

LIFELONG LEARNING ACTIVITIES



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ATTENDING LIFELONG LEARNING ACTIVITIES

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PREFACE

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[FULL NAME OF WRITER]

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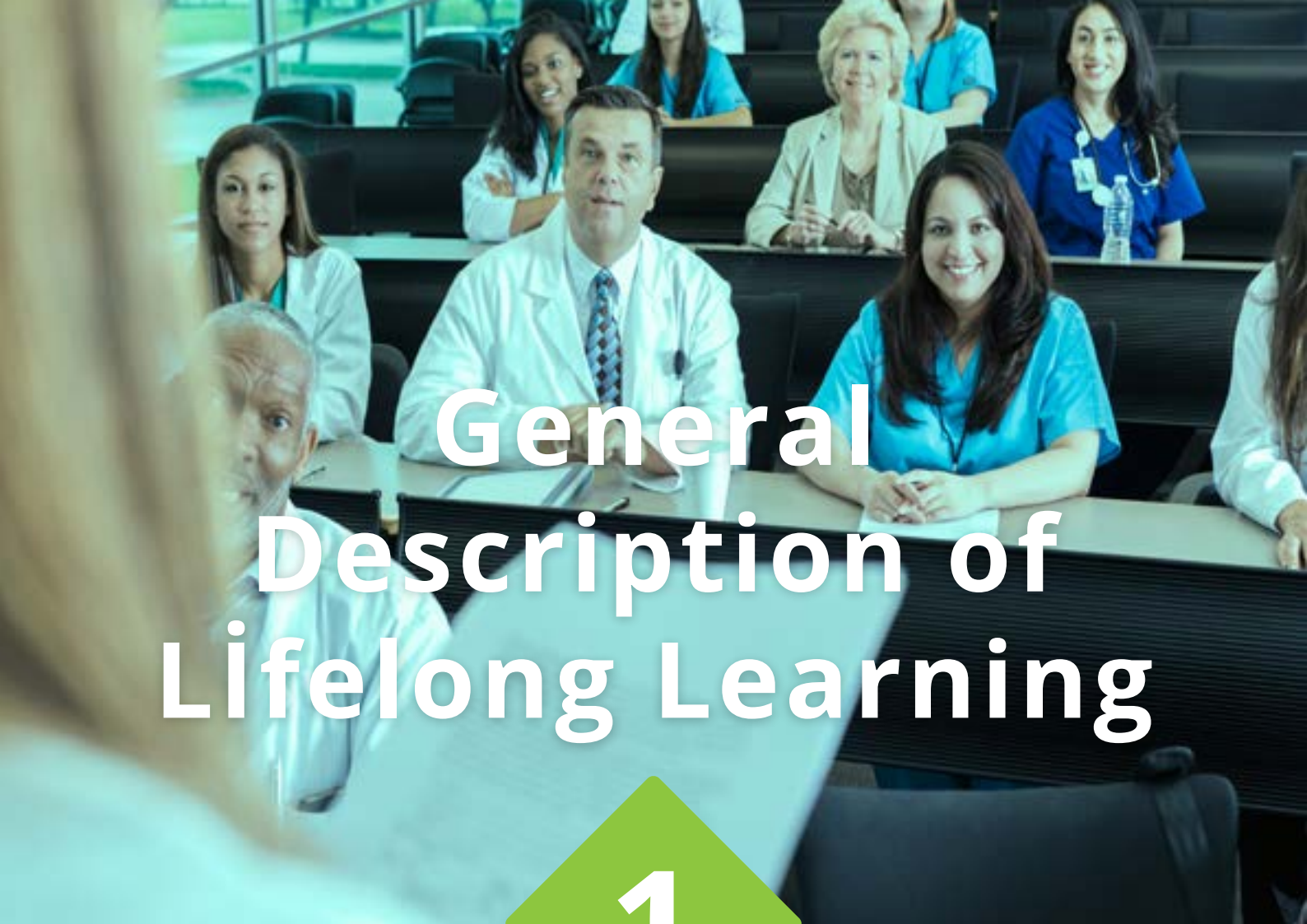
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General Description of Lifelong Learning

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WRITER



MERAL GUVEN



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- 01. General Description of Lifelong Learning
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GENERAL DESCRIPTION OF LIFELONG LEARNING

In the ever advancing and constantly changing information society, there is always need to continuously improve the condition of the bridge between the individuals and information. The rapid changes in available knowledge and the need by individuals to access such information has directed them to new pursuits and necessitated new learnings. The concept of Lifelong Learning came into play as a system of organized activities that support the learning of individuals of all ages on any topics and at any location. Lifelong Learning is defined as lifelong continuous learning opportunity for individuals and is used in the place of concepts like continuing education, universal education, Public (community) education, vocational training, and free time valuation. Bennetts (2001) defines lifelong learning as a tool that provides an individual with the means to develop the skills that they already possess and increase their potential to the highest levels irrespective of time and place.



QUESTION #1

Build your own lifelong learning concept definition.

Check Yourself

The concept of Lifelong learning covers learning and teaching of all types whether it is formal, informal, vocational or even professional. For this reason, it does not really matter where the learning takes place! According to the European Commission, lifelong learning mainly serves the following three purposes;

- » Promotion of economic development- learning individuals have more to contribute to the economy
- » Creates environment for Individual personal development and self-actualization- education provides a different perspective for personal fulfilment.
- » Provides a channel for social inclusion and democratic understanding and participation.

Lifelong learning as a concept has been necessitated by the general need to develop more skills to encounter challenges resulting from socio-economic factors like globalization, rapid technological growth, nature of labour force and the labour market and the general ageing population.

The main values building the basis of lifelong learning are learning, exploring and serving.



VIDEO

In this link explains the thoughts of Bill Clinton about lifelong learning.

https://www.youtube.com/watch?v=L_nUOfaWEC4

HISTORY AND EVOLUTION OF LIFELONG LEARNING

Grundtvig is considered to be the founder of the lifelong learning tradition because he was the first one who used the concept of lifelong learning in the 1800s. Comenius' opinion also contributed to concept of lifelong learning (Wain, 2000). Lifelong learning was considered as a process which emphasizes the importance of vocational training and was shaped in the concept of adult education until 1970s. In later years, lifelong learning has been perceived as a process involving all sectors of society and all levels of the education system.

The concept of systematic Lifelong learning was however initially expounded by UNESCO in the 1960s. This was based on the realization that education was not just a preserve of the elite or a domain of a certain age, but rather a universal and lifelong process. Everybody has the right to basic education, but this right carries less meaning if it is not backed by the right conditions for learning. Hence UNESCO put down quality education for all as one of its base objectives, and contends that any form of social advancement and even economic development of a country depended on its ability to educate all its citizens. The 1970s and 1980s saw many theoretical and practical studies on lifelong learning especially in Europe which led to what the EU commission referred to as education permanente, and the OECD as recurrent education. The difference in these terms is that whereas education permanente refers to a lifelong learning formed on the basis social and cultural changes, recurrent education considers lifelong learning with respect to the economic and technological changes.

The need for education and access to information has been heightened by what Yang and Cotera describe in their paper as '21st Century global challenges' including global financial crises and the ever growing threat of climate change epidemic.

UNESCO has been a pillar of support to member states in responding to both their technical and intellectual needs in education that caters for the present and future demands in the socio-economic environment. Learning throughout one's life is the surest way of dealing with the constantly changing challenges of the 21st Century!

The term changed in the mid-1990s from "Lifelong Education" to Lifelong Learning" as the former was seen more as a 'prescriptive and a normative process' as opposed to learner oriented choice that it should be.

The 1993 EU White Paper: Growth, Competitiveness, Employment

This policy document was meant to provide guidance to the European Union member states on how to withstand international competition while providing jobs in large scale for their citizens. Listed at the top of the table as a means to success were non-physical assets (education, skills and capacity for education).

The document states that young people needed skills to get employment and that the nature of training system should be one that links the learning environment to the working life. This transition should be encouraged through the provision of apprenticeships and in service training at the workplace. The document however notes that “Preparation for life in tomorrow’s world cannot be satisfied by a once-and-for-all acquisition of knowledge and know-how”, hence individuals will need to progressively improve their skills through their entire life, hence, lifelong education. Mastery of basic knowledge, information technology and of social events were deemed important for adaptability of individuals to the changing environment.

They thus suggested the need to increase the capacity and quality at higher education and vocational training.

The 1994 EU White Paper: European Social Policy, A way forward for the Union

This paper sought to respond (as a union) to the technology boom that was affecting the global environment, Europe’s ageing population and the yet unresolved issue of unemployment. In this paper, a review of commitment of members to items in the previous paper was outlined. Issues discussed were like:

- » Improving the quality and standards, and extending the scope of apprenticeship provided to youths.
- » Clarifying the path between education and work life and by ensuring learners get adequate experience
- » Ensuring the quality of the trainers and instructors by reviewing their qualifications.
- » Encourage acquisition of foreign language and the entrepreneurial spirit.

The 1995 EU White Paper: Teaching and Learning. Towards the Learning Society

This paper reiterated the commitment of the commission to strengthen the policies on education, especially continuing training and apprenticeship as indicated in the previous policies. This paper clarified the objectives of the education code to:

- » encourage the acquisition of new knowledge;
- » bring school and the business sector closer together;
- » combat exclusion; (by gender or age)
- » develop proficiency in three European languages;
- » treat capital investment and investment in training on an equal basis.

The paper suggested the development of education software to facilitate the dissemination and access of information by individuals of all ages. By increasing access to skill and knowledge to all, the EU stands a chance to increase the employability of its people and thus improve the competitiveness of the union.

The Socrates Program

This is a program that ran in the EU between the years of 1994 and 2006 (Phase I 1994-1999; phase II

2000-2006) with the main aim of improving the knowledge base of Europe to be able to cope up with means to adapt and respond to the challenges of the 21st century. The project entailed 31 countries mainly from the EU and was designed to among other things;

- » Improve the quality of skills and knowledge offered to learners
- » Encourage lifelong learning as a vital course.
- » Help improve the access to information and knowledge by encouraging the uptake and incorporation of technology and innovation.

As a funding program, the project encompassed education in its entirety, starting from the basic pre-school to higher learning and including the non-formal adult education. The program consisted of the following sections:

- » Comenius: Primary and secondary school education
- » Erasmus: higher education
- » Grundtvig: adult education
- » Lingua: learning European languages
- » Minerva: information and communication technologies (ICT) in education

By the end of the program, the EU area was expected to have benefited from;

- » A strengthened European dimension of education at all levels
- » Improved knowledge of European languages
- » Increased co-operation and mobility throughout education
- » Increased innovation in education
- » Equal opportunities in all sectors of education

The Leonardo Da Vinci Program

This was yet another funding program of the EU that was meant for projects in the field of Vocational Education and Training (VETS)

Working within similar frameworks as the Socrates program, this project was aimed to:

- » Improve the mobility of people involved in initial vocational education and training and in continuing training,
- » Facilitate the development of innovative practices in the field of vocational education and training other than at third level
- » Improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning
- » Encourage the learning of modern foreign languages

Lifelong Learning and Higher Education

Lifelong learning strategies have long been advanced as a strategy outside of the conventional education institutions covering non-formal and informal education, and not part of the system. However, latest

trends have moved towards incorporating Lifelong learning strategies into the framework of these institutions of higher learning. Universities and colleges play an important role in the developing and improving the knowledge, skills and experience of learners necessary for lifelong adaptability. These institutions achieve these through emphasis on both research activities and general cultural education. The Bologna Process of 1999 contributed significantly to the implementation of lifelong learning in higher education in the European area by bringing together public authorities, learning institutions, teachers, and learners as well as other stakeholders like employers. The process focused on issues like lifelong learning, student participation in higher education and increasing the attractiveness of European higher education.

The Process signed by 32 European nations recognized the fact that universities have a great responsibility in terms of preparing and supporting student-centered lifelong learning environments and underlined how they should contribute to the realization of lifelong learning in higher education. University education gives learners the freedom of individual choice and a rich pool to select from such as self-learning and research. The emphasis is on the need to prepare programs that facilitate free access and acquisition of lifelong learning skills effectively and encourages positive attitude towards learning. This freedom of choice should extend to learners being able to control and decide what they need to learn and research on. To accomplish this the following are suggested in the conduct of higher learning:

- » Encouraging student-centered learning
- » Teaching skills and behaviors that enable students to learn on their own both during formal education and after graduation
- » Acknowledging that learning (academic or otherwise) occurs in different environments in schools, or even in workplace and in homes.

Most colleges and universities in different countries have reformed their strategies as a result to transform them into lifelong centers by creating environments that support lifelong learning allowing students easy access to resources on or off campus.

The EU recognizes the roles of higher education in the advancement of Lifelong learning by assigning the tasks of:

- » Participating in the development of quality, relevant and efficient contents of the educational and training systems. Higher Learning institutions must take part in collaboration with the community and the government in designing appropriate contents as well as providing resources for access and supporting innovation.
- » Widening access to and improving the opportunities available in the learning and training systems;
- » Recognition and inclusion of adult education into their systems and giving them adequate focus as other subjects and education programs.
- » Funding and supporting research on ways to develop Lifelong learning and on better ways to improve the inclusiveness into their mainstream education.
- » Initiating collaborations with institutions, communities and groups that are working to improve the content and access to Lifelong learning.

Accomplished adequately, these tasks will enable a sufficient cohesion between formal, non-formal and informal education between institutions of higher learning, the society and government institutions among other interest groups.

UNESCO also linked Lifelong learning and higher education in 'The Cape Town Statement' of 2001 where they identified six characteristic elements that support a lifelong learning Higher Education Institution:

- » Overarching Frameworks- Facilitating regulatory frameworks that encompass all relevant legal and social concerns as well as ensuring availability of funding plans that ensure education to all irrespective of age, gender or social class.
- » Strategic partnerships and linkages- Forming working cooperation with other institutions and parties within and outside the boundaries with the aim of sharing knowledge and similar collaborations. This also includes improving the working relationships among member of the individual institution towards providing better guidance and materials to learners.
- » Research- Incorporating the views of the society, learners and other scholars in different disciplines in researching lifelong learning.
- » Teaching and learning process-



QUESTION #2

Evaluate the relationship between lifelong learning and universities.

 Check Yourself

- » Administration policies and mechanisms- Closely monitoring the administration of the interaction between that learners and the system, the learners and educators and among the learners. Also, modeling a working feedback system.
- » Student support systems and services- Providing all the prerequisite resources that will benefit learners including technology that allows remote access to the materials and contents and generally providing a learning free environment.

ICT in Lifelong Learning

The main problem that has plagued the education and to which solutions are being sought in most parts of the world including the developed nation can be summed into three;

- I. Need to widen learning so that it can be accessed by all who need it.
- II. Need to improve the quality of the contents and resources to match the growing social and economic challenges.
- III. Need to bring the cost of accessing information within reach of everyone who would wish to benefit from it.

Technology provides a cost-effective alternative in the delivery by teachers and access by learners. Efficient use of technology leads not only to the improvement of the content quality but also to the development of the teachers which translates to quality learners. The 21st century economic and social environment is ever growing in complexity and there is need to create adequate adaptability of the learners to be able to solve the problems of the century. Technological innovations may just be the answer.

Higher education has seen revamped efforts through open and distance learning, free online courses and various forms of virtual learning as well as use of new media that has changed the traditional concept of education, incorporating both the informal and non-formal aspects.

ICT is regarded in many aspects as the great equalizer, providing equal access to the previously marginalized groups and promoting the sharing of resources. There is however need for the improvement of the coverage areas to reach everyone that needs education.

However, the challenge of the new technology is its ability to conform without negatively impacting traditional systems. It is therefore of great importance for policy makers to design a good fit for the past, present and future in terms of education. The EU commission for instance, has encouraged the incorporation of ICT models into the traditional and social methods like family learning in order to advance learning as well as mitigate the disadvantages of digital inequality. The commission also prioritized the development of quality contents and learning materials available in the ICT systems. The Commission contends that standardizing the contents and materials (like software in use) ensures consistency among members as well protection of the learners' rights.

The new media technology (digital, networkable and interactive system) in education allows lifelong learning to maintain its traditional objectives while still encouraging increased participation from both learners and the teachers. This is seen in factors like;

- » Increased points of access at relatively lower costs
- » Non-discriminatory as it is open to everybody irrespective of age and location
- » Increased instance of interaction among learners leading to self-motivation of the learners hence their own contribution to their own learning process while obtaining support from the system and without out-crowding others.

The link between lifelong learning and ICT, especially the new media (especially the social media) is discussed further in the third unit.

The Case of the Open Education at Anadolu University

The Anadolu university open education system boasts over 1.4 million students with over 17 degree and 34 associate degree courses. This represents almost more than half of all university learners in Turkey. The system is one of the best in the world in terms of technical structure, organization and interactivity. Some of the learners who benefit from the programs in the system include civil servants in

the police, health and even education departments. They also incorporate provisions for the physically handicapped as well as both visually and hearing impaired.

The system is enriched with a wide range of e-books, e-conferences, audiobooks, test exams and online materials that are meant for the advancement of the students' knowledge base. The latest platform of Anadolu e-campus is set to motivate learners by improving the level of interaction among learners and between learners and course-instructors.

The Lifelong learning research and application center is designed to:

- » Prepare training programs to meet all forms of developmental needs of individuals
- » Organize certificate programs
- » Provide foreign language education
- » Develop relevant software
- » Conduct studies on professional standards to bring them to compliance with the EU standards
- » Corporate with private and public organization within the framework of the objectives

The concept of Lifelong learning has taken roots in many other institutions of higher learning in Turkey including Hacettepe University, Marmara University and Kadir Has University among others.

CHECK YOURSELF



ANSWER #1

Lifelong learning is a concept that expresses all time learning.

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ANSWER #2

Universities are institutions that raising the awareness about lifelong learning, enabling the continuity of this process and contributing the individuals in this process.

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Lifelong Learning Elements

2

WRITER



BUKET KIP KAYABAS



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01. Introduction
02. Importance of Attending Lifelong Learning Activities
03. Lifelong Learning Elements
04. Lifelong Learning Competences

INTRODUCTION

Lifelong learning refers to all planned or random learning activities throughout one's lifetime to develop individual's knowledge, skills and competences. So we can say lifelong learning is an umbrella that contains all formal, informal and non-formal learning process.

In previous unit, we examined the definition and history of lifelong learning. In this unit we are going to examine the importance of lifelong learning activities, elements and components of lifelong learning, qualifications and competences we need all of our lives so that we could join in these activities.

IMPORTANCE OF ATTENDING LIFELONG LEARNING ACTIVITIES

Today people may be confronted with unemployment and have difficulties with finding a job or good place in society even if they are well educated. People must continuously renew themselves and must develop in different areas. Just getting formal education is not enough to find a good job or to be successful in our job. Lifelong learning should be seen as a process that will continue throughout our entire lives.

LIFELONG LEARNING ELEMENTS

Lifelong learning covers individual's all learning activities ongoing throughout the life. In order to shape their career and personal development and sustain this growth individuals should manage their lifelong learning activities.

Lifelong learning elements can be listed as follows:

- » Individual
- » Organised and structured (formal) learning activities
- » Aiming to gain skills and competences (non-formal) learning activities
- » Random and unplanned (informal) learning activities



QUESTION #1

Which of the following can be evaluated in the context of lifelong learning elements?

- I. Individual
 - II. Formal learning activities
 - III. Informal learning activities
 - IV. Non-formal learning activities
-
- A. Only I
 - B. Only II
 - C. I-II
 - D. I-III
 - E. I-II-III

 [Check Yourself](#)

Priority component of lifelong learning is the person oneself.

Individuals are exposed to different learning experiences depending on such factors such as motivation, experience, age, gender, skills and competences. For example, an individual's and a child's benefit status of learning activities differs. Similarly, experience is also decisive for participation in lifelong learning activities. Experienced people are more willing to acquire new knowledge and skills. Thus, they benefit more from lifelong learning activities in order to enhance their personal and professional progress.

Acquired skills and qualifications are very important in lifelong learning. For example, the more you have internet and computer technology (ICT) using skills, the more successfully you will reach and manage information. So, in order to be a good lifelong learner you must adequately use internet and computer technologies for learning.

On the other hand, to be lifelong learners, there are some competences people should have. We will talk about these competences in the next section in detail. You need to develop your competences and qualifications that you have to become a good lifelong learner. It will increase your lifelong learning success.

When we say skills we can think about learning how to learn, accessing information, maintain a lifelong learning activity, analytical thinking, foreign language skills. These skills increase your potential of benefiting from Lifelong Learning activities.

Motivation is one of the key concepts of lifelong learning. People can manage lifelong learning process

well in accordance with having some degree of motivation about learning new information and pursuing personal and professional progress. And also people do not settle just for the educational activities carried out at school, be willing to learn new things.



QUESTION #2

Which of the following is not a lifelong learning skill?

- A. Learning how to learn
- B. Maintaining a lifelong learning activity
- C. Repairing a broken material
- D. Analytical thinking
- E. Foreign language skills

 Check Yourself

Lifelong learning is a set of formal, non-formal and informal learning activities.

As we mentioned before, lifelong learning activities covers formal, non-formal and informal learning activities. Formal learning is planned, organized, structured and carried out in educational institutions. Non-formal learning activities are planned and aim to gain some skills and qualifications (trainings). And on the other hand informal learning is random, unplanned daily life learning events and especially acquired by experience.



QUESTION #3

“People can manage lifelong learning process well in accordance with having some degree of about learning new information and pursuing personal and professional progress.”

Which of the following should come into the space?

- A. Motivation
- B. Formal learning
- C. Informal learning
- D. Maintain a lifelong learning activity
- E. Happiness

 Check Yourself

LIFELONG LEARNING COMPETENCES

As globalisation continues you will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world.

To effectively and continuously benefit from Lifelong learning activities, one needs to have certain qualifications as recommended by the European Council. The qualifications also make you a good lifelong learner.

In this section we are going to offer some advice about key competences that you would probably need throughout your life.

Effective communicate in your mother tongue

For joining lifelong learning activities, you should communicate in your mother tongue effectively. Because you need to express and interpret concepts, your thoughts, your feelings and opinions in both oral and written form.

In these learning activities you should interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

You should also distinguish and use different types of texts for searching and collecting information.

Effective communicate in foreign languages

Besides your mother tongue, communicating in a foreign language will provide you many benefits. In this situation you can join much more learning activities and interact with different people.

When you communicate in a foreign language you should get knowledge of vocabulary, functional grammar and main types of verbal interaction.

Have basic competences in math, science and technology

Basic mathematical competences doesn't only mean solving math problems. It means solving a range of problems in everyday situations. You should have knowledge about numbers, measures and structures, basic operations and basic mathematical presentations. And also an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers.

Similarly, you should have skills for science. You should know basic principles of the world, fundamental scientific concepts, principles and methods.

Ok then what is for these competences? These competences will enable you to better understand the advances, limitations and risks of scientific theories, applications and technology (such as decision-making, values, cultures, etc.).

Have digital competence

It can be said that digital competence is the core competence for learning in digital platforms. For this competence you should use computers to retrieve, assess, store, produce, present and exchange information. And also you should communicate and participate in collaborative networks via the Internet. Using internet and communication technologies requires a critical and reflective attitude towards available information.

You should have skills for everyday contexts such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media.

Learn how to learn

What does “learn how to learn” mean? With simple terms it is an ability to organise your own learning. And also it contains abilities to pursue and persist in learning with management of time and effort. First of all you should know your learning process and needs. Then you need to identify available learning opportunities and try to reach them.

Learning how to learn engages you to build on prior learning and your life experiences for using and applying knowledge and skills in a variety of contexts. Your motivation and confidence are crucial for this competence.

The competence of learning how to learn requires having sufficient skills such as literacy in information and computer technologies. With these skills you can access, gain, process new knowledge and skills.

Firstly the acquisition of the fundamental basic, numeracy and ICT skills that are necessary for further learning.

Have social and civic competences

You should participate in an effective and constructive way in social and working life, diverse societies and resolve conflict where necessary. You should communicate constructively in different environments. And also you should show tolerance, express your opinions in a constructive way and understand different viewpoints, pay attention for gender equality and non-discrimination.

Have sense of initiative and entrepreneurship

It is an ability for for turning ideas into action. For this competence you should be creative, innovative and a risk taker. You should identify available opportunities for personal, professional and business activities.

Have cultural awareness and expression

You should express your ideas, experiences and emotions in a range of media. For example with music, visual arts or literature. When you identify your and other cultures you will have a solid understanding

of your culture. So you can have open attitude towards and respect for diversity of cultural expression.

IT'S YOUR TURN

In this section, we expect you to join an informal learning course within the scope of lifelong learning. So, go to the informal learning platform Coursera <https://www.coursera.org> which is open for everyone. And register for one of the free online courses in your area of interest. These courses are conducted entirely online and free (with no fee). And also they do not contain any preconditions to participate in.

We expect you to assess yourself after completing the course about the following issues related to your lifelong learning experience.



QUESTION #4

1. Were your internet and computer technology using skills enough to get this course?
2. What was your motivation to join the course?
3. Are your mother tongue and foreign language use competences enough to get this course?
4. Could you complete the course? How do you evaluate your lifelong learning maintaining skills?
5. Would you consider joining such a course again?

Check Yourself

CHECK YOURSELF



ANSWER #1

The correct answer is E. Lifelong learning covers all learning activities ongoing throughout an individual's life.

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ANSWER #2

The correct answer is C. When we say lifelong learning skills we can think about learning how to learn, accessing information, maintain a lifelong learning activity, analytical thinking, foreign language skills.

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ANSWER #3

The correct answer is A. People can manage lifelong learning process well in accordance with having some degree of motivation about learning new information and pursuing personal and professional progress.

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ANSWER #4

1. The more you have internet and computer technology (ICT) usage skills, the more successfully you will reach and manage information. So, in order to be a good lifelong learner you must adequately use internet and computer technologies for learning.
2. Motivation is one of the key concepts of lifelong learning. For example learning with game may motivate you. Course topic may interest you or you can get a certificate at the end of the course. Motivation is up to person oneself.
3. For joining lifelong learning activities, you should communicate in your mother tongue and at least in a foreign language effectively. Because you need to express and interpret concepts, your thoughts, your feelings and opinions in both oral and written form.
4. Completing a course is a high level competence in lifelong learning, especially in informal learning. Because these types of courses are not compulsory, they are based on one's willingness to participate in.
5. For your personal and professional progress you should often participate these kind of courses.

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Lifelong Learning Activities

3

WRITER



UMIT KAPTI



SELIME GOC



CHAPTERS

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01. Lifelong Learning Activities
02. International LLL-Activities From Different Countries

LIFELONG LEARNING ACTIVITIES

Let's examine the scope of activities in accordance with previous issues and the definitions of Lifelong Learning. Lifelong Learning includes learning for work, in other words professional development as well as learning for all personal and social studies and is located in many areas related to the formal education system today. Due to including this area, Lifelong Learning means investing much more in a human being and information, promoting the acquisition of basic knowledge of skills which include digital reading, literacy and comprehension and expanding flexible and innovative learning opportunities. We are living in the information age, the society that fulfills the requirements of this age is required to be called the information society. Because of the fact that a rapid and continuous change in all areas of our life becomes, the profiles who need in our society are constantly changing. Lifelong Learning has become a necessity in order that the whole societies are able to adapt this change.

The need to resolve this objective is to facilitate learning opportunities to people of all age groups and to ensure high quality in a variety of learning experiences to equal access and open manner across Europe. In the realization of Lifelong Learning Activities plays a key role in the educational system.

The degree of current economic and social changes in European Union, the orientation and rapid transition in knowledge-based society, demographic pressures arising from the aging population in Europe and world bring a new approach and necessity in education as part of Lifelong Learning. In Council meetings held in Lisbon (March 2000) and Stockholm (March 2001) within these factors, the LL issue has been given a great importance. After the meeting Lifelong Learning were defined as the lifelong activities in personal, social and employment perspectives in order to increase knowledge, skills and competencies.

From this point of view, Lifelong Learning covers areas such as all abilities, interests, innovations, gain knowledge and skills from preschool up to the period after retirement. Thus, LL will make it possible to control better their own future, by encouraging the development of information and adequacy that every citizen can adapt to modern society and in order to participate actively in all areas of social and economic life.

Lifelong Learning Activities gives importance to all available learning types (Official education: for example, university education, non-formal education: for example, professional skills and informal learning in office: the parents' demands from children on learning Information and Communication Technology or the use of a music device by children with friends).

These trainings should be continuous and be appropriate to the needs and interests at every stage of an individual's life. The content of education depends on the access roads to the education, where it happened and the person's learning needs. Lifelong Learning also means creating a second opportunity for people through the updating of basic skills and providing opportunities for advanced education. The system, which will provide these facilities must be clear and resilient to arrange according to the facilities

the learner offer. From this point of view, it is understood that the educational environment will be used more effectively and in a different way.

Lifelong Learning Programs

The important Programs such as Comenius, Erasmus, Leonardo da Vinci and Grundtvig are supported within Lifelong Learning Program. Do you know the aims, application requirements and processes entailed in these programs? Sure, you may have heard something about them, but can you really say you know about them? Those who have participated in these programs will remember something about them, and those who don't may want to join after reading this. These programs are carried out by national agencies in each country.

Erasmus+ School Education

Aims:

Erasmus+ aims to encourage establishing international dialogue and language learning, improving the quality of education through cooperation with European countries to help them gain the necessary qualifications to prepare for the European citizen by improving the young people's personal development with the promotion of understanding about the value of European cultures, languages and information. This program focuses on school-age students from pre-school up to the end of high school, teachers, institutions and organizations. In short, the officials responsible for education, teachers, graduate students and new teachers can apply for this program. With this program you can also apply for the National Agency of your country.

The Practice Areas within Erasmus+ School Education Program:

1. School Partnerships
2. Regional Partnerships
3. Service Training Operations
4. Comenius Assistants
5. Comenius Preparatory Visits
6. Comenius Pupil Mobility
7. Multilateral Projects
8. Comenius Networks
9. Comenius-Supported Activities
10. E-Match Activities

Erasmus

For nearly 30 years, the EU has funded the Erasmus program, which has enabled over three million European students to spend part of their studies at another higher education institution or with an organiza-

tion in Europe. Erasmus+ brings such opportunities to all - students, staff, trainees, teachers, volunteers and more. It's not just about Europe or Europeans either - with Erasmus+, people from all over the world can access opportunities.

Erasmus+ is a program, which covers Higher Education Area in Europe and aims to contribute to the innovation process of education. Also, it aims at breaking down the prejudices of European people, encouraging foreign language learning, the mutual recognition of the extent (notes) of countries participating in program, the development of multilateral cooperation among higher education institutions in Europe such as EMLT project.

Erasmus+ is the EU's program to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train gain experience, and volunteers abroad.

Let's look at those who benefit from these programs:

Students

Studying abroad is a central part of Erasmus+ and has been shown to have a positive effect on later job prospects. It is also a chance to improve language skills, gain self-confidence and independence and immerse yourself in a new culture. Erasmus+ also offers the chance to combine studying abroad with a traineeship. Opportunities are available for students at Bachelor, Master or Doctoral levels.

Staff (teaching)

With Erasmus+, opportunities are available to spend time teaching at an education institution abroad. These opportunities are available to both staff working in the education sector and to individuals working outside the sector invited to share their knowledge and experience. These opportunities are available to both staff working in the education sector and to individuals in businesses invited to share their knowledge of a given sector, subject or issue to students Opportunities to teach abroad with Erasmus+ are available in education institutions operating at all levels.

Staff (training)

With Erasmus+, training opportunities are available to staff working in education, both in teaching and non-teaching capacities. Training periods abroad can consist of job shadowing, observation periods or specific training courses abroad. Erasmus+ supports training both at education institutions and at relevant organizations operating outside the sector. Opportunities to take part in professional development activities are available to staff working at all levels of education.

Trainees

Erasmus+ helps you gain valuable experience in the workplace by supporting traineeships abroad. Erasmus+ support for traineeships is available for higher education students and recent graduates, as well as vocational education and training students, apprentices and recent graduates. These opportunities

are open to people currently in education and recent graduates. Traineeships can be carried out in any relevant organization.

Young people

Erasmus+ is open to all young people, not just those currently enrolled in education or training. With Erasmus+, you can volunteer across Europe and beyond or participate in a youth exchange abroad. There are two opportunities. The “European Voluntary Service” and the “Youth exchanges”.



READ MORE

https://ec.europa.eu/programmes/erasmus-plus/individuals_en#tab-1-0

Youth workers

Erasmus+ supports the professional development of youth workers through training or networking periods abroad. Periods abroad can consist of training courses, study visits, job shadowing or observation periods at relevant organisations and more.

At Least

The aim of Erasmus+ is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU’s strategic framework for education and training. Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education, and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the program include:

- » Reducing unemployment, especially among young people
- » Promoting adult learning, especially for new skills and skills required by the labour market.
- » Encouraging young people to take part in European democracy
- » Supporting innovation, cooperation and reform
- » Reducing early school leaving
- » Promoting cooperation and mobility with the EU’s partner countries

Adult Learning Activities

Adult learning is a vital component of the European Commission’s lifelong learning policy. It is essential for employability and competitiveness, social inclusion, active citizenship and personal development. The challenge is to provide learning opportunities for all adults, throughout their whole life, especially disadvantaged groups who need them most.

Adult learning comprises formal, non-formal, and informal learning; it can be for improving basics skills, for obtaining new qualifications, for up-skilling or re-skilling for employment, for personal growth, or just for pleasure.

The demand for adult learning is increasing and the Commission is committed to helping all EU countries create adult learning systems characterized by flexibility, high quality, excellent teaching, and the full involvement of local authorities, employers, social partners, civil society, and cultural organizations.

As it is understood, there are very great support and need for Lifelong Learning in Europe. It seems that the education in many units of local government and universities is a part of the adult education. We can create a peaceful and harmonious society, only if we improve together.

Supporting Lifelong Learning Activities

Lifelong learning activities can be supported through several ways. But under this headline, we will emphasize on technologies. In knowledge society within the benefits of new technologies, the way we think, create, work, learn, and collaborate has been changed. New tools are helping people in many fields, making everything easier. Lifelong learning and new tools require people to change their mindset as well. The teachers are now not only the truth tellers, oracles, but also coaches, facilitators, mentors and learners. Printed media do not have the power of computational technologies. They can transform the information to us but can't analyze nor be interactive.

Lifelong learning needs to be supported by new media and new technologies. Conventional media will not be helpful as new media. With new media and new technologies it is possible:

1. To provide pieces of information relevant to the task at hand
2. To maintain consistency between different representations
3. To generate different external views dynamically from one complex internal structure



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<https://www.diygenius.com/100-self-education-resources-for-lifelong-learners/>

4. To create links between the static description and the dynamic behavior
5. To link action and reflection spaces.

New media and its benefits will help to achieve lifelong learning outcomes widely. New media users

can access the lifelong learning programs, apps, blogs, platforms, videos, interactive designs, social networks, online documents, resources and more to develop them.



QUESTION #1

You work for an institution and it's your job to plan a course named 'Cross Cultural Fit'. How would you use new media technologies to achieve your objectives in means of lifelong learning?

 [Check Yourself](#)

Learners may be led by an institution to achieve its objectives too. They encourage the participatory culture and since it is new, they have only been on work. The educators can use these technologies to help students develop autonomy, responsibility, and intentionality; encourage learner reflection; enculturating learners into a community of practice; and enjoin learners to participate in discourse and collaboration. Institutions, educators, learners and everyone must realize the potentials of these technologies. It is obviously more plausible to achieve lifelong learner objectives with new technologies.

The International Perspective

With the emergence of knowledge society, almost every concept has changed or revised. Lifelong learning has also been revitalized and turned out to be one of the most important points globally. For Europe, lifelong learning basically aims to promote active citizenship and the required knowledge, skills, values, attitudes toward employment and work. In the South, on the other hand, Lifelong learning has mainly been focused on livelihoods. With this reference, one can say lifelong learning in the North and in the South doesn't mean the same thing.

In the North, early childhood education and adult education are covered with formal education. Non-formal education is a need and a practice. Youth and adults in developed countries have the right for various forms of non-formal education and lifelong learning activities. Informal learning is also a part of learning. In the South, early childhood education and adult education are still a big challenge.

Informal learning needs to be covered within lifelong learning. 'Education for all' and 'lifelong learning for all' are for the entire world. Livelihood is a struggle for the entire world too, not just for the South. As it is emphasized, lifelong learning is a focus point, but it is not that easy to realize. It is highly complicated and important to be understood before action is taken. It is a perspective including children, youth and adults; and it includes all forms of education- formal, non-formal, informal. But it seems like it differs in countries when it comes to take action. Now, let's take a look for some specific examples.

In Africa, lifelong learning is a concept emphasizing on responsiveness; respect for the dignity and integrity of all of age, gender, creed and colour, equity, socio-economic and political justice, and equality. There are some institutions to help people to learn all the time, from birth to death. Its objective is to achieve wisdom in all pre-occupations such labor, craftsmanship, relationship, interaction. Africans believe that the acquisition of wisdom is paramount so even when someone dies, he/she will continue to search for wisdom. The types of learning included: a) learning from experience; b) learning on the job; c) learning from mistake; d) learning a trade or a vocation; e) learning to lead and f) learning to learn and live in a community.

Another example from Southeast Asia, Thailand is interested in non-formal and informal education in its education system and integrating it to the lifelong learning. Education is defined as the learning process for personal and social development which includes knowledge, practice, training, transmission of culture, enhancement of academic progress, building a body of knowledge by creating a learning environment and society in lifelong learning process.

In Arabic culture, as it is in Africa, the need to learn is thought as a process from childhood to adulthood. It is mentioned to seek knowledge from the cradle to the grave, not matter what; keep tracking the



QUESTION #2

Define some cultural examples you've learned and give an example of your culture.

 [Check Yourself](#)

knowledge even if he/she has to go far as China. Lifelong learning with this reason is a process taking a lifespan.

Lifelong learning activities and the mindset differs in countries but it is certain for any country that it is a key concept and needs to be actualised in a proper way.

INTERNATIONAL LLL-ACTIVITIES FROM DIFFERENT COUNTRIES

We want to offer examples from several countries in this period, in which each country has shown awareness about LLL (Lifelong Learning). We have chosen many countries around the world. After seeing these activities, you may try to inform about the activities carried out in your own country and city!

Let's start first with Turkey! When it comes to Ankara, let's give the examples first about metropolitan municipality and then about metropolitan sub-provincial municipality:

Ankara Metropolitan Municipality (Municipal Vocational Courses-BELMEK)

- » Technical Training Courses
- » Skill and Occupational Training Courses

District Municipalities of Metropolitan Area (e.g. ETİSEM, YENİMEK, KEÇMEK, TODAM)

- » Continuing Education -Type Courses
- » Vocational Training Courses

Just about then some examples related to Germany:

Institute for Lifelong Learning at the Folkwang University in Essen / Germany-The Institute for Lifelong Learning (IfLL) is a central academic institution of the Folkwang University of the Arts. Under the guidance of the Board of Directors represented by Professor Gudrun Heyens, Professor Kurt Mehnert and Dr. Karoline.

The Institute Spelsberg aims to contribute to the ideal development of the individual potential of each and every university member through organizing and developing opportunities in the field of lifelong learning.

For this purpose, the IfLL focuses on facilitating both the development of individual proficiency (including students as well as employees) and the establishment of the Folkwang University of the Arts as a learning organization. The corresponding consulting services and projects begin with preparation for study and continue with interdisciplinary learning processes. They also support transition periods as well as enabling educational development in terms of lifelong learning for different target groups. In close interaction with the departments and academic institutions, the IfLL initiates, designs and provides courses in following fields:

- » E-Learning
- » Quality monitoring
- » Key competences
- » University and career preparation

And let's give the following example from Nurnberg, where we have a project partner:

In the city of Nuremberg, there are Lifelong Learning Activities, conducted in tandem with training Center, City Library and Planetarium as a Lifelong Learning Activity in the name of Education Campus "Bildungscampus".

Now let's examine other examples from Germany, Netherlands, Norway, France, Greece, Austria, South



READ MORE

http://www.folkwanguni.de/fileadmin/medien/Die%20Hochschule/PDFs/IfLL/Flyer/Flyer_IfLL_Sep2014.pdf

http://bildungscampus.nuernberg.de/wpcontent/uploads/2016/02/Bildungscampus-Nuernberg_EN.pdf

Korea and North-Cyprus. We will focus on basic information.

Germany: Learning Culture and competence development- learning at work

The aims of this program launched by Federal Education and Research Ministry; gaining a permanent and effective learning experience at work, developing the Professional learnings of the individuals' and building strategies to cope with unemployment. The primacy of the program is to support the building of a culture among employers and employees. In addition to the consultancy, in-service education institutions, certification work including competences gained in informal settings, is included in the programme. Almost 18 billion Euro from Federal state and European Union funds is allocated for this programme to be used in the years of 2001-2007.

The European Commission has given the lifelong learning concept a central place in its educational policy. Member countries also make some applications in the framework of this main policy. Here are some of these applications (Commissioner of the European Communities (CEC), 2001):

Netherlands: Information Centre for the accreditation of previous learnings

In this application, in order to recognise the previous learnings that the learners gained before their official education with official documents and certificates, the state of Netherlands has founded a centre named "EVC information centre", with vocational centres and sectors.

Norway: A document about higher education

With a change in act, people over 25 who are not studying in a university or college, have been given the chance to apply for this programme. Institutions evaluate the people if they are eligible and apply formal exams. 4700 people have applied these programmes since 2001.

France: Job city

Programme called as "Job city" or "La cité de metiers", guides all citizens about Professional life and jobs with Professional coaches.

This programme for students, adults, youth and workers which are provided depending on individual's

own needs and supported by institutions and productivity centres is free of charge.

Greece: Open and Distance Learning

The open and distance learning applications in Greece can be included in the scope of lifelong learning. There are 500 students in this level.

Austria: Regional learning centers

In the district of Saalfelden /Salzburg, a regional learning center is being founded. In the districts where educational facilities are restricted, the center aims to respond to the needs of the region creating educational facilities including post compulsory education for disabled people.

Let's have a look to the far east at South Korea:

"An interesting example for LLL in South Korea is the LLC Project, which organizes the regional learning community by facilitating the connection within learning, employment, and welfare. As a result, the creation of learning culture along with social talent donation system increases the degree of life satisfaction of people. Don't forget, that 117 cities of 227 cities take part in this Project". (NILE, 2013)

There are the following activities in North Cyprus:

The municipality of Lapta and Continuing Education Center incident to Girne American University launched officially the studies towards English curriculum, by applying for the European Union's Regional Development Project. When the 22 month-long studies are completed, the internationally recognized "English Language Certificate" will be given to participants. As a result of this activity, it is stressed that the residents of Lapta district will be implemented English training program.



READ MORE

http://www.gausem.org/etkinlik/9/gausem_ve_lapta_belediyesi_ab_ingilizce_egitim_programi_cercevesinde_anlasma_imzaladi

CHECK YOURSELF



ANSWER #1

I would design online courses based on cultures. To achieve my objectives and reach my target learners I would design an interactive and progressive course. There would be levels and implementations."

Go Back



ANSWER #2

In the North, in the South, in Africa, in Thailand, in Arabic culture lifelong learning differs because ...

In my culture, ...

Go Back



It's Your Turn



WRITER



SELIME GOC



**AYMAR BERENGER
ISMAEL NANA**

CHAPTERS

Click to the titles for navigate to related content.

- 01. Resume
- 02. Defining of A Task
- 03. Small Quiz

RESUME

The lifelong learning is a concept taking an important place in education system. Indeed, as explained above through the various chapters, history of the lifelong learning reveals that the concept has undergone several changes since its conceptualization in 1800 with Grundtvig until today. According to the existing literature, there is no fixed definition of lifelong learning. The varieties of these definitions show the importance given to lifelong learning.

The rapid increase in knowledge, changing needs and expectation of humans learning show its influences in education policies in different countries. Thus, the European University Association decided to implement lifelong learning in higher education.

Human being need continually to learn and lifelong learning is seen as a process that will continue throughout our entire live; and in order to shape their career and personal development, individuals should manage their lifelong learning activities. Lifelong learning is a set of formal, informal and non-formal learning activities. Formal learning is planned, organized, structured and carried out in educational institutions. Non-formal learning activities are planned and aim to gain some skills and qualifications (trainings). And on the other hand informal learning is random, unplanned daily life learning events and especially acquired by experience. Motivation remains one of the key concept of lifelong learning. To become a good lifelong learner, people should develop their competences and qualifications because they are very important for lifelong learning and the tools needed to improve learning is internet and computer technology (ICT).

Lifelong learning needs to be supported by new media and new technologies. With these technologies, the goals for the lifelong learner becomes easier. New media and its benefits help widely to achieve lifelong learning outcomes. Users of new media can access the lifelong learning programs, apps, blogs, platforms, videos, interactive designs, social networks, online documents, resources and more.

According to different point of view, the approach of lifelong learning in the North and in the South is not the same. Indeed, lifelong learning activities and the mindset differ in different countries; and because it is a key concept for the educational system of every country, it is right to actualize it in a proper way.

After doing a little reminder of what has been developed throughout this chapter concerning the lifelong learning, now let's see how well you memorize it.

DEFINING OF A TASK

As the head of the lifelong learning department of an urban based institution in your town, explain how you would differentiate lifelong learning programs for minors and seniors. What are some of the tasks you will include in one and not in the other?

SMALL QUIZ

This section contains example assignments of various types: essays, multiple-choice questions, crosswords and drag and drop.

Essays

Essay 1

After giving a definition of lifelong learning, give its advantages for adults and youth.

Essay 2

After studying the history of lifelong learning, what are some of the areas that are in need of improvements for lifelong learning to have greater impacts?

Multiple-choice Questions

Question #1

Lifelong learning activities gives importance to all available learning types.

- A. True
- B. False

Question #2

In the South, young people and adults easily accesses to education and lifelong learning activities.

- A. True
- B. False

Question #3

Educational technology has recently become a major vehicle for fulfilling need of Lifelong Learning.

- A. True
- B. False

Question #4

Who can participate in the lifelong learning activities?

- A. Retirees
- B. Employees
- C. Students
- D. All

Question #5

Which of these programs is not supported within lifelong learning program?

- A. Comenius
- B. Erasmus
- C. Turkey scholarship
- D. Leonardo Da Vinci

Question #6

Which one(s) of these countries is not among the member countries of the Erasmus program?

- A. Bulgaria
- B. Erasmus
- C. Madagascar
- D. Estonia

Question #7

Which one is not one of the main values constituting the basis of lifelong learning?

- A. Learning
- B. Exploring
- C. Serving
- D. Running

CHECK YOURSELF

Multiple-choice Questions

Question #1

The correct answer is **True**. It gives importance to all available learning types: official education, non formal education, informal learning in office.

Question #2

The correct answer is **False**. In the south, early childhood education and adult education are still a big challenge.

Question #3

The correct answer is **True**. Educational technology has recently become a major vehicle for fulfilling need of Lifelong Learning.

Question #4

The correct answer is **D**. People of all age group can participate to lifelong learning activities.

Question #5

The correct answer is **C**. Turkey scholarship. Comenius, Erasmus, Leonardo Da Vinci and Grundtvig are supported within lifelong learning program.

Question #6

The correct answer is **C**. Madagascar is not member countries of the Erasmus program but partner countries.

Question #7

The correct answer is **D**. The main values constituting the basis of lifelong learning are: learning, exploring and serving.

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