

Lifelong learning; implications for education for sustainable mountain development

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Lifelong learning is a tool not only for ensuring education for all, but also for ending hunger, stablishing gender equality and meeting the other Sustainable Development Goals.

Based on UNESCO working Paper; Lifelong Learning and Health; policy implications

This working paper examines policies and activities indicative of a lifelong learning approach in health systems, and draws upon the insights gained to identify possible policy implications for health, education and other development sectors.

Global issues – such as climate change and mountains – urgently require a shift in our life-styles and a transformation of the way we think and act. To achieve this change, we need new skills, values and attitudes that lead to more sustainable societies.

Responding to the imperative for ‘whole government, whole society’ approaches to sustainable development, this paper unpacks the broader concept of lifelong learning to illustrate some of the challenges and opportunities for health systems, and how adopting the lifelong learning approach in the health sector can catalyse action in other sectors as diverse as labour, agriculture, and the environment.

Weak policy dialogue and limited fora for exchange between the health and education sectors is hampering the efficiency of both.

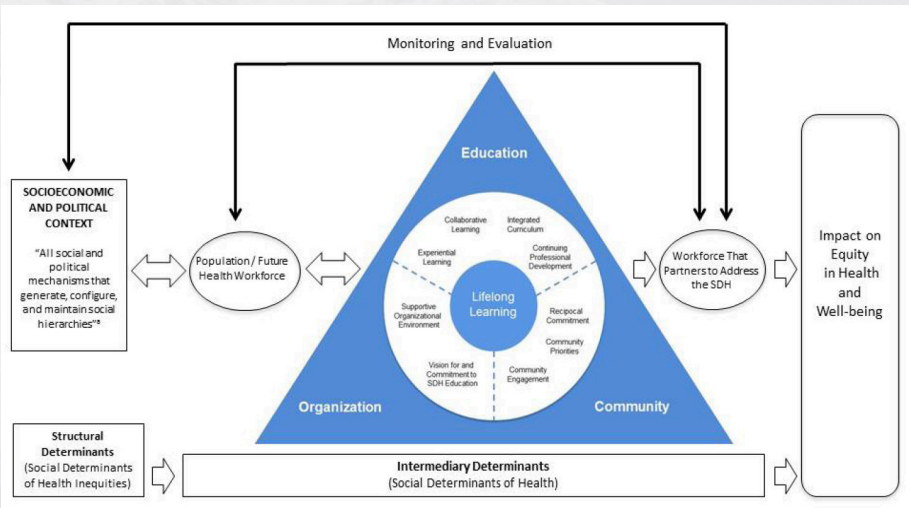
This paper makes two main recommendations.

One, an affirmative conceptualization of lifelong learning that allows sectors to identify what is not working (where gaps exist) by supporting what is.

A second recommendation builds on the first, to start a collaborative process through identifying cross-cutting issues that require learning and working across sectoral boundaries, in order to initiate new processes and dialogue that foster shared values and responsibilities.

Key messages

Recognise the fundamental role of lifelong learning as a key driver of mountain sustainable development. Inter-linkages and integrated nature of the SDGs need to be fully recognised and utilised.



Adopt an inclusive, integrated approach to lifelong learning policy and planning that is sector-wide, cross-sectoral and multi-level.

Develop partnerships and coop-eration that cross the boundaries between formal, non-formal and informal learning, that involve the private sector and civil society, as well as different levels and depart-ments of government, in order to realize fully the potential of lifelong learning to areas such as health, environmental sustainability and justice.

