

VALUE OF INNOVATION IN LIFELONG LEARNING: PEDAGOGICAL AND SOCIAL CONTEXT

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Abstract. *The key competences for lifelong learning have become an integral part of social work and the educational process in Ukraine. Therefore, in this review, we focused on the theoretical aspects of the developed strategies for implementing the competence framework for lifelong learning that are based on the fundamental international documents; analysed the value of this approach for the country's development in general and in specific aspects (based on research and information on the efficiency of implemented projects in this area that are publicly available); and provided a detailed review of the main proposals for the implementation of lifelong learning programmes in the public sector, project activities, and other relevant measures. This made it possible to analyse the main directions of implementation of the relevant state policy, their compliance with the standards and vector of lifelong learning development in international practice, as well as to identify problems and prospects for the development of the Ukrainian state strategy for lifelong learning.*

Keywords: *lifelong learning, pedagogical innovation, social innovation, values.*

Introduction

As part of our research on inclusive education, issues and strategies for implementing socially significant projects and engaging students of primary education, preschool education, social work, and psychology, we also address the issue of lifelong learning. This term is gradually becoming part of the disciplines, occupying its own niche in theory and practice.

For example, in their research, our colleagues prove that trends in the economy are closely related to education. They point out that the more educated a person is, the more he or she needs to constantly update their knowledge. This explains the desire for career growth and the demand for such employees, increased mobility, higher salaries and personal motivation for development. Thus, in a knowledge-based economy, education becomes a strategic factor in social development, and achieving this goal is seen as lifelong learning (Levchenko, et al., 2018).

This relationship can be seen in the relationship between educational attainment and personal income, according to the frameworks implemented in each country. Although, despite the economic prerequisites for making education the fourth Millennium Development Goal, there is a number of

discussions about the appropriateness of considering this issue, as its functions are clear and its format remains quite stable (even with the advent of technology and the transition to online education).

Among the theses that support the role of education are the following statements:

- education is a basic state programme that prepares a citizen who will work for the benefit of the state;
- education forms a personality through the acquisition of basic knowledge, formation and development of skills and abilities that will contribute to self-realisation and adaptation in society.

However, the main position of education within the framework of the proposed innovations and the need to form a new paradigm of lifelong learning is based on the issues of technological evolution and digitalisation. It is in this aspect that it is worth noting that the concept of literacy is no longer limited to reading and writing, it goes beyond the classroom system and focuses on developing the ability to learn continuously throughout life, expanding the concept of education to include formal, non-formal and informal learning in a variety of environments (Santos, Gomes, 2024). This will in itself facilitate the exchange of knowledge and experience, reduce the gap between generations and ensure social engagement at any stage of life, at any age.

This contributes to the search for innovative solutions and changes in the field of education, which in modern conditions constantly accompany teachers and society, who seek positive changes, effective solutions that will affect quantitative and qualitative indicators in all spheres of life. After all, thanks to technology, combined with the medical and social sectors, culture and economy, etc., we get a constant extension of the "active age", which affects the increase in the retirement age through additional levers in demographic and economic policy. At the same time, this does not change the fact that people of retirement age, just like young people and adults, want to maintain their social activity. And this is quite difficult to do in today's environment. The following questions arise:

- the desire to learn and master new skills and technologies, which is highly dependent on the culture of the nation/country where a person lives (and even on government programmes offered and developed on the basis of the same culture and traditions);
- the same training of older people (whether it is state support or help from family and friends). In the case of the latter, it is worth considering the fact that young people do not always have the patience to explain "elementary" things, and adults often "do not have time for such trifles";
- accessibility of both gadgets and the Internet itself, because different countries have different economic situations, although even in

developed countries there is a share of those who cannot afford such a luxury as an additional modern means of communication.

If we look at some studies by our Ukrainian colleagues, it is also worth noting that the age groups of adults over 50 differ not only in terms of their place of residence, but also in terms of their habits, financial independence and mobility, level of education, health and access to services of government agencies and NGOs, etc. Referring to the analysis of the level of education among adults in this group in European countries, our colleagues note that the level of education varies significantly from country to country, including active knowledge of foreign languages, which is much weaker among older people than among the younger generation (Sahun, 2009). This leads not only to a significant difference in the understanding of the problem of lifelong learning, but also to the need to develop mechanisms for such learning in each country participating in this process separately from others, considering the main goal but creating an individual development strategy.

That is why the purpose of our study is to analyse the issues of innovations in lifelong learning, considering the pedagogical and social context of their implementation.

Based on the research objective, we have outlined the following tasks:

- to study the theoretical aspects of the developed strategies for implementing the competence framework for lifelong learning based on basic international documents;
- to analyse the value of this approach for the development of the country as a whole and in certain aspects (based on research and information on implemented projects in this area available in the public domain);
- to review the main proposals for the implementation of lifelong learning programmes in the public sector, project activities at the international and national levels.

This, in turn, made it possible to determine the value of innovations in lifelong learning, their impact on the educational paradigm, and the further application of individual practices to achieve effect in the pedagogical and social context.

Theoretical basis of the research: social context of the issue of innovation in lifelong learning

Thus, we turned to existing analytical materials on the functioning and development of programmes and projects in the field of lifelong learning. And, taking into account the main materials that are in the public domain, we can clearly see that the main focus is on technology and its use at all stages of

growing up to create the need for self-development and self-improvement on a daily basis.

Guided by the thesis that lifelong learning is education for the knowledge economy. Within this lifelong learning, formal education - primary, secondary, higher, vocational, etc. - is less important than learning and meeting the needs of learners (Levchenko, et al., 2018). After all, if we continue to proceed from the needs of an industrial society whose main functions are already performed by automated production lines, and in the near future will be performed by robots equipped with artificial intelligence, education will reduce the potential of the individual, and its efficiency will be zero, if not negative. And the negative value already has its precedents, when children, youth, and adults do not complete their education.

This will also lead to a number of negative events in the social sphere (unemployment, lack of qualified personnel in line with market needs, low purchasing power, etc.), in culture and traditions (which depend on social well-being, life satisfaction and a gradual transition to virtual worlds of communication), and, of course, in the economy, which is directly related to the previous spheres of life. Moreover, they have a mutual vector of influence, and the state should foresee and prevent crises in the economy through them.

In addition, from a European perspective, the Europe 2020 Strategy identifies common challenges that are closely related to education and lifelong learning, namely (1) an ageing society, (2) skills shortages in the workforce and global competition, and (3) high unemployment. As European labour markets are nationally diversified and dynamic, education and employment are directly linked: The skills, competences and qualifications deemed necessary for participation in social and economic life need to be constantly adjusted (Schröder, Baumeister, 2015).

In the context of the above, we fully agree that key competences for lifelong learning have become an integral part of social work and education in the world and in Ukraine. As our colleagues note, Lifelong Learning in this sense is a pivotal challenge in itself and a means to tackle global challenges (Schröder, et al., 2017).

This, in turn, creates the need to form a personality with a flexible mind, capable of critical and creative thinking, processing constantly changing information and quality knowledge of basic subjects, to use the experience gained in social reality or in a virtual environment. All this can only be achieved through effective communication between the labour market and the education and training sector (Schröder, Baumeister, 2015). Thus, according to the scientists, such efficiency can be reflected through the use of the four pillars of the knowledge-based economy in practice. In particular:

- economic institutional regime that provides incentives for the effective creation, dissemination and use of existing knowledge;

- education through an educated and skilled population that can use knowledge more effectively;
- information infrastructure that facilitates efficient communication, dissemination and processing of information;
- innovation, consisting of organisations that can use global knowledge stocks, assimilate and adapt them, and create local knowledge (Levchenko, et al., 2018).

Such an approach to the economy, shifting the emphasis to knowledge, will ensure stable growth in all areas of life, including the development of science, which will promote innovation. This is probably why in the European Reference Framework of Key Competences for Lifelong Learning, Brussels proposed a new concept of modern European education, which should develop vital universal characteristics in students to be applied in various rapidly changing contexts - individual, professional, and social (Lokshyna, 2019). This, in turn, has contributed to a shift in the emphasis of formal education from the triple goal of knowledge, skills, and abilities to their practical value and ability to apply them in real life, i.e. to the framework of competences required for real life.

Pedagogical aspect of innovations in lifelong learning: experience and prospects

As noted in scientific research, modern theorists, researchers and practitioners in numerous international discussions, together with political, cultural figures and the media, talk about the future of education. They refer to the history of the formation of the educational system and the latest technological developments that occupy their position/niche in the process of learning and personality formation. They claim completely new and extraordinary chances, sometimes promising new eras and paradigms of learning, such as the theory of connectivism, social learning; fundamentally new ways of learning .0/3.0 by analogy with the terms web 2.0/3.0; concepts and descriptions of our world as a "flat world", leading to predictions that "learning to learn" will become the most important asset for all workers because of all the changes and rapid innovation. It is argued that this is a new movement and progress, but it has been clear and obvious in pedagogy for several hundred years (if not longer) that 'learning to learn' is essential for learning and progression, as well as for personal development and competences (Stracke, 2014). It is interesting that against the background of such diversity and heterogeneity of views, opinions and concepts, everyone agrees that lifelong learning is the most effective way to solve the problem of the education system. And from what has already been written on this topic, we return to the issues of interest in learning about the world, which is laid down in the first stages of

human life, functioning as a person in socially and geographically defined conditions. It sounds like an example from a stimulating game, but this is a practice of pedagogical work that, in order to ensure an individual approach, should include all the indicators and stimuli that influence the development of interest in learning about a person.

It is also worth paying attention to the issue that has been studied by considering social innovations for lifelong learning. And, according to the results of which, it was determined how such innovations should be distinguished. In particular:

- reducing educational disadvantages, which are characterised by great diversity and relevance around the world;
- new forms of learning, interactive education: a more homogeneous field with high innovation potential;
- digital inclusion through new digital and virtual learning environments for socially disadvantaged groups;
- improving the quality of formal education;
- strategic partnership between education and the economy (transition management, labour market needs, skills mismatch and shortage of professions) (Schröder, et al., 2017).

All of this once again repeats, complements and clarifies the main levers for replacing the wheels in the mechanism of implementing the educational paradigm. It also allows us to take a look at the proposals and projects currently being implemented in the field of lifelong learning based on their compliance with the real needs of human capital in the labour market for sustainable economic development, social and cultural growth.

Such searches led to the development and generalisation of the following areas of social innovation in education and lifelong learning:

- interconnection with and impact on formal education (pre-school education, lifelong learning),
- non-formal/informal learning and the problems of recognition and certification of such learning outcomes,
- e-inclusion (orientation of people in the digital world and promotion of digital literacy, integration of citizens in access to and use of digital media) as a promising "vehicle" for personal development, active citizenship, social integration and employment with high potential for certain regions and target groups,
- the process of aligning the needs of the industry with the offers of education and lifelong learning
- urgent decisions on new forms of learning organisation and relevant pedagogical principles (Schröder, et al., 2017).

These challenges should address a number of social and economic problems directly related to the shortage of skills, their inconsistency with

professional requirements; lack of quality career planning and professional orientation in school years, stereotypical thinking in this area; the need for continuous updating of skills and competencies, search for new strategies for lifelong learning; expanding educational opportunities through accessibility, recognition of non-formal and informal learning, use of new digital and virtual learning environments. Of course, we have presented only a tenth of the proposal, but the main thing we need to take on board is the combination of formal, non-formal and informal education, which has been discussed more than once, training a new generation of teachers and changes in the education system to meet the needs of the modern world. In addition, we must understand that this part of innovation includes the development of teachers' digital competence, as teachers in the lifelong learning phase still have significant shortcomings in various skills that develop it, which means that we must continue to encourage initial and continuing training in this area (Garzón Artacho, et al., 2020).

In addition, skills mismatches and shortages are barriers to competitiveness, and ignoring demographic trends can accelerate skills shortages (Ohienko, 2008). Therefore, in some cases, bottom-up social initiatives to cover a variety of contexts and related solutions (Ohienko, 2008) are now working better to implement projects that will help to acquire the necessary competences at any age with less bureaucracy. Technological developments and skills for creating technological innovations (as well as social innovations) should also be part of the knowledge transfer within the concept of lifelong learning.

The initiatives highlighted in this report are the case study of the "Storytelling Grandmothers", which provides insights into how the abilities of older people can be useful for education. The work aimed at improving the reading habits and skills of boys and girls from disadvantaged families is beneficial not only for society in general and vulnerable groups in particular, but also for older volunteers, providing them with a new opportunity for fruitful participation and recognition in society, in addition to traditional paid work (Schröder, et al., 2017).

In addition, the projects analysed included the following: Education for Housing Exchange (barter business model), Germany; Talent Scout (early career development), Germany; PROSA (bridging gaps in the formal system), Austria; Lernhaus (supporting holistic education), Austria; Fryhuset (engaging problem solvers in problem solving), Sweden; "Teach Me (literacy and self-realisation), Egypt; Hospedaje Estudiantil en Familia (Student accommodation in families), Bolivia; Abuelas Cuentacuentos / Storytelling Grandmothers (Intergenerational Solutions), Argentina (discussed earlier); Papinotas (Online platform for communication between teachers and parents), Chile; Jumpido (Gamification of mathematics), Bulgaria; Friluftsförbundet (Outdoor Association), Sweden; Storycrafting (participatory approach), Finland; Storytelling (Pripovijedaonic)

(anti-bullying approach), Montenegro; JAKOM (assistive technology for people with autism), Croatia; Teach for Lithuania (Improving the quality of the education system), Lithuania, etc (Schröder, et al., 2017).

Of course, this is a report on the 2015-2017 research. Since 2017, a lot has changed both in the economy and in the military and political situation in the world. Funding and spending priorities have changed. But the issue of lifelong learning has not disappeared, it continues to generate new challenges and research in this area.

In our experience, one of the options for self-realisation and self-presentation of a person can be video hosting sites such as YouTube, Tiktok, social networks such as Facebook, Instagram, video diaries, blogs. After all, the more young people trust technology and fast food, the more they lose the basic skills of care, cleaning, and cooking. This is something that has been basic for many years and remained in the "hands" of home masters. That is why this segment of the information space can be used by older people to present themselves and share their experience. Just like any young blogger or influencer. But with a significant difference - thanks to the experience of an elderly person, knowledge will be transferred in a way that is convenient for the younger generation.

However, in this case, the points mentioned in the introduction and described above are an obstacle. The individual must be ready to use technology appropriately, and if they have not acquired the relevant skills, a third party must be present to both promote ideas and help them gradually develop the relevant skills. Taking into account the questions the older person will have during the interaction and addressing them as they arise. It also lays the foundations for adult information education through timely assistance, explanations and training as requested, which will help to address each issue that hinders the development and activity of an adult. Of course, such an approach is not just individual, it is, in our opinion, specific and one-off, which is not suitable in the case of standardised lifelong learning programmes as a global concept and retraining cycle. Although, in our opinion, an elderly person, like young people, will not refuse to play with a robot on the control panel, direct a drone, or communicate with grandchildren via video.

Of course, we think that these are simple and straightforward things, and everyone can use video communication. But in fact, only a small percentage of older people have this opportunity, usually communicating via regular cellular communication (using Ukraine as an example). And the small percentage who do take advantage of video communication have a third party to help them organise the meeting. The question of the number of pensioners who can do this on their own is also ambiguous. Over time, this issue will not arise, but then the generation of pensioners we are talking about today will change.

Continuing with the topic of innovation and lifelong learning, it is worth mentioning the phrase "everything new is well-forgotten old". Thus, a person who has high intellectual development, practical skills acquired throughout life that have proven to be effective, and his or her practical advice is already an incredible basis for the education and training of a young specialist. The main thing is that respect is present on both sides and leads to the search for quality solutions using the experience of each generation. After all, every experience is a way to find successful and effective solutions in future technology projects.

Conclusions

Through this analysis, we were able to present the best practices used in the process of implementing projects and grant support in different countries of the world; to explore the correlation between the strategies for implementing the competence framework for lifelong learning, which contain international documents and their practical implementation, including in Ukraine. In addition, the presentation of individual projects considered successful in implementing this education strategy allowed us to suggest the possibility of digitising the experience of older people, which gives us the opportunity to further search for better solutions for lifelong learning and create the preconditions for prolonging socially meaningful adult activity. In the long run, analysing the possibilities of introducing digital culture into the world of adults will allow us to change approaches to the formation of state programmes on lifelong learning strategies.

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