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Management of Lifelong Education Networks to Promote Creative Self-Development and Entrepreneurship Among Stateless Migrants Along the Northern Border

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Abstract

Stateless migrants residing along northern border zones inhabit acute structural exclusion, marked by legal precarity, administrative fragmentation, and institutional barriers to educational recognition. While public educational mandates emphasize lifelong learning, instructional provisions predominantly operate through departmental silos, focusing on rudimentary vocational drills disconnected from border market ecosystems. This paper develops a qualitative model for managing lifelong education networks to foster creative self-development and entrepreneurship among stateless migrants. Grounded in qualitative inquiry, the study utilizes multi-source documentary analysis, institutional policy synthesis, and thematic analysis. The resulting conceptual architecture was verified through qualitative expert consensus review. Findings identify core structural bottlenecks: institutional fragmentation, resource disparities, curriculum-market dissonance, and credentialing voids. In response, the study synthesizes a four-pillar network management model: (1) Cross-Sector Collaborative Governance, (2) Shared Learning and Resource Ecosystems, (3) Culture-Anchored Creative Pedagogy, and (4) Decentralized Micro-Credentialing via Recognition of Prior Learning (RPL). By replacing vertical administrative silos with horizontal network cooperation, this model provides a conceptual and operational blueprint for educational practitioners seeking to build sustainable, rights-affirming learning ecologies in peripheral border regions.

Keywords: Creative Self-Development, Lifelong Education Networks, Network Governance, Recognition of Prior Learning (RPL), Stateless Migrants