The importance of lifelong education

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Abstract: Lifelong learning is the continuous building of skills and knowledge throughout the life of an individual. It occurs through experiences encountered in the course of a lifetime. These experiences could be formal (training, counseling, tutoring, mentorship, apprenticeship, higher education, etc.) or informal (experiences, situations, etc.) Lifelong learning, also known as LLL, is the "lifelong, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability. Adult learning is any 'post-compulsory' learning. Adult learning is not just about formal qualifications but includes all forms of skill development activities including formal college education, job related and workplace training, informal and community education, skills updating and refreshing, or general self improvement. In the context of demographic and technological change and globalisation, an educated and skilled population represents one of the strongest foundations for ensuring a strong and healthy economy and a socially inclusive society.adult who is able to recognize their needs.

Keywords: lifelong education, learning

Introduction:

The most serious challenge will be to motivate low-skilled, under-educated adults within the working age population to seek further education. Simply expanding the number of providers and programs will not necessarily increase demand from the populations and communities where the needs are greatest. Deepseated social, economic and cultural barriers—many dating back generations—lead people to undervalue education. In addition, in many counties it is difficult for people to see a direct relationship between better education and better-paying jobs. Either there are no jobs available or many existing employers do little to emphasize the connection between better education and the possibilities for getting a job, keeping a job, or earning a higher wage. For many, getting more education and earning a high school diploma or a college degree has little positive meaning.

Only the negative consequences are obvious: getting more education often means leaving one's family and community for jobs and opportunities for advancement somewhere else. The future of Kentucky depends on uplifting the quality of life and economy of all of Kentucky. The social and economic costs of neglect of large parts of the state will drag down the rest of the state and seriously hinder its capacity to compete in the global economy.

Much like strategies to curb epidemic, strategies to reduce illiteracy and raise the educational attainment of Kentucky's population must include both short-term efforts to face the immediate crises as well as long-term strategies to get at the underlying causes. Short-term crises include the imperative to keep helping welfare clients make the transition from welfare to work within the constraints of federal and state mandates and the need to train workers for immediate employer demands. Long-term prevention must address the underlying, persistent problems of the state's economic structure as well as the low awareness--if not appreciation--among segments of the population of the vital connection among education, employment, and improved standards of living.

Stages of Lifelong Learning

Lifelong education means education resulting from integration of formal, non-formal, and informal education so as to create ability for continuous lifelong development of quality of life. Learning is therefore part of life which takes place at all times and in all places. It is a continuous lifelong process, going on from birth to the end of our life, beginning with learning from families, communities, schools, religious institutions, workplaces, etc. The African traditional society envisioned lifelong learning by the roles one was expected to play in society from child, youth (boy or girl), young adult, junior elder to senior elder. Today with less defined changes in life roles there is need for new strategies to motivate lifelong learning.

Age 0-5 years

In this age group, a lot of learning takes place, providing a foundation for future learning habits and resourcefulness. This is probably the age group where the greatest amount of informal learning occurs, as children imitate almost everything from parents, peers and their environment. Psychologists such as Sigmund Freud and other behavioral psychologists emphasize the importance of childhood learning. Learning in this stage

affects the development of all other learning abilities later in life.

Learning in the 6-24 age group

Learning in the 6 – 24 age group primarily takes place in educational institutions, from primary and secondary to tertiary levels. Family life, social organizations, religious institutions, and mass media can also play a role in non-formal and informal learning during this time. The objective of learning in this period is the holistic development of learners in four aspects, namely: physical, intellectual, social capacity, emotional and mental development

Learning in the 25-60 age group

Individuals in the 25 – 60 age group can learn informally during their working lives through the use of instructional media, mostly from their occupations, work-places, colleagues, touring, mass media, information technologies, environment and nature. Adults learn from experiences and problem solving. They therefore need continuous development of intellect, capability and integrity.

Learning in the 60+ age group

In their senior years people may seek new knowledge for their own sake. This could be termed autoandragogy, from pedagogy, an adult who tutors him/herself. The challenge of seeking new knowledge and teaching themselves may result in a sense of pride of accomplishment and help maintain self-esteem. This may be further enhanced by offering their new knowledge in service to their local community, thus continuing to make valued contributions to society.

Concept of adult education:

Several definitions of adult education has been done Community

- Adult Education is a⌉in the following examples are given of them. conscious effort by public institutions or voluntary organizations to promote community awareness comes action.
- adult education teaching is typically specific age group above the legal age⌉ limits as formal and informal, voluntary and at different levels of time, place
- Adult Education is a process in which people who⌉and education is presented. somehow been cut course they consciously to change or advance their skills in information and do organized activities.
- Adult education includes all formal and informal training and volunteer after⌉ school, which by experienced educators and aware of the system.

Educational materials on adult education with daily life, needs, goals, aspirations and past experiences of adults and their relationship helps to results learned in life and career are used.

Issues Beyond the Department of Adult Education and Literacy

Beyond the issues relating directly to DAEL (Department of Adult Education and Literacy), the task force heard a number of concerns about the Commonwealth's overall approach to adult literacy.

- Lack of coherent statewide leadership and coordination among multiple complementary initiatives aimed at the same problem.
- Lack of continuity in state leadership. Cited in particular was the difficulty sustaining a high level commitment to the issue long enough to make a difference because of changes in priorities of the state's political leaders. A high level of turnover in the leadership of the Department of Adult Education and Literacy has also contributed to the instability.
- Tendency to think of adult education as a separate categorical program rather than a strategy that cuts across the mission and responsibility of multiple Commonwealth programs and initiatives (e.g., early childhood education, welfare reform, economic development, and corrections).
- Multiple uncoordinated categorical federal initiatives that tend to drive (and fragment) policy for an overall state effort that is largely funded by Kentucky.
- A tendency to commingle and confuse different functions. The most important distinction is between functions focused on the needs of clients (adult learners, employers, communities, regions, and the Commonwealth as a whole) and functions associated with the operations and performance of providers. It is important that each of these functions receive attention, yet the tendency is for one (e.g., overseeing a network of providers) to drive out attention to overall system strategy.
- Inadequate coordination of services to meet the needs of individual adults, communities, employers, and regions is hindered by:

- Vertical financing and regulatory relationships between separate federal and state programs and local providers and administrative units. These vertical relationships can hinder the horizontal coordination of services for individual adult learners, communities, and employers.

- Turf wars among providers, local politics, and long-standing conflicts among neighboring counties.

- Inadequate links with and leverage of other public and private initiatives and investments to reach the target population. Major sources of

help include employers, postsecondary education, and workforce development.

- Lack of a state financing policy and strategy for provider performance incentives and collaboration, and tax and other employer incentives for leverage of non-state resources.
- Lack of programmatic and administrative flexibility to meet the rapidly changing needs of adult learners, employers, regional economies, and communities.

Conclusion:

Material often set different types of materials and educational content in books and pamphlets, books, training guides, trainers, equipment auxiliary audio, visual and material are included such that during actual teaching sessions, are used in the transmission and content but also to achieve the goals of making education programs are important.

Additional material for the next stage of learning often means to be expected when developing your learning skills Learners to increase awareness and enjoyment of reading and studying to operate.

To improve the quality of life, learning materials should reinforce the skills they acquired previous. This material should have access to information and provide new technology. should also have to make learning more fun. Additional materials should provide opportunities for literacy skills to read and to strengthen their cognitive awareness.

Track materials (continued) which increased literacy skills and knowledge gained is also effective in enriching learning environment for learners are important. Participatory materials to ensure the participation of learners in the learning process and codification are included out of class activities, dialogue, role playing, etc.

In traditional programs that the principles of psychology and curriculum planning, less attention is the form of content presentation ie codification and providing books, original format and have the dominant form, while for adult content that could have valuable experience in addition to writing, other ways also be provided Affect the selection of pictures and images related to the concepts and content produced by including them.

Some research findings that can be a learning process for the Guidelines for training operations are applied, is given below:

1- Preparation for adults to learn how much he depends on previous learning. Knowledge that has accumulated because of an ability to absorb new information more person is. Past educational experience features a diverse group of adult learners, the starting point of any activity on the diversity training is emphasized.

2- intrinsic motivation, learning a deeper and make them sustainable. When the need is met directly by the learning itself, what is learned, but is complementary learning. Creating a training activity in adult learning needs, learning ensures stable

3- Positive reinforcement (reward) learning to reinforce the negative (punishment) is more effective. Many adults because of negative experiences at the beginning of schooling, are weak and afraid. Feeling of success in adult learning for continuous learning and adult participation is essential.

4- To maximize learning, information must be provided an organized manner. Entries can be simple or complex can be arranged around related concepts are organized. Starting point for organizing content knowledge for adults and adults is linked to past experiences

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