

Elena RIZOVA

УДК 37.018.48(4); УДК 37.044(497.7)

Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy

LIFELONG LEARNING – PAST, PRESENT AND FUTURE

Educational policies that treat the concept of lifelong learning are in the focus of the European strategic documents and tendencies since the last century, but the notion and understanding of the term lifelong learning and lifelong education has provoked the attention of scientists and practitioners leading to different understandings and interpretations within the years. These interpretations vary from equalize of lifelong learning with adult education, second chance education, distance learning, non-formal education, to definitions that surpass the narrowness of the concept, like permanent education, overall learning and education, etc.

Neoliberalism with its latest manifestation in European societies has influenced the educational paradigms overall, including lifelong learning concept. Access to information, ICT, rapid technique and technology development, etc. all lead towards creating new jobs and new demands from the labor market. Neoliberalism is relying on lifelong learning as an instrument to help the economy and prevent unemployment by creating flexible and accessible non-formal educational and training courses that will lead eventually towards strengthening the competences of the workforce. Therefore, over the years, several functions of the lifelong learning concept have been accented on the account of neglecting the core developmental function of the concept and by that, losing its *sui generis*.

This paper has an objective to provide introspective of the concept and societal realization of the lifelong learning concept by illustrating the manifestations and understandings of terminology by using comparative research and portray about the past and current situation in wider context and in Republic of North Macedonia.

Theoretical framework will be complemented with official statistical data from relevant institutions working on this complex problematic. Gathered results will eventually lead towards creating inductive and deductive conclusions and recommendations that are in line with European strategic documents and envisaged goals for the forthcoming period and also give specific directions for paving the path of development of lifelong learning in Republic of North Macedonia.

Key words: lifelong learning, neoliberalism, humanism, educational trends.

1. Understandings of lifelong learning in the past

Learning as a *condition humana* is crucial for human survival and development, which implies that lifelong learning is an evolutionary product of development of human society and culture. Unacceptable are the thesis which imply that lifelong learning is a “new age revolution”, product of contemporary society. These thesis don't correspond with historical facts.

The idea of the concept of lifelong learning has established its deep roots in the development of civilizations. By its essence, lifelong learning represents a sort of dialectics of development of the society and human living and is consisted of three dimensions: past, present and future. Their interdependence is the only way that we can completely understand lifelong learnings' essence. Therefore, we can observe lifelong learning as a historical category, but also as a contemporary problematic and an issue that will be present in future development of the societies. Historical data that social sciences have from early civilizations of the East (China and India) and Greece are witnessing that the idea about lifelong learning has been crucial part of philosophers and educators thoughts like Confucius, Manu, Hippocrates, Plato, Aristoteles, etc. Hence, Cicerone considered that “the most natural weapon against aging is learning and moral assets which if nurtured throughout life, no matter how long it is, can be very fruitful”. (Savicevic, 1983)

Confucius is creating a concept for societal development in which central part is the development of individuals. The ideal that Confucius seeks is an “honor man” that will be “responsible enough for self-development” after “finding himself” first. Confucius is creating a “school of wisdom” that “prepares young people for successful life¹. This idea is further developed in Greek philosophers' thoughts and learnings.

Western civilization in the period of humanism and renaissance has also fostered the notion and significance of lifelong learning reflected in the thoughts of the social utopists, like: More, Campanella, Owen, Sen-Simone, etc. The most valuable step towards establishing the fundamentals of lifelong learning in this period is the thought of the Czech pedagogist J.A. Comenius that has shifted the boundaries of capacity for learning - from early childhood throughout the whole life, by stating “teaching all things to

¹ See: Kineskivjet, *Opštaenciklopedija*, LAROUSSE, 3, VukKaradžić, Beograd, 1973, str. 264.

all”²posing the notion about lifelong learning in wider context and incentivizing an andragogical approach towards education, which didn’t come into realization because of unfavorable socio-economic conditions.

The practical implementation of the lifelong learning idea has come into realization in the period of industrial revolution. Industrialization with the mass production leads to the world’s biggest transformation in social, technological, cultural, economy area. That change is shifting the paradigm of lifelong learning from theory into practical implementation. Lifelong learning is observed as an asset by which the working class can create the “new society”. Thoughts and philosophies of German social revolutionists Karl Marks, Friedrich Engels and afterwards, Soviet Union’s V.I. Lenin are representing a new phase in the affirmation of the concept of lifelong learning. Education and learning intended for everyone is observed as a condition for sustaining socialist establishment, democratization of the society and improving quality of life of individuals.

Specific interest about lifelong learning and education is noticed among international organizations and bodies (UNESCO, OECD, etc.) at the end of the second half of XX century. Their campaigns, declarations and recommendations stipulate the importance of lifelong learning for social and personal development, “weapon” against poverty, unemployment and social exclusion. These ideas and ideological understandings of the remedial power of lifelong learning are still present.

2. Definitions about lifelong learning – connecting the past with present in international and European context

Lifelong learning is gaining an increased importance in transnational policy arena, especially in the present age of globalization due to faster changes at various levels in and around our societies. Transnational policies, at different levels are making significant influence, modifications and resistance of concepts, systems, directions and opportunities of learning from their changing standpoints.

These standpoints are often related to broader ideologies and goals which influence them to promote policies in such a way which could benefit their interests and core agendas. However, these needs for changes seek ad-

² See: Johann Amos Comenius, *Pampaedia, Lateinischer Text und deutsche Übersetzung*, Zweite Auflage, Quelle und Meyer, Heidelberg, 1965.

justments from the society, market and individuals. At the same time, the economic notion, which is directly related to the notion of lifelong learning, brings resistance from the society (Jarvis, 2008, p. 36).

It seems that the concept of “education” seems overtrumped with the notion of “learning” that seems much flexible in nature. Major transnational organizations are, therefore, promoting “learning”, more specifically lifelong learning instead of “education” through their policies.

Before we start with the analyses of different definitions of transnational organizations regarding lifelong learning, we must point out the differences between the terms “education” and “learning” that have gained different significance within the years.

The term “learning” presupposes personal responsibility for one’s educational development. In order to be competitive on the educational and/or labor market or to retain and get promoted to higher job position, individuals should constantly pursue the demands of the educational market and consume it by formal, non-formal and/or informal paths. While, the term “education” is associated and interconnected with the formal education system of one country that ends with highest educational degree (Rizova, 2013). Hence, term lifelong learning is a wider term that the term lifelong education because it encompasses formal, non-formal and informal activities taken throughout the whole lifespan of individuals.

In 1972, UNESCO forms the “Faure Commission” that brings lifelong education into the focus of the world’s policy arena. The report accentuated that the concept and notion of lifelong education is the keystone of the learning society. Throughout next two decades UNESCO promoted its ideologies, and it became the basis of many national education policies around the world. In 1996, UNESCO published Delor’s Report or the report “Learning the Treasure Within” and came back to the transnational policy arena of lifelong learning once again and finally replaced the term “lifelong education” with the term “lifelong learning”. Delor’s Report is also based on humanistic approach, but it also focuses on the link between learning and world of work. It acknowledges the need to rethink and update the concept of lifelong education so as to reconcile three forces: competition which provides incentives, co-operation which gives strength and solidarity which unites. The most significant contribution of the Delor’s Report is the introduction of four pillars of learning: learning to know, learning to do, learning to live together and learning to be (UNESCO, 1996).

Later, UNESCO came up with some important changes in its activity and policies. UNESCO institute for lifelong education in Hamburg, Germany, has been converted to UIL (UNESCO Institute for lifelong learning). This symbolic change of name seems carrying a much specific political change in its direction of portraying lifelong learning, because globalization processes are clearly influencing UNESCO to modify its policies.

UNESCO reports in post-2000 period are mostly mystifying and ambiguous in focus. However, it is very important to note that UNESCO still strongly manifests its keen interest of the holistic development of humankind. It, thus, offers a different worldview than that of other transnational organizations. "It is ethical, but also political" (Jarvis, 2008, p. 42).

European Union in its international educational views made a significant change in its policy domain through their championing of lifelong learning in the 1990s. The 1992 Maastricht Treaty, provided the legal basis for the EC (European Commission) to develop its European year of lifelong learning in 1996. Since then the EU tries to promote the learning concept, both in theory and practice. In 2000, Commission published a memorandum (Memorandum on lifelong learning, which argued that lifelong learning was no longer "just one aspect of education and training, it must become the guiding principle for provision and participation across the full continuum of learning contexts" (EC, 2000, p. 3).

A Memorandum on lifelong learning (EC, 2000) seems to indicate the beginning of a paradigm shift where social and economic changes are inter-related. Three major institutional arrangements are given equal importance, namely, the state, market and civil society. Since then, this combined dimension has dominated the EU policy strategy (Rubenson, 2002). Therefore, the expansion of the ideologies of lifelong learning within EU should not be viewed as economic means, only as it is related to a major social and political project. The aim was also to reunite Europe after the world war and focusing on a cohesive economic up-gradation plan which could serve the purposes well (EC, 2000, pp. 10-18).

Although the Organization for Economic and Cultural Development (OECD) was established before the economic globalization of the 1990s, it has been maintaining a neo-liberal outlook throughout. In its initial stages, it did not include education as a concern for the organization (Papadopoulos, 1994). After the World Wars, enrolment in education had increased

rapidly and several studies came up regarding the positive relation between investment in education and economic growth. Importance was given on the development of human capital which can benefit from the technological improvements of post-war period. OECD meanwhile appeared as a “prophet” (Rubenson, 2006, p. 153).

However, the focus was mainly on formal education and this limitation made their policies less productive in real world. Therefore, OECD came up with another solution by introducing the term “recurrent education” which, at a glance, was similar to UNESCO’s term “continuing education”, but was actually different in many aspects. The aim of this was to provide governments with practical ways of realizing lifelong education. The concept of “recurrent education” intends to propose a concrete framework, within which a great part of the individual’s lifelong learning can take place. It differs from the concept of “permanent education” by making the principles of alternation between education and other activities central to the definition (OECD, 1973, p. 12). The main objectives are to reduce educational disparities between the older and younger generations, strengthen the efficiency of the labor market and the economy and increase linkage among different educational administrations.

Before 1990’s, OECD (1989, p. 19) started embracing a more flexible path in education. It mentioned that education was less clearly distinct from “the economy”. This report was criticized due to its unidirectional and less humanistic approach between the economy and learning. This pragmatic view of OECD’s dimension of lifelong learning increased the interests of not only the member countries, but also others who have the knowledge stocks. The shift from “recurrent education”, which has an implicit social demand, is replaced by the lifelong learning which focuses on individual demand.

Although different understandings of the term lifelong learning are still present, we will summarize the dimensions and/or functions of the concept according to the functions of adult education presented by Onushkin and Ogarev, adding one more function derived from the societal changes and that is the *remeditative* function:

- compensatory (to complement the “gaps” of individuals in educational area)
- adaptable (adjusting to the new demands of life, work and dynamic changes in the society)

- developmental (constant enrichment of personal and creative capacities of individuals)
- remeditative (to “fix” the challenges with employability, illiteracy, unqualified and low skilled workers, etc.)

It is evident that in the last couple of decades we are witnessing underlining three out of four dimensions of lifelong learning (compensatory and adaptable) for account of neglecting the third dimension which is ultimately in the core of the concept of lifelong learning.

It is wrong to think that lifelong learning is a remedy for all society problems with unemployment, illiteracy, social exclusion and marginalization, etc. Lifelong learning is complement on other educational, social, economic, cultural and other efforts. What makes lifelong learning important and revolutionary is that it's a key factor for increasing the level of knowledge and skills for life, improving the quality of life of every individual by respecting its humanistic values.

According to the Serbian andragogyst Savicevic, lifelong learning has two basic postulates which are closely interconnected: continuity and integration. The main essence of the *continuity* is the human need and thirst for to learning and education throughout the whole life. *Integration* represents the interconnectedness of all levels and forms of learning and education, in a way that forms coherent educational system of one country.

1.1. The case of North Macedonia

Republic of North Macedonia isn't excluded by the “lifelong learning wave” that has enchanted European societies. As a country candidate for accession in the European Union, Republic of North Macedonia has committed to secure possibilities for obtaining appropriate education for all and for every age group, and make sure that every individual will possess competences in accordance with labor market needs and personal affirmation and fulfillment (Rizova, 2013).

In the last couple of decades, there were some partial and some substantial efforts to upgrade the policy gap regarding the official documentation about lifelong learning mainly initiated by European projects in the country. Therefore, several documents were created in order to emphasize the importance and to raise awareness about the significance of lifelong learning:

National programme for development of education (2006-2015), Strategy for lifelong learning (2016-2020), Strategy for vocational education and training in Republic of Macedonia in the context of lifelong learning 2013-2020, Concept paper for non-formal education, etc.

The first systematic approach towards lifelong learning in Republic of North Macedonia is the creation of the National program for development of education of the Republic of Macedonia 2006-2015, where adult education in the context of lifelong learning is separated and acknowledged for the first time as an equal part of the overall educational system. This will pave the path for future development of these areas of education of course based on the rich experience and accomplishments in this field from the past in the former Yugoslav Republic.

The National Program for development of education 2006-2015 sets the future steps that the country should make in order to promote the concept of lifelong learning, among which: “to create positive atmosphere for continuous learning and self-development of all age groups,.... Improving the possibilities for educational mobility of youngsters and adults and creating dynamic cooperation between educational institutions and the demands from the labor market and society” (National program for development of education 2006-2015 – Program for adult education in context of lifelong learning, p.2)

Positive indicator is that in the current *Strategy for education of Republic of Macedonia 2018-2025* one of the main goals is to “expand the possibilities for adult education and support of the concept of lifelong learning” which mean that lifelong learning is acknowledged as a concept that should be nourished and realized in the forthcoming period. Among the priorities and expected outcomes of the Strategy is the priority 1. *Improving and consolidating legal educational documents*, where one of the outcomes is “lifelong learning to be widely accepted and promoted throughout the process of planning, of education in all sectors” (Strategy for education of Republic of Macedonia 2018-2025, p.71).

In the framework of on realized IPA project (Component IV) Enhancing lifelong learning through modernizing the vocational education and training and adult education system, a strategic document named *Strategy for lifelong learning 2017-2020* was created which gives an systematic view of the factors and their role in the concept of lifelong learning as an

overall education and learning concept. It presupposes integration of life-long learning from early childhood development in preschool educational institutions throughout the whole life of individuals in every context, formal, non-formal and informal.

Policy, legal and institutional support from adult education and lifelong learning perspective has been made (in accordance with recommendations of the National program of development of education 2006-2015): Law for adult education in 2008, PI Center for adult education in 2008, Council for adult education, all working in making lifelong learning a reality by supporting the adult education sector.

The Public Institution Center for adult education is becoming an institution responsible for adult education sector which occasionally undertakes promotive activities for raising awareness about the significance of life-long learning in annual events (ex. Days of lifelong learning) and verifies different programs for adult education that lead to obtaining partial or full qualifications and eventually promote lifelong learning concept. However, lifelong learning remains palliative activity supported mainly by few NGO's in the country.

Scientific treatment and conceptualization of the lifelong learning is achieved by constitution of academic studies for andragogy in 2016 at the Faculty of philosophy – Skopje, University Ss Cyril and Methodius – Skopje, where several academic areas directly or indirectly connected with lifelong learning concept are studied.

But despite all the efforts and activities, the problem with understandings and definitions about lifelong learning still exist in national context. There isn't clear national interpretation about lifelong learning, so European Commission definition about what lifelong learning represents is often used and that is "all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons" (European Commission, 2008)³.

The problem encounters when practitioners and some academics misinterpret and/or identify terms adult education, andragogy, lifelong learning and non-formal education. Then, we can see the ignorance about this complex problematic and how serious the country addresses to this issues.

³ https://ec.europa.eu/epale/sites/epale/files/white_paper_on_ill.pdf

Table 1. Participation in education and lifelong learning by sex and educational attainment⁴

T-02: Participation in education and lifelong learning by sex and educational attainment, 2016

	Вкупно Total	Лица кои посетуваат Participants		Лица кои не посетуваат Non-participants	
	број Number	број Number	стапка ²⁾ на лица кои учествуваат во образование и обука Participation ²⁾ rate in education and training	број Number	
Школска подготовка - вкупно (25-64)	1 180 558	150 111	12.7	1 030 447	Educational attainment level - total (25-64)
Без образование, незавршено основно и основно образование	381 296	(3 739)	(1.0)	377 557	No schooling, pre-primary to secondary education
Средно образование	554 081	57 296	10.3	496 785	Post-secondary, non-tertiary education
Више и високо образование ¹⁾	245 181	89 076	36.3	156 105	Tertiary and higher education ¹⁾
Школска подготовка - мажи (25-64)	597 447	80 550	13.5	516 897	Educational attainment level - men (25-64)
Без образование, незавршено основно и основно образование	156 861	(2 243)	(1.4)	154 618	No schooling, pre-primary to secondary education
Средно образование	322 441	36 661	11.4	285 781	Post-secondary, non-tertiary education
Више и високо образование ¹⁾	118 145	41 646	35.2	76 499	Tertiary and higher education ¹⁾
Школска подготовка - жени (25-64)	583 111	69 561	11.9	513 549	Educational attainment level - women (25-64)
Без образование, незавршено основно и основно образование	224 435	:	:	222 939	No schooling, pre-primary to secondary education
Средно образование	231 640	20 635	8.9	211 005	Post-secondary, non-tertiary education
Више и високо образование ¹⁾	127 036	47 430	37.3	79 606	Tertiary and higher education ¹⁾

¹⁾ Високото образование вклучува: високо образование, магистратура и докторат

²⁾ Includes: university level education, Master's degree and Doctorate (Ph.D)

²⁾ Стапка на лица кои учествуваат во образование и обука - учество на лицата на возраст од 25 до 64 години кои посетуваат формално и неформално образование во вкупното население на истата возраст.

²⁾ Participation rate in education and training - share of persons aged 25 to 64 who participate in formal and non-formal education and training in the total population of the same age.

Having in mind all the weaknesses in the treatment of lifelong learning concept in national context, it is not strange that there aren't integral and complete data related to the realization of the concept of lifelong learning. Some of the official data available from which we can infer the situation about involvement of individuals in lifelong learning activities are Ministry for Labor and Social policy document – *National strategy for employment of Republic of Macedonia 2016-2020*, State statistical Office official data, some research activities undertaken by Agency for employment of Republic

⁴ See: Republic of Macedonia State statistical office, Statistical Review – population and social statistics, *Adult education survey 2016*, 2.4.17.08 877.

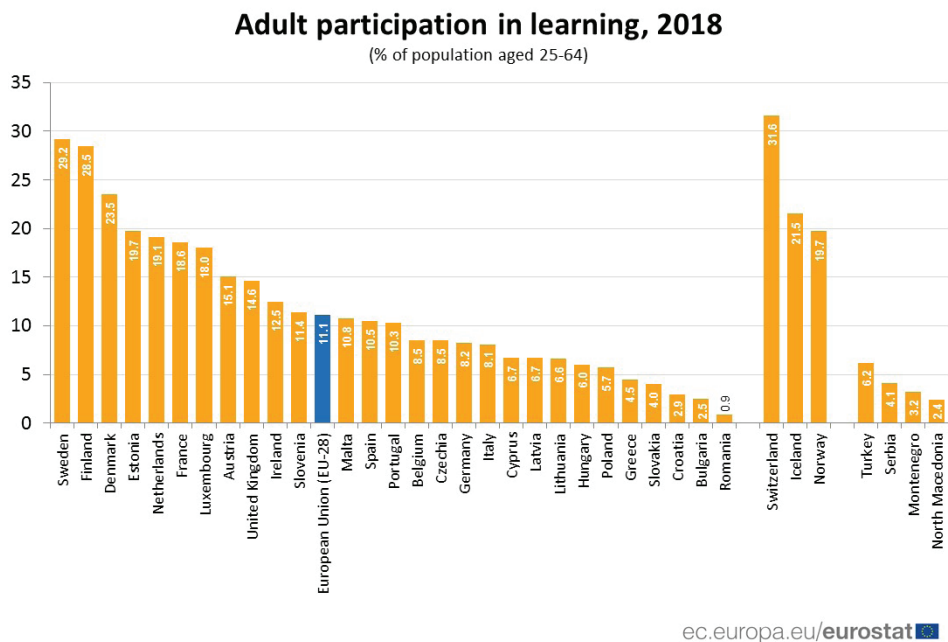
of Macedonia, as well as the PI Center for adult education. But, even in some of these national analyses regarding lifelong learning the State Statistical Office's documents, there is data gathered based on unclear methodology which identifies lifelong learning with non-formal education and adult education. In this paper we will present the latest official data consisted in several national documents.

Namely, in the document from the State statistical office of Republic of Macedonia – *Adult education survey (2016)*, lifelong learning is defined as “enlarging and improving the knowledge among adults in order to increase employment opportunities and to provide people with the right skills for employment throughout their working lives”, while participation rate in education and training - participation of persons aged 25 to 64 in formal and non-formal education and training. These definitions suggest direct and single correlation between lifelong learning and the labor market, excluding all of other forms that lifelong learning can take.

As we can see from the table, participation of adults in education and lifelong learning is **12,7%** from the overall adult population in the country. This high percentage is due to the fact that the sample of the survey included individuals involved in higher education, master and doctoral studies (formal education) as well as adults involved in non-formal education and training. We must stipulate that this data is gathered from the Census of population in Republic of Macedonia in 2002 and does not correspond with real and actual situation in the country.

One of the targets under the strategic framework for European cooperation and training (ET 2020) is that, at European level, an average of at least 15 % of adults should participate in lifelong learning by 2020. The latest results from the European Union (EU) labour force survey show that in 2018 the participation rate in the EU stood at 11.1 %, 0.2 percentage points above the rate for 2017. The rate has increased gradually since 2015, when it was 10.7 %.

According to the official European statistical data published by Eurostat, participatory rate of adults in all forms of learning in Republic of North Macedonia in 2018 is only **2,4%**, which is more realistic representation of the current situation in national context, than the one from the State statistical office. Hence, the country should work very hard not just in the promotion of lifelong learning concept, but making it a reality.

Graph 1. Adult participation in learning 2018 (Eurostat report)⁵

The most common reasons for not engaging in the lifelong learning activities among adults in Republic of North Macedonia, according to State statistical Office are: (27,5%) cost of educational offer, (14,1%) busy schedule of individuals, (12,4%) family responsibilities, (10,8%) distance of educational offer, etc.

According to the National strategy for employment of Republic of Macedonia (2016-2020), the system for adult education and lifelong learning is still in the phase of early development and there is a need for quick progress in the system for validation of non-formal and informal learning. Further steps should be focused towards decreasing unemployment rate among youngsters and persons that dropped out of education at any stage (National strategy for employment of Republic of Macedonia 2016-2020).

It would be a misbelief if we think that accepting the idea of lifelong learning in the society will automatically lead to its accomplishment. In order to make lifelong learning a reality, there should be substantial material and

⁵ See: https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=sdg_04_60&plugin=1

intellectual efforts as well as changing the mindset of the wider population, their traditional ingrained beliefs about the significance of education and learning throughout peoples' lives (Savicevic, 1983).

Only when the society is prepared to accept and internalize the concept of lifelong learning, there should be a strategic plan for its realization by finding the most appropriate paths for accomplishing future goals of economic and cultural development, having in mind the reasonable balance between the ideals that this concept represents and realistic opportunities of the society, as well as dialectic connection between future development of the society and lifelong learning.

Table 2. Obstacles to participation in education and lifelong learning, by sex, 2016

T-26: Obstacles to participation in education and lifelong learning, by sex, 2016

Пречки	Вкупно	Мажи	Жени	Obstacles
	Total	Men	Women	
	%	%	%	
Вкупно, кои сакаат да учествуваат (25-64)	100.0	100.0	100.0	Total, willing to participate (25-64)
Потребни предзнаења	4.0	4.2	3.9	Prerequisites
Трошоци	27.2	27.5	26.9	Cost
Немање поддршка од работодавачот или јавните служби	8.6	8.6	8.5	Lack of employer's support or lack of public services support
Распоред	12.5	14.1	10.8	Schedule
Оддалеченост	10.4	10.8	10.0	Distance
Немање пристап до компјутер или интернет	2.9	2.9	3.0	No access to a computer or internet
Семејни обврски	16.1	12.4	19.7	Family responsibilities
Здравје	1.9	1.6	2.2	Health
Возраст	4.6	5.1	4.1	Age
Други лични причини	9.2	9.6	8.7	Other personal reasons
Непостоење на соодветна образовна активност	1.8	2.3	(1.4)	No suitable education or training activity
Негативни претходни искуства	0.8	(0.8)	(0.8)	Negative previous learning experience

Conclusion

It is un-doubtful that today, the process of globalization is dictating human capital in terms of appropriate competences, skills and attitudes necessary for accomplishing and sustaining current life standards, to enhance employment possibilities and job promotion, as well as to nourish social cohesion in the knowledge based societies. Lifelong learning is observed as one of the solutions for this challenge, enabling individuals constantly improving their skills and competences in order to accomplish personal

development, increase employment possibilities, enhance social inclusion and “keep in pace” with the time of fast and significant changes.

Some of the authors that examine and reflect on lifelong learning (Liessman, Gruber, Rizvi, etc.) pose their critics of understanding of the concept of lifelong learning in the 21st century, especially in the last couple of decades. Their worries arise by the fact that behind the lifelong learning concept there is justification for the pressure of peoples’ lives and careers in terms of being more employable, competent, up to date, etc.

This current situation reflects on emphasizing certificate competences and worshipping technology and natural sciences creating unfair competition in the labor market, making artificial image that only the knowledge that has labor value is the most important, neglecting and underestimating the social and humanistic value of knowledge. Hence, educational institution tend to profane humanistic knowledge and its significance for development and happiness of individuals.

We are witnessing accenting compensatory and remeditative functions of lifelong learning, wrapped beneath the claws of economic development and competitiveness on the labor market. They are rooted in the political interests and social control of the capitalistic establishments that emphasizes the gap between “useful” and “not useful” people and job places.

This kind of understandings of the lifelong learning concept do not lead towards creating informed self-reflective communities, on the contrary, they understand the concept of lifelong learning as an investment that will eventually lead to increasing individual and corporative productivity (Rizvi, 2007).

Over time, the concept of lifelong learning has been constantly altered and modified. It is perhaps quite clear, at this point, that lifelong learning is no longer just a concept limited to its theoretical definition of learning from cradle to grave, but rather, it is interdependent on a plethora of factors, space and ideologies. Although lifelong learning has been affected by globalization processes and neoliberalist tendencies, its implementation and understandings should be focused towards challenging current educational systems, with special focus on its developmental function – constant enrichment of personal and creative capacities of individuals. Even trapped between global and European context, lifelong learning should not lose its crucial, primeval humanistic value that can guarantee current and future generations quality life.

References

- Borg, C and Mayo, P. (2004), 'Diluted Wine in New Bottles. The key messages of the EU Memorandum (on Lifelong Learning)' in *Lifelong Learning in Europe (LlinE)*, Vol. 1X, No. 1. pp. 19-25.
- Borg, C and Mayo, P. (2005), 'The EU Memorandum on Lifelong Learning. Old Wine in New Bottles?' in *Globalisation, Societies and Education*, Vol.3, No.2, pp. 257-278.
- Brine, J. (1999), *Undereducating Women: Globalizing Inequality*, Milton Keynes: Open University Press.
- Cropley, A.J. (1980), Lifelong Learning and Systems of Education: An Overview, in: A.J. Cropley, A.J. (Ed.), *Towards a System of Lifelong Education. Some Practical Considerations*, Oxford: Pergamon Press; Hamburg: UNESCO Institute for Education.
- Dale, R and Robertson, S. (2002), The varying Effects of Regional Organizations as Subjects of Globalization of Education, *Comparative Education Review*, 46 (1)10-36.
- Dave, R.H. (1976), Foundations of Lifelong Education: Some Methodological Aspects, in: R.H. Dave (Ed.), *Foundations of Lifelong Education*, Oxford: Pergamon Press; Hamburg: UNESCO Institute for Education.
- EC (1995), *White Paper. Education and Training: Teaching and Learning: Towards the Learning Society*, Luxembourg: Office for Official Publications, Commission of the European Communities.
- EC (2000), *Commission Staff Working Paper. A Memorandum on Lifelong Learning*, Brussels: European Commission.
- Faure, E, Herrera, F., Kaddoura, A-R., Lopes, H., Petrovsky, A.V., Rahnema, M., Champion Ward, F. (1972), *Learning to Be. The world of education today and tomorrow*, Paris:UNESCO.
- Field, J. (1998), Globalization, Social Capital and Lifelong Learning: Connections for Our Times?, in A. Bron, J. Field and E. Kurantowicz (Eds.), *Adult Education and Democratic Citizenship II* Krakow: Impulse Publisher.
- Field, J. (2001), Lifelong Education in *International Journal of Lifelong Education*, 20 (1 & 2) 3-15.
- Field, J. (2002), Building a European Dimension: a realistic response to Globalisation?, in: J. Field (Ed.), *Promoting European dimensions in lifelong learning*, Leicester: NIACE.
- Finger, M and Asún, J.M. (2001), *Adult Education at the Crossroads. Learning our way out*, London and New York: Zed Books.
- Gelpi, E. (1985b), *Lifelong Education and International Relations*, London: Croom Helm.
- Gelpi, E. (2002), *Lavoro Futuro. La formazione professionale come progetto politico*, Milan: Edizioni Angelo Guerini e Associati SpA.
- https://ec.europa.eu/epale/sites/epale/files/white_paper_on_lll.pdf
- https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=sdg_04_60&plugin=1
- Jarvis, P. (2007). *Globalization, lifelong learning and the learning society*. New York: Routledge.
- Jarvis, P. (2008). *Democracy lifelong learning and learning society*. New York: Routledge.
- Johann Amos Comenius, *Pampaedia, Lateinischer Text und deutsche Übersetzung*, Zweite-Auflage, Quelle und Meyer, Heidelberg, 1965.
- Karadžić, V. (1973). *Opštaenciklopedija - Kineskisvet*. Beograd: LAROUSSE 3.
- Lengrand, P. (1970), *An Introduction to Lifelong Education*, Paris: UNESCO.

- Livingstone, D.W. (2004), *The Learning Society: Past, Present and Future Views* (R.W. B. Jackson Lecture, 2004), OISE/University of Toronto, October 14. Available at www.wallnetwork.ca (website of the Research Network on the Changing Nature of Work and Lifelong Learning –WALL, OISE/UT).
- Martin, I. (2001). Reconstituting the agora: Towards an alternative politics of lifelong learning, *Concept*, 2 (1), 4-8.
- Ministry for education and science of Republic of Macedonia. (2005). *National program for development of education 2006-2015 – Program for adult education in context of lifelong learning*. Skopje: Ministry for education and science of Republic of Macedonia.
- Ministry for education and science of Republic of Macedonia. (2018). *Strategy for education of Republic of Macedonia 2018-2025*. Skopje: Ministry for education and science of Republic of Macedonia.
- Ministry for education and science of Republic of Macedonia. (2013). *Strategy for vocational education and training in Republic of Macedonia in the context of lifelong learning 2013-2020*. Skopje: Ministry for education and science of Republic of Macedonia.
- Murphy, M. (1997), Capital, class and adult education: the international political economy of lifelong learning in the European Union, in: P. Armstrong, N. Miller and M. Zukas (Eds.), *Crossing Borders. Breaking Boundaries: Research in the Education of Adults, Proceedings of the 27th Annual SCUTREA Conference*, London: Birkbeck College - University of London).
- OECD (Organization of Economic Cooperation and Development). (1973). *Recurrent education: a strategy for lifelong learning*. Paris: OECD.
- OECD (Organization of Economic Cooperation and Development). (1989). *Education and the economy in a changing context*. Paris: OECD.
- OECD (Organization of Economic Cooperation and Development). (1996). *Lifelong learning for all*. Paris: OECD.
- OECD (Organization of Economic Cooperation and Development). (1997a). Lifelong learning to maintain employability. Paper prepared for *the Meeting of OECD Labour Ministers*, DEELSA/ELSA(97)4REV2 (drafted by G. Wurzburg, & P. McKenzie). Paris: OECD.
- OECD (Organization of Economic Cooperation and Development). (1997b). *Societal cohesion and the globalising economy: What does the future hold*. Paris: OECD.
- Onushkin, V.G., Ogarev, E.I. (1995). *Adult education*, Moscow: Russian Academy of education, Institute for adult education.
- Papadopoulos, N. (1994). *Education 1960-1990: The OECD perspective*. Paris: OECD.
- Republic of Macedonia State statistical office. (2016). Statistical Review – population and social statistics, *Adult education survey 2016*, 2.4.17.08 877. Skopje: Republic of Macedonia State statistical office.
- Rizova, E. (2013), *Dozivotnouchenje*, Skopje: Filozofskifakultet – Skopje (interen material).
- Rizvi F. Postcolonialism and Globalization in Education. *Cultural Studies ↔ Critical Methodologies*. 2007;7(3):256-263.
- Rubenson, K. (2002). *Lifelong learning for all: Challenges and limitations of public policy*. Published Proceedings of the Canadian Association for the Study of Adult Education, Toronto.
- Rubenson, K. (2006). Constructing the lifelong learning paradigm: Competing vision from the OECD and UNESCO. In S. Ehlers

- Savicevic, D. (1983). *Covjekidozivotnoobrazovanje*. Beograd: Filozofskifakultet u Beogradu.
- Sayantana Mandal (2012) Why Learning Not Education?—Analysis of Transnational Education Policies in the Age of Globalization *US-China Education Review B* 3 (2012) 363-374.
- Tuijnman, A and Boström, A-K (2002), Changing Notions of Lifelong Education and Lifelong Learning, *International Review of Education*, 48 (1/2),93-110.
- Tuijnman, A. (2002), Measuring Lifelong Learning for the New Economy, Key Note Address delivered at the 2002 BAICE Conference, 'Lifelong Learning and the Building of Human and Social Capital', University of Nottingham, 6th-8th September.
- UNESCO (United Nations Educational, Scientific and Cultural Organization). (2005). *Towards knowledge societies*. Paris:UNESCO.
- UNESCO (United Nations Educational, Scientific and Cultural Organization). (2010). *CONFINTEA VI: Belém framework for action*. Paris:UNESCO.
- UNESCO. (1996). *Learning: The Treasure Within Report to UNESCO of the International Commission on Education for the 21st Century*. Paris: UNESCO.
- Wain, K. (1987), *Philosophy of Lifelong Education*, London: Croom Helm.
- Wain, K. (2004b), Lifelong Learning: Some Critical Reflections, in: D. Caruana and P. Mayo (Eds.), *Perspectives on Lifelong Learning in the Mediterranean*, Bonn: IIZ-DVV.