



## LIFE LONG LEARNING BY EDUCATION AND TRAINING

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### 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 can no longer be dichotomized into a place and time to acquire knowledge (school) and a place and time to apply knowledge (the workplace). Today's students are flooded with more information than they can handle, and tomorrow's workers will need to know far more than any individual can retain. Lifelong learning is an essential challenge for inventing the future of our societies; it is a necessity rather than a possibility or a luxury to be considered. Lifelong learning is more than adult education and/or training — it is a mindset and a habit for people to acquire. This presentation identifies essential elements for coherent and comprehensive lifelong learning strategies viz. Partnership working, insight into demand for learning, adequate resourcing involving a substantial increase in public and private investment in learning, facilitating access to Learning opportunities, creating a learning culture and striving for excellence through introduction of quality control and indicators to measure progress. These approaches need new media and innovative technologies to be adequately supported. A theory of lifelong learning must investigate new frameworks to learning required by the profound and accelerating changes in the nature of work and education. These changes include an increasing prevalence of “high-technology” jobs

requiring support for learning on demand because coverage of all concepts is impossible the inevitability of change in the course of a professional lifetime, which necessitates lifelong learning; and the deepening (and disquieting) division between the opportunities offered to the educated and to the uneducated. On the basis of the feedback relating to the key messages six priorities for action have been identified valuing learning, providing information, guidance and counseling, investing time and money in learning, bringing together learners and learning opportunities, ensuring basic skills and introducing innovative pedagogy knowledge-based society and demographic pressures resulting from an ageing have created new problems and challenges for education and training.

The first characteristic of lifelong learning is that it encompasses both formal and nonformal/informal types of education and training. Formal learning includes the hierarchically structured school system that runs from primary school through the university and organized school-like programs created in business for technical and professional training. Whereas informal learning describes a lifelong process whereby individuals acquire attitudes, values, skills and knowledge from daily experience and the educational influences and resources.

Lifelong learners are, therefore, not defined by the type of education or training in which they are involved, but by the personal characteristics that lead to such involvement. Cassandra B. Whyte emphasized the importance of locus of control and successful academic performance. The education and training system; and - Willingness and motivation to learn. Although education and training may have economic benefits for individuals, it is recognized that economic incentives alone are not necessarily sufficient to motivate people to engage in education and training. A range of motivational barriers need to be identified and addressed in order for some people to participate in education and training. While some of these barriers are economic and can be overcome with financial assistance, many people are deterred from engaging in education and training by social and personal factors. An Australian survey of participants in adult education courses identified a range of factors motivating people to undertake adult learning, such as - 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.

In the 21<sup>st</sup> century. The concept of universal participation includes both informal and formal learning for all purposes - social, economic and personal. In arguing that universal participation in lifelong learning is necessary for social cohesion in a time of rapid economic and social change. Lifelong Learning Higher-level understanding is through reflection and informal learning. Traditional educational systems, in which the teacher is the sole source of knowledge, are ill suited to equip people to work and live in a knowledge economy. Some of the competencies such a society demands teamwork, problem solving, motivation for lifelong learning cannot be

acquired in a learning setting in which teachers dictate facts to learners who seek to learn them only in order to be able to repeat them. A lifelong learning system must reach larger segments of the population, including people with diverse learning needs. It must be competency driven rather than age related. Within traditional institutional settings, new curricula and new teaching methods are needed. At the same time, efforts need to be made to reach learners who cannot enroll in programs at traditional institutions. Online and distance programs are considered as some of the methods implemented to achieve this goal. The lifelong learning model enables learners to acquire more of the new skills demanded by the knowledge economy as well as more traditional academic skills. In Guatemala, for example, learners taught through active learning that is, learning that takes place in collaboration with other learners and teachers.

**Lifelong Learning** Lifelong learning needs to promote effective educational opportunities in the many learning settings through which people pass, including home, school, work, and the larger political community. Professional work cannot simply proceed from a fixed educational background; rather, education must be smoothly incorporated as part of work activities. Similarly, learning takes place not only at all ages and in virtually all professions; increasingly, it takes place among heterogeneous groups of people in families, clubs, and virtual communities. Insights gained from these individual situations need to be developed into broad and effective theories of learning, innovative and intelligent systems, practices, and assessments across many professional genres. A lifelong learning approach permits integration of the best features of school, community, home, and workplace learning

The vocabulary, tools, functions, and practices supported by the system come from the working environment, where they are natural and appropriate. - The mode of operation emphasizes learning from breakdowns and from fulfilling commitments. There is the e-requirement for collaboration in policy development and implementation among a wide range of partners, including ministries other than education - Adequate resourcing, involving a substantial increase in public and private investment in learning. This does not only imply substantially increasing public budgets, but also ensuring the effective allocation of existing resources and encouraging new forms of investment. Investment in human capital is important at all points in economic cycles.

Furthermore, inequalities in society often raise problems of mutual understanding and adjustment within organisations, in society at large and in the democratic process. Lifelong learning helps fully develop natural abilities. Lifelong learning opens the mind. Lifelong learning creates a curious, hungry mind. Lifelong learning increases our wisdom. Lifelong learning makes the world a better place. Lifelong learning helps us to adapt to change. Lifelong learning helps us find meaning in our lives. Lifelong learning keeps us involved as active

contributors to society. Lifelong learning helps us make new friends and establish valuable relationships. 1) Lifelong learning leads to an enriching life of self-fulfillment. Main criticism of lifelong learning is the predominantly economic interpretation of the term. It has become problematic for many educators and practitioners who have come forward with such terms as “Lifelong learning” and “Learning to Earn” as their succinct criticism of the way the term is being promoted.

## CONCLUSIONS

This paper explores conceptual frameworks and innovative computational environments to support lifelong learning and it analyzes why training approaches need to be transcended and how this can be done. 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. Information overload, the advent of high-functionality systems, and a climate of rapid technological change have created new problems and challenges for education and training. Training and lifelong learning are essential problems for our current and future information societies. Unfortunately. There are no simple answers and no simple facts that would allow enumerating briefly failures and successes.

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