Lifelong Learning:
An Andragogical Approach to Education for the Aging Population

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[Abstract] Lifelong learning as a future education in today's circumstances is an essential challenge for inventing the future of our societies. Lifelong learning is more than adult education and/or training- it is a mindset and a habit for people to acquire as human being's responsibility. People are living longer and, in some parts of the world, healthier lives. Longer lives must be planned for. Societal aging may affect economic growth and many other issues, including the sustainability of families, the ability of states and communities to provide resources for older citizens, and international relations. It is, therefore, the role and responsibilities of all sectors to seek a better model to develop this particular.

[Keywords] aging population, andragogy, learning/society, lifelong learning

Introduction

There are many things that might be considered volatile, uncertain, complex and ambiguous (VUCA), although the acronym VUCA has gained traction over the past few years as a way of describing today's business world. The increasingly speedy, rocky and complicated landscape in which we operate, one with new challenges of technology, globalization and changing workforce demographics, leaves more unknown than ever before and moves at continued pace, changing the playing field altogether. It's important that organizations and society today can change, flex and adapt to the VUCA world around them to succeed, although many businesses feel uneasy at the prospect of change. There's a lot to adjust to, make sense of and consider, but fortunately, the learning technologies space doesn't stand still, utilizing new and emerging forms of technology for learning to improve how organizations operate (LEO Learning, 2015). The VUCA world describes everything you need to know to understand today's changing environment. Hence, today's world requires new ways of thinking, change to happen more readily and on a larger scale than ever before.

Population aging is poised to become one of the most significant social transformations of the twenty-first century with implications for nearly all sectors of society (UN, 2020).

We are confronted by an unprecedented longevity revolution that is transforming the world we have known. Inclusion for older people must have viewed in this context- although the COVID-19 pandemic has magnified existing vulnerabilities and inequalities in our society systems so that the world is already a different place. The dual impact of these unprecedented changes, along with

the emerging technologies of the fourth industrial revolution, means that this is now a time to reimaging our society in fundamental terms as we rethink familiar concepts such as lifelong learning, learning cities and communities 'recovering' from the crisis of the COVID-19 pandemic (UNESCO, 2021). The longevity dimension is a significant aspect of this rethinking process.

UNESCO (2021) pointed out clearly that the extent of the demographic change will require a shift, from an aging society narrative with a focus on the end of life, to a longevity approach that addresses the whole life-course in the era of 'the hundred-year life'. This will require rethinking the role and stages of the education journey and giving new life of the concepts of lifelong learning and learning cities. It will stimulate innovation in exploring options for a sustainable society, such as people- centered 'small society'.

Meeting the needs of aging populations has not generally been a priority for learning cities up to now; however, the magnitude of demographic change- with aging populations projects for the next 50 years- means that this situation must change from a traditional pedagogical approach toward implementing the assumptions and processes of andragogy (which is the art and science of helping facilitate the learning of adults). This requires a new generation of learning cities that are andragogically oriented, 'longevity literate' and connected to broader partnership in the quest for a sustainable and growth focused future. These developments have been supported throughout by human rights principles brought by the United Nations and more recently, by the UN 2030 Agenda for Sustainable Development Goals. Besides, a recent McKinsey Global Institute discussion paper forecast this development with the next wave of healthcare innovations 'the evolution of ecosystem' (Singhal et al., 2020). The solution to the inclusion dilemmas of our present society will come though the emergence of society for all ages, with stronger and more andragogically cohesive communities, services that are more integrated and client-focused, and an emphatic learning culture that bonds these dimensions together for a sustainable future (UNESCO, 2021). Therefore, lifelong learning will be the education for the aging population which also will have a new agenda.

This article aims to explore both concept and practical application of lifelong learning, focusing on the perspective of educational providers. Andragogy is a key element for fostering a sustainable lifelong learning at an individual and societal levels, to propose strategies for promoting lifelong learning using andragogical concepts, to enhance a holistic development of aging population as older adult learners become both active and productive as they are aging.

Lifelong Learning and Older Adult Learners

Lifelong learning is a key element of the conceptual framework of active older adult learners or aging. It is important for educators and key stakeholders to understand the aspects of life according to various age categories; dimensions of maturing in life; a productive aging activity model to provide an appropriate nourishing and encouraging environment, as well as the programs and activities for fostering self-directedness in the older adult learners. Henschke (2014) described several aspects of life according to various age categories as follows.

It is well to note that about each decade, adults recognize their lives around different priorities. In addition, all of life's challenges require learning and education to see to it they are with and enacted. New and creative ways are needed to not only tap into their wisdom but also to

provide opportunities for lifelong learning and meaningful engagement across the lifespan. Consequently, Knowles (1980) addresses various needs for learning that are important during different ages of adult life and in different dimensions of life.

Table 1
Life *Challenges in Various Decades of Life*

Age	Life Challenges
Twenties	Experimenting; making tentative attachment, working; gaining comfort and competence with money, love, and sex; establishing habits of self-responsible behavior; maintaining a leisure life.
Thirties	Reaching the top of career; creating a home; parenting (if chosen); managing financial obligations; sustaining a social life; participating in Children's (or one's own continued) schooling; maintaining a leisure life; caring for parents; facing possible losses such as divorce, loss of career; postponed ego development.
Forties	Re-Evaluating one's life; establishing clear ego boundaries; cultivating the self; becoming one person in all roles; clarifying career and marriage; examining roads not taken; measuring decisions by time left; facing the possibilities of divorce, career change, geographical moves, and addictions.
Fifties	Enjoying being with others; traveling and indulging in leisure activities; deepening intimacy; favoring passive mastery at work; enjoying post-parental roles; assuming new leadership roles; displaying increased social caring; preparing for increased losses.
Sixties	Sharing knowledge and competence with younger people, grand-parenting, renewing intimacy, seeking new leadership roles, creating a new beginning.
Seventies	Managing physical decline, sustaining hope and trust, blessing and appreciating others.
Eighties	Managing physical decline, staying engaged, simplifying.
Nineties	Candor, generosity, managing health issues, summing up.
One Hundred & Beyond	Staying meaningfully engaged in community, financial wellness, remaining safe and mobility and movement, daily living and lifestyle, increasingly caring for people with higher levels of acuity and complex conditions, care coordination, brain health, and preparing for end of life (Fikem, 2018; Golden, 1955.)

Early Adulthood: 18-30:
- Vocation and Career: Exploring Career Options
- Home and Family Living: Preparing for Marriage
- Personal Development: Developing your Religious Faith
- Enjoyment of Leisure: Finding New Friends
- Health: Developing a Healthy Lifestyle
- Community Living: Learning How to Exert Influence

Middle Adulthood: 30-65:
- Vocation and Career: Changing Careers or Dealing with Unemployment
- Home and Family Living: Adjusting to Aging Parents
- Personal Development: Keeping out of a Rut
- Enjoyment of Leisure: Broadening your Cultural Interests
- Health: Compensating for Losses in Strength
- Community Living: Working for the Welfare of Others Later

Adulthood: 65 and Over:
- Vocation and Career: Retirement and Finding New Ways to be Useful
- Home and Family Living: Putting your Estate in Order
- Personal Development: Keeping Future Oriented
- Enjoyment of Leisure: Establishing Affiliations with the Older Age Group
- Health: Getting Appropriate Exercise
- Community Living: Working for Improved Conditions for the Elderly

To elaborate the life problems of these older adults (65 and over), in terms of (1) vocation and career, adjusting to retirement; finding new ways to be useful; understanding social security; understanding Medicare; and understanding welfare are most essential. (2) Home and family living, adjusting to reduced income; establishing new living arrangements; adjusting to death of a spouse; learning to live alone; relating to grandchildren and to great grandchildren; establishing new intimate relationships; and putting your estate in order are needed. (3) Personal development of compensatory abilities; understanding the aging process; re-examining your values; keeping future oriented, curious, an open mind and your morale up; keeping up to date; keeping in touch with young people; keeping up personal appearance; finding a new self-identity; developing a new time perspective; and preparing for death are most important. Moreover, for Enjoyment and leisure, finding less activities; establishing (4) Moreover, Enjoyment and leisure, finding less activities; establishing affiliations with the older age group; finding new hobbies; broadening your cultural interests; planning a balanced recreational program; learning new recreational skills; finding new friends; joining new organizations; planning recreation for two are included. For (5) Health is improved by getting appropriate exercise; aspect to adjust to physiological changes; changing diets; controlling weight; getting exercise; having annual medical exams; compensation for losses of strength; adjusting to decreasing strength; maintaining your health and reserves; keeping fit; learning to deal with your stress; and using drugs and medicines wisely. Lastly, (6) Community Living, most older adults must take more social responsibility; take leadership roles in organizations; work for the welfare and conditions of others; engage in politics; organizing community improvement activities; and volunteering your service.

Keeping abreast and up to date with necessary learning for healthy living in each of these areas may be addressed through the developing programs that have to do with various categories of life and requiring ourselves (or adult education facilitators) to continue learning for helping to work with individual adults or groups of adults in the community at various stages of their life (Henschke, 2014). Thus, facilitators of adult learning may move adult learners along the line of working with various age groups and counting them all as equally deserving of their time and energy for a healthy learning and living process.

Although this conceptualization of 'maturing' or 'maturation' came into being in 1959 by the hand of Malcolm S. Knowles, its vestiges remain in the annuls and current practices of andragogy and adult education even into the present time as of this writing in 2024 - 65 years later. These dimensions of maturation relate not only to the needs and goals of individual persons, but also to the needs and goals of institutions, societies, and nations around the world.

The idea of maturity most especially is pertinent to the elderly (older people) and old, older people – those 75-80 and older. The second author of this chapter (John A. Henschke) happened to reach the age of 92 years *[young]* on May 12 of 2024. He adds that he is still currently working on andragogically developing many of these dimensions in his own life. Maturing may be defined as the goal of education if it is to serve as a guide to continuous learning. Knowles (1959, 1970, 1980) suggested that if the critical dimensions of the maturing process could be identified, then adult educators and learners [young and old] would have some reliable yardsticks against which to measure the accomplishment of their mission. Knowles also offers that the dimensions mentioned describe 'directions of growth' not 'absolute states to be achieved'. The fifteen 'directions of growth' are only a beginning list, not a complete list. The movement and growth of the learners on these dimensions would be as follows in Table 2.

Table 2

Dimensions of Maturation (or movement and growth of learners)

From	Toward
Dependence	Autonomy
Passivity	Activity
Subjectivity	Objectivity
Ignorance	Enlightenment
Small Abilities	Large Abilities
Few Responsibilities	Many Responsibilities
Narrow Interests	Broad Interests
Selfishness	Altruism
Self-Rejection	Self-Acceptance
Amorphous self-identity	Integrated Self-identity
Focus on Particulars	Focus on Principles
Superficial Concerns	Deep Concerns
Imitation	Originality
Need for Certainty	Tolerance for Ambiguity
Impulsiveness	Rationality

Although no stage is completely fulfilled at any point in life, one would seek to move along the path of each dimension. Some educators would be more inclined to control and direct the person seeking a healthy and long life, thus seeking to maintain them in the earlier stage of each dimension. The andragogue (the adult educator who practices the art and science of facilitating

adults' - their own and others - in their learning for a healthy and long life) would be more inclined to support and encourage the person seeking to become more self-directed and creative in the solutions they are willing to experiment with and implement. Thus, they would be seeking to move the adult including themselves, and even the child and younger adult, forward toward the expanded enactment of each dimension toward their maturity and healthy living. Of all the dimensions, most important with the author centers in developing deep concerns (Henschke, 2014).

The idea of maturity as a goal of healthy living within adult and community education and learning needs to be divided into various dimensions, if it is to serve as a guide for facilitating continuous learning. Out of the psychological literature Knowles identified the notion that there are several dimensions of the maturing process in healthy living, each with its own unique cycle of development and growth. If the critical dimensions of the maturing process could be listed, then adult and community education could have some yardsticks against which to measure the accomplishment of its mission which is to be accomplished in helping bring about healthy living (Henschke, 2014).

A few implications can be suggested to illustrate the above multidimensional theory of maturation.
1. Every educational activity provides an opportunity for growth by each individual in several dimensions.
2. The dimensions of maturation tend to be interdependent, so that changes in one dimension influence other dimensions. Although a choice may sometimes have to be made between such values, a truly artistic teacher/educator will try to induce growth in all dimensions.
3. Every person moves on a scale from zero to infinity in each dimension throughout life and tends to incorporate learning from a given experience in proportion to their relevance to her/his stage of development on the scale at that moment. No doubt other ultimate needs could be identified, but these serve to illustrate the point that the adult educator's mission in helping individuals, especially older adult learners are far more complex and significant than it might appear on the surface.

Adult Education and Learning (Andragogy) For Helping Old, Older Adults Keep Up in Lifelong Learning

"Andragogy is an organized and sustained effort to assist adults to learn in a way that enhances their capacity to function as self-directed learners" (Mezirow, 1981, p. 21). Through this view, these assumptions become a personal interactive agreement between the learner and the learning endeavor, the 'experience" (Birzer, 2004). _**ANDRAGOGY**_ - One of the most applied frameworks of adult learning is andragogy, described as the art and science of helping facilitate the learning of adults. Malcolm Knowles commonly is credited with bringing this term to the attention of American adult educators during the late 1960s and 1970s (Merriam, 2001). The structure of the theory is comprised of two conceptual foundations: The learning theory and the design theory. This learning theory is based upon adult and their desire to become and/or to express themselves as capable human beings and has six components: (a) Adults need to know a reason that makes sense to them, for whatever they need to learn; (b) They have a deep need to be self-directing and take responsibility for their learning and themselves; (c) Adults enter a learning activity with a quality and volume of experience that is a resource for their own and others' learning; (d) They are ready to learn when they experience a need to know, or be able to do, something to perform

more effectively in some aspect of their life; (e) Adults orientation to learning is around life situations that are task, issue or problem - centered, for which they seek solutions; (f) Adults are motivated to learn much more internally than externally.

In addition, Zmeyov (1998) suggested that the principles might be successfully applicable when learners: (a) have a good amount of practical and social experience, (b) are aware of a life goal and of the applicability of their knowledge and skills, (c) have adequate background of the selected field of study, and (d) are trying to attain short-term educational goals. The Andragogical model focuses on procedures and resources aiding a learner in assimilating information and skills (Knowles, 1990). The andragogical teacher (facilitator, consultant, change agent) using the andragogical model prepares in advance a set of procedures that involve adult learners into the process based on the following elements (Knowles, 1990): 1. Learner preparation; 2. Creating amiable atmosphere that facilitates learning; 3. Initiating mechanisms enabling mutual planning; 4. Diagnosing educational needs; 5. Formulating aims that can fulfill the above-mentioned needs (curriculum content); 6. Designing the pattern of educational experiences; 7. Managing these experiences using suitable means and techniques; 8. Teaching assessment and repeated diagnosis of educational needs.

An Andragogical model is a process model, focused on procedures and resources aiding a learner in assimilating information and skills (Knowles et al., 2005, p. 107), as well as to improve the quality of adult life; Education is perceived as the way to better, subjective existing in the world; Knowledge is a symbol of everyday life experience; Searching for knowledge belongs to a learner; and Dialogue is an effective method of teaching.

Wilson (2006) proposed a new landmark in the presentation of a scientific foundation for research in adult learning and its roots in and relationship to the adult human brain. The framework of neuroandragogy was exposed to new developments in the field of neurosciences and cognitive neuroscience to support old, older adults with keeping up in lifelong learning. For instance, first to try to retain a sense of humor which scores highly among elements contributing to longevity. In other words, 'don't take yourself too seriously'; second, to take the same attitude toward your social life as you do toward your investments - diversify rather than invest everything in a single area; and, lastly, your attitudes and activities over the next five minutes can exert more of an influence on your brain power than your genetic inheritance. Pick up the newspaper and do that crossword puzzle now. It is expected that each reader considers developing and applying her/his own view of learning to live long and healthy.

Most importantly, the study by Wilson (2004) revealed a model of brain-based adult education and provided some advice to the adult educators as following: (a) examine new studies in the field of education and learning positive results, (b) move away from decrementalist views of inevitable decline often found in psychology, (c) show interest in basic research including brain sciences, (d) involve learners in the designing of the curriculum, (e) teach learners how to learn, memorize, and recall information, (f) re-evaluate former scientific theories regarding adults and learning, and (g) lead learners through the process of unlearning old ideas, and making room for new ones.

Andragogy is derived from the Greek words *'aner'* meaning 'human or grown up -adult - male or female', and *'agogus'* guide or learning facilitator. Andragogy, therefore, is an overarching concept related to adult learning; and SDL as a basic skill for lifelong learning, is the most important way of enacting andragogy – a complementary relationship between the two – SDL and Andragogy (Henschke, 2016).

Recommendations And Conclusion

The world's population is aging. Virtually every country in the world is experiencing growth in the number and proportion of older persons in their population. These target groups are unique, and they need special attention. At the individual level, the following characteristics of adult learners and techniques for facilitating their learning are important for not only the adult educators but for all people who are responsible for taking care of these older adults.

Immediate Concerns
- Use realistic problems
- Adult oriented material
- Concrete situations

Low Self-Concept
- Respect the learner for what she/he respects in her/himself
- Involve her/him in planning and decision-making for the curriculum
- Tap her/his experiences

Different Value Systems
- Relate learning to life and direct plans of work to the coping skills of the learner
- Encourage open discussions around the value shifts from youth into aging
- Make no moral judgments as to what is good or bad

Use of Defense Mechanisms
- Allay excuses given by frustrated without attacking them
- Emphasize importance of goal-seeking and of becoming something better (constructive behavior)
- Accept any patterns of self-protection against internal as well as external threats

Sensitivity to Non-Verbal Communication
- Be alert for clues of what is said and what is not said but felt
- In responding, guard against negative nonverbal responses in voice, gestures, or facial expressions

Alienation – Feeling of Helplessness over Control of Events
- Enhance the learners' attitudes about their ability to learn
- Orient learners to be active and to seek out resources in their community
- Cite examples in which human potential, once awakened, changed one's life drastically

Reticence and Lack of Self-Confidence
- Help learners to experience success and security by giving small tasks before proceeding into more demanding activities
- Present well-planned and meaningful lessons
- Begin with familiar and concrete problems
- Add humor to every session

Hostility and Anxiety Toward Authority
- Project yourself as a friend or guide with genuine honesty and a warm regard for each person
- Dress conservatively
- Allow controversy in group discussions
- Speak in conversational tone

Fear of School, Failure and Change
- Assure entire group that choice of seating, responses and homework are to be voluntary
- Teach and facilitate good study habits
- Encourage interaction
- Set a warm, informal, relaxed atmosphere
- Constantly reassure learners in their small success

Limitations from Deprived Home Life
- Find ways to remedy the physical and emotional handicaps resulting from limitations in environment
- Provide a quiet, comfortable place for study
- Make available well-stocked supplementary aids
- Naturally suggest and highlight use of the library, agencies and/or learning centers

Cultural Exclusion
- Provide a link between learners and sources of pleasure, learning, and cultural enrichment open to them
- Post schedules of community activities or review with learners the weekly events listed in local papers
- Schedule field trips to lectures, libraries for films or demonstrations, or public court hearings --Invite a cooperative extension agent to give a demonstration relating to some need expressed in planning sessions (Knowles, 1973b; & Henschke, 1989).

It is important to underscore that many of the andragogical / self-directed learning strategies described above, especially those that are knowledge, understanding, skills, attitudes, values, and interest-based, are not mutually exclusive; but it is likely that these would be used in ever-changing constellations or combinations, when needed as the particular lifelong self-directed learning challenges dictate. Finally, education institutions, corporations, communities would be benefited to invest in preparing and encouraging their workforce to engage in lifelong self-directed learning (Charungkaittikul & Henschke, 2018).

Furthermore, at the macro or societal level, cities are considered a locus for inclusive lifelong learning due to their demographically diverse populations and wide range of learning institutions and spaces. At the same time cities around the world are experiencing significant transformations generated by rapid urbanization, internal migration, demographic shift, and climate change. Learning cities address key structural features of the longevity life. In their 2009 Learning Through Life Inquiry into the Future for Lifelong Learning, Schuller and Watson devoted a chapter to the new model for the educational life course. While they recognized the need to go beyond the traditional educational life course ending with retirement, their four-stage model of (1) under-25, (2) 25 to 50, (3) 50 to 75, and (4) 75+ years may need to be reimagined in the longevity era 'with recursive process and many interconnected stages', and with countries at different stages

in the transition to the longevity life (ibid.). It is likely that the following questions and topics will need to be addressed in several stages:

- In what ways can learning resources and strategies support the key transition points in the longevity life?
- How can lifelong learning principles and policies be reimagined and adapted to the longevity life course?
- In what ways can cohesive relations between the generations in the longevity life course be fostered, with an initial priority to relations between youth and older people?
- The need to move beyond a 'front-end model' for roles of the education sectors.
- The need to rethink educational qualifications for the longevity life course.
- The need to rethink vocational training and qualifications for the longevity life course.

While development towards a new vision for lifelong learning supporting the longevity life is likely to require development over a period of time, recovery from the COVID-19 pandemic provides an opportunity to reimagine the future longevity life course and take some steps towards this vision. UNESCO has set up an International Commission on Futures of Education to 'reimagine how knowledge and learning can shape the future of humanity in a context of increasing complexity, uncertainty and precarity' (UNESCO, 2021). Rethinking the role and structures of lifelong learning in the longevity life course is a significant aspect of this challenge for learning cities – and all education sectors – as a contribution to the challenge of the future of education in a just, sustainable world.

UNESCO (2021) mentioned that the question of inclusion, equity and lifelong learning for the aging populations has been caught up in one of the great transformations in human history: the progression to a longevity society. The opportunity exists to reimagine the role of learning throughout life in ways that foster equity and social justice in a sustainable society and that build community. While much has been achieved in building age-friendly communities, the role of learning in later life has been marginalized and needs to be reasserted through non-traditional partnerships and networks. This needs to be accompanied by action to bring meaning and purpose back into later life so that personal fulfilment remains a principle of aging well, as the United Nations General Assembly (UNGA, 1991) recognized in its Principles for Older Persons. 'Learning to be' should remain a core principle for aging well in the longevity society.

The era of longevity could prove to be the era of opportunity for steps towards a sustainable, empathic civilization. The following recommendations given by UNESCO (2021) would be the guiding policies and practices support to enhance lifelong learning city/society for the aging population.

1. Learning cities should adopt a longevity dimension in their approach to population aging, which should be seen in positive and productive terms typically using a life-course approach, so that societies can adapt to the longevity revolution while also supporting the well-being and productivity of older people.
2. In adopting a longevity approach, learning cities should recognize changes in the life course in many countries as a recursive process with many interconnected stages requiring greater flexibility and agility, with learning and partnership-building throughout all stages as a key feature.

3. Lifelong learning policies and practices should be adapted to the realities of the longevity era with people supported through all life stages, including key transitions in maintaining their employability, sense of identity, and overall mental health and well-being.
4. Building community in local neighborhoods through cross-sectoral partnerships is vital to progress social justice and equity objectives, support inclusion for vulnerable groups, and build a sustainable learning culture from the grassroots up. Local government should support these developments.
5. Community learning centers such as kominkan in Japan and VHS in Germany should have a key role in supporting learning cities in the transition to the longevity era and should be built into strategic planning for learning city development.
6. A longevity approach should be directed at bringing meaning and purpose to the lives of vulnerable groups in aging, through empowerment strategies linked to positive and productive approaches in local community projects, enterprise, and skills development.
7. Broadened cross-sectoral partnerships at all levels should be a feature of learning cities in adapting to the challenge of the longevity era, with cohesion as a prime objective, both in neighborhoods and cities, and in intergenerational relations.
8. Intergenerational understanding and collaboration should be the key objectives for learning cities in the longevity era, with understanding and collaboration between youth and seniors an early priority.
9. The UNESCO Institute for Lifelong Learning (UIL) in Hamburg, Germany, should consolidate research and good practice cases on learning and community-building in later life to support healthy aging, social justice, and personal fulfilment.
10. Supporting cities in Africa and other low-income countries to develop good, healthy aging practices should be another priority for UIL in partnership with health, urban development and environmental agencies, and education institutions.
11. UIL should examine the experiences of selected local learning centers and learning neighborhood initiatives to assess the value of small society approaches to inclusion, learning and well-being objectives in a range of contexts.
12. In implementing the Medellín Manifesto, learning cities should regard the Decade of Healthy Ageing 2020–2030 (WHO, 2021) and the Global Compact on Inclusive and Accessible Cities (Cities for All, 2016) to take advantage of synergies between shared cross-sectoral objectives that add value to the lives of people in the process of building a society for all ages where inclusion is a normal feature.

While the journey toward a lifelong learning society will continue to evolve, andragogical assumptions and processes need to be included for sustaining vibrance and growth for the future. The lessons learned may help to identify key facilitating andragogical factors as well as pitfalls to be avoided in formulating more comprehensive lifelong learning society development strategies in the future. The Plan of Action calls for changes in beliefs, attitudes, policies, and practices at all levels to fulfil the enormous potential of aging in the twenty-first century. Its specific recommendations for action give priority to older persons and development, thus, advancing health and well-being into old age, and ensuring enabling and supportive environments for continuous, lifelong learning, even for old, older adults.

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