

Lifelong Education - a Priority Global Education Systems

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Abstract

This article covers a topical issue in terms of the creation of the European area of education and qualifications, I will try to highlight - as far as the information I ordered and space for - the main features of education in the European Union (EU), the principles and objectives that require the education and lifelong learning, progress and priorities XXI century European learning. The structure of the education system is different from one country to another, it delegates a priority of governments of all EU countries. Thus, education in the EU is a forum to exchange ideas and best practices, to promote standards, etc. The EU has a common policy regarding education, its role is to create a system of cooperation between Member States. Each country arranges the organization and content of education and training. In Europe, education is deep solutions and education systems in European countries are different. Ministers of the Member States are responsible for education decided in 1976 to set up hypotheses of information that should be based on an understanding of the policies and structures better education.

Keywords: lifelong education, consumerist society, new education, global education

1.Introduction

From the perspective of the creation of the European area of education and qualifications, I will try to highlight - as far as the information I ordered and space for - the main features of education in the European Union (EU), the principles and objectives that require education and training systems lifelong, progress and priorities XXI century European learning.

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The EU has a common policy regarding education, its role is to create a system of cooperation between Member States. Each country arranges the organization and content of education and training. Ministers of the Member States are responsible for education decided in 1976 to set up hypotheses of information that should be based on an understanding of the policies and structures better education.

This initiative respects the right of each state to decide on its own education system and recognition of the fact that the interaction of education and training must be coordinated and improved.

The success of the EU determines responsibility shared responsibility. Lifelong learning strategies are a priority because we live in a society and an economy based on knowledge and access to information and knowledge, along with the motivation and ability to make intelligent use of resources, have become a key to stimulate the labor market supply, competitiveness and social inclusion.

Lifelong learning on programs has become a priority educational systems worldwide. Lifelong education is not a luxury but a necessity, where each person is put in a position to continually educate, not only to update their professional skills, but to be instrumented to meet demands and economic changes, political, social, cultural, informational. Adult education is a problem acknowledged and addressed systematically to European countries as a tremendous resource for technical developments, economic, institutional and human resources and to ensure equity in respect of equal opportunities. Some speak of lifelong education. Others prefer the term lifelong learning. Terminological battle was won by the term "lifelong learning" by reporting to new learning technologies (Eşi, 2010), although not clear and has not finalized concept.

Individuals wishing to organize their own lives, to actively contribute to society and to agree with cultural, ethnic, linguistic.

European policies in education looking for ways that can address these challenges.

2.Lifelong Learning

The concept of "lifelong learning" was used after 1972 by Edgar Faure, President of the International Commission for the Development of Education, when he entrusted the Director General of UNESCO report on "Learning to be".

This report generally aim individuals need to have the opportunity to learn throughout their lives, representing time to adapt education to labor market needs, linking formal system of informal and non-formal learning. European dimension complements the action of the Member States in all areas of education: from classes, teachers, parents and students to administrators, rectors of universities, professional organizations, non-governmental experts governmental unit, and all forms of training, including all ages. The challenge facing the Commission is maintaining educational diversity (and thus cultural), raising the standards and removing obstacles to learning opportunities.

Education is a necessary and permanent self realization not only of the individual but also for the progress of society. As culture and science education enrichment conceptual recorded in space and time. During that cross Romania, democratization in all fields, educators have the responsibility of building the mold of the man who will work in capitalist society. During this time, the man undergoes changes, both in terms of social orientation, car and morals.

"Just like intelligence, moral sense can develop through education, discipline and

willpower. The moral sense is more important than intelligence. If it disappears, a whole nation social structure begins to falter. "

The process of building a model for democracy in education is complex and must engage not only the group of educators in the education system, but also parents, cultural institutions, mass media, in a word, society as a whole. The democratization of school life is a perfect process, which depends on training educators and their desire to be involved in this process. Interpretations differ moral education process and are subject to change. We define the concept of moral education as a process of socialization of human behavior and development of virtues (qualities) of. Then order moral education is considered to be knowledge of moral values and their exploitation life of a subject or a community, to integrate active and responsible, in contrast to non-value morality (evil, hypocrisy, moral opportunism etc.).

As for the importance of education in society, scholar Epictetus said: "Better to remain children educated than the rich, because more educated than value the perspectives of the rich". School should be an autonomous institution, laboratory format characters worthy and responsible conscience who will take the best decisions themselves. It is undeniable that education is the science and art. Science, education claim rationale and emotional implication that art claims.

Teachers are responsible for the moral habits start forming a first condition to succeed in education is to love children. The second

condition is to learn the secrets of this science. What follows is just a transfer through education teacher of the child personality.

In 2006, the Education Commission has published a report entitled 'Adult learning: It is never too late to learn! "Adult Learning: It is never too late to learn". The report shows the importance of adult education to increase employment opportunities and gaining key skills in a society to promote labor market and society based on social inclusion.

In 2007 it published an action plan: "It's always a good time to learn", "It is always a good time to learn". It sets out how Member States and other interested bodies can develop positive adult education.

In 2008, UNESCO hosts a series of international conferences relating to quality inclusive education and adult education, whose motto is the right to education.

Lifelong learning (life long learning) has become a priority for education systems globally. Even if the role of basic education, formal, remains essentially constant learning with non-formal education come to customize and develop skills closer to market demands and society and understanding the soul of the learner.

The campaign is called "Education for All", it encourages global priorities in education, providing support for policy issuance and investors in education; establish protocols for collaboration in education with civil society organizations and the private sector.

Instruction or training is essential to the success of any modern productive organizations, regardless of the activity. This is accepted, more or less tacit, or even clam, most of all boards and top managers

(who, incidentally, do not dare to say the opposite of this idea "fashionable") or by much of trained personnel before execution functions. This is due to the fact that many management studies, carried out with instruments and different perspectives, confirming the idea that people - that quality of training in terms of knowledge, skills and attitudes - are often crucial to achieving workplace, default organizations to perform in a particular field. We have chosen to present in detail all the steps because, most times, those dealing with training programs are not experts, but people trying on the go, to learn a new profession, to re-specialize (most of the time, engineers).

In contrast, they believe, it is very useful to find explicit and detailed steps necessary to achieve a continuous training program. Specialists in education it is easier to navigate through these steps quickly recognize critical points which we must pay attention, can combine steps to carry out in parallel where possible. Developed as a function specialized training and has developed its own language; it is believed that this creates barriers by using jargon, so that the whole process becomes too difficult for the layman.

By using formal methods of training gain a broader view of learning and development. As Baldwin and Magjuka support training is not an isolated event, but an episode that takes place among other learning opportunities experienced by members of the organization. Thus, the development of individuals in organizations should focus on an integrated approach that includes multiple learning events conducted by various methods, which occur over time. As

a complement to traditional training methods, organizations actively create structured learning experiences. For example, an organization could establish a structured process by which a new leader is offered an extremely challenging job under the guidance of a mentor. This structured approach to learning is in contrast to informal learning that takes place every day in organizations, the relations between members and socialization of newcomers. Unstructured approach takes place without the active involvement of the organization in planning, directing and evaluating events and has a beginning and an end nondescript. Professional trainer knows that when it comes to delivering the message to the student, there is no universally valid solution. Instead seduced by what is "all the rage" in teaching techniques or to be limited to traditional methods old and frequently, it is good to know that the trainer has available a variety of options and - important - to know when to use each, and how much. When we talk about training methods, GA said Cole, referring primarily to the means by which students intend to communicate information, ideas, skills, attitudes and feelings. Therefore, methods are crucial for the success of the instructor. In general, we see that the methods are classified by reference to the context of actual professional instruction "to shutdown production" or "outside" (off-the-job) training and "on the job" (on-the-job), ie normal activities at work. This chapter presents a number of training methods, rarely exemplified by the literature, discussing The advantages and disadvantages of each, and provides a

conceptual framework in which to evaluate each option based on the requirements of a given solution.

EU efforts provides a common frame of guidelines and standards in education. The most important European strategy on lifelong learning are:

- Memorandum On Lifelong Learning (A Memorandum on Lifelong Learning);
- OECD Report - "Lifelong learning for all" (Lifelong Learning for All);
- EU White Paper - "Towards the Learning Society" (Towards the Learning Society);
- UNESCO Report - "Learning - The Treasure inside: Education for the 21st Century" (Learning - The Treasure Within. Education for the 21 st century);
- Program of Lifelong Learning (Life-long Learning Programme).

Learning Programme Lifelong refers to support exchanges, cooperation and mobility between education and training in the EU, because these systems can become global quality benchmarks. Using the concept of lifelong learning brings benefits society and individuals as a result of increased competitiveness, personal development and increase employment potential, ensuring people of all ages access to various forms of education.

The main reason for the development of education and training policies is that learning In the course of life to become a reality in Europe. Lifelong Learning receives various forms, it is carried out around traditional education and training systems, involving increased investment in people and knowledge, promote the acquisition of skills and expanding to new forms of learning opportunities. Preparing

Europeans for lifelong learning meet the requirement of adaptability and mobility in the labor market demand approaching qualification / skills to labor market demand. On leaving school at the end of a cycle school, the student must be able and motivated to take on responsibilities productive, creative learning to carve through his professional future, its place and role in the society. The cornerstone of this behavior vis à vis the learning becomes mandatory. Currently in "preparing Europeans to learn throughout their lives," focuses a set of problems and expected solutions viable manner from learning-centered activities.

Central priority program of lifelong learning is to strengthen education and training to achieving the Lisbon goal of changing EU into a competitive knowledge-supported, capable of sustainable economic growth accompanied by quantitative and qualitative growth the number of jobs related social. The European Commission has chosen to integrate the many initiatives in education and training under "one umbrella" (A Single Umbrella for Education and Training Programmes), replacing programs undertaken until 2006.

Components of the program wanted to establish a priority of actions to support the development of national strategies for lifelong learning and strengthening cooperation between the various components of the national system of education and training, strengthening the process of lifelong learning and supporting the acquisition of key competencies.

Strategies concept of "lifelong learning" should support:

- Establish an inclusive society that can provide all citizens access to learning;
- Education and training to pursue training needs of individuals;
- Installation of education and training so that individuals can participate in lifelong learning
- Plan your time so that you can combine learning with work;
- Achieve high standards of education in all sectors, so that the knowledge and skills to pursue labor market needs growing;
- Encouraging active participation in public life sectors (in the political, social, the community in which they are individuals).

Education is an important component of lifelong learning. Adult participation in education and training is limited, unbalanced, due to demographic changes, development of certain geographical regions, poverty etc. Priority areas for action should improve the quality of education and training in promoting learning and training; strengthen the role of education and educational institutions contribute to the development of competitiveness; to facilitate access to higher education through action focusing on system reform, strengthen management of higher education institutions; promote diversification and to ensure equal opportunities. Also improve the quality of education and training by implementing national priorities of the Copenhagen process; ensure advancement greater efficiency and equity in education and training systems; to improve the quality of education and training of any type of educational institution, especially the teachers and trainers.

Applications of the new century have raised questions such as: 'which way', 'until' learn? For employers, authorized up to each individual, lifelong learning is not a luxury but a prerequisite for adaptation to the professional, social, economic and informational always changing. Lifelong education has become a priority for education systems globally. Lifelong learning with non-formal education customize and develop skills close to market requirements and society on the one hand and the skills of the learner, on the other hand. Each Member State has the responsibility to organize the content of the education system.

States faces two major challenges of responsibility for design education system: on the one hand the need to create a system that promotes power, performance and to provide competitive results at European and world that a good education system, open and flexible allowing continuous adjustment of the educational offer to the needs of the economic, social and cultural. On the other hand, developing operational tools and effective containment and recovery in local, national education system beneficiaries through effective employment opportunities, performance and career development, stimulating living conditions and constant access to new forms of training and development professional and social.

Program of lifelong learning is divided into four sub, very popular and accessed in Romania. These programs require adoption by co-decision procedure by the European Parliament and the Council, seeking only to promote cooperation through action at European level:

1 Comenius: Education university

- Comenius program is the first component of lifelong learning;
- Financial support development of school partnerships, teacher training projects, school partnership networks, and participate in initial and ongoing training sessions to improve the quality and enhance the European dimension in education;
- training for teachers in education;
- assistantship (future teachers in any field);
- school partnership projects.

2 ERASMUS: Higher Education

- key goals is to increase the quality and volume of student and teaching staff mobility in Europe;
- student mobility (study);
- mobility teachers teaching;
- intensive programs;
- Intensive language courses;
- cooperate with higher education institutions in Europe;
- increase the degree of transparency and compatibility between higher education and professional qualifications obtained in Europe.

3 LEONARDO DA VINCI: Training

- increase the quality of training systems and practices, to provide modern tools and new approaches to training in life;
- student mobility;
- mobility teachers;

4 Grundtvig: adult education

- Learning partnerships;
- improves access to those who, regardless of age, want to learn new skills through forms of adult education;
- meets the needs of the teaching / learning of adults and addresses the institutions and

organizations providing or facilitating such education.

Lifelong learning has various forms, it revolves around traditional systems of education and training. The strength of the lifelong learning program is conducted by placing individual responsibility in the learning center.

Lifelong learning (over and breadth / lifelong and life-wide) is thus a vital part of European educational policy, which aims to boost competitiveness, the degree of social inclusion, active citizenship, professional and personal development.

3.Conclusion

Currently, there are some relatively recent studies on CVT Romanian organizations in general explorative, and hence no claim of representativeness. The only researches that are based on the full sample statistically representative are conducted by the National Institute of Statistics at the request and under Eurostat coordination body of the European Commission dealing with statistics.

Therefore, in order to contribute to scientific knowledge domain honest training in Romania, the only reasonable approach in terms of doctoral research is mainly qualitative. This was the path followed by us and for added consistency we use a diverse set of research tools. Thus we are, to our knowledge, the first to apply the technique of content analysis of online recruitment ads displayed on the main Romanian sites. Both the period covered, and the analysis is very extensive.

To identify prospects continue training specialists, and beneficiary training programs managed by the employing organization, we applied two exploratory surveys, which we collected data mainly qualitative profile on knowledge, skills, abilities and other key requirements necessary for employees with continuous training duties other than those of public schools.

Key messages lifelong learning:

- new skills and core businesses for all: ensuring universal access and continuous learning for training purposes, and further enriched package of theoretical knowledge and practical skills that lay the foundation for a qualification, facilitating integration into society cognitive activity. Obviously portfolio of knowledge and skills base is in constant motion, is enriched with new ones, while traditional share reduce their importance.

- Investment in human resources larger: considerable increase in the size of the investment in human resource development to give the importance it deserves the most important capital of Europe.

- Innovation in teaching and learning: focus on the quality of learning, while its student-centered, effective teaching methodologies, motivation, new types of relationships between teachers and students, active learning, etc.

- assessment, certification and recognition of studies and qualifications. "In an integrated Europe, both open labor market and citizens' right to free movement, to live, to study, to train and work in all Member States require the skills, knowledge and qualifications to

be assessed more rigorously and timely and useful "portable" in the Union. "

- Rethinking guidance and counseling: so that they guarantee to each person, permanent access to information about jobs, the number, quality, methods of employment in the EU.

- learning closer to home "bring learning - learning through technology means closer to beneficiary communities in which they live, which creates responsibilities for local authorities in work and life, including the beneficiary family.

In Romania exist a system that is not able to establish satisfactory standards for the occupation in the area of training.

The first block in the system is related occupations setting "official" double occupations currently in demand on the labor market, but are mandatory reference in the development of occupational standards.

The second block is related to occupational standards, which cover all the official occupations and are not operated for the developed best practices and theories in the field.

The third block is related to specialized programs offered by training providers that, to be authorized shall be based on occupational standards, and these, as we found insufficient and outdated, so that roles and responsibilities, and in terms of the profile of the person who has to perform.

The fourth block is even of the labor market that does not always expertise, experience and energy to move the bureaucratic mechanisms for updating, amending and supplementing official occupations and occupational standards, so employers resort to internal programs or courses authorized

by CNFPA, but satisfy their needs to complete the training of staff shortages.

It is impossible to identify all the challenges and developments they encountered, over time, the CVT. Territory is misleading and makes the difficult road for those trying to cross. Training should not be treated as an act of faith, but should be supported by a positive philosophy and realistic about how you contribute to the success of the organization using idea of complementarity in education and science (Eși, 2010).

Not all training is necessary and, inevitably, a good thing. Today, when resources are limited and must be used with care and trainers are asked to justify their position and realize the activities they undertake. Training, training is misguided and inappropriate not serve anyone: neither trainer nor the employee and the organization alone.

The organization may decide that the most advantageous approach, at some point, is to hire people with experience, not to invest in training. But any decision is taken on the strategy of continuous training should be conscious in order to be part of a program systematically planned and not be left to chance.

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