

LIFELONG LEARNING: GLOBAL PERSPECTIVES IN EDUCATION

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**TITLE: AN ANALYSIS OF THE CURRENT STATUS & DEVELOPMENTAL
TRENDS IN LIFELONG LEARNING**

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Much research and experimentation has been conducted on lifelong learning that brings it to its current status and indicates some developmental trends around the globe. Lifelong Learning may be easily identified as all learning that takes place between “the cradle and the grave.” However, a clearer and more comprehensive definition of the concept may be as follows: A master concept or principle regarded as the continuous and never complete development, changes, and adaptation in human consciousness that occur partly through deliberate action but even more as a result of the business of living, where learning may be intentional or unintentional that includes acquiring greater understanding of other people and the world at large, based on four pillars: being, knowing, doing, and living together.

5. **Administration Policies & Mechanisms** – service to learners is the top priority of the administration. The mission statement and allocation of resources, including staffing is increased to reflect the institutional commitment for operating a lifelong learning institution. The operational system is imbued with a belief that demonstrates active and systematic listening turned into responsiveness to meet needs of lifelong learners. Registration, class times, and courses – including modular choices and academics support – are available at times and in formats geared to the convenience of learners.
6. **Student Support Systems & Services** – provides learner-friendliness, convenient schedules, and in various ways encourages independent learning. Obligations and responsibilities of the learners, educational providers and administration service are made clear from the beginning.
7. **Teaching & Learning Processes** – Educators will need to move their teaching and learning processes away from the “instructional paradigm” toward the “learning paradigm.” thus encouraging self-directed learning, engaging with the knowledges, interests and life situations which learners bring to their education, and using open and resource based learning approaches. They will need to use different teaching methods that respond to the diverse learning styles of lifelong learners, including co-learning, interactive learning, and continuous learning while integrating appropriate technology. The learners and faculty will need to mutually design individual learning programs that address what each learner needs and wants to learn in order to function optimally in their profession. This all means that the institution plans to employ and develop faculty who see their primary roles as facilitators of the learning process as opposed to dispensers of information, thus moving their development toward: knowing as a dialogical process; a dialogical relationship to oneself; being a continuous learner; self-agency and self-authorship; and connection with others.

As one glances at the scope of making lifelong learning operational in an educational institution, it obviously becomes a formidable task. Nevertheless, as the future presses upon the present, the effort becomes mandatory. However, beyond that, those who have experimented with various aspects of implementing lifelong learning at their institution, will attest that the energy is well spent and the rewards multiple. Thus, those who move in that direction will maintain themselves and their institutions on the cutting edge of a future that will be bright and exciting.

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