Coping and Resilience in Life-Long Learning and Ageing: new challenges

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Abstract
The society is becoming increasingly cosmopolitan as a consequence of driving wave of globalisation. Today we are living in a society with rapid dynamic changes and technology can be called the IT era. The one most used paradigm is "knowledge society". The academic world uses this term for analysing the socio-economic transformation toward so-called post-industrial society. It is also used by politics world when the discourses are about the normative vision that the state, governs should aspire to fulfill or when the economic situation and the link with Universities take into consideration. Often the knowledge society is used in relationship with the economy of innovation or information society or technologic society metaphors that are used for to indicate that the labour market is in rapid change and technological competences are required.
The demographic situation is also in rapid evolution: according to UNFPA data in 2019 we are around 7,715 million inhabitants with 26% of the population aged 0-14, 65% of people aged 15-65 and 9% of people aged more than 65 years. The demographic trends are to have more aged people and less young people. This trend is a new and powerful challenge for society. If we consider that adult percentage of the population is the biggest one and that LLL is seen as a concept that complete the gaps of the formal learning, we can confirm that LLL is a new reply to dynamic exchanges in the society and in the globalised economy.
The article purpose is to analyse the different concepts of LLL and its link with ageing. The main focus will be on how LLL can improve the quality of ageing. The used methodology is a review of relevant intervention studies and Political Documents for examining the effectiveness of interventions and how the elder's literacy can be a value for society.

Keywords: Life Long Learning, Active Ageing, Intercultural approach

1. Introduction

The society is becoming increasingly cosmopolitan as a consequence of driving wave of globalisation. One characteristic of a globalised society is also the circulation of the knowledge and of the competences. The flow of knowledge and of the competences create an adequate environment for personal enrichment by one side and the necessity to upgrade the skills, the need to be updated by another side. In the meantime, the digitalisation is becoming more and more invading all life segments. The paradigms that start with "e-" like e-banking, e-govern are more and more used in our today language. Considering all this fact, we can confirm that today society is an IT and knowledge society. Often the knowledge society is used in link with the economy of innovation or information society or technologic
society metaphors that are used for to indicate that the labour market is in rapid change and technological competences are required. All these factors reported in an older person's life could lead to a high level of stress, could lead the person to feel inadequate, and to drive them to social exclusion. As far as we know, older people have less resource for adaptation to a rapid and stressful socio-economic exchange. The low level of social adaptation can be explained by average physic-cognitive decline, impairment of cognitive domains as working and long term memory, (Harada et al., 2013; Glisky, 2007), impairment of attention, lower speed of processing of information, problem-solving activity is also influenced by age factor (Dearly et al., 2009).
LLL represents one of the solutions against the exclusion of older people from the society as through courses developed for older people they can maintain the curiosity to the new are stimulated to be involved, can study how to deal with some cognitive impairment like a memory can learn how to improve the memory improve the social engagement.

In the first part of the article will be studied the demographic situation in the world with particular attention to Ageing in Europe. Striking is that in one hand there is a prolongation of life span and on the other hand there is the diminution of the birth rate. The definition of ageing will be considered stressing the fact that during the years, different adjectives have been associated with the ageing paradigm, the factors of ageing will be reviewed and also the different

The second part of the article will be dedicated to studying how the Life Long Learning can influence the ageing process positively. In this part, the Life Long Learning will be analysed as a process of inclusion of elders in a society in change and transformation. Life-Long Learning will be considered as a way to open new horizons, solve problems learning skills, correcting certain attitudes and acquiring able to contribute to the achievement of the essential objectives to permit the ageing people to become an active and engaged citizen On organisation of Life Long Learning process the age peculiarities should be considered, the ageing people should be not separated from the social context from where they are, should consider the person background and life experiences. The context of the realisation of knowledge is as important as self-knowledge. Scroll through life experiences in diverse and varied socio-cultural contexts ensure the development of intellectual abilities of people. Life-Long Learning represent for ageing people a drive into a knowledge-based and digitalised society
2. Ageing

Demographically speaking one of the characteristics of this century is the prolongation of the expectancy of life thanks to the evolution of medicine to rich diet and to the quality of life we can say that the ageing population process can be seen as a new phenomenon in the history of the society. Once we affirm this, we shall take in mind that by another side we have yes low mortality but also low fertility. The increase of longevity from one side and the reduction of fertility is going to create a gap in population on generational exchange.

If we check the statistical data, we can see that according to United Nations Department revision and prospects the population will increase significative quite by 50% more if we consider the data from 2017 till 2100 and important contribution will be made by Africa continent that is previewed that population by 2050 will be twice in consideration with the data of 2017 and will be more than triple in 2100.

| Region                        | 2017 | 2050 | 2100 |
|-------------------------------|------|------|------|
| World                         | 7 550| 8 551| 9 772|11 184|
| Africa                        | 1 256| 1 704| 2 528|4 468|
| Asia                          | 4 504| 4 947| 5 257|4 780|
| Europe                        | 742  | 739  | 716  |653  |
| Latin America and the Caribbean| 646  | 718  | 780  |712  |
| Northern America              | 361  | 395  | 435  |499  |
| Oceania                       | 41   | 48   | 57   |72   |

Source: United Nations, Department of Economic and Social Affairs, Population Division (2017). World Population Prospects: The 2017 Revision. New York: United Nations.

Who will regress as the population it is Europe from the table above we can see that in comparison of 2017 European population community will decrease by 3 million people from 2017 to 2030 and the number of the European population will be lower by 100 million people if we consider the data from 2017 and 2100.

According to the data provided by United Nation Department of Economic and Social Affairs (2017) Intermediate fertility is diminishing by 10 –15 percent from period 1975 to 2050, and also we can see the highest impact will have by one side the increasing of percentage of fertility with less than 2,1, births per women and by another side the reducing of the percentage of high that was 23% in 1975-1980, diminished by 15 % in 2010 -2010 and arrived at 0 % in 2045-2050.

If we consider the expectancy of life, we can see that today, most people can expect to live into their sixties and beyond. The world's population aged 60
years and older from 900 million in 2015 expected to up by 2050 to be a total of 2 billion. Today’s data shows that people aged 80 years or older are around 125 million. The demographic projection shows that in 2050 there will be around 554 million people aged 80 years and more, 80% of people aged 80 years or older will live in low- and middle-income countries, only in China will live around 120 million of people aged 80 or more.

Figure 2: Life expectancy at birth years by region: estimates 1975-2015 and projection 2015-2050 (source United Nations Department of Economic and Social Affairs, Population Division (2017) World Population Prospects: The 2017 Revision New York United Nations)

Figure 2 shows the data indicated in the Revision 2017 report of UN, and as we can see from the major life expectancy has been achieved by an African country in the last years even the others regions. If we analyse the life expectancy by 2010-2015 years we can see that the lowest life expectancy is in Africa that was 60.2 years Asia’s Life expectancy stood at 71.8, 74.6 in Latin America and the Caribbean at 74.6, in Europe it was at 77.2, in Oceania it was at 77.9, and the highest life expectancy was in Northern America with 79.2 years.

In the report UN devoted to the analysis of changes in the age structure of the population in 1950-2050., it is noted that the present century will witness even more rapid ageing and that ageing population –a global phenomenon affecting the life of every person. The main conflict, associated with the transformation of the age structure of the population, due to the diversity the consequences of ageing, as the social institutions of modern society and related they formed social roles in the young population.
This fact can be explained by low fertility, especially in Europe and analysing the data it is perceived as the intergenerational exchange gap. What does it mean? The intergeneration demographic gap can be illustrated by the demographic pyramid.

[Figure 3: Demographic pyramid of 2020 and 2050 in Europe (source https://www.populationpyramid.net/)]

Analysing the data that are shown in the pyramid for the year 2020 we can see that groups aged 0-4, 5-9, 10-14, 15-19, 20-24 are around 5.2% of the population each and if we calculate the people aged 0-24 years we can see that this group represent 25.2-26% of the European population. Quite the same situation will be in 2050 from the pyramid shown the 2050 projection we can see that 0-4, 5-9, 10-14, 15-19, 20-24 around 5% of population each and if we calculate the people aged 0-24 years we can see that this group represent 25.2% of European Population. The age group 25-29 also is quite the same in 2020 demographic pyramid and in 2050 demographic pyramid.

Analysing the data of age groups 30-34, 35-39, 40-44, 45-49, 50-54, 55-59 it is evident that the difference is around 1% per each group so in 2050 this ages groups will be less for 1% and if we consider the biggest age group 30-59 years represent around 42.2% of population in 2020 and the same age group will represent 28% of population by 2050. The difference is around -14% in this age group for 2020 and 2050. So significant decrease of age group population, in 2050 the people aged from 30 to 59 years will be less of 14% on the European population, is putting the social system in front of a question about the bankrupt of the social welfare.

The percentage of representatives of the age group 60-64 years and 65-69 remain the same in 2020 and 2050.

Considering the data of age groups 70-74, 75-79, 80-84, 85-89 we can see an increase of around 0.5% in 2050 of age group 70-74, an increase of around
1% in 2050 of age group 75-79 years, an increase of 0.8 % in 2050 of age group 80-84 year and an increase of 1% in 20150 of age group of 85-89 years. The representative of the age group of people aged more than 90 years in 2020 will be around 0,8 % among the European population, and their number will increase more than twice in 2050 in fact according to the projection the people aged more than 90 years will be around 2,5 % among the European population.

The figures show clearly that ageing of the population, prolongation of life span could have a negative perception on facing social, economic and health burden that it may cause, a risk that older generations may become an important " burden" for the younger population of working age and that this can cause intergenerational tension.

This was one of the reason of researcher to find the way on the maintenance of elder’s health and self-sufficiency as long as possible and to increase the social engagement of ageing people

Ageing paradigm is frequently associated with an adjective like active ageing, well ageing, happy ageing, competent ageing positive ageing, productive ageing, healthy ageing. In the last decades, the most used term has been “successful Ageing” in USA and “active Ageing” in Europe. Several researchers were trying to coin the best manner the ageing, to find an optimal definition considering different factors as economy digitalised society environment and biological and psychological factors.

Despite the limited nature of the research, factors that older people consider important some of this factors are listed (Bowling A, Dieppe P 2005, Ward I, Barnes M, Gahagan B 2012; McLaughlin SJ, Jette AM, Connell CM 2012; Lara J, Godfrey A, Evans E, Heaven B, Brown LJ, Barron E, et al 21013): role or identity; relations; ability to use something; autonomy (independence and the ability to take independent decisions); security; personal growth potential.

Several researchers tried to define the model of successful ageing.

According to the MacArthur model, the components that comprehend the successful ageing are the maintenance of high mental and physical function, low risk of disease and disease-related disability and social engagement.

Ann Bowling and Paul Dieppe (2005) resumed in their research the main constituents on successful ageing

“Main constituents of successful ageing

Theoretical definitions

• Life expectancy
• Life satisfaction and wellbeing (includes happiness and contentment)
• Mental and psychological health, cognitive function
• Personal growth, learning new things
• Physical health and functioning, independent functioning

98
The main idea of the concept of “active ageing” is that older people are able to have a self-sufficient life, then they are not a social problem, but also able to contribute actively to the public good. (Amoretti, Spulber, Varani 2017) Active ageing is a definition mostly used in Europe which have identified, among the primary objectives, the promotion and exploitation of an "active ageing" of individuals, which, allows them to achieve and maintain the physical and mental well-being throughout their lives and allowing them to participate to a family, social and productive life.

3. Resilience and coping: the role of Life Long Learning

The lifelong learning philosophy highlights the imperativeness and usefulness of such action:
"LLL is of key importance for individuals of all ages and holds an array of benefits for them and society as well. It promotes their full economic and social participation, enables them to be better informed and be a more active citizen, contributes to their personal wellbeing and fulfilment, supports their creativity and innovation and increases their efficiency as workers and volunteers. Learning is intrinsic, and we engage in learning throughout our whole lives."

Learning for older people can be defined as a process that brings together personal experiences and skills with environmental experiences and influences personal enriching through acquiring, or modifying knowledge, skills, values, attitudes, behaviour and worldviews.

Adaptation to a dynamic society and in the meantime psycho-physical abilities impairment require a high level of cognitive and behavioural efforts to cope with particular external, internal situations and that allow to implement a
behaviour useful to manage external and internal (thoughts) demands of stressful situation (Folkman and Moskowitz, 2004) These cognitive and behavioural efforts are defined as psychological coping. Lazarus and Folkman in 1984 define two types of psychological coping: active coping or problem-focused coping that allow the person to manage or modify the problem that causes the discomfort and passive coping or emotion-focused coping that allow regulating the emotional response to the problem. Active coping is more successful doing to the fact that request to cope directly to the stressful event and they have positive effects on adaptation, mental health, or wellbeing. Passive coping is less successful because there is not a direct cope with the conflictive event but a denied and avoidance behaviour, absence of confrontation. Ageing people have a better to manage their own emotional experience (Meléndeza, Satorres, Redonda, Escuderob, Pitarquec, 2018) ageing people may be competent managers of their emotional states so a highest level of passive coping that active one. Psychological coping has an important role in the way in which older people face daily challenges. Another factor that can impact on social adaptation of ageing people is the level of resilience. Psychological resilience is defined as a capacity to recover mentally and emotionally functions after strong stress from various causes. Al Siebert introduced the term resilience as a human ability. In Al Siebert’s acceptance, this concept is explained in very simple terms: represents a person's ability to recover from overwhelming life experiences. It can be defined as the ability to adapt successfully to a stressful life event. Between coping strategies and resilience is a clear relationship and both of them as a consequence, influence the wellbeing of older people. The level of adaptation to the life changes and creation of new goals to be pursued and the way to reach the objectives is clearly influenced by coping strategies and by the resilience. Even if we check the research on resilience in adulthood we can found a rich body of investigation about psychological factors like dispositional optimism active coping greater emotion regulation (Southwick, Charney, Horn, Feder, 2018), there are few numbers of research that have investigated about intervention that can support active ageing and resilience in older people. Analysing the literature we can find that there is some research on how cognitive remediation physical exercise and social engagement have revealed benefits (Harmell, Jeste, Depp, 2014), researchers Gothe, Keswani, McAuley (2016) have demonstrated that 8 weeks of yoga can have benefits on cognitive process and especially on improvement of working memory, reduction on perceived stress quite the same conclusion obtained. Erickson, Voss, Prakash, Basak, Szabo, Chaddock et al. in 2012 saying that training on aerobic exercise improves memory and increase hippocampal volume. Other research shows
the role of age-friendly communities on the promotion of successful ageing (Jeste, Blazer 2nd, Buckwalter, Cassidy, Fishman, Gwyther, 2016).

In their research about resilience Throughout the Life Span, according to Feder, Fred-Torres, Southwick and Charney ( ) the factors that influence the resilience level are Key Risk Factors like Poor health, Impaired cognition, Low social support; Key Protective Factors like Intact cognition, Acceptance, Social support. The authors, after purpose the examples Interventions aimed to Enhance the resilience as Cognitive remediation, Social Engagement, Physical exercise.

Life-Long Learning through tailored programmes promote Cognitive remediation through appropriate exercises through promoting to neat personal hobbies, and some courses are on Physical exercises like Dance like yoga. The classes contain people with different background and permit personal and social enrichment cultivation of new friendships.

4. Conclusion

Life-Long Learning in particularly for ageing people represent a new reply to dynamic exchanges in the society and in the globalised economy. Learning is no longer anchored to a specific time fragment (childhood and youth), but it can be anchored at any age. Just as it is no longer associated with just the school or other learning institutions officially recognised as such, but can be organized by association by NGO by Popular University and other institution.

Learning in third age entails multiple benefits development of all-natural inclinations; maintenance of curiosity, thirst for knowledge; wisdom; the ability of people to adapt to the New; new meanings to live; stimulates people to get involved, to remain active citizens; new friends, interpersonal relationships of value; feeling of self-fulfilment; feeling adequate and involved. Successful or active or happy ageing as we saw include a set of criteria like autonomy, healthy life satisfaction of life, control over one's environment, positive relation with others, personal growth, physical activity, social engagement, new purpose in life.

Life-Long Learning Courses for old people usually include courses as Healthy Life Style - courses dedicated to study how the lifestyle can influence the ageing process and the purpose of appropriate diets the same how the well-organized home can permit to a better movement and to avoid the domestic injury, so in term of successful or active ageing the course increases the control over one's environment and healthy life;

A course like Financial Literacy that permits to old people to understood better the use of bank products and the formation of theoretical and practical knowledge in the field of legal regulation of pension and social protection of the venerable age this course permit to feel ageing people adequate and autonomous in their finance decisions.
IT literacy – that provide knowledge on Computer and Internet Use and also Smartphone use thanks to this courses old people can communicate with parents that are fare away in, can communicate with their grandchildren so inclusion is increased thank to this course. Courses on Dance or Yoga are done with the objective to maintain and improve the physical plasticity and physical activity and as a consequence enhance the healthy lifestyle. Culture and Art, Photography and Art Foreign Language are the courses that permit older people to learn new things and to have new purposes for life. Life-Long Learning courses permit older people to have new friends to enrich their social network (Spulber, Siri, Bragazzi, 2017). Making courses affectively engaged, enjoyable useful and interesting Life Long Learning contributes to the wellbeing of ageing people.

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