



**SCIENCE AND EDUCATION  
FOR SUSTAINABLE  
DEVELOPMENT**

**Monograph**

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# **Science and education for sustainable development**

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### **Editorial compilation**

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## 2.11. THEORETICAL AND PRACTICAL ASPECTS OF THE IMPLEMENTATION OF LIFELONG LEARNING IN MODERN SOCIETY

Successful European integration of Ukraine is possible only if a number of reforms are implemented, including in the educational space. Increasing investment in human capital and improving citizens' skills will help them adapt to the fundamental changes taking place in the global economy, such as globalization of markets, rapid technological development and global competition.

In the modern information society there is an awareness that the development of economic and social relations in the country depends on the level of education of citizens who are able to independently set and implement goals aimed at achieving success in life. It is no coincidence that in all post-industrial countries, education is one of the priority areas of activity, because it not only serves as a basis for self-realization of each individual, but also is the basis of dynamic development of society. Education plays a major role in the formation of human capital, which is now becoming a decisive factor in both economic development and human success.

For these reasons, the concept of lifelong learning should be promoted with all its benefits – flexibility, diversity and accessibility in time and space. The concept of continuing education needs to be rethought and expanded. Such education, in addition to the need to adapt to changes in professional activities, must become a process of continuous development of human personality, knowledge and skills, as well as the ability to make judgments and act. It should enable a person to understand himself and the environment, and to promote his social role in the process of work and life in society.

Time requires a person's continuing education. As we learn, we gain the ability to do something we never knew how to learn, and as we learn, we re-experience the world and our connection to it; we expand our ability to create, to be part of a fruitful world.

Thus, given that the knowledge of the individual today is becoming the main resource of self-realization, the task of analyzing the problem of lifelong learning is relevant, which largely determines the achievement of human success.

The concept of "lifetime learning" was first presented in 1965 by P. Lengrand at the UNESCO Forum. In the theory proposed by scientists at the center of the development of society were placed human competencies, for which the state must create all the necessary conditions for the continuous development of its abilities throughout life. The impetus for the creation of the theory of continuing education was the global concept of "unity of the world", according to which all parts of our civilization are interconnected and interdependent.

In this case, man is the main value and basis of all processes taking place in the world<sup>449</sup>. And in the late 90's, the European Parliament and the Council of Europe took this concept as the basis for a new educational policy to help future professionals learn to adapt to changing labor market conditions<sup>450</sup>.

A significant contribution to the development of the theory of continuing education was made by R. Dave<sup>451</sup>, who understood continuing education as the process of improving personal social and professional development throughout the life cycle of an individual to improve the quality of life of people and teams. R. Dave also identified twenty-five features that characterize continuing education, among which the most important are: education coverage of human life; understanding of the educational system as a whole, which includes preschool education, basic, repeated, parallel education and unites, integrates all its levels and forms; inclusion in the education system, in addition to educational institutions, formal, non-formal and non-institutional forms

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<sup>449</sup> Маркозова О. О. (2016) Навчання впродовж життя – необхідна передумова досягнення життєвого успіху людини. Вісник Національного університету «Юридична академія України імені Ярослава Мудрого», С. 199.

<sup>450</sup> Встигати за світом: чому важливо вчитись упродовж життя. (2019).

<sup>451</sup> Dave R. N. (1976) Foundation of Lifelong Education: Some Methodological Aspects.

of education<sup>452</sup>. These theoretical positions formed the basis for the reform of national education systems in the world (in the United States, Japan, Germany, Great Britain, Canada, Eastern Europe and the "third world"). But no country has yet developed a sophisticated system of continuing education based on the same principles. In some countries, there are regional, national and international centers that develop issues and coordinate programs and information exchange on continuing education (mainly on adult education). In the context of modern administrative reform implemented in Ukraine, it is important to adopt the experience of leading countries in this world<sup>453</sup>.

In the modern literature you can find such stable combinations as "adult education"; "continuing education"; "further education"; "recurrent education" as lifelong learning by alternating learning with other activities, mainly work; "permanent education"; "lifelong education"; Lifelong learning (LLL). In each of these terms, the emphasis is on a certain side of the phenomenon, but the general idea is the lifelong incompleteness of education for an adult<sup>454</sup>.

The definition of the term "lifelong learning" is set out in the European Commission's document "Making the European area of lifelong learning a reality" (published in November 2001): "Lifelong learning – all lifelong learning activities to improve knowledge, skills and competencies in the interests of personal, civic and social development, as well as / or to get a job"<sup>455</sup>.

Awareness of the importance of lifelong learning for human development has led to the modernization of European education policy at the beginning of the 21<sup>st</sup> century. The Lisbon Summit of the Council of Europe in March 2000 adopted a "Memorandum of Lifelong Learning". The Memorandum emphasizes that lifelong learning should be the main political agenda of civil society, social cohesion, and employment. The definition of continuing education includes: obtaining degrees and diplomas in leisure time; professional courses, including to improve staff skills; adult education; second education other. The Memorandum also defined six principles of continuing education (Fig. 1).

Lifelong learning in Ukraine has not yet been developed systematically. In the Law of Ukraine "On Education"<sup>456</sup> lifelong learning is one of the main competencies that guide the New Ukrainian School. The concept of "competence" is interpreted by the Law of Ukraine "On Higher Education" as "a person's ability to successfully socialize, learn, conduct professional activities arising from a dynamic combination of knowledge, skills, thinking, attitudes, values and other personal qualities"<sup>457</sup>.

The main ways to implement a continuing education program are:

- ensuring the continuity of the content and coordination of educational activities at different stages of learning, which is a continuation of the previous ones;
- formation of the need and ability of the individual to self-study;
- optimization of the system of retraining of employees and their advanced training;
- creation of integrated curricula and programs;
- introduction and development of distance education;
- formation of a system of educational institutions to ensure adult education in accordance with the needs of the individual and the requirements of the labor market.

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<sup>452</sup> Маркозова О. О. (2016) Навчання впродовж життя – необхідна передумова досягнення життєвого успіху людини. Вісник Національного університету «Юридична академія України імені Ярослава Мудрого», 2016, № 2 (29), С. 198-205..

<sup>453</sup> Замора О. М. (2015) Концепція навчання впродовж всього життя в умовах сучасного державного управління. Вісник Сумського національного аграрного ун-ту. Суми, С. 69.

<sup>454</sup> Замора О. М. (2015) Концепція навчання впродовж всього життя в умовах сучасного державного управління. Вісник Сумського національного аграрного ун-ту. Суми, 2015, Вип. 12 (65), С. 65-73.

«Освіта протягом життя як чинник людського розвитку». (2015) Аналітична записка. Національний інститут стратегічних досліджень.

<sup>455</sup> Commission of the European Communities. Brussels, 21. 11. 2001.COM (2001) 678 final. Communication from the Commission "Making a European Area of Lifelong Learning a Reality".

<sup>456</sup> Про освіту: Закон України від 05. 09. 2017 № 2145-VIII. Дата оновлення: 02. 10. 2021.

<sup>457</sup> Про вищу освіту: Закон України від 01. 07. 2014 № 1556-VII. Дата оновлення: 02. 10. 2021.

## PRINCIPLES OF THE CONTINUOUS EDUCATION



Fig. 1. Principles of lifelong learning set out in the Memorandum of Lifelong learning<sup>458</sup>

<sup>458</sup> A Memorandum on Lifelong Learning. Commission of the European Communities.

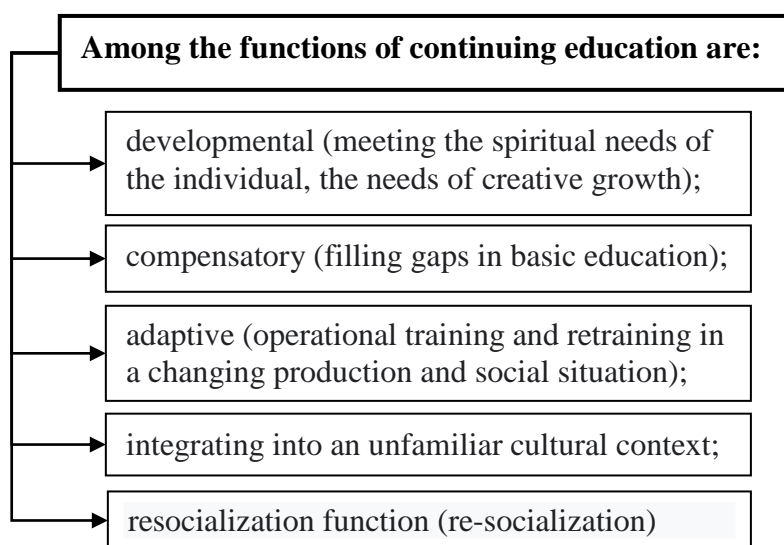
The concept of lifelong learning was formed in response to the challenges posed by the transition of humanity from the industrial phase of development to the supra-industrial information society. The main problems of this transition were<sup>459</sup>:

- obsolescence of current human knowledge due to the rapid change of technology during the life of one generation;
- daily work with large amounts of information;
- reducing the importance of individualism unprofessional activities and the need for a conscious transition to collective forms of cooperation.

The issue of continuing education can be divided into two main areas. The first is related to the construction of a system of continuing education as part of social practice (socio-educational aspect of continuing education), the second – to the process of assimilation of new life, social, professional experience. That is why in the second half of the 90s of the XX century in the field of adult education the relationship between the principle of continuity of education and the principle of learning in life and the formation of knowledge of society was proclaimed. Thus, an attempt was made to consolidate in the public consciousness the understanding of the mutual responsibility of society, the state and the individual for the development of educational processes.

The functions of continuing education are presented graphically (Fig. 2).

The effectiveness of adult education in the future will depend on how prepared a person is from an early age for such an approach. Therefore, in 2007, the European Commission merged various educational and training initiatives into a single Lifelong Learning Program. At the same time, European universities began to create innovative educational institutions that cover all stages of lifelong learning, based on the age characteristics of students<sup>460</sup>.



*Fig. 2. Functions of continuing education  
(developed by the authors based on <sup>461</sup>)*

In the content of continuing education, it is common to identify three main significant components related to adult learning (Fig. 3).

Accordingly, the content and goals that are set and implemented in the system of continuing education can be divided into three components:

The first component of the lifelong learning system – additional vocational education – contributes to the formation of the professional basis of human resources in the modern high-tech

<sup>459</sup> Загора О. М. (2015) Концепція навчання впродовж всього життя в умовах сучасного державного управління. Вісник Сумського національного аграрного ун-ту. Суми, 2015, Вип. 12 (65), С. 65-73.

<sup>460</sup> Там само.

<sup>461</sup> «Освіта протягом життя: світовий досвід і українська практика». Аналітична записка. Національний інститут стратегічних досліджень.

economy. Consumers of services in this part of the system of continuing education are a socially adapted part of the population, which receives education consistently at all levels.

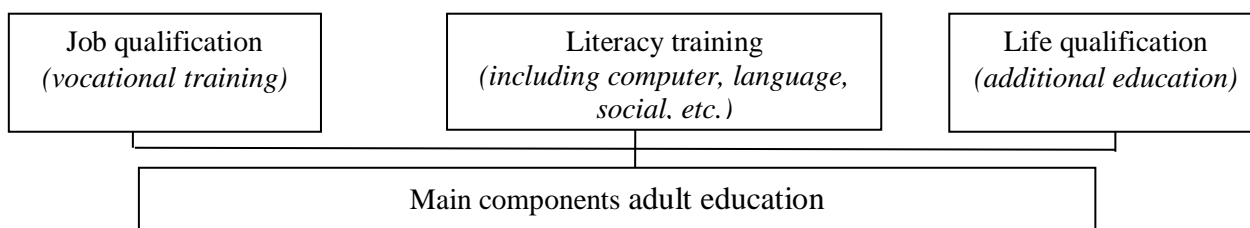


Fig. 3. Main components adult education

The second part of the lifelong learning system provides diverse groups with the opportunity to adapt to changing living conditions. This subsystem provides education aimed at adapting and rehabilitating social and professional groups that are unable to adapt to a rapidly changing social environment. In addition, this subsystem involves citizens who for various reasons do not have access to a formal system of vocational education, which poses a threat to them of resocialization.

The third component of the lifelong learning system meets the various individual educational needs of citizens, such as language training, psychological, cultural, and other knowledge, communication skills, special skills, and more.

Due to the rapid development of lifelong learning in the modern world and especially in developed countries, the following three main forms of education will be released today: formal, non-formal and informative. They are also provided for in the Law of Ukraine “On Education” (Fig. 4).

FORMAL EDUCATION	education that is obtained through educational programs following statutory levels of education, fields of knowledge, specialties (professions), and involves students achieving educational standards defined by educational standards of learning at the appropriate level of education and qualifications recognized by the state.
	primary, general secondary education, secondary vocational education, higher education, post-graduate education (postgraduate and doctoral), advanced training and retraining of specialists and managers with higher and secondary professional education in institutes, faculties and refresher courses and professional retraining
NON-FORMAL EDUCATION	education that is usually obtained through educational programs and does not involve the award of state-recognized educational qualifications by the level of education but may result in the award of professional and/or partial educational qualifications
	professionally oriented and general cultural training courses in educational centers, various intensive training courses, seminars, master classes;
INFORMAL (SELF-EDUCATION)	education that involves the self-organized acquisition of certain competencies by a person, in particular during daily activities related to professional, social, or other activities, family, or leisure.
	education outside the standard educational environment - individual cognitive activity that accompanies everyday life, is realized through the own activity of individuals in the surrounding cultural and educational environment

Fig. 4. Common educational system of Ukraine  
(developed by the authors based on <sup>462</sup>)

<sup>462</sup> Про освіту: Закон України від 05. 09. 2017 № 2145-VIII. Дата оновлення: 02. 10. 2021.  
Скорик Т. В. (2016) Освіта впродовж життя в контексті євроінтеграційних процесів.



Formal education is a necessary condition for official employment; non-formal – promotes both professional development in the labor market and social development of the individual, helps to form professional trajectories in combination with formal. Formal recognition of non-formal education by an employer can be the basis for career growth, but it is subjective. Informal education lasts a lifetime, but to turn it into one that would be officially and formally recognized in the labor market is possible through recognition.

An important stage in the formalization and regulation of the Ukrainian labor market, which is directly related to education, was the beginning of the National Qualifications Agency. Its activities should ensure integration with the international professional and educational space of the qualifications system, through the activities of qualification centers and the development of professional standards. In terms of lifelong learning system, its activities are crucial.

Continuation of transformations in the field of education and professional qualifications for Ukraine will be the adoption of the Council Recommendation on micro-credentials for lifelong learning and employability<sup>463</sup>.

According to <sup>464</sup>, the definition of the essence and further development of the formation and purpose of micro-qualifications is envisaged. It is micro-qualifications that provide a more targeted acquisition of skills, abilities and competencies that meet the new needs of society and the labor market. Microqualifications are currently seen as an innovative tool that promotes flexible training and support for workers in the workplace, as well as during professional or life changes. At the same time, micro-qualifications do not replace traditional qualifications, instead, they complement traditional qualifications and serve the development of lifelong learning<sup>465</sup>.

Thus, the trajectory of lifelong learning of each person is associated with all three types of education: informal education occurs throughout life; non-formal competitiveness or the desire of employees to increase their own capacity in the labor market, or the requirements of the employers (for example, through their own corporate universities); formal is a necessary starting point for entering the labor market. The activities of qualification centers can formalize knowledge, skills and abilities, acquire in the non-formal and informal sphere of education.

The priority areas for further reform of the education and training system of our country are the use of international experience in quality management and development, formation and maintenance of culture, development and implementation of standards for staff development tailored to the needs of a particular organization.

The study concludes that in today's information society, the competitiveness of the individual as a specialist depends entirely on the constant replenishment of educational capital and is closely interrelated with the efficiency of the employer. Lifelong learning allows individuals to effectively adapt to dynamic changes in external and internal environments. And the continuous acquisition of new knowledge and skills will contribute to the formation of a creative personality that is able to think critically, independently set and effectively achieve life goals.

These conditions require a new perspective on the role and importance of continuing education that meets modern educational needs. There is a need to develop theoretically sound, practically significant and convincing conceptual approaches to the organization of continuing education in Ukraine. One of the most significant problems in the formation of the system of continuing education is overcoming the stereotype of non-formal education as inferior.

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<sup>463</sup> Council Recommendation on a European approach to micro-credentials for lifelong learning and employability (2021).

<sup>464</sup> Ibidem.

<sup>465</sup> National Qualifications Agency.

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