Implication for the public library as accreditation shifts for lifelong learning

*Abhishek Kumar
*Research Scholar, DLIS, BHU, Varanasi (India)

ARTICLE DETAILS

**Article History**
Received: 09 November 2017
Accepted: 13 November 2017
Published Online: 17 November 2017

**Keywords**
Life-long learning
Public Library
Information Literacy
Life-wide learning

**Corresponding Author**
Email: abhishek6589@gmail.com

INTRODUCTION

It is generally agreed that education has become one of the most significant vehicles in the development of human life, and can contribute toward personal well-being and happiness. To lead a happy life in society, one should be involved in education throughout life. Education is a tool for human beings to use for solving daily problems, or adjusting to the environment: in other words, “education for life and life for education.” In this regard, education does not only mean learning through the formal school system or “formal education.”

Lifelong learning is not a new concept. The term appeared as early as 1972 in a UNESCO report called: Report of the International Commission on the Development of Education (Faure, 1972) advocating the need for all to learn throughout life. This voluntary continual pursuit for knowledge not only enriches social inclusion but it also benefits the individual in whatever job position they are filling.

Life-long learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post compulsory education). This definition is based on Delors’ (1996) four ‘pillars’ of education for the future.

**LEARNING TO KNOW: MASTERING LEARNING TOOLS RATHER THAN THE ACQUISITION OF STRUCTURED KNOWLEDGE**

Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.

Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.

Learning to be – education contributing to a person’s complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality.

The European Lifelong Learning Initiative defines lifelong learning as

“...a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity,
and enjoyment, in all roles circumstances, and environments.” (Watson 2003: 3)

LIFELONG LEARNING NEEDED?

Each individual and society are unique in terms of its educational needs. It has been demonstrated that formal education is unable to serve individual needs since its curriculum is directed to respond to the needs of the majority target group. Moreover, the present formal school curriculum stresses general knowledge, while skills and experiences for a living are left to the learners to acquire by themselves outside the school system.

LIFELONG LEARNING FOR WHOM

The establishment of a formal school system needs considerable investment both in the construction and maintenance of facilities, as well as in teachers training and development of teaching materials. It is for these reasons that the formal school system has not fully provided services for those people who live in remote areas. It has been estimated that 70 percent of the population in developing countries are living in the rural areas where schools and other services are inadequate or non-existent.

The public libraries also offer guidance and training in information search and quality rating of information sources. Thus, public libraries are necessary if not sufficient prerequisites for a democratic knowledge society. In this new situation public libraries and professional librarians will though have to change and adapt to new demands, professional tasks, and working conditions. At the present though, we need more knowledge about how libraries and the professional profiles of librarians should be designed in order to improve their preconditions to meet the new needs and demands directed towards them.

IFLA UNESCO Public Library Manifesto

© RRIM 2015, All Rights Reserved
“The public library, the local gateway to knowledge provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.”

Traditional learning
1. The teacher is the source of Knowledge.
2. Learners receive knowledge from the teachers.
3. All learners do the same thing.
4. Tests are given to prevent progress until students have completely mastered a set of skills and Access to further learning.

Lifelong learning
1. Educators are guides to sources of knowledge.
2. People learn by doing.
3. Educators develop individualized learning plans.
4. Assessment is used to guide learning strategies and identify pathway for future learning.

CONCLUSION
LLL results from integration of formal, non-formal, and informal learning to create ability for continuous lifelong development of quality of life. Definitions highlight that the context within which learning takes place, occurs at all times in each place, through one’s life. People need to upgrade their skills throughout their adult lives to cope with modern life, both in their work and in their private lives. The issue will be achievable through learning. LLL will not only develop individuals to become responsible to themselves and their communities, but understand and involve actively at all levels of their societies.

REFERENCES

Image Sources:
[12] https://hildakweisburg.files.wordpress.com/2015/11-going-up.jpg