

LIFELONG LEARNING - Education and Training

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INTRODUCTION

- According to the European commission, the scale of current economic and social change, the rapid transition to a knowledge-based society and demographic pressures resulting from an ageing population in Europe and the rest of the world are all challenges which demand a new approach to education and training, within the framework of lifelong learning.

INTRODUCTION

- Lifelong learning is about acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post retirement which promotes the development of knowledge and competences that will enable adaptation to the knowledge-based society and also valuing all forms of learning
- Learning should be part of living, a natural consequence of being alive and in touch with the world, and not a process separate from the rest of life [Rogoff & Lave, 1984].

CONCEPTS OF LIFELONG LEARNING

- Informal learning
- Self motivated learning
 - > To upgrade job skills;
 - > To start a business;
 - > To learn about a subject or to extend their knowledge;
 - > To meet new people;
 - > To develop self-confidence;
 - > To get involved in the community; and
 - > To develop personal skills;
 - > To participate in social networking
- Self funded learning
- Universal participation

CHARACTERISTICS OF LEARNING

- Learning to do
- Learning to be
- Learning to know
- Learning to live together

TRADITIONAL vs LIFELONG LEARNING

	Traditional learning	Lifelong learning
Emphasis	Basic skills	Education embedded in ongoing work activities
Mode	Knowledge absorption	Knowledge construction
New topics	Defined by curricula	Arise incidentally from work situations
Trainers	Expound subject matter (Teaching)	Engage in work practice (Facilitating)
Problems	Given	Constructed
Method to solution	Mostly personal work	Group work
Role	Expert - Novice model	Reciprocal learning
Assessment	Basis for promotion	Guide learning strategies
Structure	Pedagogy(logical structure)	Work activity

figure 1. Characteristics of Traditional and Lifelong Learning Models

REQUIREMENTS FOR LIFELONG LEARNING SYSTEMS

- ◉ Tools must appear directly relevant to help with the problem at hand; they must not generate further breakdowns.
- ◉ Learners must find most expert knowledge by locating other people who have the knowledge.
- ◉ Tools must help with cross-domain searching
- ◉ Systems should aid users in two kinds of reflections: immediate and post mortem
- ◉ Systems should feature interactions among people
- ◉ systems should support the improvement of collective knowledge as well as individual knowledge.

REQUIREMENTS FOR LIFELONG LEARNING SYSTEMS

- ◉ **Open Systems:**
 - > The needs of today transcend the boundaries of any closed system
 - > End-users (beneficiaries) need to become co-developers of systems.
- ◉ **Collaborative systems:**
 - > The individual, unaided human mind is limited
 - > People take on more complex and comprehensive jobs hence the need to accomplish unfamiliar tasks as part of an expanded job.
 - > There is the need to create new knowledge and new environments that stimulate innovation and creativity

LIFELONG LEARNING STRATEGIES

The Building Blocks

- ◉ Recognize all forms of learning
- ◉ Partnership between public authorities, schools, the business sector and the social partners, local associations, vocational guidance services, research centres, etc.
- ◉ Insight into the demand for learning in the knowledge-based society
- ◉ Adequate resourcing, involving a substantial increase in public and private investment in learning

LIFELONG LEARNING STRATEGIES

The Building Blocks

- ◉ Facilitating access to learning opportunities e.g. creation of more local learning centres
- ◉ Creating a learning culture by giving learning a higher profile, in terms of image and incentives for the most reluctant
- ◉ Striving for excellence through the introduction of quality control and indicators to measure progress
- ◉ Reformulation of access and equity priorities in a lifelong context

LEARNING IN SURVEYING

- ◉ There is a boundary between class work and field surveying
- ◉ Some lecturers lack adequate field experience
- ◉ Most industries also separate education from practice
- ◉ An approach to close the learning-practice gap by forming alliances between formal education institutions and industry thus, tearing down institutional boundaries is absolutely necessary

BENEFITS OF LIFELONG LEARNING

- ◉ Develops natural abilities
- ◉ Opens the mind.
- ◉ Creates a curious, hungry mind.
- ◉ increases our wisdom.
- ◉ Teaches adaption to change.
- ◉ Facilitates active involvement in contribution to society
- ◉ Results in established valuable relationships.
- ◉ Leads to an enriching life of self-fulfillment.

LIMITATIONS & CRITICISMS

- ◉ Acquisition of certain essential skills should not be deferred until they are needed because the time or environment may be deterring factors eventually.
- ◉ learning on demand is task driven and therefore may be limited to exposing users to isolated pieces of knowledge while providing only limited support for learning essential principles
- ◉ users may encounter difficulties in decontextualizing knowledge so that it can be used in new settings
- ◉ it may not support substantial restructuring, because the additional features learned occur only in the neighborhood of what learners already know

CONCLUSION

- ◉ *Learning is no longer a separate activity that occurs either before one enters the workplace or in remote classroom settings. Nor is it an activity reserved for a managerial group. The behaviors that define learning and the behaviors that define being productive are one and the same. Learning is not something that requires time out from being engaged in productive activity; learning is the heart of productive activity. To put it simply, **learning is the new form of labor**".*
Zuboff ([Zuboff, 1988], p. 395)

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THANK YOU