

- Miljkovic, M., & Pešić, A. (2019). Informational and psychological aspect of security threat in contemporary environment. *TEME: Casopis za Društvene Nauke*, 43(4).
- Owen, T. (2008) Measuring Human Security. In *Environmental Change and Human Security: Recognizing and Acting on Hazard Impacts*; NATO Science for Peace and Security Series C: Environmental Security; Liotta, P.H., Mouat, D.A., Kepner, W.G., Lancaster, J.M., Eds.; Springer: Dordrecht, The Netherlands; pp. 35–64, [https://doi.org/10.1007/978-1-4020-8551-2\\_3](https://doi.org/10.1007/978-1-4020-8551-2_3).
- Qi, X., & Wen, Y. (2021). Research on the Relationship between Psychological Safety and Individual Job Burn-out. In *SHS Web of Conferences* (Vol. 96, p. 02004). EDP Sciences
- Wang, J.; Long, R.; Chen, H. & Li, Q. (2019) Measuring the Psychological Security of Urban Residents: Construction and Validation of a New Scale. *Front. Psychol.*, 10, 2423, doi:10.3389/fpsyg.2019.02423.
- Zotova, O. & Karapetyan, L. (2018). Psychological security as the foundation of personal psychological well-being (analytical review). *Psychology of Russia: State of Art.* 11. 100-113. 10.11621/pir.2018.0208.

---

---

**RIZOVA Elena**

*Faculty of Philosophy – Skopje, University Ss. Cyril and Methodius in Skopje, Republic of Macedonia*

## RE-THINKING EDUCATION IN THE CONTEXT OF LIFELONG LEARNING

**Abstract:** Lifelong learning as a contemporary educational concept is striving towards re-thinking educational goals and setting and realization of the overall educational process in the “learning” societies. Its core lies in crucial transformation of the present educational systems in order to provide competences for continuous and consistent learning and education throughout individuals lives which will result in creating critically conscious, learning stimulated, adaptable to changes and competent people who will pursue for changes in personal and professional life. All of these transformations are presupposing different approaches of national authorities and “consumers” towards the phenomenon of education and learning.

Recent national educational analyses in North Macedonia show that educational system fails to implement main goal of the lifelong learning concept. Implemented educational reforms in the last couple of decades are focused towards superficial re-shaping of the system instead of answering the crucial questions about: What are the main educational goals throughout the prism of national context? How can we produce students that can answer personal, social and professional challenges in contemporary societies? and How can we integrate the concept of lifelong learning in national educational system?

To obtain precise insight of this complex problematics we will try to make a vivisection of several key issues that affect contemporary educational systems: national strategic goals in the context of European and world tendencies, initial education of teachers and educational staff, teaching strategies, evaluation methods and techniques, participation of the societal environment and the business sector in accomplishing educational goals, etc. The analyses of these issues will try to eradicate the main challenges that education is facing and trace the future path towards lifelong learning integration in education system at all levels.

**Keywords:** Lifelong learning, Educational paradigms, Re-thinking educational process

### Introduction

Lifelong learning as a contemporary educational concept is striving towards re-thinking educational goals and setting and realization of the overall educational process in the “learning” societies. Its core lies in crucial transformation of the present educational systems in order to provide

competences for continuous and consistent learning and education throughout individuals lives which will result in creating critically conscious, learning stimulated, adaptable to changes and competent people who will pursue for changes in personal and professional life. All of these transformations are presupposing different approaches of national authorities and “consumers” towards the phenomenon of education and learning. “Understood as an integral concept, lifelong learning does not mean a simple continuation of education after the period of completion of formal education, nor just a mechanical and organizational connection of youth education and adult education, but much more than that.” (Savicevic, 1983)

In order to realize the goals of the concept of lifelong learning, “it is necessary to fundamentally transform the existing educational system in an organizational sense, overcome its dichotomy and establish creative links in the chain of continuity of education and learning”. (Savicevic, 1983) Transformations assume a different approach to the phenomena of education and learning.

## **Results and Discussion**

The results of international research related to school education point to a series of shortcomings that relate primarily to the motivation to learn, which is one of the basic prerequisites for the successful realization of the lifelong learning concept. Unfortunately, Travers’ thesis (Travers, 1978) that “schools kill interest more than they develop it” is still current. It has been empirically proven many times that the more time a person spends in educational institutions (schools), the more he loses his interest, curiosity and motivation for learning.

From the empirical research that we undertook at the end of year 2006 on 200 students from the third and fourth year of higher education institutions in Republic of Macedonia for the ability of students with the competence of learning to learn, we received overwhelming results that speak of the (in)success of the entire educational system in the context of the realization of the goal of lifelong learning. Namely, two thirds of respondents are not motivated to learn and continue learning after completing their initial education. They mostly use external motivators as motivation, i.e. the certificate qualification or guarantee that they will acquire after graduation, than the personal qualifications that consist of the competencies that they will acquire as a result of their schooling.

## **What Can Be Done?**

The educational reforms that have been carried out for the past two decades on the territory of Republic of Macedonia are mainly oriented towards the form, and not towards the essence of educational and educational problems. They deal with problems such as the structure of the educational plans and programs (curriculum), number of classes, number of subjects and contents, textbooks, digitization of educational process, etc., without trying to answer the essential questions: *What are the main educational goals throughout the prism of national context? How can we produce students that can answer personal, social and professional challenges in contemporary societies? and How can we integrate the concept of lifelong learning in national educational system?*

It seems that we cannot get the answers and solutions to these questions and dilemmas using old methods. In order to get a more accurate insight into this complex problem, we will try to touch on several key topics that affect the contemporary educational systems.

To obtain precise insight of this complex problematics we will try to make a vivisection of several key issues that affect contemporary educational systems: national strategic goals in the context of European and world tendencies, initial education of teachers and educational staff, teaching strategies, evaluation methods and techniques, participation of the societal environment and the business sector in accomplishing educational goals, etc. The analyses of these issues will try to

eradicate the main challenges that education is facing and trace the future path towards lifelong learning integration in education system at all levels.

The “burden”, or rather the responsibility of constructing and implementing a new modern curriculum in which the basic principles for lifelong learning will be integrated, should be taken by all stakeholders in the educational process: teachers, pupils/students/adults, management structures in educational institutions, the creators of educational policies, the local community, the business sector, cultural and artistic institutions, etc. In other words, it is a complex process from which both individuals and society as a whole would benefit if they work together in the realization of its goal – to train individuals who will learn for life, ready to deal with challenges and the development of contemporary societies. (Rizova, 2021)

The change in teaching from *transferring knowledge to learning to learn* is the basic task that is set for teachers in order to change the teaching process in function of lifelong learning. Therefore, it is necessary to work on changing the initial education of the teaching staff, and what is more important, to work on changing their way of thinking (mindset) in relation to *learning to learn*. (Rizova, 2021)

At the same time, *the students' love for learning* should be developed and nurtured, and *motivation* for learning should be worked on as well, that is, their encouragement for continuous learning and critical thinking. It is necessary to use the plethora of methods and techniques for evaluating and assessing the achievements of the students, while not neglecting and underestimating what they have acquired through learning in an informal and informational way.

Innovation of national curricula is almost a daily occurrence in all countries of the world. Schools are desperately trying to maintain their primacy as bastions of knowledge, while fighting the relentless influx of information, its distribution through the mass media, the development of technique and technology, etc. However, the educational systems cannot in any way find a new and modern school model that would free itself from the shackles of the old educational system with subjects, classes and school hours set by the famous Czech pedagogue J. A. Comenius in the 17th century. (Rizova, 2021)

Although there are frequent attempts to redefine teaching curricula in European and world countries. Most often, they are aimed at combining multiple subjects (for example, integrated humanities or integrated natural sciences) in order to enable students to see the connections between disciplines, especially when applied to real-life situations. However, the results of such practices say that it is very difficult to teach in that way, and students fail to acquire the basic competencies for the individual disciplines. (Hargreaves, 2004).

What worries us the most is that when evaluating the students' achievements, only what the student *knows* is taken into account, and not what he can *do* or *understands*. Tests are the most common (and according to many educational officials who work in institutions for monitoring and supervising the work of teachers) the most “objective” instrument with the help of which students' knowledge is evaluated, while their skills and attitudes are neglected, because the tests can hardly measure them.

We must emphasize that in no case do we try to underestimate the importance of knowledge in the development of the student's personality. On the contrary, we believe that without knowledge of certain facts and information it is not possible to further develop skills and attitudes. However, we want to point out the dominance of knowledge, at the expense of the neglect of skills and attitudes among students, a condition that contributes to losing interest in learning and alienating it from the student's personality.

Very often in our educational system at all levels, we have not noticed the evaluation of generic or key competencies, those skills that are not related to the contents of a specific subject: problem solving skills, critical thinking, teamwork, responsibility for own learning, etc. It is these skills that are invaluable for the development of lifelong learning, and they have become marginalized

due to the fact that the student achievement assessment system does not recognize them. We believe that as long as only students' knowledge is valued and testing dominates, teachers and students will cultivate an instrumental attitude towards what they do, and this undermines the essence of education and the prerequisite for lifelong learning – the capacity for continuous and uninterrupted lifelong learning throughout individuals lives. (Rizova, 2021)

It seems that the integration of those skills that are considered in the recent pedagogical literature as “soft skills” or “life skills” in the traditional curricula of educational institutions would help in building the lifelong learner. Some of those skills or abilities are the following: problem solving ability, critical thinking ability, research ability, interpersonal skills, inventiveness, entrepreneurship, initiative, curiosity, managing one’s own learning, communication ability, conflict resolution skills, etc. (Rizova, 2021)

All these skills and abilities are an integral part of the key competences for lifelong learning covered in the 2018 European Framework of Reference for Key Competences for Lifelong Learning. Therefore, a logical conclusion would be to integrate the key competencies into the teaching curricula in order to ensure the reliable realization of the concept of lifelong learning from the earliest age. The integration of key competencies for lifelong learning does not presuppose a significant change in the content part of the curriculum, but emphasis and support in the adoption of certain competencies that are trans-disciplinary and cross-curricular. Of course, the complexity of the skill levels should be adjusted to the age of the students.

Austrian researchers Schober and Spiel (Schober and Spiel) develop ten most significant theses, which according to them represent the most important prerequisites for preparing school students for lifelong learning. These theses should certainly be taken into account whenever a teaching curriculum is created for any level of education.

**Table 1**

The most important preconditions for the preparation for Lifelong Learning in schools (Ohidy, A. according to Schober and Spiel)

<b>The most important preconditions for the preparation for Lifelong Learning in schools</b>	
1.	The creation and conservation of positive learning motivation should begin as early as possible.
2.	The personality and interest of students should play a greater role.
3.	School should become more open: there should be cooperation and coordination between learning in school and learning outside school
4.	The independent learning management process and the bearing of responsibility for the effectiveness of one’s own learning process should be given a central role.
5.	Group-learning forms and project-learning methods in lessons are very important.
6.	The development of competences as learning goals should receive more weight.
7.	Pedagogues should learn the application of feedback, which increases the motivation to learn and students’ performance.
8.	Equal opportunity of genders should be assured.
9.	Age and other developmental characteristics are to be taken into consideration.
10.	In teacher training and teacher work, learning methods that increase motivation should play a greater role.

## Conclusion

Although the potential of the concept of lifelong learning is widely recognized in European and global frameworks, the efforts at the national level for its implementation are at an unenviable level. Looking futuristically at the educational development of humanity as a whole, we believe that the challenges that individuals face will intensify, there will be increasing number of older population that will need flexible forms and quick educational solutions for retaining or advancing the workplace, acquiring basic competencies, improvement of social skills for active participation in society, etc. The problem with the changing demands of the labor market will deepen, which will result in the emergence of new and extinction of old professions, rapid obsolescence of the population's qualifications, which will cause the educational process to be reconceptualized, again and again. The challenge with the rapid development of technique and technology, which, although it has a large number of advantages, brings with it intensive requirements for immediate adaptation and improvement of human digital and other competencies, which will be reflected in the increase of the gap in social, educational and economic exclusion. All of these challenges increase the complexity in designing the lifelong learning concept for the future, a concept that should be integrated in the educational process in order to secure a solid base for its future realization.

## References

- Euridyce. (2002). *Key Competences. A developing concept in general compulsory education*. Brussels: Euridyce.
- European Commission. (1995). *White Paper of teaching and learning*. Brussels: European Council.
- European Commission. (2006). *Recommendation of the European Parliament and of the Council on key competences for lifelong learning*. Brussels: Official Journal of the European Union.
- European Commission. (2018). *Council Recommendation on key competences for lifelong learning*. Brussels: Official Journal of the European Union.
- European Commission. (2019). *Key competences for lifelong learning*. Luxembourg: Publications Office of the European Union.
- Hargreaves, A. (2004). Inclusive and Exclusive Educational Change: Emotional Responses of Teachers and Implications for Leadership. *School Leadership & Management*, 24, 287-309.
- 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
- Langrand, P. (1971). *Uvod u permanentno obrazovanje*. Beograd: Narodni univerzitet braća Stamenković.
- Livingstone, D.W. (2004). *The Learning Society: Past, Present and Future Views* R.W. B. Jackson Lecture OISE/ University of Toronto.
- Mainheim, K. (1999). *Diagnosis of our time*. London: Routledge.
- OECD. (1996). *Lifelong learning for all*. Paris: OECD.
- OECD. (1997b). *Societal cohesion and the globalising economy: What does the future hold*. Paris: OECD.
- OECD. (2002). *Definition and Selection of Competences (DeSeCo): Theoretical and Conceptual Foundations*. Paris: OECD.
- Óhidy, A. (2008). *Lifelong learning – Interpretations of an Education Policy in Europe*. Wiesbaden: GWV Fachverlage GmbH.
- Pastuović, N. (2008). "Cjeloživotno učenje i promjene u školovanju". *Odgovorne znanosti*, 10, 2, 253-268.
- Ratković, M. (1997). *Obrazovanje i promene*. Beograd: Savremena pedagoška misao.
- Rizova, E. (2021). *Lifelong learning*. Skopje: Faculty of Philosophy – Skopje.
- Rizvi, F. (2007). Lifelong learning: Beyond Neo-Liberal Imaginary. U: Aspin, D.N. (ur.) *Philosophical Perspectives of Lifelong Learning*, Melbourne, str. 114-129.
- Savicevic, D. (1983). *Covjek i dozivotno obrazovanje*. Beograd: Filozofski fakultet u Beogradu.
- Sayantan M. (2012). "Why Learning Not Education?—Analysis of Transnational Education Policies in the Age of Globalization". *US-China Education Review*, Vol. 3 363-374.
- Travers, R.M.W. (1978). *Children's interest*. Kalamazoo: Michigan University, College of Education.
- UNESCO Institute for Lifelong Learning. (2020). *Embracing a culture of lifelong learning. Contribution to the Futures of Education initiative*. Hamburg: UNESCO Institute for Lifelong Learning.

UNESCO. (2005). *Towards knowledge societies*. Paris: UNESCO.

UNESCO. (2016b). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Paris: UNESCO.

---

---

**SADIKU RAMADANI Diana**

*Bureau for Development of Education, Kumanovo regional unit*

**ARNAUDOVA Violeta**

*UKIM, Faculty of Philosophy, Institute of Psychology, Skopje*

## **NEED FOR PROFESSIONAL TRAINING IN TEACHERS FROM PRIMARY EDUCATION – AS A COMPONENT OF PROFESSIONAL DEVELOPMENT**

**Abstract:** In different school contexts, there is a discontinuity between teachers' initial education and the needs of school practice. In order to overcome this discontinuity in education, it is necessary for the teachers themselves to become aware of the necessity for continuous professional development as an opportunity for their own development. Vocational training is part of the professional development of teachers that takes place through various activities aimed at developing professional knowledge, skills and attitudes.

The paper presents results obtained from an empirical test of teachers' readiness for professional development. The results were obtained by applying the SPR-N, 5 point Likert scale, from Beara (Beara & Okanović, 2010) which consists of 17 items that refer to: awareness of the importance of improving the teaching profession, external motivation for professional development and self-motivation for improvement.

The research was conducted on 120 teachers of grade and subject teaching in 30 primary schools, which differ in several demographic characteristics (gender, age). In order to test the hypotheses that assume differences between teachers in the readiness for professional development in terms of gender and age, descriptive and inference statistics procedures (t-test and ANOVA) were applied. No differences were identified in terms of awareness of the importance of improving the teaching profession for any of the demographic characteristics of teachers.

**Keywords:** Professional development, Teaching profession, Motivation, Self-motivation.

„... we cannot have students who continuously learn and collaborate effectively, without teachers who have the same characteristics...“

Michael Fullan

### **Introduction**

The continuous reforms in the educational systems, which have taken place in the previous decades in the world, impose changes in the education and practice of teachers, imposing many roles on them. They are expected to be highly sensitive to issues related to the individual and cultural differences of students, to promote tolerance, to respond adequately and promptly to numerous unpredictable situations that they face on a daily basis, to actively apply new information technologies, to be aware of new knowledge in the field of their work, understanding the needs of society, children and young people, identifying competencies and skills that students need for life in modern conditions and finding ways to develop them in the students.