



# Decent Work and Quality Learning. How to involve and engage the individual as well as the workforce in lifelong learning.

Haldis Holst, Education International

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Lifelong learning

# Education International

- Education International is a Global Union Federation that represents organisations of teachers and other education employees.
- It is the world's largest global, sectoral organisation of unions with more than thirty-two million trade union members in about four hundred organisations in one hundred and seventy countries and territories.
- **Education International is the global voice for education employees.**

**We promote**  
quality education.

**We promote**  
the interests of  
teachers  
and other education  
employees.

**We promote**  
equity in society.



# SUSTAINABLE DEVELOPMENT GOAL 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



- For all
- Inclusive
  - Affordable
  - Accessible
  - Adaptable
- Equitable
  - Gender
  - Minorities
  - Refugees

# WORK FOR A BRIGHTER FUTURE

**Report of the Global Commission  
on the Future of Work**



# Increasing investment in people's capabilities

A **universal entitlement** to lifelong learning that enables people to acquire skills and to reskill and upskill. Lifelong learning encompasses **formal and informal learning** from early childhood and basic education through to adult learning. Governments, workers and employers, as well as educational institutions, have **complementary responsibilities** in building an effective and appropriately financed lifelong learning ecosystem.

# A HUMAN-CENTRED AGENDA

Our human-centred agenda is forward-looking and focuses on developing the human capabilities needed to thrive in a carbon-neutral, digital age. It is not about adjusting people to fit into this new landscape. It is a bolder vision that seeks to steer the transformations under way toward a future of work that affords dignity, security and equal opportunity, expanding human freedoms. It supports people through transitions, seeks to take advantage of demographic opportunities and contributes to a lifelong active society. It addresses prospects for delivering the social contract for future generations.



# A future of work for human beings

- The Commission, in its approach to education and life-long learning, goes far beyond skills training to education that combines “foundational skills, social and cognitive skills (such as learning how to learn), and the skills needed for specific job, occupations and sectors”. Lifelong learning also, “involves more than the skills needed to work, it is also about developing the capabilities needed to participate in democratic society.”

David Edwards, Education international





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