Chapter I

LIFELONG LEARNING – CONTEMPORARY SOCIAL CONTEXT WITH MANY CHALLENGES, POSSIBILITIES AND IMPLICATIONS FOR UNIVERSITY TEACHERS[1]

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Abstract: Lifelong learning represents a multifaced concept. For the purposes of this paper we analyze the implications of lifelong learning on higher education, first of all, on university teachers. The aim of this paper is to examine the complexity of the process of lifelong learning which, in the contemporary social context is facing numerous challenges, and also and possibilities to which we approach critically and analitically. As a starting point for the analysis of the concept of lifelong learning we take a division that encompasses three levels of its development: (1) personal and cultural, (2) social, and (3) professional development. Our starting point is that it is necessary for each of these, above mentioned levels, to have a smilar significance, and that university teachers play an important role in this process. Furthermore, we also pay attention to the critical approach which lifelong learning process sees as a purely market-oriented concept, often mentioned and as academic capitalism. Due to numerous life challenges in the modern world, as important life skills for the 21st century, we emphasize reasons for integrating and encouraging civic engagement, in order to prevent that competence and profit become the primary dimension of lifelong learning. As a consequence of the interaction of the university and its external communities and the internal environment we consider as relevant to present Macfarlan's model of components of the academic profession which includes: (a) political literacy, (b) social and moral responsibility, (c) community engagement (academic and non-academic). As a conclusion of this paper we state that, although market practice has a huge impact on education, its impact should not be dominant, but in harmonization with personal and social development, and representatives of social and human sciences play the most important role in its preservation.

Keywords: *lifelong learning, personal development, social development, civic engagement, university teachers*

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Introduction

The concept of *lifelong learning* is gaining importance within the framework of the syntagm the *knowledge society*. As a concequence, there are more expectations from the education process from various segments of society and from different stakeholder groups. Additionaly, numerous requirements placed toward the education process can be analyzed at different levels: makro, mezo and mikro. As a result of the process of globalization each of these levels is particularly important. In addition, often, these levels are mutually conditioned. For the purpose of this work, we focus our attention on higher education, with particular reference to some of the implications of lifelong learning on the work of university teachers. Due to the lack of addressing of this issue in our academic community in Serbia, we put emphasis on the importance of fostering personal and social responsibility, as well as the role that university teachers have in promoting citizenship. Its significance is emphasized within a number of international reports as well as within the skills and competences that are considered as relevant to the 21st century. However, one controversial question can be posed here: is it, and to what extent is the role of university teachers, in addition to their basic roles, to promote social responsibility and civic engagement? Are additional roles and expectations justified by modern social changes or additional roles and expectations can lead to an unnecessary burden on university teachers? For the purpose of a more comprehensive approach to clarifying the significance of the posed question, we present the concept of lifelong learning with the many controversies it implies. After that, we present the key competences for the 21st century with a special emphasis on the skills that are stated in the context of life in the modern world. Due to the growing opening of the universities toward the environment in which it operates, we present Macfarlane's model of components of the academic profession together with the implications for university teachers. Finally, based on the presented and analyzed phenomena and the circumstances in which higher education is located, we also formulate our final considerations.

Lifelong learning

Lifelong learning is a multifaceted concept, it is a prerequisite for development understood in terms of adaptability and autonomy, as well as a means of ensuring sharing and knowledge flow across the globe (Milutinović, 2008). The classification of lifelong learning that is often referred to is the one that implies three forms of education: (a) formal education which represents an institutionalized, chronologically-graded and hierarchically structured education system covering primary, secondary and higher education; (b) non-formal education representing an organized and systematic activity of learning that goes beyond

the formal system and which provides a variety of learning activities to specific subgroups of the population of adults and children; (c) informal education that represents a lifelong process by which everyone acquires knowledge, skills and attitudes through the experience and contact with others. It takes place in social institutions such as family, marriage, peer groups, working groups, etc. All these forms are interlinked in reality, so it is important to develop a strong connection between them in order to develop a system of lifelong learning (Milutinović, 2008). Lifelong learning is a process that should ideally be meaningful at three levels which, though closely linked, can be ranked differently according to the individual and the period in life. In short, there are three levels of development (*UNESCO World Report*, 2005): (1) personal and cultural development – the meaning a person gives to his or her life; (2) social development – one's place in a community, citizenship, political participation and living together in society; and, lastly, (3) professional development – stable quality employment and its links with production, job satisfaction and material well-being. Lifelong education thus entails transforming, redistributing and re-harmonizing individual and social periods of learning. These levels of development can be linked to the goals of education. In that sense personal development which refers to the importance attached by an individual to one's own life, can be linked to the pedagogy of personality formation, that is, the pedagogy of the essence of Bogdan Suchodolski (1974), in contrast to social development, which relates to the role of an individual in the community, citizenship and political participation in a common life, namely, the pedagogy of existence, or preparing for life. In pedagogy, these two antinomian contradictions have often been the subject of numerous academic discussions, which of these two pedagogies is more significant. In this context, it is also important to draw attention to the additional complexity of the concept of lifelong learning, which represents the realization of the third level which implies professional development, that is, the constant quality of employability and connection with production, job satisfaction and material profit. According to Milutinović (2008: 234), one should be careful that the emphasis on the economic and professional dimension of lifelong learning would not marginalize the interests of individuals and their efforts to learn for personal development purposes. This dimension is usually the target of critics. Some critical theoreticians (Gouthro, 2002 according to Milutinović, 2008: 235) are particularly opposed to the market-oriented concept of "lifelong learning", which, they claim is dominant in political and economic discourse and they state that such a concept serves to capitalist interests in industry encouraging people to compete with one another as educational consumers and producers. An environment that is changing rapidly, as well as the growing demands of many participants in the external environment, strongly affect universities and require significant and ever-faster changes. Market orientation and entrepreneurial spirit that is increasingly encouraging becomes the main model that

describes the orientation of contemporary universities (according to Ćulum & Ledić, 2011). Altbach (2008) warns that the market-oriented academic tendencies of the 21century are the reasons for concern because universities lose the character of social institutions of the public good, and they should also serve the humanistic and cultural goals of society and individuals. Contrary to the above-mentioned criticisms of the market orientation of lifelong learning, the following chapter focuses on the integration of civic engagement as a social development, but this approach does not lack criticism as well.

Integration of civic engagement

Considering the analytically oriented approach, we have to pay attention to the different terms some authors in Serbian language use for word *civic.* There are certain differences that are historically conditioned. The term *civilno društvo* draws the roots from Anglo-American terminology and *građansko društvo* is a traditional domestic translation of the classical German term (burgeliche Gesellschoft) (Pavlović, 2006). Older translations in Serbian-Croatian gave preference to the term *građansko društvo*, while the recently almost forgotten term *civilno društvo*, has entered into intensive use in the last two decades. In that sense Pavlović (2006) asks whether we are talking about theoretical fashion change or the cyclical revival of old concepts? For the purposes of this paper the terms *civilno* and *građansko* are perceived as synonyms under the term civic. Due to the challenges of terminological indeterminacy, Jacoby moves the boundaries of terminological ambiguity even further and asks whether advocacy for civic engagement is ideology, philosophy, pedagogical approach or program of political action, can there be anything, or even all of the above mentioned (according to Ćulum and Ledić, 2010). The problem of the relationship between the state and the civil society towards education is studied by Avramović (2003) who states that the idea of civil society is a Western European and American product, with the "leading role" being taken over by American pragmatism and globalism. The other part of mankind is in a position to undertake this idea under various pressures. Education is seen as a "factor of transformation and change" of society proclaims political and social goals, not educational (2003: 217). On the other hand, having in mind social context in which universities operate, some authors are pointing to several reasons for fostering civic engagement. By the synthesis of the discussion in the international academic community, Ćulum & Ledić (2010) conclude that the integration of civic engagement is encouraged by the following reasons: (1) the current problems of the society; (2) the market orientation of modern universities; (3) criticism of academic knowledge; (4) poor incentives for high school education programs for active citizenship; (5) low level of civic engagement of citizens. Rulebook on the procedure and conditions for the election

of academic staff at the university of Novi Sad *Pravilnik o bližim minimalnim uslovima za izbor u zvanja nastavnika na univerzitetu u Novom Sadu* (available at:https://www.uns.ac.rs/images/novosti/2016/UNS_Pravilnik_blizi_minimalni_uslovi_za_izbor_u_zvanja.pdf), precisely cites the contribution to the academic and wider community as one condition for the election. However, civic engagement is recognized and valued but still it is an optimal, not obligatory condition. Since civic engagement is increasingly mentioned within the development of democracy, Table 1 presents the elements of the political and civic strategy of new democracies. The relationship between democracy and education is closely linked to the issues of globalization and education, as well as the movement towards a knowledge society and the philosophy of lifelong learning that emerged under conditions of contemporary social change. When it comes to the efforts of social, and above all political science, to find the answer to the question of what makes democracy in a long period of time strong and successful, Sheri Berman points out that while the earlier generations of scientists were emphasizing economic, political or institutional factors in dealing with these issues, for today's scientists social and cultural variables are fashionable. The most common syntagm for this kind of variable is the concept of civic society (according to: Pavlović, 2006). In this context, the influence of civic society, especially the segment that implies civic commitment in the development of a democratic society and its impact on the educational process, includes the emphasis on opposing elements of political and civic strategy, although autonomously formulated, they should be complementary (Pavlović, 2006).

Table 1: Elements of the political and civic strategy of new democracies

Political	character/criterion	Civic
top-down	direction	bottom-up
political elite	participatnts	citizens
political parties	channel the action	association of citizens
Institutions	field of action	values
Laws	implementation	civic action
Administration	capacity	networking
free market	economy	private property
money/capital	resourse	social and human capital
political power	integration	solidarity

Adapted and translated: Pavlović, V. (2006). *Civilno društvo i demokratija*. Beograd: Službeni glasnik

The reform of education, in this case, refers to the reform of higher education, which largely implies changes that have been implemented as a top-down political process, which relates primarily to the Bologna process, with no dialogue with a wider academic community (Rončević & Rafajac, 2010). On the contrary, civic strategy implies a bottom-up approach. A comprehensive approach is possible only if both directions are taken into account. When it comes to different fields of action, achieving a complementary relationship needs to be accomplished. In this context, institutions are important – when it comes to political as well as values as the field of action of the civic strategy. Another important criterion that offers the civic dimension is social and human capital, contrary to a political strategy focused on money / capital. Thus, although market practice has a significant impact on education, its impact must not be dominant, but in harmony with personal and social development, and representatives of social and humanistic sciences have the most important role in the process of their development and preservation.

Key Competencies for the 21st Century

Due to the increased need for higher education, there is an increasing number of international initiatives dealing with the new philosophy of education. In order to fully respond to the needs of a modern society, education organized by the UNESCO the International Commission for the Development of Education for the 21st Century is organized by four basic areas that will represent pillars of knowledge for each individual (Delor, 2006): (1) learning for knowledge, which means to master the means of communication; (2) learning to work, or to act in their surroundings; (3) learning for a common life, that is, to participate and cooperate with others in all human activities, and (4) learning for existence. Similarly, key competences for living and working in the 21st century are on the list reported by Binkley et al. (2012: 18–19) which is organized in a way that represents ten skills within four separate groups. The first group includes *a way of thinking* and consists of the following three skills: (1) creativity and innovation, (2) critical thinking, problem solving, decision making, (3) learning to learn, metacognition; the second group includes the *ways of working* and consists of the following two skills: (4) communication, (5) collaboration; the third group includes *tools for working* and consists of two skills: (6) information literacy, (7) ITC literacy. The last group of skills which Binkley et al. (2012) list as important skills of the 21st century, are in the main focus of our paper. They are under the group *living in the world* with following skills; (8) *citizenship* that includes: community participation/neighborhood activities, as well as decision-making at national and international levels; voting in elections: The ability to display solidarity by showing an interest in and helping to solve problems affecting the local or wider community; the ability to interact

effectively with institutions in the public domain; the ability to profit from the opportunities given by the home country and international programs (Binkley et al., 2012), (9) *life and careers*, in the context of which the significance is emphasized: adapting to changes: functioning in different roles, jobs, responsibilities, schedules and contexts; flexibility; incorporate effective feedback; negotiate and balance diverse perspectives and beliefs to reach workable solutions: manage goals and time: set goals with tangible and intangible success criteria: balance tactical (short-term) and strategic (long-term) goals: utilize time and manage workload efficiently; work independently: monitor, define, prioritize and complete tasks without direct oversight: interact effectively with others: know when it's appropriate to listen and when to speak: work effectively in different teams: leverage social and cultural differences to create new ideas and increase innovation and quality of work: manage projects: set and meet goals, prioritize, plan and manage the work to achieve the intended result even in the fact of obstacles and competing pressures: guide and lead others: use interpersonal and problem solving skills to influence and guide others toward a goal: leverage strengths of others to accomplish a common goal: inspire others to reach their best via example and selflessness: demonstrate integrity and ethical behavior in using power and influence (Binkley et al., 2012), (10) *personal and social responsibility* that capture the following abilities: ability to communicate constructively in different social situations (tolerating the views and behaviour of others; awareness of individual and collective responsibility): ability to create confidence and empathy in other individuals: ability to express one's frustration in a constructive way (control of aggression and violence or self-destructive behavior patterns): ability to maintain a degree of separation between the professional and personal spheres of life and to resist the transfer of professional confl ict into personal domains; awareness and understanding of national cultural identity in interaction with the cultural identity of the rest of the world; ability to see and understand the different viewpoints caused by diversity and contribute one's own views constructively; ability to negotiate.

Thus, as the UNESCO International Commission for the Development of Education for the 21st Century (Delor, 2006) points out, it is no longer sufficient for each individual to accumulate a certain amount of knowledge at the beginning of his life, which he will use later on. It is necessary to be able to master and use all the situations throughout life in order to deepen and enrich knowledge, adapting to the changing world (Grandić, 2006: 171). All in all, it is possible to perceive the growing importance of social factors influencing the educational process that shape it, affecting the redefinition of goals as well as the acquisition of competences that are much wider than professional development in a particular disciplines. Here one controversial question can be raised: does the concept of civic engagement offer new possibilities or hidden proclamation of political and social goals, instead of educational? What are the

chances that in future, as inevitability in the context of new social realities educational goals are going to be subordinated to social goals?

Implications of the relationship between the university and the external environment to the academic profession

The development of education, in its broadest sense, is not so much stimulated by its internal dynamics as it was in the past, but has become far more sensitive to external pressures (Milutinović, 2008: 212). In that sense, the constant demands for the advancement of universities, coming from different sectors of society, make the current research of the relationship between the university and its external environment. Considering the significant role that university teachers have in this process, it is necessary to direct the analysis of the implications of these changes in the work with university teachers. One of the comprehensive models of university interaction and its external and internal environment is Macfarlan's model (Macfarlane 2007, according to Ćulum & Ledić, 2011).

*Table 2: Components of the academic profession*

Components of the academic profession	Implications for university teachers
Political literacy	Understanding the process of governance and decision-making at all levels of the university: monitoring of new policies and participation in the discussions: as appropriate, active participation in the management functions
Social and moral responsibility	Understanding and accepting responsibility for the development of students, colleagues, universities, academic and professional bodies, interest groups in the local community and society in a broader sense
Community engagement (academic and non-academic)	Community participation/engagement (academic and non-academic) Knowledge and skills for mentoring students, support for colleagues at the university and profession, applied research based on community needs and development of new knowledge, solutions for perceived needs and problems: communication and public

Translated: Macfarlane 2007 (according to: Ćulum & Ledić, 2011)

The components of academic citizen set up on this way (Table 2) imply that a university teachers possesses appropriate knowledge (political literacy), key values (related to social and moral responsibility), and academic advancement skills in the academic community and beyond. According to Macfarlane, an academic citizen should regard higher education as much more than providing and adopting useful knowledge and skills for the labor market. Researching is a tool for solving local community and society problems, not just for publishing individual promotion and advancement (according to Ćulum & Ledić, 2011). Macfarlane points out that university teachers in their everyday work are in constant interaction with five different communities, whose intersections are different and intertwined with each other: students, colleagues, their institution, academic community, their profession and the public. Differences in importance can be measured in relation to a number of interrelated factors that are valued in the academic community: in which measure of activity is recognized as academic, whether it is linked to an academic or non-academic community, how much is visible to colleagues and is it recognized as a criterion of scientific-educational progression? (Ćulum & Ledić, 2011). In order to better understand the various interest groups in the academic and non-academic community that shape the daily work of university teachers and under which university teachers have responsibility, Macfarlane (Macfarlane, 2007, according to Ćulum & Ledić, 2011: 47−48) develops a pyramid of five communities (Figure 1) and associated activities of the public dimension of functioning.

Figure 1:Pyramid of Communities and Related Activities of Public action
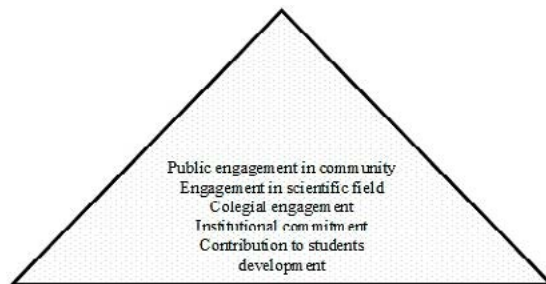
Translated: Macfarlane 2007 (according to: Ćulum & Ledić, 2011)

Without going into more detail in the analysis of each community (more in Ćulum & Ledić, 2011), what we consider to be significant is highlighting the public engagement in the community that makes the top of the pyramid and signifies interaction with the non-academic community: representatives of local self-government, business sector and professional associations, the

non-profit sector, civil society organizations and civil initiatives in the community, as well as the media. Examples of activities include public lectures, professional co-operation with media on important and current issues, advocacy activities for local government and local government units, cooperation and assistance in strengthening the capacities of local civil society organizations, development of cooperative relations with community representatives and opening educational opportunities for students to acquire experiencing business opportunities, as well as encouraging learning through their community commitment (Ćulum & Ledić, 2011).

Finally, after we have put forward the theoretical considerations, we may ask some important questions: First of all, are the theoretical principles of the above-mentioned education policy in accordance with the educational practice? How university teachers as the main holders of these requirements perceive them, as a new opportunity or as a burden added to existing obligations?

Concluding remarks

The implications of the lifelong learning process arising from the interaction of formal, non-formal and informal education imply greater recognition of different forms of learning arising from different contexts, leading to the opening of the university to the environment they work in, as well as cooperation with non-academic institutions. On the one hand, this implies numerous opportunities for cooperation, including mobility, above all at the international level, but also adds even more challenges. As one of the criticisms, the emphasis is on economic benefits, market orientation, which makes the social and humanist sciences as well as the values they propagate in an undesirable position. Without negating the influence that the market mechanisms have on the process of education, the paper highlights the importance of personal and social development, which should be encouraged and harmonized together with professional development, product development and material gain. In this framework, we also analyze academic profession by presenting roles that include the public dimension of university teachers as well as cooperation with various representatives of the non-academic community. Nevertheless, it is important to note that if it is perceived as a new possibility for university teachers, cooperation must be carried out carefully and organized in a such a way that academic integrity is not endangered. There are also a number of questions that need to be answered: are the universities a place of democratic rights, social enlightenment, production of knowledge for a technology-based society, introduction of skills for workplace, place of personal transformation, or critical analysis (Barnett, 2004)? What is the role of university teachers in this process? How do academic staff conceptualize community engagement and related concepts in higher education institutions? What are the current models for community

engagement in higher education institutions and what does a university that is socially engaged mean? National councils and committees require political, direct and bureaucratic responsibility, but what about institutional culture? Do institutions still have their inherited patterns in terms of dominant traditions, symbols, and patterns of behavior that remain inherent in spite of wider changes that change the higher education environment? (Jansen, 2004, according to Bender, 2008). In this context, it is necessary to further actualize the question of if there is a need to encourage civic dimension in the context of higher education. If the answer is positive, which is the best way to do so, but if it is negative, is it possible to avoid it under the contemporary conditions?

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