DOI: [https://doi.org/10.35387/ucj.1\(3\).2021.13-22](https://doi.org/10.35387/ucj.1(3).2021.13-22)

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HISTORICAL PERIODS AND CURRENT STATE OF ADULT EDUCATION AND LEARNING IN UKRAINE

Abstract. *Currently in Ukraine the relevance of adult education as an integral part of lifelong learning is growing, which is associated with social, psychological, pedagogical, scientific, technical, economic and other factors that at the beginning of the XXI century transformed adult education from a purpose to a mean of human development. The article, based on a theoretical analysis of dissertation research and the legal framework for adult education and training, presents four historical periods of adult education development in Ukraine; characterizes its current state including the main structural components (further education, non-formal learning, continuing professional development and in-house training, training of the unemployed, education and training of the elderly), providers, management, legislative and financial support. A number of contradictions regarding the development of adult education and training in Ukraine have been identified. The study shows a steady interest of Ukrainian researchers and society in the problems of adult education and training and the formation of andragogy research school, as evidenced by the number of defended dissertations on this issue, including 22 doctoral dissertations and 48 PhD theses. In addition, it has been found that more dissertations study adult education and training in foreign countries. At the same time many issues in adult education require immediate consideration, such as the adoption of the Law of Ukraine «On Adult Education», amendments to current legislation, development of mechanisms encouraging people to lifelong learning and employers' participation in employee training, and investment attractiveness of adult education*

Key words: *adult education and learning, non-formal learning, research on adult education, andragogical scientific school, Ukraine.*

ІСТОРИЧНІ ПЕРІОДИ ТА СУЧАСНИЙ СТАН ОСВІТИ І НАВЧАННЯ ДОРОСЛИХ В УКРАЇНІ

Анотація. *У сучасних умовах в Україні помітно зростає актуальність освіти дорослих як невід'ємної складової освіти впродовж життя, що пов'язано із соціальними, психологічними, педагогічними, науково-технічними, економічними та іншими чинниками, які на початку ХХІ століття трансформували освіту дорослих із засобу на мету розвитку людини. У статті на основі теоретичного аналізу дисертаційних досліджень і законодавчої бази з освіти і навчання дорослих представлено чотири історичні періоди розвитку освіти дорослих в Україні; схарактеризовано її сучасний стан, зокрема основні структурні складові (післядипломна освіта, неформальне навчання, підвищення кваліфікації і професійне навчання кадрів на виробництві, навчання безробітних, освіта і навчання людей третього віку), провайдери, управління, нормативно-правове і фінансове забезпечення. Визначено низку суперечностей щодо розвитку освіти і навчання дорослих в Україні. Виконане дослідження виявило стійкий інтерес українських дослідників і суспільства до проблем освіти і навчання дорослих та формування андрагогічної наукової школи, про що свідчить кількість захищених дисертаційних досліджень із зазначеної проблеми, зокрема 22 докторських дисертації і 48 кандидатських дисертацій. Крім того, з'ясовано, що більша кількість досліджень присвячена вивченню проблем освіти і навчання дорослих у зарубіжних країнах. Водночас невідкладного вирішення потребують такі питання як прийняття Закону України «Про освіту дорослих», внесення змін і доповнень до чинного законодавства, розроблення механізмів стимулювання й заохочення громадян до навчання впродовж життя та участі роботодавців у навчанні працівників, підвищення інвестиційної привабливості освіти дорослих.*

Ключові слова: *освіта і навчання дорослих, неформальне навчання, дослідження в освіті дорослих, андрагогічна наукова школа, Україна.*

Introduction. Social, economic, scientific and technological progress, demographic changes, innovative changes in the nature of work, the urgent need in key competencies and lifelong learning askills have significantly strengthened the role of adult education in easing social tensions and conflicts, improving social inclusion, mutual understanding, and

active citizenship, as well as interaction, cooperation, better competitiveness and employment, personal self-realization.

Lifelong learning is recognized as a priority of the state educational policy outlined by the National Strategy for Educational Development in Ukraine until 2021 (Decree of the President of Ukraine № 344, 2013), which in-

tensified the Ukrainian model of adult education. Its implementation is based on the Law of Ukraine «On Education» and other legislation related to education («On Secondary Education», «On Extracurricular Education», «On Vocational Training», «On Higher Education», «On Scientific and Technical Activities») and regulations governing the education of employed and unemployed population (Decree of the President of Ukraine № 926, 2010). These and other legislative acts adopted over the past two decades declared and regulated person's lifelong development and self-realization.

Ukraine has international obligations in adult education and learning, included in international agreements and documents, the most important of which are:

- UNESCO Incheon Declaration of 2015, adopted within the framework of the World Education Forum and approved by ministers, representatives of non-governmental organizations from more than 100 countries, including Ukraine (UNESCO, 2015);
- Sustainable Development Goals to 2030 in the Final Document of the UN Summit «Transforming our world: the 2030 Agenda for Sustainable Development» (United Nations, Ukraine, 2016);
- Priorities of the Eastern Partnership until 2020. The Eastern Partnership Summit held in Riga in 2015 reaffirmed the common position on key areas (European Commission, 2017);
- The UNESCO Hamburg Declaration, adopted at the 5th International Conference on Adult Education (UNESCO, 1997) emphasized on increasing expectations of the individual in lifelong renewing knowledge and skills in response to the changing world, society and labor market demands;
- Association Agreement between Ukraine and the European Union (Agreement on the Association of Ukraine with the European Union, 2015).

No doubts, the Agreement on Association between Ukraine and the EU gives a special impetus to the development of adult education in Ukraine. The state recognizes and supports the implementation of all key recommendations of the European Union regarding the formation and recognition lifelong learning qualifications.

The aim of the study is to describe historical periods of adult education in Ukraine and its current state including main structural components (further education, non-formal learning, continuing professional development and in-house training, training of the unemployed, education and training of the elderly), providers, management system, as well as legislative and financial support.

Theoretical basis and methods of research. The main research method is theoretical analysis of Ukrainian research papers on adult education and learning as well as legislative documents which made it possible to identify historical periods of adult education development in Ukraine and its current state.

Results. Various aspects of adult education development in Ukraine aroused a great interest of Ukrainian theorists and practitioners at different times. In particular: there is research on the history of adult education in different historical periods, adult personality aspects, theory and practice of adult education and learning worldwide.

Ukrainian researchers have made several attempts to set a periodization of adult education development in Ukraine and a chronological order of events that took place in different historical periods. The analysis of dissertations showed that existing historical factors (social, cultural, economic, and political), prevailing ideological concepts and pedagogical determinants are fully reflected in the periodization consisting of four periods.

The first one begins at the end of the XIXth century when there was a network of institutions for adults, it was rapidly growing (Sunday and revising additional schools for adults, courses for the illiterate, public universities).

The second period covers the first half of the XXth century. It is a period of cultural and political education for adults in Ukraine. At that time, institutions for the illiteracy eradication were established, including literacy schools, schools for the illiterate, clubs of individual and group learning, and other types of educational institutions for workers and peasants, the most popular of which were Sunday and evening workers' universities.

The third period (1950 – 1980) is characterized by the implementation of the Soviet concept of the adult education system development. Social and economic situation of the

country led to the active development of evening and distance learning for adult youth. In addition, the issues of research on the theory and practice of teaching working youth and adults based on the concept of continuing education arose. The Research Institute of Continuing Adult Education of the USSR Academy of Pedagogical Sciences was established.

The fourth, modern period of adult education development in Ukraine has been lasting since the end of the XXth century. Let's describe it in more detail.

Social and economic changes that took place after the collapse of the USSR, technological, social and cultural transformations at global and local levels have significantly influenced the role of adult education and learning in Ukrainian society. Its importance as an integral part of lifelong learning has significantly increased based on social, psychological, pedagogical, scientific, technological, economic, and other changes.

Among trends in adult education and learning in Ukraine in the early XXIth century is the implementation of a systematic approach to the development of adult education; development of adult education in the context of globalization and integration; connection of priority tasks of adult education with globalization and informatization of society; training of the unemployed; European and international cooperation and integration; the impact of social and economic transformations on the structure, objectives and content; introduction of information technologies; and human social protection.

In order to start and develop research in adult education and learning, the Department of Vocational and Adult Education of the National Academy of Pedagogical Sciences was established in 2007, which included the Institute of Pedagogical and Adult Education. The growing importance of adult education in Ukraine is also evidenced by establishing specialized subdivisions taking care of state policy in adult education and lifelong learning in the Ministry of Education and Science of Ukraine, the Committee on Education, Science and Innovation of the Verkhovna Rada of Ukraine.

Along with the improvement of legal regulation and management of adult education, among other positive changes that took place in Ukraine during the last decade, it is reasonable to highlight the following: introduction of

a profession «andragogue» to the National Classification of Occupations (National Classification of Occupations DK 003:2010, 2010); research on teaching different groups of adults, which contributed to the formation of the andragogical scientific school; the first departments of andragogy in the institutions of higher education, which are engaged in theory and practice on effective technologies of adult education and learning; centres for mastering andragogical basics by teachers in institutions of higher education and continuous professional development; implementation of new pedagogical subjects into the curricula of teachers training, among which are Andragogy, Fundamentals of Andragogy, Corrective Andragogy, etc.

Organizational, coordinational, monitoring, scientific, methodical, educational (training), informational, and consulting activity on adult education in Ukraine is carried out by a specialized institution – Ivan Zyazyun Institute of Pedagogical and Adult Education of National Academy of Pedagogical Sciences of Ukraine. For the last five years, more than 20 dissertations on education and learning of different groups of adults in Ukraine and worldwide have been defended under the guidance of scientists of the institute (Lukianova, Nychkalo & Hodlevska, 2021). The institute has introduced a unique educational and scientific program «Pedagogical and Adult Education in Ukraine and Worldwide» for PhD students. Moreover, the institution is the founder of the thematic periodical on adult education – a collection of scientific papers «Adult education: theory, experience, prospects» approved by the Ministry of Education and Science of Ukraine.

Currently, increased attention is paid to social inclusion of certain groups of the population through multi-vector programs of training and retraining of the unemployed, temporarily displaced, migrants, elderly, and others; the procedure for recognition of non-formal and informal learning.

To solve existing problems in adult education and learning in Ukraine, the National Strategy for Barrier-Free Area in Ukraine for the period up to 2030 (Draft order of the Cabinet of Ministers of Ukraine «On approval of the National Strategy for the creation of barrier-free space in Ukraine», 2021) has been developed. It highlights that an adult will be able

to acquire new skills, up-to-date knowledge continuously, change his career quickly if required, and remain competitive in the labor market. It means a flexible system of continuing adult education and learning that responds to current challenges of society in general and demands of specific groups of the population in particular. And it is quite clear because skills of a country's population are very closely connected to that country's economic growth rate (Wiederhold, 2015).

Currently, in Ukraine, all forms of adult education and learning are functioning. They can be structurally represented by two subsystems:

1) formal education – a structured system of education and training including general secondary education, vocational training, higher education, continuous professional development;

2) non-formal education – the purpose of which is to expand skills and competencies beyond formal education (Lukianova, 2020, p. 25), includes in-house training and professional development, training of the unemployed, elderly and other vulnerable groups.

Continuous professional development is an integral part of the adult education system in Ukraine. It provides continuous professional development (CPD) of professionals in various fields in accordance with the requirements of the national educational policy, demands of employers and employees. The main task of CPD is to deliver a high level of education, training, retraining, and apprenticeship.

In Ukraine, there are 17 ministries and about 70 committees and services of state power, which are in charge of educational institutions for training, retraining of managers and professionals in a particular field. Funding is provided by the state budget. However, it is not enough to supply a minimum systematic training of employees in various sectors of the economy, at least once every five years. Among professionals whose training is provided at the expense of state and regional budgets are teachers, doctors, managers, civil servants, culture professionals, librarians, and social workers.

As a component of lifelong learning, non-formal adult education promotes the interaction of civil society, NGOs with government and formal education; provides different social

and age groups with an opportunity to be involved in learning which does not end with a degree or qualification.

In knowledge society, the need for non-formal education is growing significantly. From the one hand, this kind of learning is not usually funded at the state level and not considered as an element of Ukrainian education system. From the other hand, civic and socio-political education of adults, which takes place in the system of non-formal education, acquires great significance. One of the factors that influence the development of non-formal education in Ukraine is the formation of a new type of demand and requirements for learning outcomes, education, and personal development of adults.

In spite of some controversies, the attitude to this educational route is positively changing in Ukrainian educational area. Moreover, confrontation between formal and non-formal education is weakening. There is understanding that non-formal education should take the lead, while formal education is only the first step and prerequisite for lifelong learning.

In-house professional development and training is provided by formal and nonformal subsystems as initial vocational training; career training; managers and workers professional development training. At the same time, the system of effective in-house training is available only to large-scale companies because of financing, which is entirely the responsibility of the employer.

According to sample surveys conducted by the State Statistics Committee of Ukraine, the average expenses of Ukrainian companies for employees training is about 0.2% of salary budget (Recommendations to help stimulate employers' interest in raising the professional level of employees, 2008). While recognizing the positive impact of employees training on their performance and company competitiveness, United States-based companies allocate an average of 11% of their budget on employee training and development (Bouchrika, 2021).

Employees' professional training is affected by a combination of factors, including employer's low responsibility for the level of employee training; no budget to spend on training; low motivation of employees to improve their professional level because of lack of lifelong

learning culture and financial support from the state and employer (Dernova, 2019). The reduction of company structural units organizing employees training is also a reason for low expenses for staff professional development training (Voliarska, 2015).

Unemployment is one of the most acute problems in Ukraine, where unemployment was first recognized at the legislative level in 1991 with the adoption of the Law on Employment. The current economic crisis fostered an unfavorable climate in the labor market. The reason for this situation is the long-term inefficient use of labor in the past and the lack of socio-economic stimulus to modernize manufacture and improve employee skills.

According to the estimates of the State Employment Service of Ukraine, the number of unemployed aged 15 – 70 was 1.7 million people in 2020 (The situation on the labor market and the activities of the state employment service in January-February 2021, 2021). Vocational training of the unemployed is an effective mechanism for solving the problem. Training is carried out in institutions of higher and vocational education, as well as in institutions of the state employment service, and in companies. There are 11 vocational training centres in the structure of the state employment service (State Employment Service of Ukraine, centres of vocational education, 2021), where the unemployed of different age and social groups are trained in a wide range of careers. In 2020 93.4 thousands of unemployed were trained in vocational training centres (State Employment Service of Ukraine, increasing the competitiveness of people in the labor market, 2021). In recent years, the number of unemployed who have applied to employment centres has increased, and their training costs have also increased. In 2021 it is planned to use spend about 250 million hryvnias for unemployed training (The situation on the labor market and the activities of the state employment service in January-February 2021, 2021).

In Ukraine, in recent decades the share of elderly people is growing. Today, one in five Ukrainians belongs to the older generation, which resulted in placing Ukraine in the ranking of the 20 «oldest» countries in the world (Population Reference Bureau, 2019). According to the national demographic forecast, in 2050 the share of people aged 60 and older

will be about 32.2% (Libanova, 2006, c.108). Therefore, the group of 60+ people needs special support and incentives. Forecast estimates show that the total number of the economically active population in Ukraine will tend to decrease in the long run (European Commission Directorate-General for Economic and Financial Affairs, 2012).

One of the key tasks of the State strategy on healthy and active longevity of the population for the period up to 2022 (Order of the Cabinet of Ministers of Ukraine №10-r: On approval of the State Policy Strategy on healthy and active longevity for the period up to 2022, 2018) is involving elderly people in learning and training, enhancing opportunities for developing a new career and learning skills, as well as ensuring their active participation in social life, improving the quality of their life.

In addition to universities of the third age, there are educational institutions of gerontological education in Ukraine: public schools, discussion clubs, project groups, centres, creative workshops, sports, rehabilitation, computer courses, etc. Training programs for the elderly are provided by higher and secondary educational institutions, libraries, cultural organizations in different regions of Ukraine.

Currently, a network of adult education centres for different groups of adults is being developed in Ukraine as a component of non-formal education. In all regions of Ukraine there are educational centres, which interact and cooperate with other educational and cultural institutions for youth and adults, NGOs and other organizations.

The public mission of adult education centres is determined by the state and implemented by local communities. As a rule, adult education centres are part of the public service system, they enrich the local learning environment and contribute to the growth of the region's potential.

Adult education centres in Ukraine are aimed at providing citizens with a wide range of learning activities: from vocational programs to courses in culture, politics, leisure; it covers three main aspects of adult education:

- 1) return to skills (general and vocational education);
- 2) development of new skills and competencies (media, language communication, learning, and social skills);

3) overcoming personal crisis, professional and social life situations.

In Ukraine, there are several models of adult education centres: centres based on educational institutions (HEIs, schools), centres based on local communities or separate centres functioning as public organizations. The community supports learning programs of the centres in every possible way, e.g. citizens are actively involved in programs to help people without sufficient education, who are considered as a problem group. So the effect of social and professional «separation» is mitigated through adult education centres.

Currently, the number of new educational public organizations and societies providing learning and training for adults in Ukraine is constantly growing. However, they all operate separately. Therefore, there is a need to create a coordination centre that would unite all actors in adult education, establish fruitful cooperation and mutual assistance of public organizations with government and governmental agencies. In 2015 the Public Association «Ukrainian Association of Adult Education» was established (Ukrainian Adult Education Association, 2021), the main purpose of which is adult education system development in Ukraine, formation of a learning society, promotion of non-formal adult education, international cooperation, training and support for professionals working in the field of adult education.

The main mission of the Association is to develop adult education in Ukraine at the European level through promoting lifelong learning, providing information and resources to members of the association, developing adult learning practices through projects, publications, trainings, international cooperation with other stakeholders.

Ukraine remains one of the few European countries that does not have a comprehensive legislative framework for adult education. The general vision of adult education is presented in separate articles of the Constitution of Ukraine. Certain norms concerning adult education are covered in the Law of Ukraine «On Employment» (Law of Ukraine «On Employment», 2013), certain aspects of adult education are regulated by the Law of Ukraine «On Professional Development of Employees»

(Law of Ukraine «On Professional Development of Employees», 2012).

At present, important steps have been taken. Firstly, the Law of Ukraine «On Education» (Law of Ukraine «On Education», 2017) includes Art. 18 «Adult education», which defines that adult education is a component of lifelong learning and aims to realize the right of everybody to lifelong learning taking into account his personal needs, priorities of social development and economic needs, indicates its forms and specified components.

Secondly, a draft law of Ukraine «On Adult Education» (Draft Law of Ukraine: On Adult Education, 2020) was prepared, which provides for basic legislative, organizational and financial principles of adult education. The law covers sections and articles that provide for the regulation of issues that were not previously mentioned, including statistics and research in the field of adult education; status and basic principles of the National Council for the Support of Adult Education, etc.

Management in adult education involves certain tools and mechanisms which affect the work of actors in adult education, among them are:

- formation of state, regional and / or sectoral policy in adult education,
- licensing of educational activities and accreditation of educational programs,
- public supervision and public-private partnership,
- functions of the founder of adult education institutions.

Management in adult education is carried out by state bodies, local authorities, other organizations, and individuals. The central executive body responsible for adult education is the Ministry of Education and Science of Ukraine. In 2016, a directorate of higher education and adult education was established within the structure of the Ministry of Education and Science of Ukraine. The Verkhovna Rada Committee on Education, Science and Innovation includes a subcommittee on lifelong learning and out-of-school education. In 2021, the Committee on Adult Education of the Public Council under the Ministry of Education and Science of Ukraine was established as a temporary advisory body in adult education.

Research on problems of adult education is very popular in Ukraine, so various aspects of adult education and learning have become the subject of research by many Ukrainian scientists.

One of the first dissertations on adult education and learning in Ukraine «Development of adult training in the Ukrainian SSR (1917–1967)» was carried out in 1970. Our search shows that since then Ukrainian researchers have conducted more than 100 studies on adult education and learning, which indicates a significant interest in this problem. We have analyzed 70 dissertations, in which various aspects of adult education and learning are studied (Lukianova, Nychkalo & Hodlevska, 2021) (fig. 1).

Fig. 1. The number of dissertations on adult education and learning defended by Ukrainian researchers during 1970 – 2021

From the diagram, the peak periods of dissertation defense are 1999, 2004, 2009, 2012, 2015, which is due to certain milestones related to the adult education legislation in Ukraine, mentioned above. Since 2003 there has been a steady interest in adult education and learning.

Fig. 2. Percentage of doctoral and PhD dissertations on adult education and learning by Ukrainian researchers during 1970 – 2021

Among the defended dissertations there are 22 doctoral and 48 PhD ones (fig. 2). The reason for a significant number of doctoral dissertations is the demand of Ukrainian society for theoretical and methodological support of education and learning of various groups of adults at the formal and informal levels within a lifelong learning strategy.

Ukrainian researchers have studied various aspects of the problem, in particular:

- history and trends in adult education in Ukraine and other countries;
- theoretical and methodological principles of professional training and development of adults in formal and non-formal education in Ukraine and other countries;
- training of teaching staff to work with adults;
- gender issues in adult education;
- information and communication technologies in adult education;
- psychological aspects of adult learning.

Among 70 dissertations by Ukrainian researchers, 31 studies problems of adult education and learning in Ukraine (9 doctoral and 22 PhD), and 39 – in other countries (13 doctoral and 26 PhD) (fig. 3). More research on adult education and learning in other countries can be explained by the fact that developed countries have effective systems of adult education, which has a long tradition, legislative and scientific support, so their positive experiences can contribute to development of adult education in Ukraine.

Our study of current situation of adult education in Ukraine let us find out factors affecting progress.

Firstly. It is well-known that education becomes in demand during a period of economic recovery or crisis. For Ukraine, the importance of adult education is due to the need for adaptation of the adult population to new socio-economic situation; significant reduction in the employment rate of economically active population; loss of the required level of qualification by different groups of youth and adults; a significant number of functionally illiterate adults. Also, we should take into account another important prerequisite – the decline in the status of many intellectual professions, rising unemployment, urbanization, which requires mass training, retraining, new professional and social skills.

Fig. 3. Percentage of dissertations on adult education and learning in Ukraine and other countries by Ukrainian researchers during 1970 – 2021

Secondly. Ukraine has clearly defined the vector of its development, which is aimed at the common European values and has declared its desire to join the European Union. In EU countries, adult education has long been a component of national educational policy, but in Ukraine the extremely important need for adult education has not yet been fully accepted by the state, society, and stakeholders.

The sector of educational services for adults is now nonsystemic, situational, spontaneous; its activities are mainly represented by non-governmental institutions and public organizations. The principles of content selection for adult education and learning are traditional, not andragogical, usually a lot of attention is paid to specialized knowledge, which quickly becomes obsolete, but the real needs of modern production, development of soft skills are ignored (DVV International, 2011, p. 116).

It should be noted that in Ukraine, adult education as a component of lifelong learning is not a priority, so the attitude of the Ukrainian government and citizens to non-vocational or non-formal education can be characterized as a personal and commercial matter. The realization that the mission of adult education and learning is much broader and involves citizens in a multifaceted social life becoming common in Ukrainian society.

There is no financial incentive, support and encouragement of adult education in the country, including tax benefits, direct payments for

adult education, etc. Thus, Ukraine is only approaching the understanding of the value of lifelong learning, so it is necessary to provide for various components of the adult education system, which will be subject to a national goal.

Thirdly. In Ukraine, adult education faces a number of problems that significantly hamper its development. Among the indicators that demonstrate the imperfection of this system are the following: learning supports the competencies an adult already has, rather than develops and improves them according to rapidly changing labor market needs and technology; the emergence of a new imbalance caused by the rapid branching of higher education in Ukraine: on the one hand, the number of professionals with higher education is increasing, on the other hand, there is not enough capacity to supply them with highly-developed skills for effective work; the rapid growth of educational offer (increase in providers, variety of forms and programmes) without taking into account the needs of stakeholders, which in general has negative consequences.

Conclusions. At the present stage of adult education and learning development the implementation of a systematic approach has become urgent to solve a set of tasks, the leading of which is adult adaptation in a rapidly changing world. The solution requires continuous training of many adults in formal and non-formal education; formation and improvement of key competencies, the demand for which has increased significantly in technological progress, informatization and digitalization of society, dynamically changing business environment; training and retraining of socially vulnerable groups, including the unemployed, migrants, the disabled, the elderly, the number of which is growing. The need for education, training, and retraining of adults to ensure socio-economic reforms, as well as the formation of civil society in Ukraine encourage the development of a flexible system of continuing adult education that responds to modern challenges and demands of specific groups of the population. Ukraine's educational policy, reflecting national interests in the field of adult education, is focused on the process of internationalization and global trends in its development.

At the same time, the following issues need urgent solutions: the adoption of the Law of Ukraine «On Adult Education»; changes and additions to the current legislation regulating professional development, retraining, provision of additional educational services, as well as state and public management of adult edu-

cation, and its financing; development of mechanisms to stimulate and encourage citizens to lifelong learning, as well as the participation of employers in employee training; increasing the investment attractiveness of adult education in Ukraine.

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Received: 04.10.2021

Accepted: 21.10.2021