# FOUNDATIONS OF LIFELONG EDUCATION

*Edited by*

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CHAPTER 1

# FOUNDATIONS OF LIFELONG EDUCATION: SOME METHODOLOGICAL ASPECTS

R. H. Dave

## 1. Educational Challenges and Lifelong Education

The idea of lifelong education has gained international significance in recent years. Although this idea is as old as human history, the new significance and wider acceptance that it has lately attained is based on the assumption that it holds promise of meeting the new educational challenges of the present and also those of the foreseeable future. Its appeal seems to lie largely in the fact that it has a potential to respond to the new challenges without ignoring the valuable educational policies and practices developed so far. This is because it acts as an organizing and unifying principle for different developments concerning all stages, forms and patterns of education.

The contemporary period of history is characterized by rapid and unprecedented change in practically all aspects of life. What A. N. Whitehead observed in the early thirties about the time-span of change and its impact on education has become more relevant in the seventies, and trends in many fields clearly suggest that his farsighted statement will apply even more as we move towards the year 2000 and beyond. Whitehead said:

> ... in the past the time-span of important change was considerably longer than that of a single human life. Thus mankind was trained to adapt itself to fixed conditions.
>
> To-day this time-span is considerably shorter than that of human life, and accordingly our training must prepare individuals to face a novelty of conditions. [1]

The exponential growth of knowledge in science and spectacular advances in technology have given rise to rapid and far-reaching changes in practically

all domains of human life. Developments in other fields of knowledge, accompanied by marked shifts in the demographic and related characteristics of society, have also contributed significantly to the current spate of change. What is unique in the present spiral of change is that many of the developments have taken global proportions, transcending the national and regional boundaries more rapidly than ever before. Spectacular innovations in transport, communications, agriculture, textiles, medicine, manufacturing industries, and other fields are diffused rapidly all over the world. While it is true that the rate of absorption of any particular innovation varies with country and culture, and also that the nature of its impact differs in different societies, the pace of diffusion of many new ideas, materials and techniques is indeed very fast, and the spread is rapidly becoming global. These ideas, materials and techniques are not confined to science and technology alone but include developments and changes in political, cultural, social and economic fields as well. In fact, the far-reaching socio-economic developments accompanied by a special emphasis on the principles of democratization have contributed a great deal to the present phenomenon of change.

All these changes have created new educational challenges and have questioned the relevance and efficacy of most prevalent systems of education that grew in response to a more stable and less complex mode of personal, social and professional life. The increasing speed of obsolescence of knowledge and skills calls for the consideration of new educational goals and strategies that will be capable of educating every individual, not only about the known but also for the unknown. As Paul Lengrand asserts, "the notion that a man can accomplish his life-span with a given set of intellectual and technical luggage is fast disappearing".[2]

The staggering developments occurring in quick succession in communications, agriculture, industry and similar fields, followed by the equally staggering impact of these developments on social, economic, political and cultural life, generate a persistent demand for continuing the process of renewal of knowledge, skills and values throughout life.[3]

Apart from the problems emerging from the phenomenon of rapid and revolutionary change in extra-educational domains, the situation within the field of education itself has given rise to new challenges. At least three important factors need to be briefly mentioned here:

(1) For the first time in history, education has been universally and officially accepted as a human right.[4] The new value attached to education has resulted in an unprecedented expansion of educational facilities. While a few countries like Germany and Japan made the initial level of education free and compulsory in the nineteenth century, most others created and expanded educational facilities for the masses during the current century. This movement gained greater momentum every decade and was stepped up further in the fifties and the sixties, particularly in those countries that achieved independence during this period. Educational facilities are still expanding in all countries; some are continuing to focus on the primary level whereas others, the more developed ones, are concentrating on the secondary and higher levels to meet the mounting pressure from the lower rungs of the educational ladder.

(2) Despite this unprecedented quantitative expansion and the consequent spurt in educational expenditure which, in budgetary terms, ranks a close second in world expenditure of public funds, coming just after military budgets,[5] the results achieved so far can scarcely be considered satisfactory. As Unesco's International Commission on the Development of Education observed, although the number of children attending school has increased considerably since 1960, the number of those who are still denied basic education has also increased. "More go to school than ever - and more than ever stay outside" says a Unesco leaflet published during the World Population Year 1974. At the level of higher education, many advanced nations are finding it difficult to meet the rising educational aspirations of their populations and have not been able to provide entry for all who are eligible and willing to study. This factor is further complicated by educated unemployment and underemployment. On the other hand, less advanced countries do not have enough facilities to train required manpower, and there too educated unemployment in certain sectors as well as the mismatch between edcuation and employment are not infrequent. At the adult education stage the picture is equally grim. It is true that in per-

centage terms illiteracy among the world's adult population has decreased from 44.3% in 1950 to 34.2% in 1970, but in absolute figures, the number of illiterates has increased during this period from 700 million to 783 million, and the number is likely to reach 820 million in 1980.[6] Of course the situation differs from region to region, and from country to country within a region; however, the global scene points to the hard fact that educators and others concerned are fighting a losing battle.

(3) These grave and massive problems have recently been further aggravated by a number of serious questions raised by educators, economists, politicians and others regarding the quality, adequacy and relevance of the present system of education. Its effectiveness is being seriously doubted in both developed and less developed countries. The problems of quality and relevance have become yet more critical in the case of those developing countries where a foreign system of education was transplanted and has not taken root. Criticisms have been levelled against the present system because it isolates the school from the home and community, and thus has an alienating influence on the learner. The system is inflexible, too formal, and often found to be dysfunctional when viewed in the context of community needs or new developments. These and similar issues pose new intra-educational challenges besides those mentioned earlier.

As a positive response to these problems, the concept of lifelong education has been suggested as a possible solution by many educational thinkers, researchers and international organizations. In fact the very first recommendation of the International Commission on the Development of Education states:

> We propose lifelong education as the master concept for educational policies in the years to come for both developed and developing countries.[7]

Elucidating the recommendation further, the Commission asserts the universal applicability of this "master concept" to meet the educational challenges of our time:

> The various applications of this idea will of course differ greatly. We may even say ... that it could be applied in as many different

> ways as there are countries in the world ... But we remain convinced that the question of lifelong education, the decisions to take and the paths to follow in order to achieve it are the crucial issues of our time, in all countries of the world, even in those which have yet to become fully aware of this idea.[57]

Other organizations, such as the Council of Europe and OECD, have also emphasized the importance of this concept to meet new educational challenges. The Council of Europe has carried out several surveys and has produced a good deal of literature on this subject with special reference to its member states. Similarly, the OECD has developed the idea of recurrent education, which it views as a strategy for lifelong education. Also, in the literature of the past few years many educational thinkers and scholars, including Adiseshiah, Coombs, Filipovic, Houle, Husén, Janne, Jessup, Lengrand, Shimbori and Suchodolski,[9-18] to name only a few, have highlighted the need and significance of the concept of lifelong education for reforming the policies and programmes of education. (See sec. 8.1 of this chapter for further delineation of the concept).

In view of the great importance attached to this concept for future development, it is necessary to carry out appropriate research and developmental programmes. The research work should cover both conceptual and operational areas so that the implementation of the idea may be facilitated. The programmes recently undertaken by the Unesco Institute for Education are in response to this urgent need. They include a variety of research, developmental and diffusion activities to unfold and apply the master concept of lifelong education.

## 2. Genesis of the Present Study

Many factors prompted us to take up a study on the development of the foundations of lifelong education. Some of the crucial ones that provided the background and genesis are mentioned below:

(1) From our exploratory study on lifelong education, which included an extensive survey of existing literature on the subject, it was revealed that although a good deal of literature on the concept has recently been produced and the significance of the idea for educational regeneration repeatedly mentioned, little systematic work has so far been reported on the psychological, sociological, anthropological and other

aspects of the concept. On the other hand, the literature stresses the urgency of applying the idea to different levels and forms of education in order to meet present problems and new educational challenges. It is obvious that the implementation task cannot be undertaken with a reasonable degree of validity and confidence without clarifying the new and multi-faceted perspectives of the concept and without developing at least a working theoretical base for taking operational decisions.

(2) Although an extensive amount of theoretical literature on education exists, it cannot be used adequately without reorganization and major reformulation because it is not generally based on the assumption that education is a lifelong process. Much of the existing material on the foundations of education is based on a rather narrow conception of education that is confined to primary and secondary schooling. Even when it goes beyond these stages and includes pre-school, tertiary and adult levels, it limits itself to highly formal and institutionalized learning. The need has now arisen to comprehend the new scope and wider role of education. This situation necessitates the initiation of a process of constructing the foundations of lifelong education and developing a suitable methodology for this purpose.

(3) In addition to the fact that the foundations of education are often focussed on the formal school stage, they are traditionally derived from psychology and philosophy, although the latter has recently received less attention. The significance of systematically constructed sociological foundations has only lately been realized. Despite the recent broadening of perspectives, several other disciplines such as anthropology, ecology, and physiology are not taken into account adequately and directly. For a comprehensive concept like lifelong education, which seeks to include all stages, forms and patterns of enlightenment throughout the life-span, a broad theoretical base constructed with the help of available knowledge in a number of relevant disciplines, be-

sides the traditional ones, is very desirable.

(4) Furthermore, the existing literature on the foundations of education points to the fact that in many cases they are based on individual and isolated disciplines (e.g., psychological foundations, sociological foundations). Even when more than one discipline is tapped in a particular work, the different discipline experts generally work in isolation from one another without having an opportunity to follow an interdisciplinary approach and without using common working tools, such as an inventory of the nature of content or a statement of operational steps. An interdisciplinary approach is no doubt difficult, and appropriate methodologies are not readily available. Nevertheless, a comprehensive and unifying concept like lifelong education demands that multidisciplinary and, if possible, interdisciplinary approaches should be thought out and at least a beginning made in this direction.

(5) Much of the available literature on the foundations of education suffers from yet another limitation. Very often this material is developed primarily for the consumption of teachers under training. This is not surprising because the courses on the foundations of education have become a part of the curriculum of colleges of education during the last few decades. As a result, the content of this material is often syllabus-based, its presentation textbook-like, and so on. By contrast, the present need for constructing the foundations of lifelong education stems from the requirements of a much wider audience. The target population includes educational policy makers and planners, administrators and curriculum framers, researchers, teacher educators and practising teachers, and educators in the fields of workers' education, cultural education and mass media, besides teachers under training. To fulfil this need, several analytical and experimental studies are required, some of which may attempt to answer immediate questions while others, including the longitudinal ones, may run side by side with implementation programmes.

(6) The research and diffusion activities carried out so far by the UIE in the field of lifelong education have revealed signs of readiness on the part of many countries to work out the operational aspects of lifelong education and move towards the phase of implementation.[19] As pointed out earlier, UNESCO has already provided a lead in disseminating the concept to its member states. The Council of Europe and OECD have also examined the concept in various meetings, surveys and publications on lifelong learning and recurrent education. Several socialist countries, including Hungary, Poland and Romania, have accepted lifelong education as one of the principles for reforming their educational systems. In Latin America, Cuba and Peru have already initiated the process of implementation, while other countries such as Argentina and Venezuela have displayed their interest in the idea through study and research. The Canadian provinces of Alberta and Ontario have produced special Commission Reports for the future development of education, both documents accepting lifelong education as a major guiding principle. Similar activities have been undertaken by several universities and other educational agencies in the United States. In the African region, Tanzania has recently developed innovative programmes for community learning on the lines of lifelong education. Other countries, like Ivory Coast and Zambia, have also been examining the idea for practical implementation. Among the Arab countries, Algeria has likewise initiated educational innovations to realize the aspirations of lifelong learning. In the Asian region, Japan is engaged in examining the concept critically and has already brought out study reports and other literature on the subject. Through a presidential decree and other guideline documents, Indonesia has accepted lifelong education as a master concept in re-organizing and reforming its education system. In Pakistan the newly established People's Open University has explicitly adopted the idea of lifelong education as its chief conceptual base. Other countries,

> like the Republic of Korea, India and Malaysia, have also shown great interest and have initiated several activities in this field. Similar signs are visible in Australia and New Zealand. It is evident from this brief overview that many countries in all parts of the world are in a state of readiness to take concrete action towards the realization of the aspirations of lifelong education. In such a situation one of the most urgent tasks is to unfold the multiple perspectives of lifelong education and formulate basic guidelines for facilitating the process of making valid operational decisions. The task of developing some illustrative material and exploring methodological procedures, once initiated at an international level, can then be taken up at national and subnational levels in order to formulate more specific basic guidelines.

These then are some of the major factors and forces that prompted the present study. Besides highlighting the need for and significance of the study, they have indirectly provided criteria for defining its objectives and scope, and have also indicated the audience to which it should be directed.

## 3. Objectives and Scope of the Study

One of the main purposes of this project was to initiate a systematic inquiry directed towards the development of the interdisciplinary foundations of lifelong education. Another purpose was to gain experience in the methodological aspects of such a conceptual study. The genesis of this study shows that these tasks are of fundamental importance for the operationalization of the concept of lifelong education and for undertaking further research and developmental activities to this effect.

In considering the question of implementation, it becomes necessary at the outset to view this concept in a broad perspective and understand its basis in psychological, sociological, ecological and other domains of life. Therefore this study was designed to make an attempt at unfolding the multiple perspectives of lifelong education with the help of several pertinent disciplines. Furthermore,

it is common knowledge that for the purposes of implementing a comprehensive idea like lifelong education, a large number of operational decisions need to be taken in the areas of policy and planning, organization and structures, objectives and curriculum content, instruction and evaluation, and so on. It was obviously not intended under the present project to formulate detailed specifications of any of these aspects of education. The intention was to begin the process of developing guidelines which might provide a theoretical base for reasonably valid and internally consistent operational action. In addition, such a theoretical base may help identify the internal consistency as well as contradictions and conflicts existing in a given system of education when examined in the framework of lifelong education.

Due to its comprehensive nature, lifelong education influences all intra-educational elements such as structures, curriculum, organization, teacher preparation and the like. Simultaneously, this concept bears on a variety of extra-educational elements including personal, societal, historical, cultural and philosophical configurations of individuals and societies in local, national and global settings. To build a bridge between a variety of intra-educational components on the one hand and a large number of extra-educational elements on the other is indeed a formidable task. Yet it is extremely important as one of the initial steps in any overall strategy designed to realize the aspirations of lifelong education. This study was, therefore, aimed at making a small beginning towards the fulfilment of this need, with due recognition of the difficulties involved, by means of identifying a number of aspects and concepts of several disciplines that characterize the multiple configurations just mentioned, and interconnecting them with various elements of lifelong education so as to start a process of constructing broad-based foundations.

In order to ensure that the foundations are broad-based and comprehensive in scope, it was considered necessary to include a larger number of disciplines than usual. Accordingly, the following seven disciplines were included:

| | |
|---|---|
| Anthropology | Philosophy |
| Ecology | Psychology |
| Economics | Sociology |
| History | |

Anthropology and ecology were combined as they are closely connected. Originally it had been planned to include biology, or more specifically, human

physiology as well, but this could not be done due to practical difficulties. However, the foundations based on psychology, anthropology and ecology have taken into account several of the physiological aspects, either directly or otherwise. Similarly, cultural, political and technological aspects have been covered directly or indirectly by sociology, history and other selected disciplines. It is, however, recognized that more direct work in several additional disciplines or fields of study would be necessary for a more elaborate inquiry.

### 3.1 About interdisciplinarity

The selection of a number of disciplines obviously makes this study multidisciplinary in scope. The indirect coverage of some aspects of other fields such as physiology, technology, and culture expands the multidisciplinary scope further. But it was intended to make this project as interdisciplinary as possible by allowing different disciplines to interact and throw light on goals, content, perspectives and other aspects of lifelong education.

There are of course many difficulties involved in any interdisciplinary study, and consequently methods of inquiry that allow such an approach are not readily available. However, the clarification on interdisciplinarity offered by the OECD Centre for Educational Research and Innovation,[20] especially in the context of the problems of teaching and research in universities, is indeed very useful. According to CERI's report, *multidisciplinarity* involves juxtaposition of various disciplines, sometimes with no apparent connection between them, e.g., music, mathematics and history. *Pluridisciplinarity* involves juxtaposition of disciplines assumed to be more or less related to one another, for example, mathematics and physics. In the case of *interdisciplinarity*, there should be an interaction among two or more disciplines. This may range from the simple communication of ideas to the mutual integration of organizing concepts, methodology, procedures, etc. This also presupposes the organization of research in a fairly large field. An interdisciplinary group consists of persons trained in different fields of knowledge (disciplines) with different concepts, methods, data and terms, and is engaged in a common problem with continuous inter-communication among the participants from the different disciplines.[21] Following this line of thought, some efforts were made in this project to move from the multi- to the interdisciplinary level. In the context of the above definition, several elements

of interdisciplinarity were built into the study by

- setting up an *interdisciplinary study team* consisting of representatives of different disciplines;
- organizing the inquiry on the *broad field* of lifelong education;
- undertaking *a common effort* of developing multiple perspectives of lifelong education and evolving guiding principles for practical application;
- establishing fairly continuous *inter-communication* by means of circulating a common project design, prepared by the members from time to time as well as by holding intermittent meetings for the exchange of ideas, approaches and content; and
- carrying out an illustrative *cross-disciplinary* content analysis and synthesis of the discipline-based documents.

These steps by no means exhaust all possibilities in this direction. They only indicate the efforts, however limited, made to introduce several elements of interdisciplinarity into the present study.

It may, however, be noted that interdisciplinarity ought to be functional and not be pursued as a ritual. The intradisciplinary perspectives and guidelines are also important in their own right for the purpose of taking various practical decisions concerning lifelong education, and hence they should not be neglected. In view of this, it was decided to present the individual discipline-based foundations in the report along with a few illustrations of interdisciplinary analysis. Also, the intradisciplinary content analysis on an illustrative basis was considered important over and above the development of a few examples leading to bridging or fusing the findings of discipline-based foundations. Furthermore, it was felt that the real interconnection among discipline-based foundations should emerge at the actual application stage. Consequently, the content of the foundations as such should respect both the autonomy of individual disciplines and ways of connecting related ideas across disciplines, thus adopting a functional approach to the question of interdisciplinarity.

### 3.2 International character of the study

The scope of this study was also determined by the international character of the programmes of the Unesco Institute for Education. This project was one of the several activities undertaken by the UIE in the area of lifelong education

which aim at contributing to the effort now being made on an international level towards the elucidation of this concept. Hence the present study, as a first exercise in this conceptual area, was not focussed on the needs of one particular country or culture, but was designed as an international project. Although in its international character it has limitations as well as advantages, it was considered appropriate because one of the intentions of the study was to identify some conceptual guidelines and perspectives. Without being exhaustive these could be used as examples and, at the same time, could be tried out as working procedures which might assist national-level agencies in undertaking similar tasks in their own countries. On account of the international character of this inquiry, the experts in various disciplines who co-operated in the study were not asked to follow a particular philosophical approach, nor were other such conditions imposed. On the contrary, accepting this situation as a delimiting factor for the study as a whole, and following a pluralistic approach, they were asked to decide for themselves (i) their own ideological approach, (ii) whether to adopt a macro- or micro-level approach in their work, and (iii) whether they would keep in view only industrialized countries, or less industrialized countries, or both.

Furthermore, while the multi-dimensional and fundamental nature of the inquiry could have justified a project spread over many years, this study, being a first attempt, was designed on a modest scale. This was also necessary in order to obtain first results without much delay, in view of the urgency of the need for establishing a working base. Once this is done, further research of a more elaborate nature can be carried out concurrently with operational programmes.

## 4. About Methodological Aspects

Various approaches can be adopted for developing the interdisciplinary foundations of lifelong education. Each approach has its own basic assumptions and resource implications. For example, a team of experts representing different disciplines and familiar with the field of lifelong education can be set up and located at one place for a year or more. If possible, more than one expert for each discipline should be involved so that various schools of thought within the disciplines are represented. Moreover, the experts may not only utilize existing

knowledge in their disciplines but also conduct empirical studies and surveys as considered necessary.

While the various possible approaches may have special merits, they also pose difficulties in terms of financial resources, availability of personnel to work together at one place over an extended period of time, and so forth. It was, therefore, necessary to be pragmatic and evolve an approach which was expeditious, well within our resources, and would unite scholars from the relevant disciplines in a study team without dislodging them from their permanent work place.

In view of various determining factors and alternative possibilities such as those just mentioned, the following approach was adopted for the present study:

i. Establishment of an interdisciplinary study team.

ii. Development of working tools such as a general project design, a statement of conceptual features of lifelong education, a statement indicating operational steps for developing the foundations, an inventory of content categories, etc.

iii. Establishment of intercommunication through meetings and work sessions for all or some members of the team as necessary and feasible. Circulation and joint discussion of draft documents prepared by individual members of the study team.

iv. Intradisciplinary content analysis on an illustrative basis.

v. Interdisciplinary synthesis on an illustrative basis.

vi. Preparation of the final document containing both discipline-based foundations and the illustrative content analysis and synthesis.

Further information about these steps is provided in subsequent sections to clarify several methodological aspects including the composition of the study team, working procedure, nature of the content, operational steps and disciplinary aspects and concepts found relevant for constructing the foundations of lifelong education.

## 5. Composition of the Study Team

Formation of a study team was one of the several steps taken to ensure some

degree of interdisciplinarity as stated earlier. The team consisted of ten members in all; six representing disciplines and four others well versed in the theoretical and practical aspects of lifelong education. The discipline experts were: A. J. Cropley (Psychology), Colin De'Ath (Anthropology and Ecology), Henri Janne (Sociology), P. N. Kirpal (History), Bogdan Suchodolski (Philosophy) and Annie Vinokur (Economics). The other four members were: M. D. Carelli, R. H. Dave, E. Gelpi and P. Lengrand.

The discipline experts were either already knowledgeable in the field of lifelong education or were given the opportunity to familiarize themselves with the concept through literature study and discussion. It may be noted that there was one expert for each discipline except in the case of the closely interlinked fields of anthropology and ecology which were represented by one person.

## 6. Working Procedure

At the outset the team was supplied with the general project design, outcomes of the exploratory study on lifelong education published in two monographs and some other literature on the subject. The experts were then requested to formulate preliminary ideas about the foundations based on their own disciplines and prepare draft papers for a meeting. These drafts were circulated in advance so that team members could first examine them in the context of their own respective disciplines and thus begin the process of generating complementary and interlinked ideas, and second, could offer comments on content as well as on methodology. After each meeting the draft papers were revised. Each discipline-based foundations document thus underwent at least three revisions.

In all six meetings, lasting from 2 to 5 days, were held between September 1973 and March 1975. The three comprehensive meetings treated all the disciplines at initial, intermediary and final stages of work. A substantial portion of time in each meeting was devoted to examining discipline-based content, identifying the points of similarity and differences among different foundations, and suggesting modifications in draft papers in the light of the group discussion.

The complete team could not be present at all meetings for various reasons. However, within the relatively short span of time devoted to the project, procedures like (i) advance circulation of draft materials to all, (ii) distribution

of several basic working tools in the form of a variety of statements, (iii) extended work sessions at UIE for some of the experts, and (iv) frequent meetings and dialogues with one or more members of the team offered multiple opportunities for exchanging ideas and inter-linking work in different disciplines around a common nucleus provided by the concept of lifelong education.

From the methodological standpoint three important elements were closely considered during the course of the study and also during various meetings:

i. Nature of the content of the foundations of lifelong education

ii. General operational steps for constructing the foundations

iii. Intra and interdisciplinary content analysis and synthesis for the identification of guiding principles and perspectives

A few statements used as working tools in the study were prepared in respect of these methodological elements and supplied to the team members for conducting their discipline-based studies in an interdisciplinary context. More details about the first two elements are given below in sections 7 and 8, and the third one is elaborated in the last chapter.

## 7. Nature of the Content

One important methodological issue pertained to the *nature of the content* of these foundations. What sort of content should form the foundations of lifelong education? What sort of content should be deliberately excluded? How would this content be different from the generally available material on the foundations of education?

As mentioned earlier, it was felt that these foundations should not be in the form of minute specifications of objectives, curricula or educational plans. Their content should also be distinguished from the material about specific methods of instruction or structural and organizational details.[22] What the foundations content should provide was *guidelines* for identifying and developing specific goals, content, methods, evaluation procedures, educational structures and so forth. It should also unfold the *perspectives* of lifelong education in order to obtain the insight necessary for formulating educational policies, plans, structures, etc. The theoretical and empirical knowledge available in different disciplines should in some measure validate and amplify the different character-

istics of the concept by elucidating their scope, supporting factors and limiting conditions. The content matter of the foundations of lifelong education should thus establish a multi-dimensional theoretical base for decision making.

Moreover, this content should take into account the entire life-span including the various educative agencies operating in the life-space of an individual, rather than follow a narrow conception of education as formal schooling during childhood and youth. Thus, although schooling was not to be neglected, the field should embrace the vertical time dimension from birth to death, and the horizontal space dimension including education in the home, school, community, places of work, culture and recreation, religious institutions, and through mass media and other structures and situations of formal, non-formal and informal learning.

It may be mentioned here that in the present study, the entire arena could not be treated in sufficient depth and detail on account of several limiting factors. However, since a fair number of disciplines have been included, it has in fact been possible to cover quite a good area within the vertical and horizontal dimensions of the total life-cycle.

Given this definition of the content, the discipline experts were requested to provide perspectives and guidelines from the standpoint of their respective disciplines by drawing upon the relevant knowledge at their command from their particular fields. To facilitate this process, a statement of content categories shown in Chart 1.1 was prepared as a general working tool and given to the discipline experts. The chart proved helpful in co-ordinating work among the different disciplines and in working out subsequently the criteria for content analysis.

CHART 1.1

NATURE OF THE CONTENT

of the Foundations of Lifelong Education

CONTENT CATEGORIES

1. Guidelines for policies, plans and goals (explicit or implicit, general or curricular)
2. Guidelines for content, methods and learning processes, structures, organization, etc.
3. Overall need for and justification of lifelong education
4. Clarification and elaboration of specific terms and sub-concepts of lifelong education
5. Elucidation and refinement of assumptions underlying the concept
6. Supporting factors providing a kind of validation of specific elements of the concept based on empirical findings or logical deduction
7. Limiting conditions (indicating limitations of the idea)
8. Precautions and pre-conditions

NOTE: (i) All these categories are not applicable to all disciplines. Different disciplines will stress particular categories. In fact, every discipline has one *unique* contribution to make in the process of theory building and validation. At the same time, there will be many guidelines and perspectives that will have the support from two or more disciplines.

(ii) These categories are not exhaustive, nor do they indicate sequence of presentation of contents. But they help in conceptualizing the nature and breadth of the content. The list serves as a tool for certain methodological steps involved in the study.

## 8. General Operational Steps

Having identified the nature of the foundations content, the next methodological issue to be considered is the formulation of a general procedure for developing the content.

Obviously, one of the important steps in the process should be to familiarize oneself with the concept of lifelong education. This concept should then be allowed to interact with various aspects and concepts of the discipline concerned so that several guiding principles and perspectives begin to emerge. The steps involved in this process are not necessarily sequential or uni-directional, but call for an interface between the concept of lifelong education and relevant aspects of the discipline. Such an encounter includes many processes like analysis and synthesis; identification of relevant aspects and concepts of the discipline and interpreting them to generate a number of ideas and arguments in the form of guidelines and perspectives; and finally, acceptance, modification or rejection of these ideas and arguments by professional judgment, discussion and available research evidence. As a result of such a cognitive confrontation, reflection and group discussion, a set of findings are arrived at which are then to be organized and presented in a suitable context.

This indeed is a very complex and multi-pronged procedure, and cannot be adequately organized into a set of steps. However, an enumeration of the general operational steps involved could be made to serve as a practical tool which indicates a broad line of action particularly for team work and offers a basis for the clarification and concretization of this process. Such a statement worked out at the initial stage of the study is presented in Chart 1.2.

CHART 1.2

GENERAL OPERATIONAL STEPS

for Developing the Foundations of Lifelong Education

1. *Analysis of the concept of lifelong education* in terms of its meaning, functions, qualities, characteristics, etc.
2. *Identification of important aspects and concepts from the discipline* that are relevant to different features and characteristics of lifelong education.
3. *Interpretation of these aspects and concepts of the discipline to formulate guiding principles for lifelong education* in the form of supporting factors, limiting conditions, goals, processes, precautions, preconditions, relationships, possibilities, prediction of likely consequences, etc.
4. *Organization of the findings in a suitable sequence* for the purpose of sharing with others.

As a first step, the concept of lifelong education was examined in a variety of ways by team members both individually and collectively. This process continued throughout the period of the study. Some key elements of the concept are briefly discussed in the following sub-section (8.1). The remaining sub-sections are devoted to the elaboration of the other three operational steps given in this chart.

## 8.1 The concept of lifelong education

Lifelong education is a process of accomplishing personal, social and professional development throughout the life-span of individuals in order to enhance the quality of life of both individuals and their collectives. It is a comprehensive and unifying idea which includes formal, non-formal and informal learning for acquiring and enhancing enlightenment so as to attain the fullest possible development in different stages and domains of life. It is connected with both individual growth and social progress. That is why ideas such as "learning to be" and "a learning society" or "an educative society" are associated with this concept.

From the standpoint of the individual, Lengrand describes lifelong education as representing "an effort to reconcile and harmonize different stages of training in such a manner that the individual is no longer in conflict with himself. By laying stress on the unity, the all-roundness and the continuity of development of the personality, it leads to the formulation of curricula and instruments of education that create permanent communications between the needs and lessons of professional life, of cultural expression, of general development and of the various situations for and through which every individual completes and fulfils himself".[23] Similarly, when viewing this idea from the societal angle, Jessup observes that lifelong learning "is an ideal that comes out in countless ways. It is a temper, a quality of society, that evinces itself in attitudes, in relationships, and in social organization."[24]

When the principle of lifelong education is universalized and applied on a mass scale to different societies, it is likely to take different operational modalities under different socio-economic, political and cultural conditions. The operational modality given to lifelong education depends on a number of intra- and extra-educational variables characterizing various countries, cultures and even their individual members. Such a flexible and open approach is an important element of lifelong education because this concept is fundamentally based on the assumption that continuing enlightenment can be acquired by individuals and societies through different paths, and that these alternative courses will enable all of them to move forward towards the attainment of a higher and better quality of life.

It is often difficult to conceptualize lifelong education in its entirety on account of its comprehensiveness and multiple modalities. Consequently, different scholars have highlighted different facets of the same idea, as is evident from the existing literature.

Because of this situation, the Unesco Institute carried out an exploratory study through literature survey and interviews and arrived at a set of some twenty concept-characteristics of lifelong education that describe its meaning, functions, goals, relationships and other qualities. For example, lifelong education seeks to view education in its totality. It covers formal, non-formal and informal patterns of education, and attempts to integrate and articulate all structures and stages of education along the vertical (temporal) and horizontal (spatial) dimensions. It is also characterized by flexibility in time, place, con-

tent and techniques of learning and hence calls for self-directed learning, sharing of one's enlightenment with others, and adopting varied learning styles and strategies. Further, the three major prerequisites considered as important for realizing the goals of lifelong education are: learning opportunity, motivation and educability. The goals include the fulfilment of adaptive and creative functions of the individuals leading to the continuous improvement of the quality of personal and collective life.

A list of concept characteristics (Appendix 1) developed through a systematic study was given to the members of the team as a working tool, along with other relevant outcomes and additional reading materials. Based on the list of concept characteristics, a number of key words and phrases connected with them and some of their major implications were also listed and supplied. This general checklist, given in Appendix 2, served as a supporting working tool for taking the first operational step for developing the foundations content. Furthermore, the conceptual features of lifelong education were discussed by the study team in different meetings in order to ensure a good degree of common understanding and communicability about this multi-dimensional idea.

8.2 Identification of relevant aspects and concepts of selected disciplines

This is an important step in moving towards the construction of the foundations because it is at this level that multiple interactions between the concepts of disciplines and elements of lifelong education take place as described in the beginning of this section.

In the present case, this interactive process was allowed to occur under each discipline throughout the period of study in an interdisciplinary context. As individual papers ran through successive drafts, clarity in respect of applicability and relevance of different aspects and concepts gradually emerged. Several additions and alterations were carried out in this respect during successive phases of work. At the final stage, the major aspects and concepts actually applied in developing the foundations were isolated. Lists of aspects and concepts actually applied in varying degrees by each discipline to the concept of lifelong education were prepared by examining the discipline-based documents and were finalized with the help of the authors concerned. These are presented in Table 1.1.

TABLE 1.1

RELEVANT ASPECTS AND CONCEPTS OF THE SELECTED DISCIPLINES

| Discipline | Relevant Aspects and Concepts |
|---|---|
| 1. Philosophy | 1.1 Dimensions of human personality |
| | 1.2 Purpose and worth of life of man |
| | 1.3 Relationship between the individual and society, and of these with lifelong education |
| | 1.4 Quality of individual and collective life and the dynamic development of personality |
| | 1.5 Life of the masses in their everyday existence |
| | 1.6 Lifelong education and social reconstruction |
| | 1.7 Values in life and value of life |
| | 1.8 Community experiences |
| | 1.9 Civilization of means and civilization of ends |
| | 1.10 Production-centred, consumption-centred and education-centred societies |
| | 1.11 Basic processes of alienation influencing the individual |
| | 1.11.1 Social alienation |
| | 1.11.2 Cultural alienation |
| | 1.11.3 The world of things and the world of values |
| | 1.12 Efficiency and freedom |
| | 1.13 Tragedy and human liberty |
| | 1.14 Pragmatic and humanistic culture |
| 2. History | 2.1 An interactive balance between the spirit of man, society and technology in all civilizations known to history |

| Discipline | Relevant Aspects and Concepts |
|---|---|
| | 2.2 The concept of evolutionary humanism; man's emerging role in the shaping of his own destiny |
| | 2.3 Emergence of a global civilization |
| | 2.4 Historic processes of the liberation of the mind of man and of the fabric of social organization |
| | 2.5 Theory of development |
| | 2.6 The communication revolution as a product of history |
| | 2.7 The idea of lifelong education in history; its relevance to transition to new systems, especially in the living traditional cultures of developing countries |
| | 2.8 Broadened horizons of history and new ways of synthesizing knowledge of the past into significant patterns relating to the nature of man and his society |
| | 2.9 History as a mode of thought and unifying principle of knowledge and awareness |
| | 2.10 Relevance of history to the search for the meaning of life, the conduct of human affairs, planning human growth, enriching learning motivations and promoting cultural learning |
| | 2.11 Concepts of peace, universality, development, quality of life and new humanism |
| | 2.12 Integration of education and culture |
| | 2.13 Renewal of values |
| | 2.14 History as personal experience |
| 3. Sociology | 3.1 Interpersonal relations |
| | 3.2 Typical structures and social groups |
| | 3.3 Personality as a product of social life |

| Discipline | Relevant Aspects and Concepts |
|---|---|
| | 3.4 Division of labour |
| | 3.5 Industrial relations |
| | 3.6 Social mobility |
| | 3.7 Time-budgeting |
| | 3.8 Roles and status (especially familial) |
| | 3.9 General mechanisms for the maintenance of social relations |
| | 3.10 Social change |
| | 3.11 Urban phenomena and education - (environment, ecology, space) |
| | 3.12 Micro and macro-sociological levels |
| | 3.13 Class-communication and education |
| | 3.14 Leisure and cultural aspects of education (cultural lags) |
| | 3.15 Sociology of education |
| | 3.16 Global society and systemic approach - functional and dialectical |
| 4. Psychology | 4.1 Intrapsychic development |
| | 4.2 Interpersonal relationships and social roles |
| | 4.3 Cognitive Development |
| | 4.4 Development of skills |
| | 4.5 Development of motivation and affect |
| | 4.6 The concept of knowledge |
| | 4.7 Change, novelty and uncertainty influencing motivation |
| | 4.8 Educational equality |

| Discipline | Relevant Aspects and Concepts |
|---|---|
| | 4.9 Continuousness of growth |
| | 4.10 Competence of infants and adults |
| | 4.11 Co-ordination of psychological domains - interaction of motivation, emotion and cognition |
| | 4.12 Change as a psychological threat |
| | 4.13 Intellectual functioning at all stages of life |
| | 4.14 Vertical and horizontal integration concerning different aspects of growth |
| | 4.15 "Process" learning and "Content" learning |
| | 4.16 Developmental plasticity - importance of early experience - plasticity in later life |
| 5-6 Anthropology and Ecology | 5-6.1 Acculturation, enculturation and socialization |
| | 5-6.2 The existential self - global ecosystem |
| | 5-6.3 Survival environments |
| | 5-6.4 Built environments |
| | 5-6.5 Growth and life cycles |
| | 5-6.6 Global fate groups |
| | 5-6.7 Dependency relationships |
| | 5-6.8 Life support systems |
| | 5-6.9 Man-environment evolutionary patterns |
| | 5-6.10 Preliterate, intermediate and modern societies |
| | 5-6.11 Bio-techno-systems |
| | 5-6.12 Man-machine interface |
| | 5-6.13 Life cycles and growth phases |

| Discipline | Relevant Aspects and Concepts |
|---|---|
| | 5-6.14 Collective evolution |
| | 5-6.15 Rhythms of humans, human collectives, and that of the natural environment of which man is an integral part |
| | 5-6.16 Kinesics, proxemics, ethology and zoosemiotics, iconics, trophallaxis as aspects of communication |
| | 5-6.17 Micro-futures |
| | 5-6.18 Ethnogenesis |
| 7. Economics | 7.1 Investment in human capital (micro and macro-level) |
| | 7.2 Productivity - production function - "human resources" |
| | 7.3 "Filter" theories |
| | 7.4 Labour market (competitive, segmented) |
| | 7.5 On-the-job learning |
| | 7.6 Qualification and personal distribution of income |
| | 7.7 Working force - (exchange value and use value of) |
| | 7.8 Mode of production |
| | 7.9 Material base and superstructure of social formations |
| | 7.10 Cycle of capital |
| | 7.11 Mobility |
| | 7.12 Reproduction of the labour force |

This table has several methodological purposes and uses, two of which are stated below as examples:

8.2.1 *Evidence of comprehensive coverage*

For the development of well-rounded foundations of lifelong education, it is essential to ensure a comprehensive coverage of relevant concepts from different disciplines for the purpose of deriving a variety of well-balanced guiding principles.

Table 1.1 shows the extent of comprehensiveness of the present study. It is evident that a number of important aspects and concepts of different disciplines have been tapped to develop perspectives of lifelong education and to derive guiding principles. Some of the aspects like dimensions of human personality, process of alienation influencing the individual, emergence of a global society, theory of development, inter-personal relations, social mobility, concept of knowledge, change as a psychic threat, socialization, man-environment evolutionary patterns, labour market, and mode of production are indicative of comprehensiveness and variety in coverage.

It is also interesting to note from Table 1.1 that one and the same theme has been examined under different disciplines, thus providing an interdisciplinary perspective. For example, the question of *human personality* treated under the philosophical foundations is also examined as *spirit of man* under history, as *intrapsychic development* under the psychological perspective, and as *personality as the product of social life* under the sociological foundations. Similarly, the phenomenon of *change* has been viewed as a factor influencing social relations, personal adjustment, level of motivation, value systems, survival environments, mode of production and so forth by the representatives of different disciplines. These themes indicate another dimension of comprehensiveness.

For a more rigorous examination of comprehensiveness a set of criteria can be established and further analysis of Table 1.1 carried out. These criteria should be cross-disciplinary and established on a logical basis. For example, one of the ways of arriving at cross-disciplinary criteria is to draw them from the definition of lifelong education. As stated in the previous section, lifelong education aims at personal, social and vocational development. These three domains of development can therefore be utilized for working out categories of content analysis, such as (i) Personal, (ii) Interface between Personal and Social, (iii) Social, (iv) Interface between Social and Vocational, etc. Even further sub-classification of each domain can be made. The "Personal" domain of development, for instance, can be classified as (i) Physical, (ii) Mental, (iii) Emotional, and (iv) Transcendental. In this manner, a number of cross-disciplinary criteria can be

generated and content analysis of the aspects and concepts of disciplines carried out to ascertain the extent of their comprehensiveness. The findings can also be quantified to develop an index of comprehensiveness by taking the factors of frequency and significance into account. This is beyond the scope of the present study. However, there is a need for conducting empirical work in this area for evolving a methodology for more systematic construction of the foundations of education.

### 8.2.2 *An inventory for future use*

In a sense, Table 1.1 emerges as a useful concomitant outcome of the present study from the methodological standpoint because it can now serve as a working instrument for other similar studies. It provides a preliminary checklist or inventory to make such studies more systematic and also relatively more objective. In any initial study of the present kind, it is necessary to follow a more intuitive approach. However, it should now be possible to carry out foundation studies in a more rational and yet more comprehensive manner without totally neglecting the intuitive aspect.

Such a working tool may also facilitate collective work by teams of experts in individual disciplines or groups of disciplines since it provides a concrete and common starting point. Needless to say, the present inventory should be modified and augmented as more experience is gained in the systematic development of the foundations of lifelong education.

## 8.3 Derivation of perspectives and guidelines

The third important step in constructing the foundations is to interpret relevant aspects and concepts of different disciplines and formulate guiding principles and perspectives of lifelong education. This step is closely linked with the second one and is an integral part of the complex process of analysis, synthesis, reflection and evaluation as described before. Its importance lies in the fact that it represents a progression from the stage of an abstract process to that of concrete outcomes in the form of the foundations content.

The outcomes so derived should be in line with the nature of the content as discussed in the previous section and pointed out in Chart 1.1. The present study has yielded a large number of outcomes in the form of perspectives and guidelines.

For example, from the philosophical foundations emerge a number of guide-

lines for *goals* such as the following:

(1) *Constantly exceeding the boundaries of one's own achievement - A lifelong pursuit*

i) According to the concept of lifelong education, man can find his vocation and his happiness only by constantly exceeding the boundaries of what he has already achieved ... Lifelong education closely corresponds to the process of multiplying the dimensions of human existence. (pp. 64/65 and 74).

ii) The more our actions and aims tend to exceed our horizon and achievements, the more does our existence deserve the epithet "human". (p. 87).

Similarly, the anthropological and ecological foundations point to a number of *precautions* and *preconditions* to be kept in view while *planning* any programme of lifelong education. Several points such as the following emerged when the nature and process of communication in the context of lifelong education were examined from the anthropological aspect:

(2) *Communication modes and survival pathology*

i) Too much reliance on any *one* human communication channel, e.g. the auditory-oral, may be unsatisfactory for purposes of social control and species survival. Put slightly differently, social control or organizational strategies which emphasize only one mode of communication may have an in-built survival pathology. (p. 270).

(3) *Urbanization and problems of affective development*

i) In extensive modern metropolitan cities, where business, industry and commerce are predominant, small communities cannot usually exist, and it is in this milieu that social relations have a short time scale. (p. 268).

ii) This means that individuals must always learn to communicate with new people and about new things, and respond to the imperatives of new technologies. Such experiences may encourage cognitive learning but are scarcely conducive to the development of in-depth affective (emotional) relationships. (ibid.)

iii) Such a deficit is rather unfortunate, for it is this latter kind of interaction which engenders the most meaningful kinds of human communication. Serial human relationships and extended relationships with centralized technological systems are *not* conducive to the development of meaningful, affective social communication patterns. (ibid.)

iv) It is indeed ironic that global technologies and resource flow systems make people more dependent on distant others for survival. To the extent that they are caught up in this syndrome (growth of large systems and superficial human communication), they are unable to establish small-scale affective communication systems which are so vitally important to the growth and development of particular individuals. (p. 268).

These statements point to the critical importance of providing sufficient variety and diversity in communication channels through *plans* and *programmes* of lifelong learning (formal, non-formal and informal) for the healthy development of a community. They also hint at the need for devoting special attention to the objective of affective development in urbanized communities if the quality of individual and collective life is to be sustained.

Likewise, when tackling the issues concerning the challenge of change and the role of lifelong education, useful *perspectives* of the concept and *guidelines for curricular decisions* have been developed under the psychologic foundations such as the following:

(4) *Motivating properties of change and uncertainty*

i) Change brings threats to psychological life. At the same time, it is a key element in growth and development. For the effects of change to be psychologically beneficial, they must be experienced to an extent, and at a speed which is tolerable to the people concerned. (p. 192).

ii) An important factor in the development of a society whose members can profit from change is the extent to which its citizens are prepared for change. (ibid.)

iii) ... the presence of change and uncertainty may motivate them to seek adaptive adjustments. To a considerable extent, the *motivating properties of uncertainty* are modified by prior experience with it. Thus, it is argued ... that an educational system which provides children with opportunities to experience uncertainty and to make adaptive adjustments to it will be necessary if students are to be prepared to live full and satisfying lives. (pp. 195/196).

These illustrations indicate some of the kinds of outcomes derived under this particular operational step. Many more examples covering different content categories are presented in the last chapter.

8.4 Organization and presentation of the findings

The last operational step is obviously the organization and presentation of findings in a suitable sequence for the purpose of sharing them with others.

There are, of course, various ways of doing this. In this study the findings have been presented in two ways: (i) as documented by different experts, and (ii) as illustrations of content analysis and synthesis.

The first mode of presentation was considered important for the purpose of maintaining the context of individual findings and the arguments associated with them. The perspectives and guidelines worked out by different experts on the basis of arguments drawn from their own and allied disciplines have the elements of sequence and continuity. These elements have therefore been preserved by presenting individual documents as different chapters.

For operational purposes, however, it is necessary to identify and isolate specific perspectives and guidelines in order to facilitate their application. It is also necessary to examine several findings across different disciplines so as to arrive at interdisciplinary guidelines. To meet these needs, the second mode of organization and presentation was considered appropriate, as may be seen in the last chapter. However, as this pattern of presentation cannot be made exhaustive without risking enormous duplication, it has been deliberately confined to certain illustrations.

## 9. Summary

This chapter deals with several methodological aspects concerning the development of the foundations of lifelong education. Simultaneously, it presents an account of the procedure adopted for the study and delineates its background, objectives, scope, etc. Some of the major points are summarized below:

1) The new perspective of lifelong education has emerged as a positive response to both intra-educational problems and extra-educational changes.

2) One of the essential steps for the effective implementation of this concept is to construct foundations leading to broad perspectives and guidelines that are helpful in decision making.

3) The foundations should not be based on a rather narrow conception of education confined to primary and secondary schooling, as is often the case. On the contrary, education should be viewed as a lifelong process encompassing the horizontal and vertical dimensions of the total life-span. For this purpose a suitable methodology needs to be evolved.

4) In order to ensure a comprehensive coverage of the life-span of an individual on the one hand and various societal facets and settings on the other, the foundations of lifelong education should be based on a larger number of relevant disciplines than only the two or three that are usually applied to education. The disciplines included in the present study are: Anthropology, Ecology, Economics, History, Philosophy, Psychology and Sociology. In addition, cultural, physiological and other aspects have been indirectly covered to a certain extent.

5) Several elements of interdisciplinarity were built into the study without neglecting the autonomy of individual disciplines and the unique contribution that each one can make. By setting up an interdisciplinary study team, establishing co-ordination and inter-communication among its members, and by other similar steps, an attempt was made to move from the multi- to the interdisciplinary level of inquiry.

6) The nature of the foundations content was one element among the methodological considerations. This was clarified by working out content categories such as supporting factors, limiting conditions, precautions and pre-conditions, elucidation of underlying assumptions, and guidelines for formulating policies, plans, goals, curriculum, etc. These categories were later used to provide criteria for content analysis.

7) Yet another issue of methodological interest pertains to the identification of operational steps for developing the foundations content. The steps involved in this process are not necessarily sequential or uni-directional but involve a cognitive confrontation and interaction between the concept of lifelong education and relevant aspects and concepts of the discipline concerned. However, the general operational steps appear to include (i) the analysis of the concept of lifelong education, (ii) identification of relevant aspects and concepts from the discipline concerned as well as allied areas of knowledge, (iii) derivation of perspectives and guidelines based on several complex processes, and (iv) organization of the findings in a suitable sequence.

8) The relevant aspects and concepts that were actually applied in varying degrees to the concept of lifelong education are presented in Table 1.1. This table indicates the extent of comprehensiveness and can be used as an inventory for future studies of a similar nature.

9) Several working tools in the form of checklists and descriptive statements used during the study are presented in this chapter. They were prepared for clarifying the concept of lifelong education, for co-ordinating the work among the discipline experts and for similar purposes.

NOTES

1. Whitehead, Alfred North. *Adventures of Ideas.* Cambridge, Mass.: The University Press, 1947. p. 118.

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6. Ibid., pp. 35 - 39.

7. Ibid., p. 182.

8. Ibid.

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13. Husén, Torsten. "Lifelong Learning in the "Educative Society'". *Convergence* 1 (1968), No. 4, pp. 12 - 21.

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15. Jessup, F. W. "The Idea of Lifelong Learning". In *Lifelong Learning: A Symposium on Continuing Education.* See Note 12. pp. 14 - 31.

16. Lengrand, Paul. *An Introduction to Lifelong Education.* See Note 2. 99 pp.

17. Shimbori, Michiya. "Lifelong Integrated Education. A Japanese View". In *Lifelong Education.* New Delhi: Asian Institute of Educational Planning and Administration, 1970. pp. 52 - 79.

18. Suchodolski, Bogdan. *Lifelong Education: Problems, Tasks, Conditions.* Contribution to the Interdisciplinary Symposium on Lifelong Education, from 26 September to 2 October 1972, in Paris. Paris: UNESCO, 1972. 10 pp.

19. For example, see *Recurrent Education: A Strategy for Lifelong Learning.* Paris: OECD, Centre for Educational Research and Innovation, 1973. 91 pp. - *Report on Permanent Education in Europe.* Contribution to the International Education Year. Strasbourg: Council of Europe, 1970. 45 pp. (Document No. 2817.)

Some other examples of national level publications are:

Alberta Commission on Educational Planning. *A Future of Choices. A Choice of Futures.* Report of the Commission on Educational Planning. Chairman: Walter H. Worth. Edmonton, Alberta: The Cabinet Committee on Education, 1972. 325 pp.

*The Learning Society.* Report of the Commission on Post-secondary Education in Ontario. Toronto: Ministry of Government Services, 1972. VII, 266 pp

Romero Brest, Gilda L. de; Pain, Abraham, & Bursilowsky, Silvia. *Lifelong Education: An Alternative Strategy for Educational Planning.* Buenos Aires: Centro de Investigaciones en Ciencias de la Educación, 1972. 97, 3, 7 pp.

Skander, O. *Strategies for Directing Existing Educational Systems towards Lifelong Education: What the Algerian Experience has to Contribute.* Contribution to the Interdisciplinary Symposium on Lifelong Education. See Note 18. 19 pp. and annex. (ED-72/CONF. 1/5.)

*A Survey of the Demands for Lifelong Education.* Interim report. Tokyo: Research and Statistics Division, Ministry of Education, 1972. 48 pp.

*Towards a Learning Society: A Plan for Education, Science and Technology 1972 - 1984.* Madras: State Planning Commission Ezhilagam, 1972. 90 pp. (Plan Document No. 1.)

Zaki, W. M. *The People's Open University - The Concept, Programme, Structure and Physical Facilities.*. Islamabad: People's Open University, 1975. 73 pp.

*Lifelong Education. Conditions, Needs, Resources.* Canberra: Australian Association of Adult Education, 1974. Vol. 2. 99 pp.

*Report of Committe on Lifelong Education.* Wellington: New Zealand National Commission for UNESCO, 1972. 112 pp.

In some cases educational laws and other official documents provide similar references (e.g. Peru). A number of additional references are available in the bibliography of *Lifelong Education and the School* (uie monographs 2)

20. Centre for Educational Research and Innovation. *Interdisciplinarity; Problems of Teaching and Research in Universities.* Paris: OECD, 1972. p. 321.

21. Ibid. pp. 25 - 26.

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24. Jessup, F. W. "The Idea of Lifelong Learning". See Note 15. p. 31.

APPENDIX I

CONCEPT CHARACTERISTICS OF LIFELONG EDUCATION*

1. The three basic terms upon which the *meaning* of the concept is based are *life, lifelong* and *education.* The meaning attached to these terms and the interpretation given to them largely determine the scope and meaning of lifelong education. *(Meaning* and *Operational Modality)*
2. Education does not terminate at the end of formal schooling but is a *lifelong process.* Lifelong education covers the entire life-span of an individual.
3. Lifelong education is not confined to adult education but it encompasses and unifies all stages of education - pre-primary, primary, secondary and so forth. Thus it seeks to view *education* in its *totality.*
4. Lifelong education includes *formal, non-formal and informal patterns of education.*
5. The *home* plays the first, most subtle and crucial role in initiating the process of lifelong learning. This process continues throughout the entire life-span of an individual through *family learning.*
6. The *community* also plays an important role in the system of lifelong education right from the time the child begins to interact with it. It continues its educative function both in professional and general areas throughout life.
7. *Institutions of education* such as schools, universities and training centres are important, but only as one of the agencies for lifelong education. They no longer enjoy the monopoly of educating the people and can no longer exist in isolation from other educative agencies in their society.
8. Lifelong education seeks continuity and articulation along its vertical or longitudinal dimension. *(Vertical Articulation)*
9. Lifelong education also seeks integration at its horizontal and depth dimensions at every stage in life. *(Horizontal Integration)*
10. Contrary to the elitist form of education, lifelong education is *universal* in character. It represents *democratization of education.*

11. Lifelong education is characterized by its *flexibility* and *diversity* in *content, learning tools* and *techniques*, and *time* of learning.
12. Lifelong education is a *dynamic approach* to education wich allows adaptation of materials and media of learning as and when new developments take place.
13. Lifelong education allows *alternative patterns* and forms of acquiring education.
14. Lifelong education has two broad components: *general* and *professional*. These components are not completely different from each other but are *inter-related* and *interactive* in nature.
15. The *adaptive* and *innovative functions* of the individual and society are fulfilled through lifelong education.
16. Lifelong education carries out a *corrective function*: to take care of the shortcomings of the existing system of education.
17. The ultimate goal of lifelong education is to maintain and improve the *quality of life*.
18. There are three major *prerequisites* for lifelong education, namely *opportunity, motivation* and *educability*.
19. Lifelong education is an *organizing principle* for all education.
20. At the *operational level*, lifelong education provides a *total* system of *all* education.

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* Source: R. H. Dave. *Lifelong Education and School Curriculum*. Hamburg: Unesco Institute for Education, 1973. pp. 14 - 25. (uie monographs 1).

APPENDIX II

SOME CHARACTERISTICS AND FEATURES OF LIFELONG EDUCATION
- A CHECKLIST -

Given below is a checklist of key words and phrases that are connected with different features and characteristics of lifelong education. They are not mutually exclusive. Duplication is tolerated for the purpose of including certain terms having partly similar meaning and which have come into currency in the pertinent literature. The checklist provides a rough and ready analysis of the concept of lifelong education for quick review.

1. Coverage of practically the entire life-span.
2. Education viewed in its totality (e.g., pre-basic, basic, post-basic, recurrent, concurrent). Encompassing and unifying all stages and forms of education.
3. Inclusion of formal, non-formal and informal patterns of learning (e.g., family learning and mass media, etc., besides schools and training centres).
4. *Horizontal integration*
   - 4.1 - Home
     - Neighbourhood
     - Local community
     - Larger society (national and international)
     - World of work
     - Mass media
     - Recreational, cultural, religious and other such agencies
   - 4.2 - Between subjects of study
   - 4.3 - Between different aspects of development such as physical, moral, intellectual, etc. during a particular stage of life
5. *Vertical articulation*
   - 5.1 - Between different stages of learning (pre-school, school, post-school (and recurrent)
   - 5.2 - Between different levels and subjects within a particular stage.

5.3 - Between the roles assumed by the individual at different stages of life

5.4 - Between different aspects of development over time, such as physical, moral, intellectual, etc.

6. Universal in character. Democratization of education.
7. Allows the creation of alternative arrangements of structures for acquiring education.
8. General and professional fields of education are inter-related and interactive.
9. Emphasis on self-directed learning.
10. Emphasis on self-learning, inter-learning, self-evaluation, participatory evaluation of the individual's performance, co-operative evaluation of group work, etc.
11. Individualization of learning and evaluation.
12. Inter-generational learning, family learning, community learning.
13. Exposure to broad areas of knowledge.
14. Inter-disciplinarity, unity of knowledge. Emphasis on quality of knowledge besides quantity.
15. Flexibility and diversity in content, learning tools and techniques, time and place of learning.
16. Dynamic approach - assimilation of new developments in knowledge and in means and media of communication from time to time.
17. Enhancement of educability (learning to learn, to share experiences with others, to evaluate, and to improve).
18. Enhancement of motivation for learning.
19. Creating learning opportunities. Utilizing these opportunities. Creating a learning climate. (Three major prerequisites: opportunity, motivation and educability).
20. Adaptive and innovative functions. Emphasis on creativity and innovativeness.
21. Facilitates smooth change of life roles at different periods in the life-span.
22. Understanding and renewal of one's own value system.

23. Maintenance and improvement of the quality of individual and collective life through personal, social and professional growth. Emphasis on the quality and efficiency of life, besides longevity.
24. Development of a learning society; an enlightened and enlightening society. Also learning to be and learning to become.
25. Unifying and organizing principle for all education.