

FOREWORD

ASIA PACIFIC HIGHER EDUCATION RESEARCH JOURNAL

Volume 7, Issue No. 2 (2020)

A Learned Society through LifeLong Learning Approach

Countries strive for a learned society in the belief that such would lead to a better economy. In this pursuit, there is a need to create a powerful learning community through robust learning cycles between the providers and the learners. Sustaining these learning cycles all throughout an individual's life or themed as "lifelong learning" directs the journey towards quality. Similarly, Agenda 2030 takes on lifelong learning as an approach to ensure quality education (UNESCO, 2016). Spelt out in its sustainable development goals, the Agenda places education at the centre of the realisation of many of the other sustainable development goals, including Goal 3 Health and Well-being, Goal 5 Gender Equality, Goal 8 Decent Work and Economic Growth, Goal 12 Responsible Consumption and Production and Goal 13 Climate Change Mitigation. "Potentially, inclusion of education in these different goals draws on the underlying values of much adult and lifelong education and learning practice" (Webb, Holford, Hodge, Milana & Waller, 2017, p. 509).

Lifelong learning has been defined in many ways. Longworth and Davies (1996) described "Lifelong learning as the development of human potential through 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" (p. 22). The most common description of such a tagline goes as learning from cradle to grave (Demirel, 2009). Our second issue of the 7th volume of the Asia Pacific Higher Education Research Journal (APHERJ) joins the lifelong learning paradigm spelt out in its two major themes: A focus on

Filipino learners and learning, and continuing professional development.

The first theme includes three articles that somehow describe the Filipino learners' perception, the school setting and the training. De Cera (2020) investigated Filipino learners' descriptions of their national pride and found that access to information that facilitates, and personal, socio-economic, and socio-political issues that inhibit national pride among students. He further found that their experience of national pride depicts a positive and engaging experience with social, cultural, and civic dimensions. In fact, students exhibit "proud to be Filipino" and it appears that their pride is inclined towards an uncritical type of esteem, devoid of political or economic status of the country. The second article (Janer & Deri, 2020) describes the condition of the public elementary schools (PES) in Sorsogon. The reported profile of PES underscores insufficiencies in classrooms and laboratories, rendering suggestions for the consideration of the significant roles of school heads and teachers should also be considered in recommending solutions and actions that may address the educational issues. Finally, the third article in this theme describes the self-development training program titled, EXPO (Experience Psychology Together) could improve emotional competence. Using quantitative design, Wedyaswarim Syamila & Widowati, (2020) found that the training could improve emotional intelligence. Specifically, their first year psychology student-participants showed emotional competence after the program with the highest improvement in empathy.

The second theme emphasizes that learning continues even after formal schooling traversing all levels of the primary, secondary

and tertiary programs. Borrico (2020) investigated the registered nurses' perception towards Continuing Nursing Education (CNE). He found, however, that most participants voluntarily participate in CNE through self-financing schemes. They seem to be motivated by the promise of promotion, but some hindering factors include high course fees, limited time, and unavailability of preferred courses. Borrico (2020) recommended that WHO placed emphasis on the need for strategic planning with regard to continuing professional education for nurses.

The four articles of this issue define a short spectrum of lifelong learning. What these articles emphasize is the learning journey of every age. We invite you to read these articles and advocate lifelong learning as well.



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