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DEVELOPMENT OF ADULT EDUCATION IN THE CONTEXT OF UKRAINE'S INTEGRATION INTO THE EUROPEAN AND WORLD EDUCATIONAL SPACES

Abstract. *The article is focused on the study of the main aspects and trends of adult education as an important component of lifelong learning in the international educational space with the view to use good practice in adult education development in Ukraine. Foreign experience in studying this subject is analyzed, and researches by domestic scientists are systematized. A number of decisions and documents confirming the importance of adult education development in the context of Ukraine's integration into the EU are outlined. The main factors affecting the functioning and development of adult education, namely economic, social, demographic, cultural, and international relations, are highlighted. The analytical tools of the Web of Science Core Collection database were used to identify researches on the development of adult education at the international level. This tool has made it possible to find the most cited research papers and the frequency of using the concepts of «adult education» and «adult learning» in titles of scientific publications in the Web of Science Core Collection database as of February 10, 2021. The Eurostat database was used and some educational indicators of adult education were compared in terms of 35 countries. The activities of main international organizations for adult education such as UNESCO Institute for Lifelong Learning, International Council for Adult Education, European Association for the Education of Adults, Electronic Platform for Adult Learning in Europe, etc. are characterized. The findings of the analytical report «What adult learning policy should be in Ukraine?» and the results of an online questionnaire «Expert survey to determine the main directions for the formation of state policy on adult education in Ukraine», were analyzed in detail in order to describe the recent trends of adult education in Ukraine. The conclusion was reached that it is necessary to adopt a law on adult education in Ukraine, as well as to expand cooperation between Ukraine and EU countries on the development of adult education.*

Keywords: *adult education, lifelong learning, education policy in Ukraine, international educational space.*

JEL classification: I21, I28, J44.

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The development of human capital is the main engine of national economic growth and strengthening of Ukraine's competitive advantages in the international dimension. Given this, the

processes of reforming the main sectors of the social and economic system of Ukraine are not only a requirement of time but also a response to many modern globalization transformations.

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One of the key reforms currently underway in Ukraine is the reform of the education system, which among other things provides for the introduction and institutionalization of adult education – an important component of lifelong learning. Moreover, Article No. 433 of the Association Agreement between the European Union and Ukraine states that «the Parties shall examine the possibility of developing their cooperation in other areas, such as for cooperation in secondary education, distance learning and lifelong learning» [1]. Issues relating to the development of adult education are also covered in the Program of Activities of the Cabinet of Ministers of Ukraine, namely «development of a new system of adult education based on the integration of formal, non-formal and informal education with extensive use of digital technologies» [2].

Adult education paves the way for the adaptation of an individual to a high-tech society and plays an important role in ensuring the intellectual potential of society thus becoming a significant mechanism for the development of state competitiveness. The relevance of the research topic stems from the growing role of adult education in the development of the modern socio-economic system, namely, the digitalization of all spheres of life and the acceleration of economic, scientific, technical, demographic, and socio-cultural changes at both global and local levels. Also, the new challenges facing the global community on the threshold of the third millennium, caused by the coronavirus (COVID-19) pandemic, have increased the importance of many issues, foremost among which is education and its integral component – adult education [3].

The problems of adult education development in Ukraine, taking into account international experience, are widely reflected in the researches of domestic scientists. In particular, Lukyanova L. in the publication «Legislative support of adult education: foreign experience» [4] carried out a comprehensive analysis of the legislative support of adult education in 23 countries worldwide, as well as a general overview of adult education systems, their structures, and content. The author also analyzed in detail the providers and associations that work to achieve the goals of adult education in the international dimension. This research also contains a retrospective analysis of the development of adult education in Ukraine and identifies the problematic aspects of its current state.

Pavlyk N. in the paper «Foreign experience in non-formal education» [5] describes the development of non-formal education abroad according to the chronological-territorial criteria, namely the Scandinavian countries, the countries of the European Union, Canada, and the USA, the countries of the Eastern Partnership and Russia. Based on the obtained results, it was concluded that international experience should be emulated in the field of non-formal education in Ukraine.

The papers of Vasylenko O. «Global trends of adult education in the UNESCO's documents» [6] and Anishchenko O. «Trends in adult education: realities and prospects» [7] have made a valuable contribution to the development of adult education in Ukraine in the context of international experiences. Also, it is worth mentioning the monographic study «Systems of professional development of managers in multinational corporations

of Germany and Poland» prepared by Banit O. [8], which offers scientific and methodological recommendations on the use of innovative ideas of Germany and Poland in creating a system of professional development of managers in Ukraine.

The analytical tools of the Web of Science Core Collection (WoS) database were used to comprehensively analyze researches on the development of adult education at the international level [9]. To do this, the following keywords were searched in the WoS database: «adult education» and «adult learning» as these concepts are the most representative categories to study the education of adults. It was decided to use the WoS filter «Searches article by titles» (i.e. title refers to the title of a journal article, proceedings paper, books, or book chapter). It should be noted that a general search was carried out for all publications available in this database during the period 1970-2021, which is a little more than 50 years.

As a result of the search analysis in the WoS database, 3,423 records were found

with the keywords «adult education» and «adult learning» in the titles of all publications as of February 10, 2021. The analysis of obtained results helped to identify and make available the most cited works on the subject, namely the paper «A critical-theory of adult learning and education» (Mezirow J.) [10], which was written in 1981. This work was the most times cited within this sample, namely 669. The next most cited works in our ranking were 2 collective articles written in 2013: «Parvalbumin-expressing basket-cell network plasticity induced by experience regulates adult learning» (321 times cited) [11] and «Adult learning theories: implications for learning and teaching in medical education» (228 times cited) [12].

As can be seen from the titles of these papers, they all relate to different fields of knowledge. The next step in our analysis was to clarify to which field of knowledge the concepts «adult education» and «adult learning» are the most common. Fig. 1 shows the visualization of the search concepts among the most frequently used 25 WoS

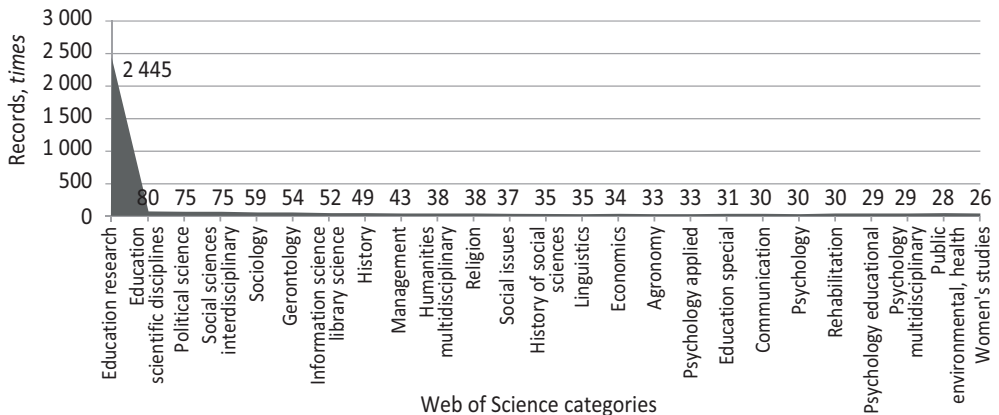


Fig. 1. Frequency of using the concepts of «adult education» and «adult learning» in titles of scientific publications in the Web of Science Core Collection database (as of February 10, 2021)

Compiled by the authors based on Web of Science Core Collection database.

categories within this sample. The chart shows that the lion's share of these concepts is found in the category «education» – 2525 records of the total 3423 records («education research» – 2445 records and «education scientific disciplines» – 80 records), another 898 records are distributed among other WoS categories. In this regard, it is relevant to note that among research results, only one paper «Role of adult learning theories in the development of corporate training in the USA» was written in Ukrainian and belongs to the Ukrainian researcher Lytovchenko I. [13].

Thus, using the WoS database analytical tools, we have been able not only to recognize the most cited works on this topic at the international level but also to identify in which area of knowledge adult education is a popular subject of research. The study also confirmed the hypothesis that the vast majority of adult education studies is inherent in the social sciences, to some

extent in agricultural sciences and medicine.

The Statistical Office of the European Union – Eurostat was used to find out the current status of adult education development in the EU countries, as well as the candidate countries for joining the EU. To do this, the following algorithm was searched on the Eurostat website [14]: Data navigation tree – Database by themes – Population and social conditions – Education and training – Participation in education and training – Adult learning. The recent data available for analysis on the Eurostat website were relevant as of 2019. Fig. 2 shows the participation rate in education and training among the adult population for 35 countries at the end of 2019. This indicator refers to persons aged 18 to 64 years who stated that they received education or training in the four weeks preceding the survey. It should be clearly stated that the participation rate in education and

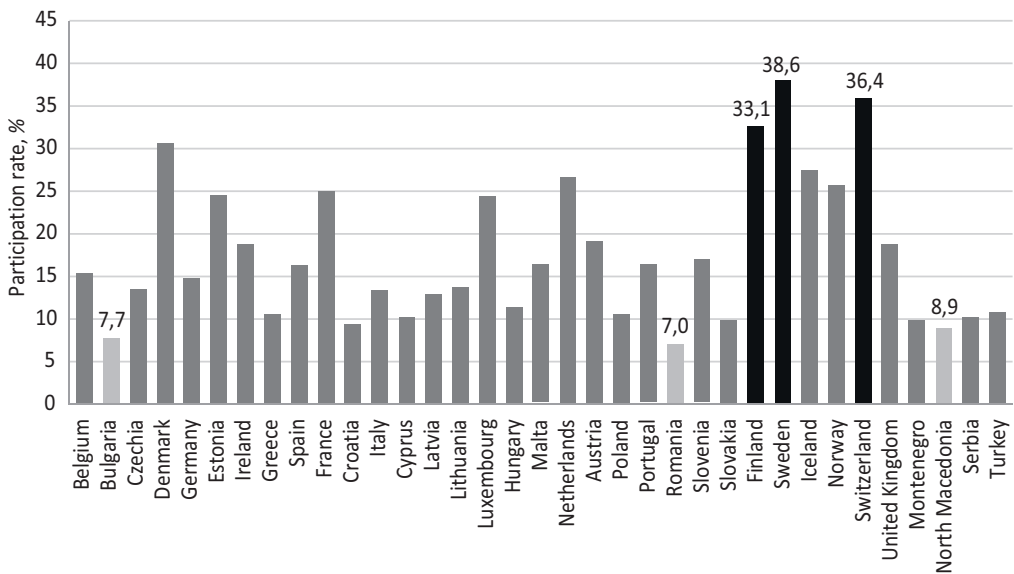


Fig. 2. Participation rate in adult learning in 2019

Compiled by the authors based on the Eurostat database.

training covers participation in formal and non-formal education and training. As it can be seen from fig. 2, the highest participation rate in adult learning demonstrates such countries as Sweden (38,6 %), Switzerland (36,4 %) and Finland (33,1%), the lowest – Romania (7,0 %), Bulgaria (7,7 %) and North Macedonia (8,9 %). It is relevant to note that the overall participation rate of the EU-27 countries in 2019 was 16,8 %, while in 2010 its value was much lower – 14,3 %.

Fig. 3 presents a comparison of the participation of men and women aged 18– 64 in adult learning from the above-mentioned countries. As shown in the chart, in 32 countries the participation rate in adult learning is significantly higher for women than for men. In particular, in Sweden women outnumber men by 15,5 %, in Denmark – by 9 %, in Finland – by 8,2 %, in Estonia – by 6,4 %, in France – by 5,1 %. And only three countries demonstrate a slightly

higher proportion of men, namely, Switzerland – 1,2 %, Turkey – 0,6 % and Luxembourg – 0,1 %.

The average participation rate of men in the EU-27 countries is 15,7 % and women – 18 %. It is interesting that in comparison with 2010 the average value of this indicator was 13,5 % for men and 15,1 % for woman, which indicates that the gap between the female and male samples has increased over time, as in 2010 this gap was 1,6 %, and in 2019 it was already 2,3 %.

Based on the above, it can be concluded that the participation rate in adult learning of women is significantly higher than that of men. In our view, this is due to such factors as the popularization of the gender equality concept in recent years and, on the other hand, to the socio-cultural, economic, political, and demographic characteristics of each country.

The study shows that the educational policies of the countries analyzed are

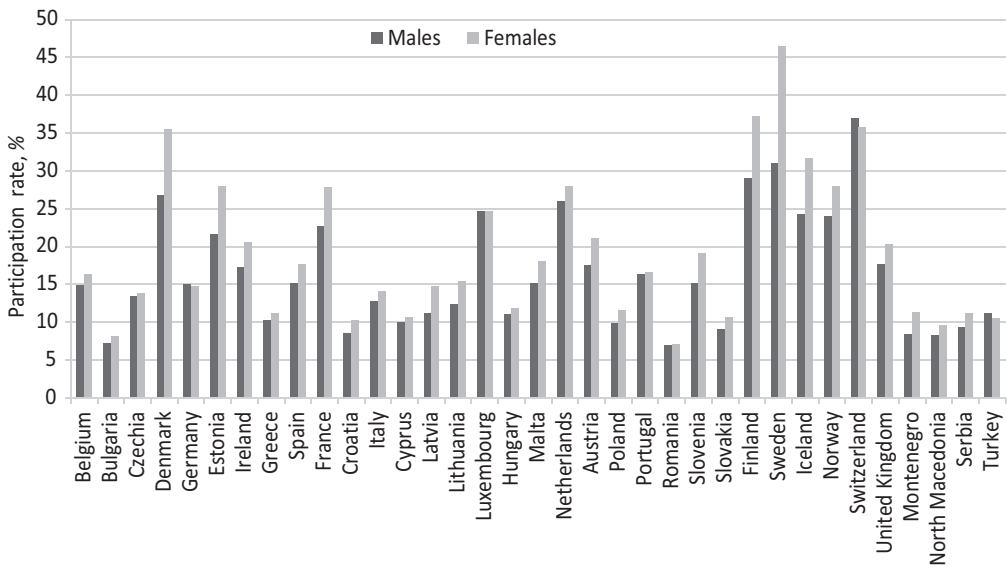


Fig. 3. Participation rate in adult learning by gender in 2019

Compiled by the authors based on the Eurostat database.

directed towards the development of adult education. Moreover, this makes it possible to provide a comparative analysis of such components of the educational system as adult learning. The European vector of the development of Ukrainian society determines the urgency of adult education in Ukraine. Thus, according to the Action Plan for the implementation of the Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community, and their Member States, on the other hand, the draft law «On adult education» has been developed. In October 2020, the draft law has already undergone the process of public discussion and is currently being finalized by the experts of the Ministry of education and science of Ukraine taking into account the comments and suggestions sent during the public discussion.

The draft law on adult education proposes the following definition of this concept: adult education is education that an adult acquires for personal and professional development and adaptation to social, economic, and societal change. It should be noted that in Ukrainian legislation adult education is mentioned in the Law of Ukraine «On Education» (article 18), and lifelong learning – in the Law of Ukraine «On Higher Education» (article 3 and 74), but is too general and focuses mainly on postgraduate education.

In comparison, the International Standard Classification of Education (ISCED) provides a more profound definition of adult education: «education specifically targeting individuals who are regarded as adults by the society to which they belong to improve their technical or professional qualifications,

further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills, and competencies in a new field or to refresh or update their knowledge in a particular field» [15].

To describe the trends of adult education in Ukraine it would be appropriate to analyze the analytical report «What adult learning policy should be in Ukraine?» [16] in more detail. This report was written under the aegis of the Ukrainian side of the EU-Ukraine Civil Society Platform with the assistance of the EU-funded Civic Synergy project, implemented by the International Renaissance Foundation.

According to the authors, today one of the main challenges in Ukraine is the shortage of human resources, whose competence corresponds to the modern requirements of the labor market. This is primarily related to such factors as natural aging of the population and demographic crisis; external labor migration; imbalance in the labor market, caused by a large number of workers with higher education and the shortage of workers; the level of modern competencies of people aged 45+ is insufficient for their successful employment and active participation in public life; absence of a state policy on adult education in Ukraine during the whole period of its independence [16, p. 3].

We agree with the authors, but based on the retrospective analysis of the study of this problem we want to highlight the following factors influencing adult education: the low supply of marketable professions in the labor market, the increase in migration processes (both internal: within the country – out-

migration of people from the village to city, and external), automation of production, which reduced the demand for a large number of professions; the scientific and technological revolution has reinvigorated the role of the knowledge economy, etc. At the same time, it should be emphasized that cultural and social factors are no less important. Whereas in the past decades, adult education and the popularization of lifelong learning was primarily directed to the professional development of an adult, today, on a global scale, human personality development is the priority, followed by professional development [17].

The analytical report «What adult learning policy should be in Ukraine? also presents the results of an online questionnaire «Expert survey to determine the main directions for the formation of state policy on adult education in Ukraine», which was conducted from April 21 to May 6, 2018, in Ukraine [16, p. 9–10]. According to the survey, the vast majority of respondents are familiar with the basic adult education policy applied in the EU, namely 61,1 % of interviewees. Besides, almost such a share of respondents (55,6 %) are familiar with the actions of public authorities and local governments of Ukraine, aimed at the formation and implementation of adult learning and education policy or its individual components, namely: actions of expert organizations aimed at studying the policy of the adult education or its individual elements; actions of individual providers of educational and training services aimed at adult education; development of a law on adult education (or equivalent); development of the concept of adult

learning. Consequently, it can be concluded that the Ukrainian population is aware of the issue of educational policy in this area.

Also interesting is the distribution of experts' responses to the question of which from the listed target groups is most in need of training through government grants. Above all, these are young people, rural population, people with disabilities, persons registered in employment centers, women in vulnerable categories; migrants; elderly people in rural areas; elderly people in cities; women employed in the labor market. Regarding the forms of adult education, the respondents indicated that such forms of education were considered to be most effective in the Ukrainian context: classroom lectures, mentoring, long-term training programs, training and distance courses (e-learning), and the least effective – coaching, laboratory classes, short-term training programs. In the opinion of the respondents, if financial state support is introduced for all forms of adult education in Ukraine, it is most appropriate to involve such providers of educational services as vocational education centers of the State Employment Service of Ukraine, corporate training centers, training and consulting private companies. In turn, interviewees indicated that providers of education services, such as vocational training institutions and relevant civil society organizations, were the least appropriate.

To the question «What forms of state support and promotion do you consider appropriate for the development of the adult education as a part of lifelong learning in Ukraine?» the respondents' replies are: providing subventions to local authorities (27,8 %), adoption

of a special-purpose adult education program (22,2 %), implementation of regional adult education programs (22,2 %), adoption of a corresponding Ukrainian legislative base (22,2 %), laws or programs centered on the human being (5,6 %). Thus, issues of funding of adult education and its regional dimension are no less important.

All of the above demonstrates the relevance of adult education in Ukraine and the need for appropriate legislation to regulate the functioning of adult education.

Previous studies indicate that the global scientific community pays significant attention to the development

of adult education. Moreover, by some estimates, the number of adult learners today exceeds the number of pupils and students worldwide [18]. The main international organizations involved in the development of adult education are presented in the table.

In order to introduce an effective educational policy for the adult education system in Ukraine, cooperation with these international organizations is important. Referring to Ukraine, it should be emphasized that there are a number of national organizations of both state and non-state subordination which, among other things, provide educational services for adults. For instance, the Ivan

Table

Main international organizations for adult education

Name	Description
UNESCO Institute for Lifelong Learning (UNESCO UIL)	The UNESCO UIL is one of the main UN education institutes and the only organization in the UN family that holds a global mandate for lifelong learning (Hamburg, Germany) [19]. It pays attention to youth and adults, especially to appropriate policies and systems conducive to lifelong learning pathways.
International Council for Adult Education (ICAE)	The ICAE is a global network with a specific mandate to advocate for youth and adult learning and education (ALE) as a universal human right [20].
European Association for the Education of Adults (EAEA)	The EAEA is the so-called «the voice of non-formal adult education» in Europe. EAEA brings together over 142 member organizations in more than 44 countries including more than 60 million learners throughout Europe [21].
Electronic Platform for Adult Learning in Europe (EPALE)	The EPALE is a European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers. Every day EPALE is managed by a Central Support Team with the help of 37 National Support Teams across Europe. EPALE is funded by the Erasmus+ program [22].
European Society for Research on the Education of Adults (ESREA)	The lifeblood of ESREA is research networks, a key priority ever, sustain active cooperation among researchers through regular seminars, joint publications, and training of early researchers. ESREA's mission is to support the advancement of high-quality research on the education and learning of adults in Europe by sustaining: cooperation among researchers, in the European context conceived in the broadest geographical terms; development of research and dissemination of results in all areas of adult and continuing education; training of early researchers and continuing professional development of researchers; relationships with other European organizations and the appropriate national organizations, etc. [23].
European Training Foundation (ETF)	The ETF is an EU agency that helps transition and developing countries harness the potential of their human capital through the reform of education, training, and labor market systems, and in the context of the EU's external relations policy. The ETF supports human development in 29 partner countries (in south-eastern Europe and Turkey, eastern Europe, the southern and eastern Mediterranean, and central Asia) [24].

Compiled by the authors based on [19–24].

Zyazyun Institute of Pedagogical and Adult Education of the National Academy of Pedagogical Sciences of Ukraine is a leading state scientific organization providing scientific and methodological support for both pedagogical education and adult education [25]; the Ukrainian Adult Education Association (UAEA) is a non-profit public association, the main purpose of which is the establishment and the development of adult education in Ukraine and the formation of lifelong learning society education [26] and other organizations. It should be noted that in 2016 the UAEA received the status of an official member of the European Association for the Education of Adults (EAEA). Also, there are several online learning platforms, for example, the online non-formal education platform in Ukraine, where providers of non-formal education can place their educational programs, courses, events, among other things [27]. It should be noted that, according to the draft law on adult education, the introduction of educational providers such as adult education centers and adult education institutions in Ukraine is planned soon.

The integration of Ukraine into the European and world educational space, the processes of globalization, internationalization, digitalization, and academic mobility requires taking into account the general trends in European adult education development and the results of international organizations, progressive ideas of foreign experience. That is why numerous external factors, most notably UN and UNESCO documents and initiatives of the International Labor Organization, the Council of Europe, the European Commission, as well as resolutions, conventions, memoranda, and recommendations were adopted

by many global and regional forums on adult education, as a key element of lifelong learning.

Adult education is an important tool for increasing the competitiveness of professionals in the labor market and, consequently, reducing poverty, improving health and well-being. Unfortunately, in Ukraine system of adult education operates without corresponding legislative consolidation and appropriate budget funding. That is why for the successful development of adult education in Ukraine, a law «On Adult Education» must be adopted, as well as all legal conditions must be created for improving the system of financing adult education. In our opinion, its financing should be perceived not as an expense, but as an investment in the future.

It is also crucial to the effective implementation of education policies to consider the good practices of adult education development, in particular in such countries as Sweden, Switzerland, and Finland, which demonstrate the highest participation rate in adult learning among the EU countries. Cooperation with leading international organizations on adult education is also essential (in particular, UNESCO UIL, ICAE, EAEA, EPALE, etc.). No less important aspect of the effective development of adult education in Ukraine is the cooperation between state authorities and NGOs, as well as the promotion of lifelong learning at both the national and regional levels. Promising areas for further research may be the consideration and analysis of positive cases of adult education development in leading EU countries and the study of adult education centers recently established in Ukraine.

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РОЗВИТОК ОСВІТИ ДОРΟΣЛИХ В УМОВАХ ІНТЕГРАЦІЇ УКРАЇНИ ДО ЄВРОПЕЙСЬКОГО ТА СВІТОВОГО ОСВІТНЬОГО ПРОСТОРУ

Анотація. Стаття присвячена вивченню основних тенденцій розвитку освіти дорослих у світі з метою врахування цього досвіду в Україні. Обґрунтовано актуальність і доцільність розбудови вітчизняної сфери освіти дорослих у контексті інтеграції України до ЄС, розвитку людського капіталу та вироблення ефективної освітньої політики. Розглянуто вітчизняний досвід висвітлення проблемних аспектів у окресленій сфері. Проведено контент-аналіз категорій «освіта дорослих» і «навчання дорослих» як об'єкта наукових досліджень у розрізі різних галузей знань із використанням аналітичних інструментів наукометричної бази даних *Web of Science Core Collection*. За допомогою бази даних *Eurostat* розглянуто ключові індикатори, а саме ступінь залучення дорослого населення до процесу навчання й гендерний розрив у системі освіти дорослих в розрізі 35 країн. Висвітлено основні аспекти функціонування

міжнародних організацій із питань освіти та навчання дорослих. Обґрунтовано необхідність прийняття закону «Про освіту дорослих», а отже, внесення змін до Бюджетного кодексу України щодо фінансування такої освіти. Запропоновано перспективні шляхи її розвитку в умовах інтеграції України до європейського і світового освітнього простору.

Ключові слова: освіта дорослих, освіта впродовж життя, освітня політика України, міжнародний освітній простір.

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