

THEORETICAL APPROACHES. REVISITED AND NEW PERSPECTIVES / APPROCHES THÉORIQUES – RÉÉVALUATIONS ET OUVERTURES

LIFELONG EDUCATION - NECESSITY AND DESIDERATUM OF THE PERSONALITY

Valentina MÎSLIȚCHI¹

Abstract

The article presents the problem of the need to ensure education throughout the life of the personality. There are highlighted various definitions of lifelong education given by various researchers, there is specified the purpose, objectives, characteristics, contents of lifelong education, there are described the forms and factors of lifelong education and it is elucidated the methodology of lifelong education.

Key words: *Lifelong education; Purpose; Objectives; Characteristics; Factors; Forms; Contents; Methodology.*

1. Introduction

Starting from the obvious reality of the need for change, lifelong education contributes to the rapid adaptation of people to emerging realities. The requirement of self-education in a constantly changing world is imperative. It is important to know how to restructure your knowledge, to give up some of it, to operate with new axiological standards and to manage in the world of values, to establish new hierarchies. Educability is required to be rethought in accordance with these new requirements.

Lifelong education is based on, but also forms new behaviors, such as the sense of responsibility, the respect for the identity of another, the satisfactory perception of otherness, the ability to collaborate, the objective self-assessment of one's abilities, etc. Given the fact that the values stipulated by the society are constantly changing, it is necessary for each subject to form abilities and habits to select and embrace the authentic values autonomously. In this context, lifelong education contributes to the formation of an axiological competence, which means the formation of capacities to operatively evaluate the new cultural stimuli and to

¹ Associate Professor, PhD, Chair of Psycho-pedagogy and Preschool Education, Tiraspol State University, Chisinau, Republic of Moldova, e-mail address: mislitchi.valentina@ust.md.

integrate or connect them in a value system whose landmarks are intuited autonomously, to invent new codes of reference or discover new connections in the value field.

Lifelong education fuels and enhances the readiness of the subject to know more and better, to trust in his/her own strength to learn and research, to embark on an ever new existential path, which has another beginning at the horizon.

2. Lifelong education: defining notes

P. Lengrad (1973, p. 49) sees lifelong education as an action capable of “favoring the creation of structures and models that help the human being, throughout his/her existence, to continuous progress, preparation and development; to prepare the individual so that he/she may become as much as possible his/her own subject and his/her own instrument of his/her development through the multiple forms of self-instruction”.

P. Lengrand (1973, as cited in Macavei, 2002, p. 398), education expert, member of the U.N.E.S.C.O secretariat in the years 1960-1970, he delimited lifelong education from the particular meanings of post-school education and adult education. Education in general, and especially in its permanent sense, does not belong in the conception of the French thinker, to the notional category defined by the word 'to have', but to that of the word 'to be': “Lifelong education is not a simple continuation of traditional education. It represents a series of new approaches of some essential elements for the existence of everybody, starting with the meaning of this existence. It allows to discover a multitude of fundamental situations, in which the individuals appear in a new hypostasis, and brings unique solutions to the crucial problems of the destiny of individuals and societies”.

R. Maheu (1968, as cited in Jinga & Istrate, 2008, p. 187) opines that lifelong education is “... a dimension of life. It is a certain attitude of insertion in the real and not simply a preparation for the active and responsible existence”.

B. Schwartz (1976, as cited in Jinga & Istrate, 2008, p. 188) defines lifelong education as an “integration of educational acts in a true continuum in time and space, through the game of a set of means (institutional, material, human) that make this integration possible”. In his opinion, education is not limited to a single educational subsystem, for example the school, but encompasses all social activities that are carriers of education. In perspective, “the idea of permanence of education will be so commonplace that we will only talk about education, the notion of permanence being included in the very idea of education”.

For B. Suchodolski (1972, as cited in Jinga & Istrate, 2008, p. 188), the extension of lifelong education will make it “... a means of developing the needs and interest for cultural values, for that it corresponds to the orientation of human preferences and inclinations and because it makes our life more colorful and valuable”.

In agreement with B. Suchodolski (1972), another renowned specialist in the field, M. Rahnema (1975, as cited in Jinga & Istrate, 2008, p. 188) considers that lifelong education “aims to address the whole of the evolving human being, in all

areas throughout life [...]; it transcends not only the artificial barriers between school and non-school education and the classical distinction between general public education and adult education, but it is also based essentially on the unity between the educational processes and life that form the human personality [...]; it refers at the same time to the fundamental education, to the personal training, to the right to free time in its active, cultural and artistic aspect, and to the permanent access to educational means able to develop the human creative, intellectual and physical potential”.

The Council for Cultural Cooperation of Europe's Council conceives lifelong education as 'an organizing principle of all education' and involves “a complete, coherent and integrated system, providing its own means to meet the educational and cultural aspirations of each individual in accordance with his/her faculties” (as cited in Jinga & Istrate, 2008, p. 188).

In the opinion of R. H. Dave (1991, as cited in Jinga & Istrate, 2008, p. 188), “lifelong education is a process of improving personal, social and professional development throughout the life of individuals, in order to improve the quality of individuals' life, as well as their community's”.

Romanian researchers have also tried to capture in their theoretical approaches, the complexity of the phenomenon, its defining elements, its praxiological implications.

Defining the term education in the Dictionary of Contemporary Pedagogy, prof. Ș. Bârsănescu (1969, as cited in Jinga & Istrate, 2008, p. 188) states that “current pedagogy broadens both the sphere of education and its content. Thus, education becomes a process of human development in general, permanent education”.

Prof. S. Stoian (1972, as cited in Jinga & Istrate, 2008, p. 189) refers in several works to the different meanings and consequences of the conception of lifelong education. In the work *Education and Technology* he shows that “lifelong education starts from the hypothesis - generally not admitted before - that man is educable all his life and that, moreover, he needs this”, so that in the work *Education and Society* to specify that “... one of the most important currents, which concerns theoretically, but especially practically, propagandistically, our epoch, is that of lifelong education”. Prof. S. Stoian emphasizes, in this context, that the phenomenon determined by the information explosion requires the permanent transformation of man, even for those who in childhood or youth enjoyed a solid education.

G. Văideanu (1975, as cited in Jinga & Istrate, 2008, p. 189) thinks that lifelong education “... means, in our epoch, not only an interdisciplinary research, but also a socio-cultural action, a large-scale fundamental-applied investigation, organized on a national [...] and at the same time international scale, as well as a vast educational program that tends to be institutionalized”.

L. Țopa (1973) emphasizes that lifelong education “must be understood as a system of classical and modern educational objectives, methods and techniques, validated and in full revolution, capable of developing educability itself, a mobile

and continuous educational openness according to working and living conditions of generations of people and of each individual”.

Advocating for a 'rethinking' of the entire activity of adult education, T. Popescu (1974) states that “in the field of lifelong education, adult education is a necessary component, through which the human being maintains and perfects his/her personality quality, of dominator and not of domination of change” (as cited in Jinga & Istrate, 2008, p. 189).

D. Salade in *Dictionary of Pedagogy* (1979) defined lifelong education as a principle, conception, mode of functioning of educational action, system of objectives and educational techniques designed to ensure the training of people so that they continuously maintain their capacity for self-instruction and self-education. Lifelong education includes all aspects of human formation; it includes all forms of training and education (organized and spontaneous education, school and extracurricular). Lifelong education must promote the acquisition by any person of science to become and integrate socially, to allow human adaptation to the pace of the development of the society in which he/she lives or will live (as cited in Macavei, 2002, p. 399).

S. Cristea (2016, p. 74) considers that lifelong education defines a general direction of education development, engaged, in an open context, at the scale of the entire education system, in the perspective of the curriculum paradigm, which imposes normatively, axiomatically the exploitation of all the contents and general forms of education, in every moment of human existence, throughout the period of human existence.

M. Bocoş (2016, p. 61) highlights that *lifelong education* is the integrative and organizing pedagogical principle of all education, a principle that postulates the need to extend the educational act throughout life, in the form of a continuum of educational influences designed and realized throughout human existence and at any time of human existence. This justifies the attribution of the status of life dimension and engine of the society of lifelong education and the attention it enjoys in the contemporary world.

The basic structure of lifelong education is two-dimensional:

a) vertical (temporal); b) horizontal (spatial).

The *vertical dimension of lifelong education* refers to the *pedagogical time open* to education *throughout the human existence*, as a result of the social need for quality education, achievable through the exploitation of the *psychological* resources of human personality, which allow the continuous formation and development throughout the human existence. At this level, lifelong education exploits the pedagogical resources *psychologically* available in each 'life cycle' - childhood, preadolescence, adolescence, youth, maturity, old age - in relation to the natural and social '*roles and statuses*' acquired and continuously improved, as noted by U. Şchiopu & E. Verza (as cited in Cristea, 2016, p. 82).

The *horizontal dimension of lifelong education* refers to the *pedagogical space open* in every moment of human existence for the formation-development of the human personality by capitalizing on all the contents and general forms of education

in *formal and non-formal context*, but also *informed*. At this level, within the *educational process*, *lifelong education* generates major changes in the design of school training through:

- a) focusing *formal learning* on *basic contents*;
- b) completing/deepening the *basic contents* through *non-formal learning* (individual study, specialized school societies, etc.);
- c) openness to the resources of *informal learning*, offered by the subject's life experience (positive, negative), capitalizable in a *formal and non-formal context* (Cristea, 2016, p. 82).

The fundamental pedagogical concept of lifelong education defines a *general direction of development of education* as *quality education* that *pedagogically engages* all the *psychological* and social resources of the personality of the *educated* in order to exploit them throughout his/her existence and in every moment of his/her existence, achieved through *the optimal integration of all the contents and general forms of education* within "all the structures and stages of education on the vertical (temporal) and horizontal (spatial) dimensions" (Dave, 1991, as cited in Cristea, 2016, p. 83).

The fundamental directions of action in favor of lifelong education aim at:

- a) ensuring *continuity* between all *levels* and school/university contents, achievable according to the proposed *general and specific objectives*, which must aim in particular 'to avoid the loss of acquired knowledge';
- b) consolidating the *necessary unity between basic contents - forms of training*, achievable according to the proposed objectives;
- c) the maximum exploitation of the pedagogical resources (informational, human, didactic-material, financial), available in a determined pedagogical context (stage and discipline of education, lesson, etc.), with open character.

The *temporal dimensions of lifelong education* are extended within the education system, in an open context, pedagogically exploited at the level of 'two major orientations':

- a) *the education of pre-preschoolers, preschoolers, schoolchildren and students*, which aims at the formation-development of the "capacity to learn how to learn", which can be used throughout the human existence;
- b) *adult education*, necessary at a general level (cultural, civic, community) and special (professional).

The *spatial dimensions of lifelong education* are delimited and pedagogically exploited at any moment of the existence of the educated, in an open context, within:

- a) the global and partial social system (economic, political, cultural, community, natural);
- b) each level and discipline of education;
- c) each concrete education/training activity (lesson, specialized school society; university course, university seminar, etc.) (Cristea, 2016, p. 83).

"Lifelong education must be conceived, in the general framework of educational action, as a process starting at the dawn of life, encompassing what are commonly called school years, and continuing throughout life" (Faure, 1974, as

cited in Albulescu, 2019, pp. 57-58). Lifelong education integrates all types of learning experiences (formal, non-formal and informal) that an individual lives in his entire existence. A reality that the pedagogical literature does not hesitate to highlight: “The system of lifelong education requires a reasonably motivated integration of educational activities throughout the life. An integration of educational processes that take place in family life, in elementary and secondary school with vocational and adult education will help to oppose the exaggerated emphasis on the education of children and adolescents” (Dave, 1991, as cited in Albulescu, 2019, pp. 57-58). Education is not a passing moment in an individual's life. Typically, traditional pedagogy has considered it a process of training the young generation in an organized and systematic way, within the school system. In the vision of contemporary pedagogy, this process does not take place only in the years of childhood and youth, in school; it begins long before the individual steps on the threshold of the school and continues after graduation. Education is, therefore, an extension in time and space of formative actions and influences, beyond the institutional education system and beyond the age of schooling. It is a constant of the whole life, its effects being felt at the level of each stage of evolution of the individual's personality, as a continuous school, extracurricular and post-school formation.

C. Cucuș (2014, p. 200) considers: “The concept of *lifelong education* must be dissociated from another notion, *ie the permanent nature of education*”. The need for the permanence of individual and social education was seen long ago, first of all by the classics of universal pedagogy. “For every man his life - notes J. A. Comenius - is a school, from the cradle to the grave ”[...], “everything we are, what we do, what we think, talk, weave, acquire and possess it is nothing but a certain ladder on which we climb more and more to reach as high as possible, but without ever being able to reach the highest level”. It should be noted that the expression "lifelong education" is a concept specific to contemporary pedagogy, which covers a theoretical and action principle that seeks to regulate a certain reality specific to our century. Moreover, lifelong education theorists always reveal the factors that demand and justify the inclusion of education in this perspective: the process of accelerating change, the population explosion, the unprecedented evolution of science and technology, increasing leisure, the crisis of relational and life models (P. Lengrand, 1973), the multiplication of professions, the increase of the degree of democratization of the social life (Văideanu, 1988). Today, education must be conceived as an existential continuum, the duration of which is confused with the very duration of life and which must not be limited in time (school age) and closed in space (school buildings) (Faure, 1974). Lifelong education is a specific response to the existential dynamism, in the sense of involvement in self-training according to multiple and unique demands, “it is a way for man to free himself from tensions, crises, unpleasant professional surprises. It is a shield and a support that strengthens confidence in the future and in progress; it has an anticipatory character, based on the habit of learning and on the idea that in a *democratic society everyone learns from everyone*” (Văideanu, 1988, as cited in Cucuș, 2014, p. 200).

I. Albulescu (2019, pp. 59-60) observes that the contemporary discourse on lifelong education is based on the following ideas:

1. Man does not possess definitive knowledge, sufficient for all life. He lives in a world of possible truths, which can be confirmed by the constant interrogation of meanings.

2. Contemporary society needs individuals who are able to adapt to the demands of a constantly changing life.

3. Learning means permanent personal reflection on one's own learning objectives, strategies and outcomes.

4. Learning occurs not only in traditional education systems, but also in other contexts, especially in specific communities (real or virtual).

3. Characteristics of lifelong education

Prof. N. Silistraru (2002, p. 209) observes that the pertinent analysis of the exigencies and problems of the contemporary world allowed R. H. Dave to identify twenty conceptual features of lifelong education:

- the three fundamental terms on which the meaning of the concept is based are: 'life', 'permanence', 'education';
- education does not end at the end of school instruction, but it is a permanent process, which covers the entire existence of a person;
- lifelong education is not limited to adult education, but it includes and unifies all the stages of education: pre-primary, primary, secondary, etc. It makes an effort to consider education as a whole;
- lifelong education includes at the same time the formal and non-formal modalities of education; it encompasses both planned and accidental learning;
- the home plays the first role, the most subtle and crucial in initiating the process of lifelong education, which continues throughout life through family learning;
- the community also plays an important role in the system of lifelong education, from the moment the child begins to come into contact with it, and continues, during his life, his educational function in the professional and general fields;
- pedagogical institutions such as: schools, universities, training centers are obviously important, but some of the permanent organizations can no longer exist in isolation from the other educational institutions of the society;
- lifelong education aims at continuity and articulation according to its vertical and longitudinal dimensions;
- lifelong education also aims at integration in both horizontal and in-depth dimensions at every stage of life;
- contrary to the elite character of education, lifelong education has a universal and democratic character. It represents the democratization of education;
- lifelong education is characterized by: flexibility of content, tools, techniques and learning time;

- the permanent function aims at the dynamic approach of education, allowing the adaptation of auxiliaries and pedagogical means little by little, when the new achievements occur;
- lifelong education admits alternative ways and means of acquiring education;
- lifelong education has two component sides: general and professional. These components are not completely different from each other, they are related to each other and interactive;
- the functions of adaptation and innovation of the individual and of the society are realized through lifelong education;
- lifelong education exercises a corrective function, it remedies the difficulties of the current education;
- the purpose of lifelong education is to maintain and improve the quality of life;
- there are three conditions to achieve lifelong education: opportunity, motivation, educability;
- lifelong education is an organizational principle for all education;
- at the organizational level, lifelong education provides a total system of all education.

I. Jinga & E. Istrate (2008, p. 168) state that all these opinions outline some 'force-ideas' that deserve to be retained:

- the instruction and education can no longer be limited to the years of schooling, but must extend throughout life, at all people and in all spheres of social-human life;
- education must be conceived as a total formation of man, modeling multiple and deep the complex personality of each individual;
- education is constituted as a system of means, methods and techniques, meant to help the person and the community to achieve a normal process of social, professional and cultural adaptation;
- the stimulation of human creativity, productivity, thinking and action becomes the number one objective of psycho-pedagogical interventions.

4. The purpose and objectives of lifelong education

The *purpose* of lifelong education is to ensure the quality of individual and community life.

According to S. Cristea (2016, p. 84), the objectives of lifelong education are designed at the level of:

a) *general objective* - the transformation of the society, as a whole, into an 'educational city', responsible for the positive formation-development of the personality of the educated through the contribution of all subsystems of the global social system (economic - political - cultural - community - natural) and of all forms of human community (family; local, territorial, national and international community);

b) *specific objectives*:

- extending the institutional /organizational *structures* responsible for the lifelong education on the scale of the whole society;
- improving the connections between *all: the educational steps and disciplines; the psychological ages of the educated*, throughout human existence; *teachers* specialized in continuing education organized in school/extracurricular; afterschool; at the general level - special (professional);
- ensuring the activity unity of *the lifelong education in open system: school - social actors* (from economy, culture, politics, art, religion, sports, etc.) - representatives of human communities (family; local, territorial, national and international community, etc.);
- extending the pedagogical and social function of the *educator* in the conditions in which “at a given moment and in certain circumstances, any person has *responsibilities of instruction and training*; a special situation is that of *parents* who become more and more educators with priority”.

C. Cucuș (2014, p. 202) argues that the objectives of lifelong education cannot be dissociated from those of education achieved in general, from those of school education, in the first place. All the objectives of school and extracurricular education, of formal, non-formal and informal contents must be reoriented and dimensioned in such a way as to aim at acquiring formative autonomy with subsequent qualities, such as: intrapsychic stability, emotional vigor, inner momentum, responsible choice, social employment, self-improvement, willingness to renew knowledge, learning to learn, inter-learning, increasing educability, self-directed learning (Dave, 1991). At the same time, the principle in question concerns the whole human being, both the physical, psychomotor dimension, as well as the intellectual and psycho-affective qualities. Lifelong education has beneficial effects on the individual seen as an integral part of states and aspirations.

E. Macavei (2002, pp. 403-406) classifies the *objectives of lifelong education* into three categories of objectives: general, content structuring and strategic:

A. *General objectives*:A1. *Objectives for biopsychic development*:

- acquiring knowledge, skills, abilities and attitudes to ensure an adequate level of health, prevention and cure of diseases;
- acquiring fundamental knowledge in different fields and forming general culture;
- formation and development of skills and abilities of physical and intellectual work (reading, writing, arithmetic);
- stimulating and maintaining the interest for the development of one's own capacities;
- development of the intrapsychic dimension in the context of the body-soul-spirit relationship;
- development of the interpsychic dimension (of relations with peers - solidarity, communication);
- interest in a harmonious way of intimate and community life.

A2. Objectives for the learning activity:

- development of learning capacity (cognitive, affective, volitional, attitudinal, aptitude abilities);
- developing the capacity for continuous learning;
- establishing a balanced relationship between the types of learning: hetero-learning (learning through others, from others), self-learning (by oneself), inter-learning (within interrelations, interactive learning);
- developing positive learning motivation;
- developing creativity in the learning process;
- integration of new knowledge, skills and abilities in their own structures;
- formation and consolidation of the individual study style;
- knowing and respecting the norms of psychohygiene and learning ergonomics;
- training the skills of using all information distribution channels: books, press, radio, television, computer, internet, classical and electronic libraries, museums, etc.;
- mastering the methods of guided and self-directed learning;
- interest in renewing knowledge, in improving learning.

A3. Objectives for adaptation and social integration:

- interest in lifelong learning to cope with changes in professional, civic, political life;
- receptivity to go through retraining, reconversion, professional development, career reorientation;
- increasing the degree of social employment, participation in community life;
- flexibility in accepting changes in personal life; family, professional, political;
- strengthening the attitudes of collaboration, cooperation, solidarity.

A4. Stress control objectives:

- noticing stress factors;
- assessing their degree of danger;
- assessing the personal degree of vulnerability;
- mobilising to overcome obstacles;
- transforming stress with negative value (demobilizing, frustrating) into stress with positive value (initiatives to overcome obstacles, firmness, perseverance in the fight for success);
- organizing a balanced lifestyle and meeting biological and psychosocial needs;
- elaborating and observing the stress management programs.

A5. Change reporting objectives:

- forming a positive attitude towards change;

- forming the ability to perceive the meaning of change, to react to change as a challenge to improve adaptation;
- diminishing the feeling of uncertainty, of anxiety;
- anticipating the elaboration of adaptive behaviors, taking into account possible changes;
- acceptance and understanding of social mobility, of the accelerated rhythms of the modern world;
- risk assessment;
- the need to assume risks with the lowest possible costs.

B. Objectives of structuring the contents of education:

- reforming and restructuring the institutional system of training and education, of the school that can no longer hold the monopoly of the individual and of the groups' formation;
- restructuring the learning contents - curricular reform (plans, programs, textbooks);
- rethinking the modernization of each level (preschool, school, post-school, university, postgraduate) from the perspective of lifelong education requirements;
- orientation and reorientation of the content of non-formal and informed education in order to facilitate social adaptation and integration, in order to complete and correct the initial (school) education;
- accessibility of learning contents according to age, level of training;
- ensuring differentiated and individualized forms of learning; offering the chances of diversified options;
- creating alternative forms of learning;
- articulating horizontally and vertically the contents of education at all levels;
- addressing content issues from a multi- and interdisciplinary perspective;
- adapting educational programs to social requirements, the requirements of individual and community life;
- focusing the programs (curriculum) on values, attitudes, motives;
- elaboration of educational programs from multicultural and intercultural perspectives;
- creating educational offers based on the balance between *enculturation* (assimilation of the values of one's own culture) and *acculturation* (assimilation of the values of the culture of others) to facilitate intercultural dialogue;
- resizing education through research;
- creating educational offers (formal, non-formal, informal) whose content should include the problems of individual and community life;
- creating formal, non-formal and informal educational offers that include the problems of the contemporary world: peace and security, human rights

and freedoms, development, environment, health, improvement of the human condition.

C. Strategic objectives:

- involvement of the state, non-governmental organizations, economic institutions in financing social policies related to education;
- creating a permissive and stimulating legislative framework to support lifelong learning;
- creating a flexible administrative framework through measures of material endowment of services, endowment with high-performing staff;
- democratizing access to all levels and forms of education training;
- reporting the content of education to the multiple problems of economic, political, cultural life, to the problems of personal life;
- reporting the content of education to the problems of the contemporary world: peace, development, environmental protection, etc.;
- the priority of promoting innovations compared to improvement measures;
- organizational, curricular, methodological improvement of all levels of education in the perspective of lifelong education;
- generalization of preschool and elementary education;
- completing secondary education with recurring forms of professionalization;
- diversification of higher education (types, profiles, specializations);
- adult education in and out of school;
- primary literacy (learning to read, write, calculate) and functional literacy;
- offering alternative solutions (diversifying the range of options);
- international cooperation;
- raising awareness of the political will of the community for solutions to improve and modernize the education system.

5. Lifelong education: contents, factors, forms

S. Cristea (2016, p. 85) highlights the idea that the contents of lifelong education are selected in terms of:

a) *general contents* - moral, intellectual, technological, aesthetic, psychophysical, “relevant for the personal, social and professional *efficiency*” of the educated in different moments of his/her evolution through *formal* (but also *non-formal and informal*) training and throughout his/her existence (school/post-school, professional, community), *pedagogical efficiency* dependent on the way of treating the knowledge subordinated to the competences “of organizing the experience and of analyzing, transforming and storing it”, as R. H. Dave remarks.

b) *specific contents* - the ethos of the reference social organization (school, unit - economic, medical, military, cultural, political, artistic, sports institution, etc.); *profession*; *family*; the reference community (local, territorial, national, international); *reference culture*, asserted at the level of *superior products* (culture: philosophical, religious, artistic, scientific/mathematical, biological, historical,

sociological, pedagogical, technological etc.), *models of economic organization* (culture of industrial - post-industrial society) and *social leadership* (bureaucratic-managerial culture) and *political* (authoritarian-democratic culture); way of being at individual and (micro) group level, expressed through mentalities, *reproductive, active, proactive habits*.

The transformations that take place at the level of social practice make necessary an education that extends throughout the existence of the individual, achievable with the contribution of several educogenic factors.

I. Bontaş (2007, p. 353) specifies the factors of lifelong education:

- *The institutional school factors* that target the school of all grades which is the first (and most important) factor of education and at the same time of lifelong education, with the main role of ensuring the education of youth, personality formation and general and socio-professional training. In order to fulfill its integral role, the school must and can ensure: the preparation for self-education, for lifelong education, imperatively required by life, by social practice, after graduating from school; the realization in an organized and systematic way of the lifelong education, especially of the professional-scientific improvement, and for the educators also the pedagogical and methodical improvement.

- *Peri and extracurricular institutional factors* (fr. 'peri' - around, outside; lat. 'extra' - outside (of), (outside), especially (of), etc.), among which they make a valuable educational contribution, both in education, but especially in permanent, organized or spontaneous education: mass-media (radio, television, press, theater, cinema, etc.), Internet; popular universities; exhibitions, museums; symposia, scientific sessions; various consultations; clubs, cenacles, children's and youth homes; excursions etc. Within these factors, there must be integrated the family and youth organizations (associations, leagues), cultural-educational associations, social assistance, etc..

- *General factors (objective and subjective)*, among which we mention: social progress, in general - especially the scientific-technical, cultural, etc., in which the scientific-technical, cultural revolution, etc., has an important role; changes and mutations produced in the social-useful activity (production, in services, in professions); people's thirst for knowledge; the need to restructure education in accordance with social progress, in general, with scientific-technical and cultural progress, in particular; the need for the formation and adaptation (formation) of the personality to the requirements of social progress, of the scientific, technical, cultural revolution, etc., which increasingly demands the development of the personality through individual efforts, determining self-education, continuous self-improvement.

I. Bontaş (2007, p. 354) states that depending on the objectives and factors that contribute to lifelong education, there are known a wide range of forms: a) organized by the school - which prepare for lifelong education; b) organized by the lifelong education system; c) free, spontaneous.

Forms organized by the school have the role of preparing young people for self-education and lifelong education by: active participation of pupils (students) in

teaching new knowledge; answers to the teacher's questions or discussions regarding the establishment of new concepts, definitions, laws, etc.; participation in performing new exercises (solving some problems), both theoretically and practically - laboratory, specialized office, workshop, production practice, etc., as appropriate; by carrying out, independently, certain practical works in the laboratory, offices, etc., both within the didactic process, and especially within various school societies; by doing homework independently; through the independent individual study of the recommended bibliography (manual, journals, etc.); by conducting, independently, reports or communications to be held at scientific sessions (symposia, conferences, etc.) of young people, etc., by watching educational programs on television and the Internet, as well as other types of extracurricular activities. organized by the school or by the peri and extracurricular factors. Of course, all these forms, carried out simultaneously or in connection with the tasks of the educational process, require at the beginning guidance from the teacher, cooperation and, at the same time, independent work, which must lead to the development and manifestation of self-education, self-control and of educational self-regulation.

Among the *forms organized by the lifelong education* system are: post-school and post-university courses; professional training courses (retraining courses); management courses, marketing courses, etc.; scientific training courses in the country and abroad, etc.

The forms of professional development organized periodically may include: courses, seminars, discussions, certain applications and consultations, completed through colloquia (for retraining) and exams, for the rest of the forms. Of course, they also benefit from other forms of improvement, such as: consultations, exchanges of experience, scientific-didactic sessions and symposia, round tables, publications.

The organization of open and distance learning institutions and networks is an effective form of lifelong education.

Relatively free, spontaneous forms of lifelong education are primarily those of peri and extracurricular education (non-formal and informal): education on various topics through the media (radio, television, press, theater, cinema, etc.) and the Internet, with an increasing weight in the contemporary era; education through various cultural, scientific activities, etc., carried out in school societies, clubs, cultural centers, houses of culture, popular schools, etc.; education achieved through visits, excursions, hikes, exhibitions, museums, etc.; education to popularize science, culture, etc. within popular universities, etc.; education achieved through free, independent reading, education through posters and advertisements, etc.

6. Lifelong learning methodology

S. Cristea (2016, p. 86) claims that the methodology for achieving lifelong education proposes, applies a set of methods, techniques, procedures of:

a) directed learning oriented towards *self-directed learning* (through self-assessment and self-communication), towards *self-learning*, towards *inter-learning* (in conditions of self-instruction in group / microgroup);

b) creation of learning/self-learning/inter-learning situations, in conditions of horizontally integrated self-training (spatially, through the connection between formal – non-formal – informal learning) and vertically (temporally, through the continuity of learning at different ages, oriented and exploited cumulatively, progressively, spirally etc.);

c) learning/self-learning through *special means of training*: cultural (radio, TV auditions, watching shows, visiting museums, organizing thematic excursions, etc.); technological (radio, television, video, computer aided training); psychological (internal motivation in conditions of “personal and societal engagement” in activities with recreational adaptive purpose: sports game with superior formative effects), didactic (acquisition of new knowledge and abilities), productive (efficient work in the context of the information society, in the knowledge economy), creative (elaboration of new products in relation to the previous experience, individual or community: local, etc.).

C. Cucuș (2014, p. 206) states that education must be more concerned with learning methods, in order to make children respond satisfactorily to different situations, often nonstandard. A repertoire of intellectual skills that would allow children and young people to adapt to different learning methods would serve as an indispensable aid in school learning. A crucial point of learning is the acquisition of the science of learning, of learning strategies to reproduce the learning process. Once acquired, the best learning strategies must be preserved and extended to the scale of a lifetime. Children must learn in school the ability to self-form, to self-develop in a consistent, systematic way, learning involves interaction, a relationship either with another or with oneself.

According to J. Freedman (1993, as cited in Cucuș, 2014, p. 206), the metacognitive activities that accompany learning can be the following:

1. Preparation: to decide on objectives, strategies and time; to anticipate problems, to choose strategies; to have access to previously acquired knowledge, on a case-by-case basis;
2. Regulation: evaluation of evolution; examination and interrogation; review;
3. Evaluation: research and assessment of feedback quality; efficiency assessment.

Preparing students for lifelong education involves practicing adaptive and anticipatory learning with well-developed intellectual work techniques, capitalizing on effective knowledge tools, satisfying their own cognitive interests and conducting metacognitive training. Practically, the lifelong education, which belongs to an individual responsibility, cannot be imagined and realized in the absence of appropriate cognitive interests from a qualitative and quantitative point of view and to be supported and satisfied thanks to the use of activating ways of working (Bocoș, 2016, p. 61).

C. Cucuș (2014, p. 206) thinks that the strategy of training students in the science of learning has a beneficial effect on increasing motivation in learning. The teacher must know how to use this mobile of the activity, getting himself involved in the training of young people. Far from escaping responsibilities, the educator, in

the case of lifelong education, increases his duties and responsibilities. The monitoring and counseling activity will be much more substantial. The educator will imagine and apply new techniques and strategies for learning to learn, to stimulate the critical spirit, to cultivate the qualities of autonomy of thought and action. The mission of education is to determine the acquisition of attitudes towards this science. It must develop the individual's critical spirit, teach him respect for the diversity of things and ideas and, above all, encourage him to value his original potential. The educator will help, in the true sense of the word, the pupil to learn to handle himself. Therefore, pupils are not the only ones who have to take note of their own abilities and adopt learning and thinking strategies. The teacher must allow the pupil to build new forms of knowledge starting from the existing ones, being aware of the possibilities and difficulties of this act. A number of precautions play an important role in solving new problems, others are just residues that play an obstacle role and need to be removed. Here comes the art, the mastery of the teacher to know what to rely on and what to remove or cancel in the accumulation of knowledge held by the pupil. Cognitive self-regulation is an important quality that must be accessed by the learner. Pupils must incorporate procedural values such as realistic and scientific approach to reality, self-reflection, holistic research, understanding of connections and interdependencies, systemic approach, etc.

7. Conclusions

Permanence is an essential dimension of education.

The fundamental pedagogical concept of lifelong education defines a general direction of development of education as quality education that pedagogically engages all the psychological and social resources of the personality of the educated in order to exploit them throughout its existence and in every moment of his/her existence, achieved through the optimal integration of all the contents and general forms of education within all the structures and stages of education on the vertical (temporal) and horizontal (spatial) dimensions.

Lifelong education responds both to the internal needs of self-development and self-maintenance, and to external demands to adapt to social mobility, the accelerated pace of development of society.

Tracing clear, explicit, eloquent goals and objectives, capitalizing on general and specific content, forms and multiple factors that facilitate lifelong education helps the subject to continuously improve, so that he/she can successfully cope with changes in social life. This improvement consists in the acquisition of new knowledge, in the formation of new capacities, skills, habits or the development of the already existing ones, the formation of prosocial attitudes and behaviors, the continuous acquisition of values, the assumption of new social roles, etc. In this context, lifelong education is education for a changing world, it is conceived as an existential continuum, it encompasses the whole way of life and the totality of aspects of life and it becomes a dimension of the whole life.

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