Life-Long Learning: intercultural education and communication
Europe and beyond
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Abstract
Life-Long Learning seems to be an all-sides studied model. Globalisation, work-market rapid change, and the free circulation of knowledge let researchers discover that there is a new way of designing the L.L.L. process. The multicultural society is a drive of L.L.L. process optimisation. After the Lisbon strategy and seeing the unstoppable path of lifelong learning stress, the requirements for a profound reflection on the role of citizen’s education. The article aims to analyse the intercultural aspect of L.L.L. and how it can be stretched. Particular attention is dedicated to how the EU and RF reply to society and economic challenges through the implementation of the L.L.L. process. The intercultural aspect will comprise a horizontal intercultural aspect and vertical ones. Will be examined the role of the European Commission as well as a promoter of the idea of an inclusive society and the most competitive and dynamic knowledge-based economy in the world. The intercultural approach will be stressed thanks to examining the Soviet Union and Russian Federation’s L.L.L. process. The used methodology is a review of relevant intervention studies and Political Documents and Financing actions for examining the effectiveness of interventions.

The analysis of two paths of the L.L.L. process’s implementation and promotion; the analysis of two ways of L.L.L. process organisation will permit an expansive view of the L.L.L. process. Furthermore, the parallel analysis of the L.L.L. process permits us to see how the two ways of social development can be reflected through different actions on L.L.L. policy, starting from formal education and ultimate to third Age Education. In final, it permits us to learn more about how L.L.L. can be a solution to avoid social welfare bankruptcy.

Keywords: L.L.L., intercultural education, communication, Europe, Russian Federation

1. Introduction
Society’s evolution is dynamic; however, these last decades have been characterised by a vertiginous exchange. The speed of change is a challenge for businesses, educational institutions, and individuals. This fact imposes primarily on the education sector to respond to society’s requirements. When we speak about education for young people, it means preparing them for the new professions and new standards. Nevertheless, what to do when we speak about adults that are active actors in the work market and how to prepare them for the new economic society requests. Lifelong learning meets this challenge: Universities and schools will need to develop new programs and formats, and employers will have to invest more in employee training and development. Internal team training and development become a priority for forward-thinking and successful companies.

It is considered that Faure established the conceptual frame of lifelong learning in 1972 through the well-known book "Learning to be" published in the Unesco Report. The basis of the role of education in society has a long history. If we look
at history not far ago but just 50 years before 1972, we will see how the concept of lifelong learning sprouted and took shape. The first concept of Lifelong Learning was born in the Anglo-Saxon Society. In 1926 Eduard C. Lindeman – the pioneer of adult education, pointed out four assumptions of adult education: education is life; non-vocational principles, a situation not subject and to be considered the people's experience. His book The Meaning of Adult Education is considered a manifest of Andragogy.

In 1929 Basil Yeaxlee pointed out that Lifelong Education was rooted in human nature and needs.

In 1938 Rh Tawney posted that education is a “public good” and that engagement in adult education was a necessary condition to be a part and participate in the institutions of democracy. Adult education provides people with one of the principal means of personal empowerment: being an active citizen. Later Tawney will stress more the importance of adult education:

“No one can be fully at home in the world unless, through some acquaintance with literature and art, the history of society, and the revelations of science, he has seen enough of the triumphs and tragedies of mankind to realise the heights to which human nature can rise and the depths to which it can sink.” (Tawney, 1966)

Unesco was a promotor of Lifelong Learning, and at the Third International Committee for the Advancement of Adult Education, Paul Lengrand advocated the concept of "lifelong learning". The concept of lifelong learning appeared and was formalised in 1968 during the General Conference. Life-long education was one of twelve objectives listed in the Conference's Resolution – Resolution 1.112. 1970 was indicated by Unesco and by The United Nations as the International Education Year; at the end of 1970, the concept Life-Long education was one of the most prominent themes among the projects carried out by the Members States. In the next decades, we can find different Reports like The Faure Report entitled "Learning to be" (1972), The Strategy of Lifelong learning (1973) the Delors Report of 1996, entitled Learning: The treasure within (Delors et al., 1996), Global Report on Adult Learning and Education (2013). The list of document reports dedicated to lifelong learning is massive, and it is not the aim of this paper. For this reason, we will conclude with the Medium Term Unesco's Strategy 2014-2021 in particular Strategic Objective 1: Developing education systems to foster quality lifelong learning opportunities for all.

2. Research Idea

Many researchers engaged in the definition of lifelong education, or adult education or permanent education, continuing education to substitute the concept of lifelong education to lifelong learning.

The definition used by the European Commission (2000) is typical and one of the most widely accepted definitions among researchers and policymakers: "lifelong learning is defined as all purposeful learning activity is undertaken throughout life to improve
knowledge, skills and competencies within a personal, civic, social and employment-related perspective.”

Suppose we check the Lifelog learning Concept model of Lifelong learning. In that case, it consists of several steps typical to life steps we will have non-formal education - preschool education, we will have formal education, and finally, we will have informal education as indicated in figure 1.

Formal education is the period of schooling. It is also the period where updating the competencies is necessary to be in step with the socio-economic evolution of the job market. On the other hand, informal education is more for retired people when education is an essential condition to be in time with the IT society, the requirements of active ageing, and the state to keep the cognitive functions in good status.

![Figure 1: Education during life](image)

Adult life is a mix of formal and informal education for third age people, we have informal education. Informal education is a segment of Lifelong Learning.

**The research**

The condition of starting to study the evolution of the concept of Life-Long Learning in the European Union and the Russian Federation should be considered that the research land historically is different. W can find the two historical realities: one is characterised by the State versus Union process in the case of the European Union, and the States Union versus National State process characterises the second one, the Case of the Russian Federation. (Spulber 2019). In the case of the European Union, we have a system where member States vote on the Concepts Policy Reports at the Eu level and after these Treats, Conventions are adopted by member States at National Level. In the Case of the Russian Federation, we have a system where the Concepts, Policy System of education have been mainly inherited from the Soviet Union USSR.

The research method concentrated on analysing the documents in the European Union and the Russian Federation. The main documents that have been reviewed were Political Documents, Conventions, Concepts, Indications and reports—the analysis of these documents permitted to see the evolution of the concept of Life...
Long Learning. To do this analysis, we have collected the documents from the "eurlex" portal. Eurlex is a portal where all documents are inserted from the European Parliament, European Commission, Council of the European Union, European Economic and Social Committee, and general Court. Once inserted the key-word to find the relevant documents we have chosen the documents whose authors were the European Parliament, European Commission and Council of the European Union.

From the Russian Federation side have been used the portal of Russian Duma of the Russian Ministry of Education has.

3. Findings

The concept of Lifelong Learning at European level was coined in 1995 with the Cresson White Paper "Teaching to learn: towards the cognitive society“. It defines the five objectives of the knowledge society:

- School-business communication
- Encouraging computer skills
- Teaching 3 languages (including mother tongue)
- Combating exclusion
- Increased investment in teacher training

1996 was declared the year of Lifelong learning but also it can be defined as the year of misunderstanding. Nevertheless, different conferences on "lifelong education" and LLL were disquieted, meaning it "from life to death", while the focus of the White Paper was on an age that did not exceed 45 years.

In 2000, the Lisbon European Council set a strategic objective for the EU to become the most competitive and dynamic knowledge-based economy by 2010. To achieve this, the Stockholm European Council 2001 endorsed targets for European education and training systems by the report on the 'Concrete Future Objectives of Education and Training Systems'.

In 2010 was set up the European Strategy for the next 2014-2020 years. Asset out in the Council Conclusions of 12 May 2009, the long-term strategic objectives for education and training are: “(1) making lifelong learning and mobility a reality; (2) improving the quality and efficiency of education and training; (3) promoting equity, social cohesion and active citizenship; (4) enhancing creativity and innovation, including entrepreneurship, at all levels of education and training”.

The educational attainment of the adult population is commonly used as a proxy for the knowledge and skills available in the economy. It is captured by measuring the levels of formal education achieved by the adult population.

In 2014, Erasmus+ replaced the lifelong learning programme and six other previously separate education, training and youth programmes.

The Russian Federation has hereditament the Education system from USSR. Russia has inherited pedagogical potential from the Soviet Union (El. Martynenko, 2020). The first concept of lifelong learning was developed in 1989 by the USSR Education
Committee; this field of study was called: "Training and Advanced training of personnel directly in production«, but it was not implemented since it was considered that Soviet citizens studied for free only once in their lives, and the assimilated knowledge was sufficient for life. With the collapse of the USSR, all 5 Republics have become Independent states and should change their policy and their law. Further, the normative concept of continuing education is found in 1992. However, it is perceived as part of the learning process. In the adopted Law of the Russian Federation" About education," there was a norm about the continuous professional development of the worker, the employee, and the specialist in constant improvement of educational standards.

In Russia, the issue of Lifelong Learning at the level of legal regulation is complex. Continuing education is present in various concepts and target programs approved by rules, Federal laws, model regulations, and other documents. Moreover, the understanding of Lifelong Learning in all forms is different, and the normative definition of continuing education appeared only in September 2005. "The concept of the Federal target program for the development of education for 2006-2010" is the main document defining both the concept of Lifelong Learning and its elements. The document states that "Lifelong Learning" is the process of growing the person's educational (General and professional) potential throughout life duration; that is based on the use of a system of state and public institutions and following the needs of the individual and society.

In the Russian Federation in 2002 annually, there is held a conference called "Lifelong Education: Lifelong education for sustainable education" with broad participation under the auspices of UNESCO and with the involvement of the Committee on science and higher education of the government of St. Petersburg, the Russian Association of business education and the chamber of Commerce of the Russian Federation.

In 2010, at the joint meeting of the State Council of the Russian Federation and the Committee for the modernisation and technological development of the Russian economy, it was demonstrated that the system of lifelong learning must be developed to meet the demands of the information technology century and the demands of the economic market. According to the concept of the development of the lifelong learning system in 2012, lifelong learning consists of formal education, informal education, spontaneous training and self-training of employees and students, which ensure the operative renewal of the skills required in the labour market:

formal education is the training of people before their professional debut (primary, medium, specialised medium, higher education, including evening and non-frequent education that ends with the issuance of a study document;
non-formal education is carried out outside formal education, but institutionalised with a systematic and planned nature (qualification raising courses, professional and amateur courses; seminars, training, lessons that are held at work, additional studies, etc.), usually ends with the issuance of a document;
spontaneous or informal training constitutes independent studies related to professional activity daily, which contribute to the expansion of the level of knowledge and skills not authenticated by documents and diplomas; self-instruction is the study that the person does independently in the period between studies in educational institutions.

We can say that there are similar, so even there is a difference in performance, the pedagogical basis is the same nerveless the different ways of evolution

4. Conclusions

The system of lifelong education (continuing education) and, in particular, additional adult education as the Central link of this system suffered severe losses in the post-Soviet period. How was stated by Prime Minister Dmitry Medvedev noted that 60-70% of all employees annually improve their skills in the West, while in Russia, only 5-10% of employees improve their skills.

The sphere of additional adult education /LLL is regulated by Federal law to a minor extent compared to other elements of the educational system. It began with adopting the Law of the Russian Federation "On education" in the first edition. However, the law was mainly aimed at institutions that implement basic educational programs. Therefore, even the definition of education does not fully apply to additional education or LLL.

In Russia, LLL is interpreted as the right to education for all life, the possibility of which provides a typical professional and additional education. It represents the growth educational process (General and professional) potential of the individual throughout life, based on the use of a system of state and public institutions and following the needs of the individual and societies. From the above, we can conclude that the term Lifelong learning has been continued precisely as continuing education and has not been developed and transformed into "lifelong learning" in Russia.

Analysing the data, we can state that as in EU as in RF, there are some constraints in didactics: the design of a course is very subjective; competence-based didactics requires different settings and tools; the potential of online didactics is reduced to «doing the same» at a distance; competence is complex: no given definition in RF and EU countries we have some institution that can certify the competencies but the question s in which way the by which methods; personalisation is a challenge. As in EU and RF, the common factor is how to increase the quality of education. However, even if those who organise LLL education activities will realise these general requirements, the organised courses will not be successful if they do not take into account some essential elements in the adult learning process, namely:

- course participants' backgrounds should be respected;
  the courses must have a pronounced practical character, and the learners must see the immediate usefulness of the knowledge learned;
- there must be a protective learning environment;
- adults must be actively involved in the learning process.
Making courses engaged, enjoyable, useful and interesting Lifelong Learning contribute to professional competitiveness on one side and to the well-being of ageing people on another side. (Spulber, 2019)

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