

CIEA 2014

## Career education in the context of lifelong learning

Otilia Dandara<sup>a\*</sup><sup>a</sup>*State University of Republic of Moldova, 60 Alexe Mateevici Street, MD-2009, Chisinau, Republic of Moldova*

---

### Abstract

Nowadays, lifelong learning has a new connotation in the context of man-society networking. The continuous character of education has always been the essence of human expression in social context, but in recent decades this aspect of education has widened considerably in importance. The need for lifelong education is determined both by the necessity of general knowledge and experience of social integration, but especially by the necessity of continuing professional culture and professional integration competence. Starting from selecting the right man for a certain kind of professional activity (initiative generated by the employer), going through a process of educational and vocational guidance (sustained action by the formal education), we come to the need for career education, lifelong learning for a successful socio-professional integration, process in which the individual involves consciously. Career education, as educational content is an integral part of lifelong learning and is based on conceptual milestones of career pedagogy.

© 2014 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Peer-review under responsibility of the Alexandru Ioan Cuza University.

**Keywords:** education; lifelong education; career education; labor market; career guidance

---

### 1. Introduction

The importance of career education has new dimensions in the context of lifelong learning. Human integration into society is a socially active and lifelong process. This consideration outlines the major purpose of education that is preparation for life and is important not only during childhood and adolescence, but also in adulthood. Career education approach theoretically contributes to changing the vision of educational content and favors the development and influence of practical technical education.

---

\* Corresponding author. Tel.: +373-22-577402;  
E-mail address: [otiliadandara@gmail.com](mailto:otiliadandara@gmail.com)

## 2. Strengthening the permanence of education as a result of increasing complexity of professional integration.

We believe that the increased concern for the permanent character of education comes from "visible changes in education policy influenced both by cultural and social as well as economic reasoning" (Dandara, 2007). Strengthening the concerns for educational performance is influenced by the trend and trying of the governments to take decisions according to the new requirements of the society.

There are essential changes in the relationship between social, economic and educational aspects of the society. The basic purpose of development is to improve the quality of life not only for special social categories, but for all of them (Coombs, 1989). Economists find that a balanced distribution of wealth is not only a moral obligation but an imperative to secure economic growth and political stability. This idea goes beyond the old theory that economic development is different/ separate from the social one and must precede it. On the contrary, it is ascertained / estimated their inseparability one from another (Coombs, 1989). The current context places, as G. Văideanu says, education in the position of being a priority of the contemporary society. The first cause of this positioning is that the progress of nations increasingly relies on educational outcomes: attitudes, abilities, skills, habits and knowledge as they have become the most solid and valuable treasure of peoples (Văideanu, 1988).

From the above mentioned the objective of developing the context of achievement and the educational process itself is derived and valued as a source of improvement of the quality of life. This fact is supported by the reflections of Văideanu "Education makes possible the development of all social sectors. There is no development without education. Actions of economic or social development cannot be launched, before reaching educational levels and training skills that are required by the desired and pursued progress"(Văideanu, 1988).

The fact that education cannot be reduced to formal learning, benefits of an increased recognition and it cannot survive in a social and economic vacuum. Formal education has relationship with other institutions that are concerned with education. There is even a need for a "compensatory" education. All education institutions generate the "configuration" of education.

Văideanu mentions that through the analysis of projects launched in different countries or regions and studies devoted to the future of education, we came to a bunch of principles or priorities that should be promoted and used in shaping the education of tomorrow. "Lifelong learning" is a principle capable of articulating the different levels and types of learning. It confers to the human being the autonomous status of intellectual and moral person. This person is capable of continuous learning, can anticipate and participate to the development and management of society" (Văideanu, 1988). This requirement is dictated by the socio-economic context (Lemasle & Tixier, 2000).

The authors establish a functional relationship between training and work, as an expression of the social essence of human. The contribution of labor is above all a structured intake and a manufacturer of identities, structured at a social and cultural level as social identity is a synonym of membership to a social/ professional group. In the field of cognitive faculties and personal development, work schedules time, helps structuring thinking, guarantees life in society, allows the individual to have aspirations/ dreams. Work provides a meaning to the individual. It gives sense to everyday life and existence. It is a means of individualization and contributes to the construction of personal identity, shapes self-image. It places the individual into a relational system (Lemasle & Tixier, 2000).

Văideanu discovers that establishing lifelong learning as a socio-educational reality requires as a starting point a basic education (initial) training; self-education cannot become continuous and efficient if general and professional education did not prepare the individual for a systematic fulfillment of such activities (Văideanu, 1988). We can deduct that initial training refers to initial, general or professional education, as a result of which the individual acquires knowledge and skills that are essential to getting a job.

Callo finds that initial training is the basis for a professional occupation. Specialists are ready for a career that, by virtue of its applied features that are continuous developing, implies the need for new training interventions (Callo, 2007).

We discover that initial training is only the starting point in the process of social integration. Today it tends towards a continuous education for permanent education.

Colin & Grand (2008) define the concept of lifelong learning as "learning activities undertaken in all the moments of life, with the aim of improving knowledge, skills and competences from a personal perspective: civic, social or work".

Download English Version:

<https://daneshyari.com/en/article/1115647>

Download Persian Version:

<https://daneshyari.com/article/1115647>

[Daneshyari.com](https://daneshyari.com)