12:45 PM COFFEE BREAK



12:45-2:15 PM

WORLD ROUND TABLE - 5 CONTINENTS

CONFERENCE ROOM

What New Roles for Which New Responsibilities of Higher Education in the Lifelong Learning Perspective?

Moderator: H.E. Gabriel MACAYAS-TREJOS, Ambassador of Costa Rica in France.

Panelists: Yuewei JIANG, Director of the Co-Progress Education Group (CPMC) at the University of Jiao Tong of Shanghai, China; Roberto LEHER, Rector of the Federal University of Rio de Janeiro, Brazil, Jorge ROJAS HERNÁNDEZ, Vice-Rector of the University of Concepcion, Chile; Komlavi Francisco SEDDOH President of the Commission of Programmes, Executive Board of UNESCO, Togo, Alejandro TIANA FERRER, Rector of UNED, Spain.

Concept note: Although the concept of Lifelong Learning is relatively recent, it has already been incorporated into the mission of higher education. In many countries, lifelong learning provided by public higher education institutions is already integrated into their mandates and is governed by numerous laws and regulations emanating both from the field of education and that of employment. They reveal the different roles that lifelong learning plays with regards to both fields and the numerous problems related to it. Issues for debate at the Round Table:

Why and how did universities integrate Lifelong Learning into their mission?

What problems have they faced in assuming the new tasks related to Lifelong Learning and what strategies have been devised and implemented to overcome them?

Are there measurable positive results in this undertaking?

What are the prospects for the future of Lifelong Learning?

2:15-4:00 PM LUNCH BREAK

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4:00-5:30 PM

ROUND TABLES

ROUND TABLE N°1

Lifelong Learning and Distance Education

Coordinator: Alejandro TIANA FERRER (UNED/Madrid).

Speakers: Edgar CASTRO, Anja OSKAMP, Segundo PÍRIZ DURÁN (to be confirmed), Gard TITLESTAD.

Concept note: According to UNESCO, “Distance education is the use of specific pedagogical techniques, resources and means of communication to facilitate learning and teaching between students, and teachers who are separated by time or distance” and categorizes it as “Learning Free access “education based on the principle of flexibility.

The objective of this table is to show how distance education, especially Higher Distance Education, contributes in an exceptional way to the goal of making learning not limited to a specific moment but to extend it throughout life.

This session will be attended by representatives of different Distance Education associations, with a focus on different geographic areas and different types of institutions. EADTU, ICDE, AIESAD and EDEM.

ROUND TABLE N°2

Higher Education as an Agent for Achieving the Objectives of Sustainable Development

Coordinator: Esther SOUTO-GALVÁN (UNED/Madrid).

Speakers: Carmelo ANGULO BARTUREN, Fernando GARCÍA CASAS (to be confirmed), Daniel HERNÁNDEZ RUIPÉREZ (to be confirmed), Paulo SPELLER.

Concept note: The adoption by the United Nations of the Agenda 2030 for Sustainable Development supposes a great challenge for Universities and all social agents, since they are a universal call to take measures to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

In this direction, the role of the University is fundamental to initiate a process of strategic reflection on the integration of the Sustainable Development Objectives (ODS) in university politics, which implies addressing these objectives transversally in university policies, as well as how to integrate the agenda in the different areas of action of the university: training, research, and university extension.

The Agenda 2030 is one of the major challenges facing the University, and not only must be a fundamental pillar in its development and implementation, but must be a pioneer in the implementation of active policies to achieve these goals.

In this sense, lifelong learning becomes the fundamental tool to disseminate, sensitize, and develop strategies aimed at achieving the objectives set out in the Agenda.

ROUND TABLE N°3

Education for World Citizenship and Lifelong Learning and Education, What Implications?

Coordinator: André SCHLÄFLI (ICEA).

Speakers: Sandy L. MORRISON, Katarina POPOVIC, Timote M. VAIOLETI.

Concept note: Global Citizenship Education (GCED) is becoming very important in the modern world marked by conflicts and crises, nationalism and fanaticism, environmental problems and challenges. It has individual and social dimension - aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. GCED is defined as a target of the education SDG at the United Nations Summit and UNESCO and United States make special effort to promote education to prevent violent extremism. Education 2030 Agenda and Framework for Action, especially Target 4.7 calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development”. For civil society, GCE is one of the crucial areas of activities, especially because of its value based character and transformative potential and ICAE has it on its list of thematic priorities.

In this workshop the role of Global Citizenship Education in the frame of SDG agenda, especially in relationship with Education for Sustainable Development. Since there is still a lot of different understandings of GCE and a common ground for different actors in the field is to be found, it is important to explore:

- the concept, paradigm, approach to GCE within LLL
- content and issues covered by GCE
- methodological aspects of GCE implementation

Objectives

1. To identify the role, scope and content of GCE within the LLL approach and in the framework of SDG agenda
2. To critically evaluate previous policies of GCE and suggest areas of improvement
3. To examine existing practices of interactions between GCE and vocational education and training, to explore mechanisms and connection
4. To analyze the possibilities of new linkages between GCE and
 - literacy and basic education
 - vocational education and training

Participants are encouraged to reflect on the relationship between GCE and vocational education and training, and to explore innovative ways of creating new relationships.



ROUND TABLE N°4

Cross Experimentation of Learning Territories: An Innovative European Project

Coordinator: Alexandre GINOYER (CMA).

Speakers: Laëtitia BECKERS, Jean-Pierre HAGNERE, Marek LAWINSKI, Emilia PECHEANU.

Concept note: As stated by UNESCO, and also confirmed by the European Union within the framework of European programmes “Education and training 2020” and “Erasmus+ 2014-2020”, the idea of learning throughout life is deeply rooted in all cultures and it lays the foundation for sustainable social, economic, and environmental development. Studies carried out in many countries have shown that the citizens who regularly acquire new knowledge, skills, and attitudes in a wide range of contexts through their life are better equipped to adapt to changes in their environments.

This round table aims at demonstrating how four European territories situated in France, Belgium, Portugal, and Romania will put into pragmatic application the concept of Learning Territory, understood as “a space where the initiatives of the stakeholders who act in favour of education and training throughout life, a place where a process of motivation of the stakeholders ensuring a coherence in their actions thanks to an effective coordination as well as sharing of the resources and the methods. It is a place where there is life, dynamics and complexity. It is an open and welcoming space, initiator of innovation through interaction between complementary and permeable networks in pursuit of achievement of common, shared objectives which brings about a lasting socio-professional integration of the relevant public”.

Objectives

1. To present good practices put forward by the partners to promote mutual enrichment and future common productions within the framework of Learning Territories and to discuss them with other participants.
2. To highlight the relationship between Learning Territories and Lifelong Learning with the complementarity between professional and personal development to empower citizens, and to facilitate a transition to sustainable societies.
3. To integrate larger concepts of accompaniment towards social & professional inclusion that comprises not only training, but also components before and afterwards (training not perceived as an autonomous objective, but as one of the means).
4. To explain partnerships to be built up on the territories in favour of social & professional inclusion of specific beneficiary groups.
5. To specify indicators to be found to measure that the partners are about to act on the areas progressively becoming “learning territories”.

8:00-10:30 PM

GALA DINNER AT THE CASINO DE MADRID (FOR THE GUESTS OF HONOUR AND REGISTERED PARTICIPANTS)

2ND DAY THURSDAY, SEPTEMBER 28TH

10:00-11:30 AM

ROUND TABLES

ROUND TABLE N°5

Learning Cities: A Participative and Collaborative Innovation is Under Way

Coordinator: Esther DUBOIS (CMA).

Moderator: Raul VALDES COTERA.

Speakers: Alpha DRAME, Philippe LE GONNIDEC, Jenneth PARKER, Mariam SY-DIAWARA.

Concept note: How can we organize physical and virtual places that allow everyone to become the co-author and actor of their own life, while continually learning? Should sustainable development not engage different regions in the transversal dynamics that arise from intelligent cooperation in order to ensure human well-being in the present and in the future? Do digital tools not represent a means of optimizing the organization of regions and an opportunity to offer to the entire public, everywhere, a means to access learning in order to lead a dignified life and develop sustainable action?

Challenges and openness for the future: if citizens are the primary contributors to change, is political will and commitment not necessary?

ROUND TABLE N°6

Multicultural Dimension of Corporate Social Responsibility: A Necessity!

Coordinator: Francisco QUEIRUGA (CMA).

Speakers: Margarita CELEDON, Alfonso LIZARZABURU, Julien NIZRI, Alejandro OTAZU SALLE, Christophe PESNEAUD, Carlos RABASSO.

Concept note: Corporate Social Responsibility (CSR) requires greater consideration of the environmental and social impacts of business activities. In a globalised world, managing cultural diversity becomes a societal issue and a challenge for business. Lifelong Learning is considered a powerful lever for creating synergy and transforming diversity into wealth and performance.

What solutions can CSR bring to the issue of interculturalism when dealing with cultural diversity within companies?

What role does CSR play in the need to train people in intercultural intelligence and develop a culture of mutual recognition, an essential basis in the strategy of all international actions?

How can education contribute to a managerial vision based on social responsibility, taking into account the interests of all actors in multicultural contexts where a multitude of values, religions, ideologies, norms, etc. are confronted?

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ROUND TABLE N°7

GIRLS' Education, A Real Urgency!

Coordinators: Marlena BOUCHE OSOCHOWSKA (CMA) and Evelyne DERET (CMA).

Speakers: Lucia CAETANO, Gurmú ESHETU, Asma IBRAHIM, Shashikala SITARAM.

Concept note: Despite the ambitious goals set by the global Education for All program, gender inequalities are increasing in some regions, and are disappearing too slowly even within the most developed countries. Disparities in schooling between girls and boys persist in a number of areas. Cultural, religious, and political constraints are often serious obstacles for women's personal development. How to educate girls, so that they understand that it is their right to decide their fate for themselves, as adults? How to create a friendly environment which will support their ambitions and dreams? Education is certainly indispensable, but if it is not accompanied by the concrete public policy measures, including the respect of universal human rights, it is not enough by itself to change women's lives. Then it is difficult for societies to achieve equality and strike the balance between the genders. What are the points and advice of those women who have succeeded in very unfavorable environments?

ROUND TABLE N° 8

Higher Education and New Trends in Research Policies

Coordinator: Ricardo MAIRAL USON (UNED).

Speakers: António Manuel DA CRUZ SERRA (to be confirmed), José Carlos GÓMEZ VILLAMANDOS, Salustiano MATO DE LA IGLESIA (to be confirmed).

Concept note: "The role of research is essential to strengthen the potential of countries" J. Delors Report to UNESCO.

What role will research in higher education play in response to the challenge of an active contribution to human and social development? We must find an appropriate balance in the basic functions of research to avoid risks related to governance. While focusing only on the transformative role of research can pose risks to the human dimension and development, concentrating unilaterally on aspects of responsible development can generate reactive responses and delay economic benefits. Neglecting the inclusiveness function can lead to slower development and even isolationism, and focusing on short-term issues does not favor long-term goals and future generations. We need to strengthen research networks between the 'North' and 'South', between the rich and the poor, between developed and developing countries and institutions to bridge the gap between consumers and producers.

Higher education faces challenges and difficulties in terms of funding, equal access to studies and stay in there, better training of staff, skills-based training, The quality of education, research and services, the relevance of curricula, the employment opportunities of graduates, the establishment of effective cooperation agreements and the equal access to benefits of international cooperation. Higher education must meet the challenges posed by the new opportunities opened up by technologies that improve the way in which knowledge is produced, organized, disseminated, controlled, and accessed. Equitable access to these technologies should be ensured at all levels of education systems. As set out in the preamble to the UNESCO World Declaration on Higher Education in the 21st Century.



11:30-12:00 AM COFFEE BREAK

12:00 – 13:30 PM

ROUND TABLES

ROUND TABLE N°9

Recognition, Validation and Accreditation of Non-Formal and Informal Learning Outcomes

Coordinator: Madhu SINGH (UIL).

Speakers: Guy FORTIER, Madhu SINGH, Ernesto VILLALBA.

Concept note: In today's complex and fast-changing world, knowledge, skills, and competences require constant renewal and updating through continuous learning, retraining, and further training on a lifelong and life-wide basis. In response to the challenges of our time, people need to learn throughout their life. However, opportunities for education are provided mainly through formal education at the initial level. Even when it comes to giving people access to either education or employment, many societies still focus exclusively on the outcomes of formal learning in educational institutions. This means that all the learning that takes place after initial education, in adulthood and through non-formal and informal learning settings remain ignored and undervalued unrecognized, and many people are denied the opportunities, motivation, and confidence to engage in lifelong learning.

Recognition, validation, and accreditation of non-formal and informal learning are a key lever in making lifelong learning a reality. They make visible and value the large amount of invisible knowledge, skills, and competences that individuals have obtained in various settings and in different phases of their lives. Increased visibility of these learning outcomes may significantly improve individuals' self-esteem, motivate them to further learning and strengthen their labour market position. RVA may help to integrate broader sections of the population into the learning process, and help societies to make better use of their existing human resources.

It is important therefore to establish mechanisms for recognition, validation, and accreditation of the learning outcomes that young people and adults acquire over the course of their life in non-formal and informal settings.



Objectives:

1. To reflect on RVA's relevance for individual citizens and communities.
2. To move from principles and suggestions to actual implementation of validation arrangements.
3. To discuss the extent to which different RVA tools can be used creatively to support the development of lifelong learning including credentials and qualifications.
4. To analyse the linkages between RVA and Qualification Frameworks

ROUND TABLE N°10

Health and Well-Being: Which Lifestyles for Living Better and Longer?

Coordinator: Marlena BOUCHE OSOCHOWSKA (CMA).

Speakers: Eugênio SCANNAVINO NETTO, Thierry TROUSSIER. Slot to be confirmed.

Concept note: Increasingly more citizens are becoming aware that their health is not their doctors' responsibility, but rather it depends on their own behaviour and lifestyle. Learning about health is the most effective if we know how to motivate the individuals themselves. Health issues gain if they are addressed in a cross-cultural and holistic way for all ages and on continents. Innovation can be rooted in the analysis of ancestral knowledge, as for example ethnopharmacology tries to understand how knowledge of herbal medicine has been shifted through generations to shed light to the medicine of the third millennium. Lifelong education and learning is the best way to enable individuals to take care of themselves consciously and effectively. And, what are the policies, programs and projects whose results could be shared and brought together if health is the priority.

1:30-3:30 PM LUNCH BREAK

3:30-5:00 PM

CLOSING SESSION IN PLENARY – PERSPECTIVES AND RECOMMENDATIONS

SYNTHESIS AND RECOMMENDATIONS

Paulo SPELLER, Secretary-General of the Organisation of Ibero-American States for Education, Science and Culture (OEI).

OVERLOOK ON THE FUTURE

Federico MAYOR ZARAGOZA, President of the Foundation for a Culture of Peace/Madrid, former Director-General of UNESCO (1987-1999).

5:00-5:30 PM COFFEE BREAK

5:30-6:30PM

CLOSING

CLOSING SESSION

Declaration of the 5th Forum AETLV:

Yves ATTOU.

Announcement of the innovative activities of the CMA:

Yves ATTOU and Marlena BOUCHE OSOCHOWSKA.

- Awarding of the CMA AETLV international prize.
- Announcement of the candidate cities for the 6th Forum 2019

HEARTFELT THANKS: Alejandro TIANA FERRER

3RD DAY FRIDAY, SEPTEMBER 29TH

9:00 AM-6:00 PM CULTURAL PROGRAMME - EXCURSION TO TOLEDO
(FOR REGISTERED PARTICIPANTS)

ABBREVIATIONS

ICAE : International Council for Adult Education

CMA: World Committee for Lifelong Learning

UNED: National Distance Education University (UNED)

UIL: UNESCO Institute for Lifelong Learning

OEI: Organisation of Ibero-American States for Education, Science and Culture

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