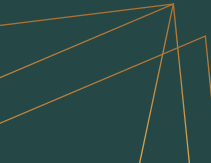




Lifelong Learning Policy Frameworks:

Design, Implementation, and Assessment for Sustainable Skills
Development

Professor Johnny Sung



FGD on the Status of Lifelong Learning in the Philippines, 16 October 2024

Content

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4. **ASSESSMENT TOOLKIT**
Toolkit for Lifelong Learning Policy Assessment: Methodology and Application



1. Understanding Lifelong Learning Policy

1.1 Defining Lifelong Learning

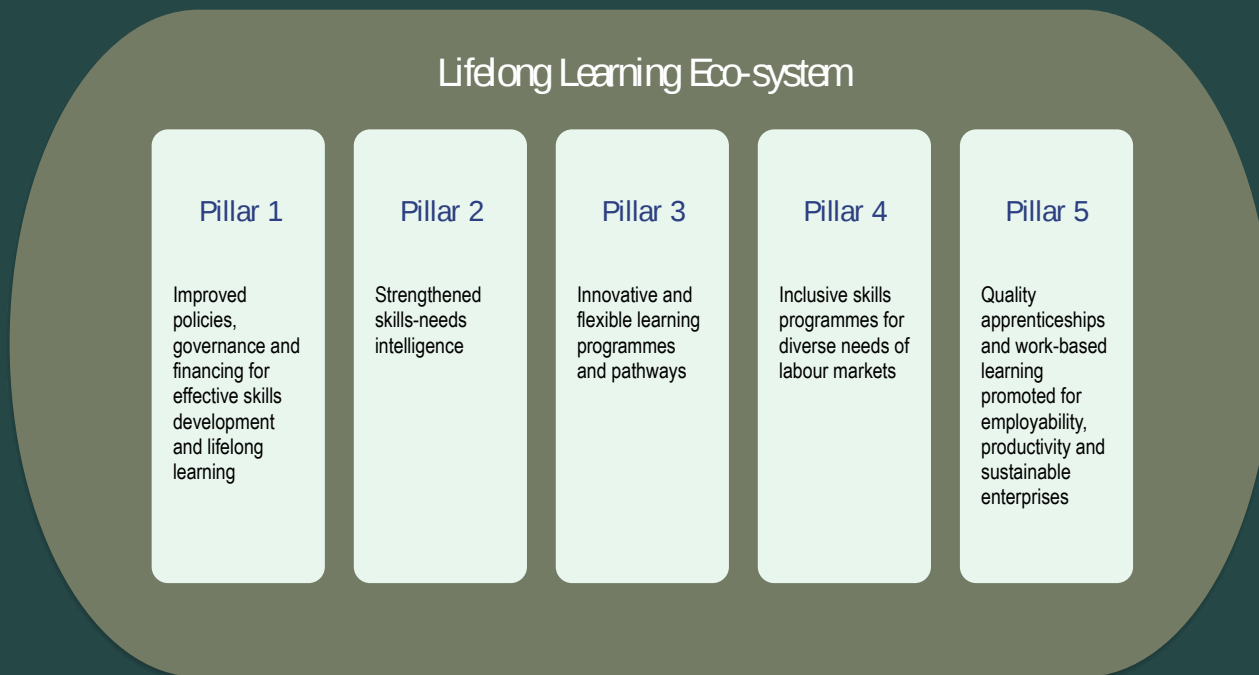
- The scope of lifelong learning policy is often broad and inclusive
- Any learning activity across the lifespan
- Formal, non-formal, and informal learning
- Multiple motivations and outcomes

The definition used in the report

Lifelong learning in its broadest and most inclusive form comprises any learning activity which takes place at any point across the lifespan, leading to increased or enhanced understanding, skills, knowledge, application or competencies. These learning activities [...] may or may not lead to formal recognition such as qualifications. The key is that lifelong learning extends beyond traditional educational settings and continues throughout one's life.

Lifelong learning and the ILO Skills Pillars

One tool for extending learning beyond traditional educational settings and continues throughout one's life



1.2 The Need for Lifelong Learning Policies

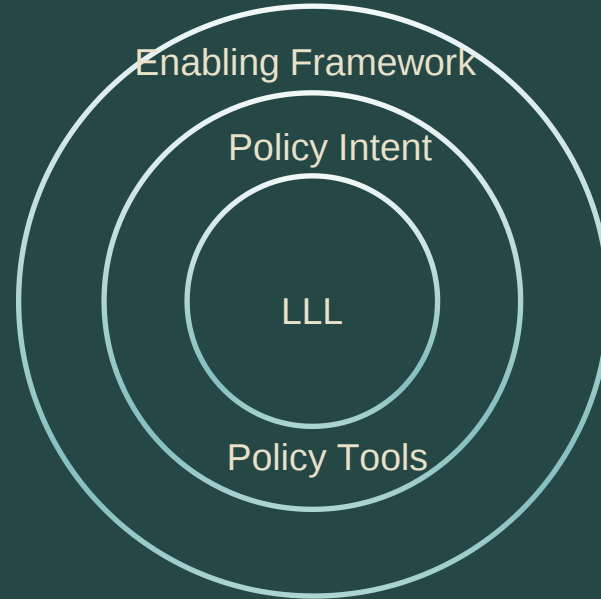
- Rapidly changing world of work
- Technological advancements
- Global challenges (e.g., climate change, economic shifts)
- Promoting social inclusion and equality

1.3 Misconceptions about Lifelong Learning Policies

- No one-size-fits-all model
- Not limited to formal education or TVET
- Evolves with changing needs and contexts
- Builds on existing systems

1.4 Key Elements of a Lifelong Learning Policy Framework

- Policy intent (vision and mission or a legislation)
- Policy tools and activities
- Enabling environment



1.5 The Spectrum of Lifelong Learning Activities

- Range from formal to informal learning
- Multiple sources and locations
- Diverse types of activities

A selected example of sources and locations of LLL and indicative types of LLL activity

Type of Lifelong Learning activity	Source/Location of Learning (√ = frequent source ‡ = sometimes)						
	Primary & secondary education	Tertiary education	TVET	Adult education	Workplace training	Private providers and professional bodies	Community-based learning/NGOs/charities
Initial education	√	√	√	‡		√	‡
Formal education for work			√	‡	√ (e.g., apprenticeship schemes a mix of work and school-based education)	√	
General education	√	√	√ (e.g., often entry levels)		√ (e.g., work experience, internships)	√	
Training for specific skills		‡ (e.g., polytechnics, engineering)	√	√	√ (e.g., apprenticeships, mentoring, non-formal and informal learning)	√	√ (e.g., volunteering, community workshops)

1.7 Developing a Fit-for-Purpose Lifelong Learning Policy

- Identify overall objectives
- Assess existing policy tools and systems
- Align with national priorities and context
- Continuous development and adaptation

2. Models of Lifelong Learning Frameworks

2.1 Overview of Lifelong Learning Models

- Three models: Core, Augmented, Expansive
- Evolution based on changing needs and policy intents
- Not hierarchical, but reflective of different priorities

2.2 The Core Model

- Focus: Formal education and essential skills for workforce entry
- Key elements: Primary to tertiary education, TVET
- Example: Vietnam's interconnected qualifications framework

2.3 The Augmented Model

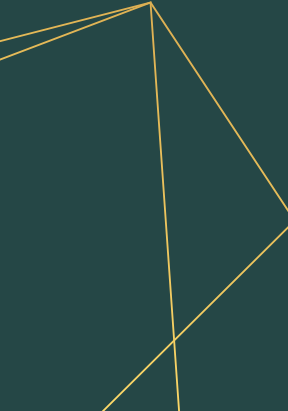
- Focus: Broader employment-related issues beyond entry
- Key elements: Upskilling, reskilling, addressing structural changes and imbalances (e.g., gender, age, rural-urban or regional)
- Example: Apprenticeship reforms, labour market facilitation for mobility, re-skilling support etc.

2.4 The Expansive Model

- Focus: Lifelong learning as central organising principle
- Key elements: Personal development, societal goals, learner-centric approach
- Examples: Finland's liberal adult education, Singapore's SkillsFuture

2.5 Key Takeaways and Considerations

- Models reflect evolving needs and policy intents
- No one-size-fits-all approach
- Importance of fit-for-purpose design
- Continuous assessment and adaptation



3. Policy Tools and Factors Shaping Lifelong Learning Frameworks

3.1 Highlighting Two LLL Policy Tools

- Two types: learning delivery tools (TVET, apprenticeships, higher education or work-based learning) and Enabling tools (training vouchers, career advice, labour market information etc.)
- Two examples: the unique roles of Individual Learning Accounts (ILAs) and Learning Cities

3.2 Individual Learning Accounts (ILAs)

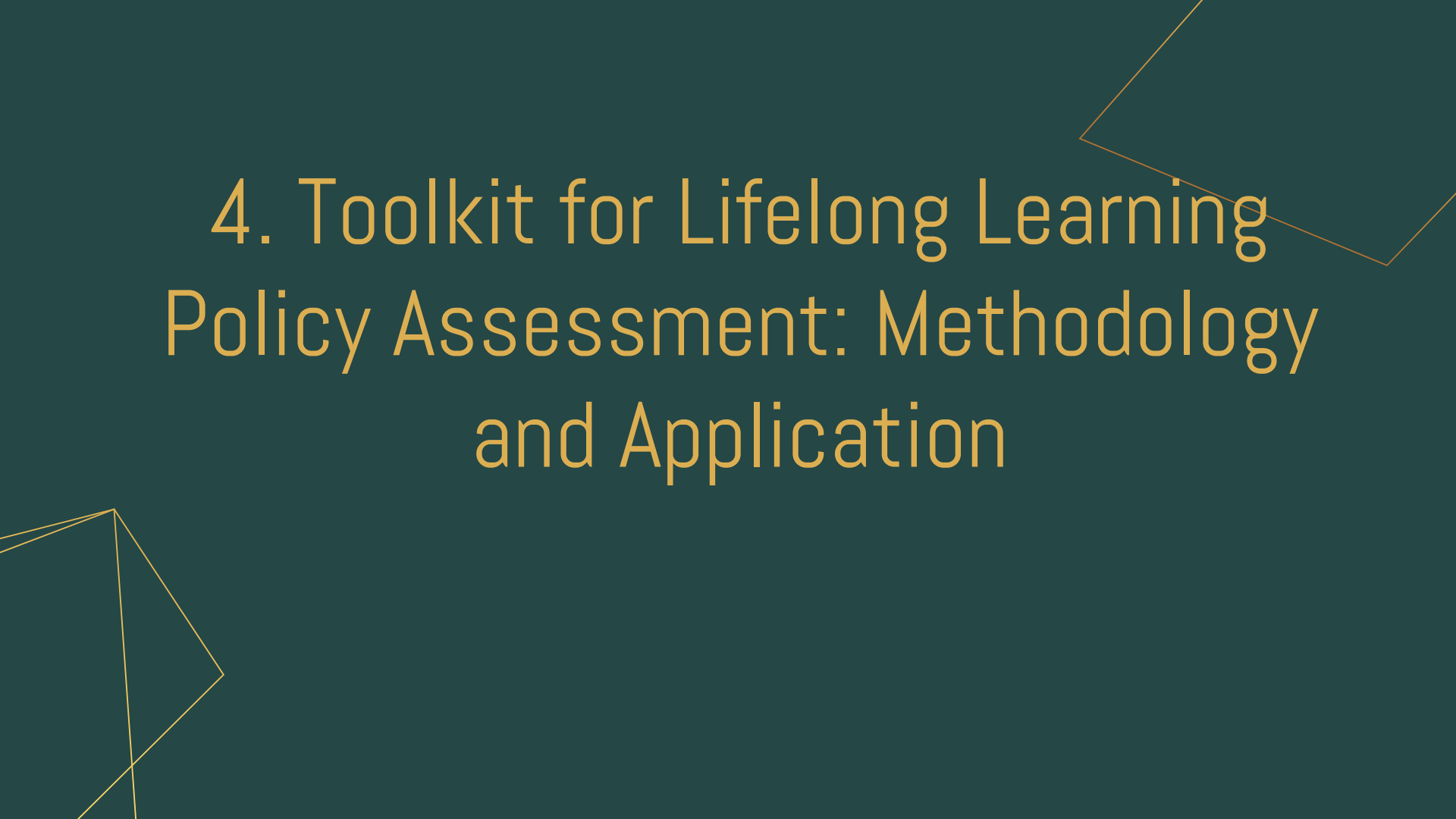
- Definition and purpose
- Some examples: savings or tax-based incentives, ILA, training vouchers
- Benefits: Learner-centric, portable, helping to create a 'training market'
- Challenges:
 - a. Finding long-term funding
 - b. Variable impact and participation rates
 - c. Administrative burden
 - d. Need for complementary support mechanisms, e.g., employer support, paid training leave, strong guidance systems etc.

3.3 The Practice of Learning Cities

- UNESCO definition and objectives
- Community-based approach to lifelong learning
- Example: Namyangju, Republic of Korea
- Benefits and Challenges of Learning Cities:
 - a. Benefits: Local context, resource management, stakeholder engagement
 - b. Challenges: Coordination, complexity, funding

3.4 Factors Shaping Lifelong Learning Frameworks

- Governance and stakeholder engagement
- Socio-economic development stage
- Regulation, cultural and political considerations
- Funding sources and levels
- Local issues, strategic goals, and national vision



4. Toolkit for Lifelong Learning Policy Assessment: Methodology and Application

4.1 Overview of the Assessment Approach

- The assessment methodology
- Six categories of assessment aligned with ILO skills pillars
- 32 questions/tools across categories
- Focus on policy relevance and adequacy
- The information is important for road-map building over a period of time

4.2 Assessment Process

The workflow of the policy assessment toolkit

- Multiple knowledgeable assessors
- Documentary or reliable evidence required
- Step-by-step process through columns (a) to (e)
- Importance of diligent execution

Toolkit for Assessing the Current Skills System for Lifelong Learning

	Statement	Policy Relevance		Policy Adequacy		Policy Actions Required
		(a)	(b) Name the document that supports (a)	(c) How is (a) working so far?	(d) Name the document that supports the assessment in (c)	(e) Describe actions relevant to (c) or (a) where the question seems irrelevant
A	Improved policies, governance and financing for effective skills development and lifelong					
A1	Which of the following elements are covered by the governance of the skills policy? (Tick if it is applicable)	☐ Mission ☐ Vision ☐ Stakeholders ☐ Role and responsibilities ☐ Priorities ☐ Financing ☐ There is no formal skills policy / a framework of governance does not exist (go to col. 'e')	< Documentary source > →	☐ The governance is broadly working well → ☐ It needs improvements → ☐ It is working poorly →	< Documentary source > →	< Describe planned actions > ↓
A3	To what extent is the <i>impact</i> of your skills policy monitored and assessed? (Impact may go beyond 'goals')	☐ An official report is required on a regular interval (e.g., yearly) → ☐ Report on an <i>ad hoc</i> basis → ☐ No official requirement / seldom reported (go to col. 'e')	< Documentary source > →	☐ We are satisfied with this arrangement → ☐ It needs improvement → ☐ The current arrangement is not working at all →	< Documentary source > →	< Describe planned actions > ↓
A4	Is your skills policy supported by a 'whole of government' approach?	☐ Yes, it is → ☐ No, it is not (go to col. 'e')	< Documentary source > →	☐ We are satisfied with this approach → ☐ It needs improvement → ☐ This approach is not working at all →	< Documentary source > →	< Describe planned actions > ↓

Start here →

4.3 Analysing the Results

- Identification of lifelong learning policy profile
- Comparison with ILO skills pillars
- Indication of lifelong learning model (core, augmented, expansive)
- Development of action plan

4.3 The Road-map of Lifelong Learning Policy Assessment

- Identification of lifelong learning policy profile
- Comparison with ILO skills pillars
- Indication of lifelong learning model (core, augmented, expansive)
- Development of action plan



End of Presentation

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