

## Development of Lifelong Learning System in Russia

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**Abstract:** In the present article authors consider the bases of establishment and development of lifelong learning system in the world and in Russia. The special attention is given to problems of creation this system in Russia in connection with features of its integration into world educational space. Actually it is necessary to answer a question-whether all and always need to be educated and for whom it is necessary-for a society or the person? And is even more exact, what formula to follow is better: "lifelong learning" or "learning for all life"? Without answers to these global questions it is impossible to solve the eternal problems facing education now as the organized structure of a society: for what aim and how to educate in new social and economic conditions. The concept of education in wide plan is historically changing that accordingly involves reorientation of his purposes, functions, structure, occurrence of new educational structures and corresponding social institutes. But, despite these changes, the main line of education always had and has a problematical character. The purpose of this article is to analyse basic elements of lifelong learning system in Russia, forms of education during life, continuity of the basic steps of education. Research also assumes the comparative analysis of lifelong education system in Russia and the European countries.

**Key words:** Lifelong education system • Lifelong education • The higher vocational training • Additional vocational training • Bachelor degree • Master degree • The second higher education • Self-education • Integration • Levels of education

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### INTRODUCTION

“Worldwide, wherever possible, young people are spending longer in education. When it’s effective, they learn more, they become more skilled, they are better able to get jobs and earn a decent living”[1].

The complete and flexible system of lifelong learning which operatively would react to changes of the population requirements in education isn’t created in Russia. The system that exists can’t solve problems of social, economic, political, moral-educational character effectively in interests of the person, the state and a society. Ensuring the availability of quality educational services, switching to continuous personal education for all is one of the primary goals of the innovative socially-oriented economy. Globalization processes, increased international competition, rapid race of technology makes ever-increasing demand for quality labor. Experts estimate that in the next 10 years about 80 % of currently used technologies in Russia will become obsolete, thus the four-fifths workers of the Russian Federation will have the education received more then 10 years ago [2].

In recent years in Russia last years special attention is being given to establishing the system of lifelong learning (further-LLL). The former president of the Russian Federation D.Medvedev on Krasnoyarsk Economic Forum on February, 15th, 2008 has announced: «The system of LLL accessible to each person should become the main result of our work. Education that develops throughout all life of our people» [3]. Education and Science Minister of the Russian Federation A.Fursenko at the boarding meeting of the Ministry on February, 22nd, 2011 has told: "If earlier education you’ve got once-is for the rest of your life, in the modern world education during all life is necessary. Therefore school-aged child is necessary to form a habit of constantly learn and improve, teach to study" [4].

In Europe LLL issues began to be discussed and studied actively in the late sixties-early 1970's. The report of E. Faure "Education to be" submitted in 1972 [5] was one of the first major international instruments, which has the concept of lifelong learning (LLL). This document was based on traditions of liberal education, considering education as a way of human development, conducting to

its self-realization. In this report the development of education offered during all life (lifelong learning) assumed both horizontal and vertical integration of education and its democratization.

For now, European Commission consider LLL in a such way: "Lifelong learning is defined as 'all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective'" [6].

In the period up to 2010, the European Union's key documents mentioning issues of development of LLL, such as the Bologna Declaration, resolution in Lisbon on March 23-24rd, 2000, the system "Europass", a decision of the Council of the European Union on June 27, 2002 have been adopted by many countries. Also it is necessary to mention the Decision ' 1720/2006/ES of European Parliament and the European Council which has the meaning of launching a new integrated program of LLL, and Recommendations of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications Framework for lifelong learning.

As a result, the system of LLL must ensure access to education, transparency and competence guarantee, a common framework that will serve as a tool to compare the qualifications and their levels in the different systems of education, both in general and higher education and professional vocational training, a combination of formal education (in the school system), except such forms as courses, research, conferences and informal (literature, television, internet, personal experience), from pre-school age up to the time after retirement, the creation of a permanent updating of knowledge and skills.

In 2012 there were 5 trends of new education formulated by M. Saltzman [7]. They are: -worldwide focus (education will no longer be localized in the U.S. and the EU), -Outdoor Education ("no walls" education programs designed to combat everything from obesity to digital burnout to Vitamin D deficiencies), -anti-bullying backlash, -brain train (how we learn will likely influence how we teach), -the final shift of the center of employment in the direction of engineering and technology (more students have to start moving away from majors in "soft" social sciences, such as anthropology, to harder sciences.)

**Development of Lifelong Learning System in Ussr and Russia:** It is necessary to notice that separate elements of system LLL in Russia have developed in the former USSR, for example, system of the additional general and

vocational training, various forms of national education. The education committee of the USSR has published the first concept of development the LLL system in 1989. Unfortunately, the program was not possible for realization due to historical circumstances. In 2004, the concept of lifelong learning has been declared one of the five priorities of the development of Russian education [8], which was confirmed in the tasks of public policy formulated in the Concept of the Federal target program of education for 2011-2015.

Now there is a discussion of the concept of lifelong education in Russia. According to the draft document [9], the system is a set of LLL: educational facilities, educational programs, the mechanisms regulating the activity for the full development of the individual as a person throughout his life, enhancing its ability to work and social adaptation in a changing world, the development of learning abilities of his character and abilities. Continuing education is understood as a process of growth of education (general and vocational) individual potential for life, organizing the system of government and public structures and related needs of man and society. For comparison, LLL in Europe means that people can and should have the opportunity to learn throughout their lives. Thus, the Russian interpretation of LLL probably within the social sciences, European-very liberal and legal one.

First, we look at how the education system in Russia is estimated. In accordance with the law of Russia from July 10, 1992 N 3266-1 Russian education system is a set of cooperating: successive educational programs at various levels and focus federal state educational standards and federal government requirements, networks of educational institutions, implementation and scientific organizations, an entity operating in the field of education and the institutions and organizations subordinate to them, associations of legal entities, public and state and public organizations operating in the field of education.

The education system of the Russian Federation consists of several levels and includes: preschool education (children up to 7 years), the initial general education (4 classes), the average (full) general education (11 classes), initial vocational training (2-3 years), average vocational training (2-3 years), the higher vocational training (a bachelor's degree-4 years, Master's degree-2 years, qualified specialist's degree-5 years), post-graduate education (PhD graduate-3 years, doctoral degree-3 years). Furthermore, additional education comes in the education system-general and professional.

Table 1: Characteristics of an education system of the Russian Federation for 2012

Level of education	Quantity of establishments (unit)	Number of a contingent (million people)
Preschool education	56 679	5, 3
The general education	50 799	13, 234
Initial vocational training	2 658	1, 035
Average vocational training	2 866	2,142
The higher vocational training	1 114	7, 418
Post-graduate education	1547	0,154
Additional vocational training	1500	-

Additional professional education is provided in the following forms: training, re-training. Further training may be in the form of 18, 72, 100 hours programs, seminars, retraining-500 and 1,000 hours programs.

It should be noted that the education system that has developed in Russia responds with the principles of continuing education, such as multilevelness of educational programs, various forms of training. The existing network of educational institutions ensure the continuity of educational services between levels of general and vocational education, thanks to the unified state educational standards, although sometimes there is a «mismatch» educational programs. Russian education is characterized by flexibility of educational programs-for example, today there are 167 bachelor's degree programmes.

According to the International standard classification of education confirmed by General conference of UNESCO in 1997, Russia is in the lead on a dale of persons with tertiary formation of all levels-Fifty-four percent of Russians in the 25-64 age range hold university degrees [10] (OECD Factbook, 2012). This means that Russia ranked first in the world for the percentage of population that has completed higher education.

A study undertaken by the Russian Public Opinion Research Center found that 80 percent of Russians want their children to get a higher education; only 12 percent believe that success in life can be achieved without a university degree. This level of motivation toward the acquisition of knowledge has the potential to be a powerful resource for Russia's national development, argues Irina Abankina, director of the Institute for Educational Studies at the Higher School of Economics (HSE)[11]. It offers the chance to build an innovation-based economy.

On the other hand, serious questions arise about the quality of this education and the extent to which these degrees are really in demand.

One of the major problems of the existing system of professional education in Russia is its separation from the labor market. As a result, according to various sources to 50% of graduates of Universities do not work in their field. According to employers, graduates are not really ready for independent professional activity. The need for additional professional competentions, making them more competitive in the labor market, is realized by students also. There is a growing demand on parallel system of higher education, that students can learn at the same time.

Among the motives of those receiving a second degree, dominated career status (a new job, position), material and financial ones (hopes for higher incomes). Students and those who are working without qualification, try to "make it safe just in case". Top managers are also interested in education, but definitely they prefer many MBA programs that have appeared in Russia. According to statistics, in 2009 300 thousand people received a second degree. However, this system is it is focused mainly on young people, as the average age of people getting a second degree in the range of 25 to 45 years.

Important to make the system of LLL working to aim responding to a mobile and efficient with the new requirements of domestic and global economy, increasing needs of the population acts. For the Russian Ministry of education, the lack of a stable relationship with the industrial sector is clear. Russian Federation Labor Code contains requirements for the need for ongoing training of employees, but responsible for that process are employers. According to statistics, only in 2000-2010, the number of people trained in the system of additional professional education, has increased almost two-fold (from 770.3 to 1469.1 thousand).

By additional vocational training for this period it has been captured 12,1 % of the population of Russia at the age from 25 till 64 years. The basic share trained is necessary on courses of improvement of qualification-5,4 %, on single lectures-3,2 %, seminars, on programs of professional retraining-3,5 %. In 2002-2009 the share of the population at the age of 18-60 years, captured by additional vocational training, varied within 5-6 %. It much more low, than in the European Union countries.

At the same time the state has defined categories of workers for which retraining and improvement of professional skill are obligatory and free for them. Obligatory improvement of professional skill is provided for scientific and pedagogical workers of the state Universities and the state scientific institutions

(organizations) operating in system of higher and postgraduate education isn't more rare than an once in five years. In 2010 their additional education have received about 215 thousand state and municipal employees (17 % from an aggregate number).

Guarantees in the field of education for the unemployed are available separately. To solve the problem of unemployment in the Russian system of free vocational training, further training and retraining of the unemployed (employment agencies, registered) was created in case if a person is unable to find a suitable work in the absence of the necessary professional qualifications, the need to change profession or qualification in the presence of the lack of professional work disability execution of former trade. In 2011, 259 343 unemployed people were trained within this program.

Vocational Education Programs is one authorized and funded by the state-Presidential program administrators education. As part of the Presidential Program 5000 managers annually getting 500-600 hours of training in the leading Russian educational institutions in the field of "Management", "Marketing", "Finance and Credit". After training at the end of the educational institution to study at profile Russian or foreign enterprises to provide participants programmy.

Citizens under the age of 40 years (preferred) and with higher education may enroll in the program. They must have an experience as top-manager of a higher or middle level, not less than 3 years, know and easily speak the foreign language (language of the country he wants to study in and English); desire retraining for future work in the organizations of the economy in Russia. This program is funded on an equal footing from the federal budget, the budget of the region and the sending organization.

One of the main directions of development of LLL in Europe a system of recognition of professional qualifications. In Russia the right to engage in the occupation gives a paper on the training received in a professional, state licensed and accredited confirmed. In recent years, efforts to develop professional competitions underway. First, they are reflected in the federal state of vocational education, which are being implemented in all the Russian Federation since 2011. Also, there are attempts to develop alternative professional competitions public organizations and associations of employers, recognition of skills begins. However, work in this area has just begun and will not be massive.

The second major component LLL is informal education. One of the defining events for Russian informal education is an educational activity. This was due to the life history of the country in the middle of the XIX-th century. Numerous associations covering scientists, doctors, teachers, organizational culture was the basis of enlightenment during the period of Russian history. Their initiative created opportunities for the organization of national schools, libraries, museums, universities, theaters, for lectures, all possible evidence and the weight of people deprived of education were the object of the activity. In the USSR, a well-designed system of universal educational societies and organizations that have joined much of the scientific and technical and creative intelligence (Society "Knowledge", the Union of Scientists and Engineering Societies, the All-Union Council of Scientific and Technical Societies, educational society, society, "The Red Cross and the Crescent", various industries, creative unions) was created. The movement was mass. For example, in 1988 only in the All-Union Society "Knowledge" Membership confirmed 5 million.

In the early nineties, the system collapsed. Now the public educational movement slowly comes out of crisis. In Russia, there are several international, more than thirty branches of science and technology associations, some sixty and many inter-regional organizations. For example, only on the basis of the All-Union Society "Knowledge" comes more than three hundred different patterns of training and education. The most important areas of educational movement in the modern period in Russia became legal, environmental, business, academic, spiritual, moral, cultural, military, patriotic, promotion of healthy lifestyles. Unfortunately, the educational movement in Russia carries enough separated and less massive.

As for now Russia participates in European Training Foundation regional project on Lifelong Learning, which explores state of art of continuing training and roles of social partners in the seven Eastern European countries [12]. Russia is reforming its legislation on education and sharing the results according to Torino process. One major problem in a big country is big differences in conditions, which has an effect to quality of training.

## **CONCLUSION**

The analysis of existing LLL system in the Russian Federation has allowed to allocate several basic problems:

- It is possible to note the lack of development in Russia of self-education and independent educational systems, including learning through electronic technologies and the "open universities". But for now a lot of learning takes place in a lot of different situations and much of this occurs once person has finished his formal education. Lifelong learning serves not only to make people more employable, but also to further their personal development and encourage active citizenship and social inclusion.
- The Russian Federation isn't integrated into the global educational system-there is no common system of qualifications from other countries, including the European Union. To solve this problem, students have to study under "double degree" programmes when educational activities are carried out in both Russian and foreign high schools.
- The system of a recognition of the professional qualifications, alternative to the state diplomas isn't generated.
- The system of continuous vocational training is focused mainly on people fairly young age-till 45 years.

As a recommendation, we can refer to the strategic plan for implementation of LLL, that was given by Dr. Min Han, Dr. Haixia Xu, Dr. Jian Huang during ASEM forum on lifelong learning, which was held on 29-30 of May, 2012 in Copenhagen [13].

- Relevant institutions and schemes need to be put in place to pave the way for a sound implementation of national strategies and policies on lifelong learning.
- While specific lifelong learning projects can easily be evaluated, it remains a challenge for both policy-makers and researchers alike to measure the benefits of overarching national strategies and policies to advance lifelong learning, especially its potential impact on narrowing social gaps and enhancing social equity.
- It is recommended that research on evidence-based outcome be prioritised as an important approach to measuring the wide benefits of lifelong learning as a result of relevant national strategies and policies.

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