



Building a Culture of Lifelong Learning in Education

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ABSTRACT

Lifelong learning has emerged as a fundamental principle in modern education, underpinning the idea that education is not confined to the classroom or early years but is a continuous, evolving process across a person's lifespan. This paper explores the multidimensional nature of lifelong learning and its pivotal role in fostering personal growth, professional development, and societal transformation. Beginning with a conceptual framework rooted in human agency and socio-cultural contexts, it examines the benefits of lifelong learning for students and educators, its influence on society, and its historical foundations. The paper also delves into strategies for cultivating a lifelong learning environment through policy reforms, technological integration, and institutional evaluation mechanisms. It argues for a paradigm shift toward learner-centered, flexible, and inclusive educational models supported by community engagement and digital innovation. Through an interdisciplinary lens, the paper advocates for systemic changes in assessment, pedagogy, and policy to effectively build a sustainable culture of lifelong learning.

Keywords: Lifelong learning, continuous education, learner agency, educational policy, professional development, digital transformation, self-directed learning.

INTRODUCTION

What constitutes lifelong learning? Individuals embark on different yet similar paths regarding it. The term is commonly understood but can be ambiguous and overused. Thus, this paper attempts to define lifelong learning and provide an overview of its cultural aspects. Learning is deeply embedded in human life, representing the active appropriation of knowledge, skills, and attitudes. The link between a person and their environment becomes evident as words transform into thought and thought is expressed in words. Learning is inseparable from human agency, involving the conscious construction of one's future through goal-setting and acquiring means, while sometimes resigning from other options. This process emphasizes the choice of values, shaping the ethical and axiological basis of decisions. Lifelong learning, in contrast to broader learning concepts, refers to the targeted enhancement of intellect, skills, or experience, based on the belief that education is infinite. Lifelong or timeless learning involves formulating intentions while acknowledging limitations. It can also be seen as the collective, ownerless dissemination of knowledge, reflecting the evolution of learning perspectives over time. The popularity of lifelong learning in modern societies highlights the need to adapt to changes in knowledge, skills, and social norms, viewing societal systems as evolving knowledge networks. To clarify, the focus here is on the dynamics of learning related to human cognition and actions—not merely the distribution of historical cognitive functions. Lifelong learning is presented as a layered, self-educational process that arises from late-mature development and self-formation. Based on phenomenological principles of personal agency and socio-cultural context, various domains of lifelong learning are explored [1, 2].

The Importance of Lifelong Learning

Education needs to adapt to a rapidly changing world, but organizations need to support lifelong learning to create engaging opportunities based on curiosity that suit a wide range of learning styles. There is no single challenge to lifelong learning, but many types of challenges, both personal and contextual. Sticking points throughout the workforce, including for organizations committed to embedding lifelong learning, have implications for local government engagement. Teaching effectively should lead to learning effectively, but organizations face some major sticking points: how to support learning that leads to

higher order thinking and how to assess/validate skills learning up to the highest levels of expertise. While 'flipped classrooms' and 'learning paths' can create opportunities for 'just in time' technical learning, how to create engaging opportunities based on curiosity that suit a wide range of learning styles remains an unfulfilled need. An exemplar organization will use its ingenuity to invent advice for organizations and proposals for individual learning challenges. Support could take the form of pro-bono skills learning workshops and consultations. Exploring a new type of skills learning workshop, blended independently by an individual, is an exciting opportunity to broaden their engagement footprint, which will lead to local government demonstrations of community need. There is no one major challenge but many types of lifelong learning sticking points, both personal and contextual. Asking lifetime learning 'challenge' questions at the outset could expand engagement. Time-constrained commitments should also be more cautiously considered. A mechanism is needed to gently introduce initial questions and concerns, and guidance may need to be put in a separate form. Concerns about own access to current pedagogical thinking, independently developing pedagogy, and lifelong learning questions should also be carefully addressed [3, 4].

Benefits For Students

Universities adopt retention strategies to retain in-school students, such as fostering students' learning enrichment and employing distinctive learning strategies. Is there any distinction between retention strategy, culture, and lifelong learning of students? Education systems encourage students to develop motivation and learning strategies for lifelong and self-directed learning to create a culture of lifelong learning. Government and institutions implement life-long learning initiatives; however, the assessment implementation of this initiative in student education remains unknown. The culture of lifelong learning in education involves an understanding of this culture and its usefulness and benefits to students. Employers expect secondary graduates to possess the knowledge, skills, abilities, and attributes (KSAA) to learn, unlearn, and relearn. However, many secondary graduates are discouraged by the belief they will never learn again. What impediments prevent students from cultivating a mindset of lifelong learning? Finding the answer to this question requires, first, information about the benefits of a culture of lifelong learning in education. The understanding of these benefits will form a basis for gauging in-school students' perception of the importance of such a culture in education. Combined with the gathering of the expertise of local educators, these two understandings will form predetermined views of the difference between culture, strategy, and lifetime learning, perceptions of the importance of lifelong learning culture in education, and factors preventing students from understanding such a culture in education. Examining the existence of the preconceptions in students, as well as their gender roles, will shed light on implicit biases, if any, against the culture of lifelong learning in education. Evidence of implicit bias will arouse students' awareness of the issues, while absence of bias will indicate that it is the external conditions, rather than an unwillingness to engage in lifelong learning, that thwarts their knowledge acquisition. Exploring further the preconceptions of the educators will reveal their hopes and aspirations for their students and advise policymakers on administrative measures to benefit students and institutions [5, 6].

Benefits For Educators

Professional development is the appropriate path for teachers to maintain an expert status. However, it is more likely to retain an emergent status in terms of lifelong learning recognition if it is understood as professional learning. Such professional learning could be facilitated if the following aspects are cared for: (1) initial education programs being well-structured professional education programs, (2) post graduate developments being divided by professing or/and research matters, (3) being offered for teachers on various levels according to the length of being educators, and (4) the various findings of education science research be disseminated throughout teacher education institutions. Lifelong learning with the intention to induce changes in purposes, tasks, or designs fit with social, economic, or political values has its outcomes which are long standing habits of thoughts and acting. Education has a dominant role in forming these habits. Teachers collaboratively intend and autonomously create the sequences by which their students would act nicely, interpret properly, understand comprehensively, and hand-a-step-ahead possibilities or directions which the students would see otherwise. It is meant for lifelong learning just like providing learners key ideas of an elephant. Hence, teachers' in-depth understanding of LLL is essential in building a culture of lifelong learning [7, 8].

Impact on Society

Lifelong learning is an educational philosophy transforming society by emphasizing that learning occurs throughout life. It encompasses various experiences that enhance wisdom and social participation. The UNESCO Delores report defines lifelong learning as continuous educational endeavors from birth to death in diverse settings and means. It promotes the idea that it's never too early or late to learn. Changes

in communication technology are reshaping education and fostering a new market for distance and digital learning. The report highlights the need for updated adult education due to modern complexities that leave many uncompetitive in the labor market. There's a growing demand for nonformal and informal education, especially for those who have struggled in traditional settings. These forms of learning are gaining recognition as essential for addressing skill gaps. To meet these needs, educational organizations and industry groups must develop comprehensive capabilities for managing these new learning environments effectively [9, 10].

Historical Perspectives on Lifelong Learning

Historically, the basis of human existence has been learning. The ability to learn has always been fundamental to human development. Knowledge transfer between generations is the first and most natural method of human development and learning. It is a natural phenomenon, and everyone learns by imitating, emulating, linking or relating to things, exhibiting curiosity and inventiveness by seeking answers to questions of interest. Learning is acquired in diverse places, times and circumstances in varying dimensions; for instance, while indoors or outdoors, awake or asleep, formal learning in class or in an informal environment. It is accepted that nature's thirst to learn and continual flow of knowledge are postmodern. Education, the fundamental environment of learning, is first referred to in historical records dating back to antiquity. In the pastoral culture and sedentary agricultural societies of different areas of the world, education is accepted as the overall process of transferring acquired skills, experience and knowledge from generation to generation intentionally. Culture specific methods, tools, means and media were used in this educational dissemination process. It is undeniable that culture is fundamental to human life and that education is accepted as the sum total of human culture. As societies undergoing a fundamental change of substance throughout history, the first civilizations required in-depth investigations in the beginning. These initial civilization environments became domain specific territorial centres with distinct yet generic elements and principles of human perception. The transition from one geographic or climatic location to another created the continent basis of contemporary civilizations with varying cultural elements, perceptions and self-centred forms of education. Subsequently, as these civilization opportunities broadened and intensified, new educational scopes, domains, methods, techniques and contents developed [11, 12].

Creating A Lifelong Learning Environment

The importance of creating a society that encourages lifelong learning, professional growth and socio-economic progress is recognised worldwide. Socially and economically developed countries consider education as the foundation for a value-based and effective democratic, political, and economic system. They have established a large number of educational institutes of different levels, enhancing general literacy rates. Education is recognised as a vehicle for diminishing the consideration of extra concessions by countries that have advanced socioeconomic developments. Educators undertake efforts to enlighten students, encourage them to seek knowledge persistently, and unfold their fullest potential. They strive actively to nurture and explore their strengths and overcome weaknesses. Education and general awareness promote tenets of peace, goodwill, oneness and harmony. A well-educated and enlightened society is better equipped to amicably settle disputes, disagreements and conflicting ideas. Education is the basis for humanity. All nations and cultures share the right to education. Education contributes to body and mind development, the information base, justification of differences and rewards. Acceleration of change in knowledge, information, experience and technologies in the world and society raises questions regarding the need for and type of education that is to be provided. Change is a universal and transcendental phenomenon. Wandering and restless brains create new horizons and possibilities beyond the barriers of dilapidated approaches, slowing down attitudes or knowledge complacency. Nurturing life-long learning has played a major role in advancing developed countries and societies. Life-long learning enhances mental capability, cultivates moral strength, provides stability on rights long after the course completion period, advances societies, and triggers human pace with education that is current, relevant, profitable, and also necessary. There is a tendency world-wide to think about implementing and advocating a suitable education that values education as a treasured medium for change, growth, enlightenment, productivity, technological advancement and processes. Youth require education to expand, sustain, grow and profit their community and themselves. Education can prompt a better work ethic, integrity and produce a productive employee, enhancing job productivity and crafting strong, happy and valued communities [13, 14].

Strategies For Promoting Lifelong Learning

School districts prioritizing professional development and investing in teacher support see more significant benefits than those that do not. When districts focus on policy initiatives and curriculum

changes, they allocate funds for teacher training, workshops, and other professional development activities. Comprehensive programs can dramatically improve teachers' professional practices, transforming theories, practices, and policies, which ultimately shapes instructional methods. This transformation positively impacts student learning, addressing inequitable opportunities to learn. Educational initiatives like standards-based reforms and teaching English to non-native speakers often come with financial backing. Schools that received effective training and support met curriculum expectations, while those offering contextualized professional development successfully implemented educational policies. Advocates of professional development who understood practice and policy purposes significantly influenced change implementation, enhanced by strong community support for learning. Systematic teacher recruitment and training yielded desired benefits, while externally imposed policies faced resistance compared to district-initiated reforms, which received support. Teachers tailored curricula and instruction to suit their students and communities, while imposed policies often met resistance and yielded poor results. Recommendations include emphasizing community connections in teacher recruitment and aligning financial incentives with current pedagogical beliefs. Officials should be cautious of interventions that risk causing policy implementation rather than evolution, as state education actions can face resistance and lead to unintended consequences. Less visible actions rooted in underlying beliefs about teaching and learning can shape policy and create unexpected outcomes [15, 16].

Technology and Lifelong Learning

People tend to inhabit a 'digital' world that has become essential in today's society, significantly impacting attitudes, behaviors, and opinions across all age groups and education levels. Technology has fostered closer connections among people, linked economies, facilitated cultural exchanges, and made life easier. Digitalization signifies the onset of the Fourth Industrial Revolution (Industry 4.0), bringing substantial changes and challenges to modern life globally. Education, being a societal cornerstone, has undergone significant transformations with the integration of new technologies. This has altered how learning occurs, how information is communicated and shared, and how knowledge and skills are constructed and expressed. While digital technologies enhance learning, they also pose new challenges for educators and learners alike. Young 'digital natives' are surrounded by mobile phones, tablets, and computers and have access to vast online information. However, their learning methods have shifted away from traditional approaches. Digitalization in higher education offers both great opportunities and challenges for university sustainability in Industry 4.0, emphasizing 'digital transformation'. The current educational landscape is now heavily IT- and data-driven, promoting problem-solving and analytical thinking for lifelong learning. To keep pace with Industry 4.0, universities must embrace 'digital transformation' and develop new data-driven business models. The influence of digitalization on lifelong education is critical, as learning is a continuous process that requires a lifelong mindset from individuals of all ages [17, 18].

Assessment and Evaluation in Lifelong Learning

Assessment and evaluation are key components in building and sustaining institutional capacities that develop a culture of lifelong learning in education. For an institution to embrace a culture of lifelong learning in education, it must develop other cultures present in the institution particularly 'wellbeing', 'ethical learning' and 'shared governance'. For these new cultures to be embraced a general 'institutional assessment and evaluation infrastructure' must be developed in order to ensure that such cultures can be monitored and improved. This infrastructure must assess how well decision making is collaborative, how ethical decisions are borne out in practice, how transparency is achieved between administration and stakeholders, and how wellbeing is the focus of all initiatives including those to support student learning and development. The institutional assessment and evaluation infrastructure must be also integrated into national cultures that are independent to institutions and reflect priorities of states and systems. The prioritisation of academic success data dependent culture that informs the external assessment of a higher education institution needs to change. Wider forms of assessment and evaluation in alignment with newly desired new cultures must be developed that embrace proactive approaches to validating the sustainability of mission oriented contextualised cultures. A change in the paradigm of externally assessing education that does not look at cultures and their sustainability is a daunting challenge. Institutions and disciplines embrace a myriad of very local resistances to their culture. Band based approaches to institutional behaviours that deny institutional consciousness of embedded cultures ride rough shod over institutional professional dispositions to initiate, embrace and sustain culture change. Such behaviours can be expected in educational institutions and systems but institutional management or regimes must ensure that these local resistances do not undermine progress towards agreed culture change. Local behaviours that coerce changes or deny action on issues of concern must be challenged through mandatory duties to report

behaviour and behaviour change processes to a senior collective otherwise cultural change programs are likely to fail [19, 20].

Challenges To Lifelong Learning

Challenges to lifelong learning include a set of macro-level determinants that affect the participation in learning throughout the EU, barriers to learning and new forms of assessment, and a better understanding of “asymmetry” in the co-evolution of education and health. Regarding the link between education and health, questions remain such as the nature of the relation and which educational settings matter. It is also important to recognize that educational systems exist within a wider landscape of educational opportunities. School, family, peers, communities, culture, and mass media all shape individuals’ learning experiences and outcomes. This leads to a number of questions related to learning networks, about the need for insights and tools for the design of learning networks that go beyond formal education, an important issue for lifelong learning with a focus on learning. There is a mounting emphasis on the important role that assessment plays in developing competent learners. Research questions relate to the identification of the criteria for success in the education and training systems across Europe and the impact of new forms of assessment on learning processes and outcomes. Finally, a fourth domain includes questions of necessity and relevance. For whom should lifelong learning be a necessity? [21, 22].

Case Studies of Successful Lifelong Learning Initiatives

The case study presented examines the educational experience of adult students over 21 years of age, who attend either University or Technological Schools in Portugal. The effects of the school type on students’ academic background, family background, and daily occupations have been analyzed. Four Technological Schools have been visited and 60 adults have been interviewed. A questionnaire covering 62 variables was prepared and administered to the students. Statistical analysis was performed. Results indicate that in general, students experienced family support; however, there were significant differences between Technological Schools and university students regarding the intellectual atmosphere in the family. Only a few Technological School subject areas attract high companionship of adults, in contrast to the case for universities. Regarding daily occupations, Technological School students have serious barriers for learning purposes, while these were less significant for university adults. Finally, an input of students’ learning approaches is to be derived from the above analysis. The research team comprises researchers from the University of Minho, ISEDE - Institute for Divinity Higher Studies, and IEEE - Institute of Education and Educational Sciences. The group regularly meets to pursue its research agenda and to undertake comparative case studies of adult education in several countries. One starting point is Adult Education Initiatives in Countries of the European Union. The different descriptions cover a range of countries in Southern Europe and countries in the Nordic region, together with a focus on the Baltic states. A common matrix for the description of the different initiatives is being developed by the collaborators. Each country will gather and analyze a selection of cases and write them up, after which a comparative analysis will be undertaken [23, 24].

Future Directions for Lifelong Learning in Education

As a part of the longer research project on lifelong learning in education in its societal, political, institutional, organizational, and pedagogical dimensions, this article summarizes some of the key issues that still need to be addressed further. For education and educational research, lifelong learning refers to all kinds of formal and informal learning activities planned and initiated by people in their private, familial, social, civic, and professional capacities. Ageing and demographic changes necessitate a renewed recognition of the necessity of education in the polyvocal societies of the 21st century that tap the potential of older people and groups. Inclusive education and lifelong learning offer a framework for professionalism in education; however, cautionary tales and a recent warning still hold. For educational research, it is argued that new theoretical depth and a fundamentally novel epistemology are needed in order to take full advantage of the new opportunities offered by technologies put at the service of education and societal welfare. Although the first and nine chapters of this volume address lifelong learning from a broader perspective, this synthesis deals exclusively with lifelong learning in relation to education. Lifelong learning in this respect refers to all kinds of formal and informal learning activities planned and initiated by people in their private, familial, social, civic, and professional capacities, including those that happen in peer, family, and community settings. By implication, education here refers to all kinds of learning environments situated in disparate arrangements, such as schools, universities, educational institutions, family settings, etc. Lifelong learning comprises learning that happens throughout people's lives in various arrangements. As regards lifelong learning beyond formal education, socio- and geo-political conditions necessitate that individuals and societies cope with change and

instability. Societal challenges arising from globalisation and individualisation necessitate that people continuously learn and relearn all-throughout their lives [25, 26].

CONCLUSION

Establishing a culture of lifelong learning in education is not merely an aspirational goal but a practical necessity in today's rapidly changing world. It requires intentional shifts in educational philosophy, curriculum design, and institutional behavior. By fostering curiosity, adaptability, and critical thinking, lifelong learning empowers individuals to navigate complex personal, professional, and societal challenges. For students, it promotes resilience and future-readiness; for educators, it sustains growth and relevance; and for society, it cultivates democratic values, economic vitality, and social cohesion. While challenges such as access, equity, and assessment remain, strategic investments in professional development, digital infrastructure, and inclusive policy frameworks can help overcome them. Ultimately, a sustainable culture of lifelong learning is achieved not through isolated reforms, but through an integrated, holistic transformation of education systems—anchored in human potential and driven by a shared vision of continuous growth.

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