2021, Volume 16, ATEE 2020 - Winter Conference. Teacher Education for Promoting Well-Being in School. Suceava, 2020, pages: 259-284 |
<https://doi.org/10.18662/lumproc/atee2020/18>

Strategies for Adult Education Development in the European Educational Space and International Organizations' Activities

Marianna M. MARUSYNETS¹

Kyryl V.KOTUN²

Tetiana M. FURSENKO³

¹Ph.D. in Philology, Senior Research Fellow, Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine, Kyiv, Ukraine, marusynetsm@ukr.net

²Ph.D. in Pedagogy, Academic Integrity Supervisor, Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine, Kyiv, Ukraine, smark@ukr.net

³Ph.D. in Pedagogy, Associate Professor of the Aviation English Department, National Aviation University, Kyiv, Ukraine, tanya_kostylova@ukr.net

Abstract: Nowadays, the development of adult education as an important lifelong learning component is conditioned not only by the dynamics of social, scientific and technological progress, changes in the scope and nature of work, increasing leisure time, and opportunities for its rational use but also by the social role of both society and personality. Non-formal youth and adult education is becoming important in the context of ensuring the sustainable and balanced development of society. For the past two decades, adult education as a component of lifelong learning has been a defining goal of education policy in developed countries at the national and international levels. Adult education is considered a social indicator of the state policy human dimension, one of the ways to achieve socio-economic well-being, and a tool for promoting the ideas of the information and knowledge society.

The problem of ensuring access to lifelong learning is becoming a priority, and its solution is possible only taking into account the achievements of foreign countries, including European ones, which are reviewed in the article (Austria, Poland, Liechtenstein, France, Spain, Norway, Sweden, Finland, and Ukraine). The article outlines the European countries' experience in the field of adult education and describes a network of lifelong learning institutions; it is identified strategic directions for the development of continuing education.

Keywords: adult education, development, continuing education, lifelong learning, European countries, network of adult education centers, associations.

How to cite: Marusynets, M. M., Kotun, K. V., & Fursenko, T. F. (2021). Strategies for Adult Education Development in the European Educational Space and International Organizations' Activities. In O. Clipa (vol. ed.), *Lumen Proceedings: Vol. 16. ATEE 2020 - Winter Conference. Teacher Education for Promoting Well-Being in School. Suceava, 2020* (pp. 259-248). Iasi, Romania: LUMEN Publishing House.
<https://doi.org/10.18662/lumproc/atee2020/18>

1. Introduction: Remigration

General civilization changes that took place in the late XX - early XXI century, the global acceleration of social development, and increasing life expectancy have dramatically changed the requirements for education enhancing its role in society modernization. These transformations necessitated the improvement of educational policy regarding continuity. Continuing education is designed to go beyond what is accepted in developed countries, including professional development, retraining, or career advancement. It should open opportunities for everyone while setting different goals: giving a second or third chance in life, satisfying the desire for knowledge and beauty, or improving and expanding training directly related to professional activity requirements together with practical training provision (UNESCO, 1996).

An important lifelong learning component is adult education, which is becoming increasingly important in the European and global educational space. Forming their policy in the field of adult education the European Union countries, at the beginning of the XXI century, pay much more attention not only to its economic feasibility, which role is determined by the labor market but also to its socio-cultural significance. Education is becoming a shaping factor not only in professional but also in personal development

The EU Memorandum on Lifelong Learning, in particular, states that education systems should adapt to the new realities of the 21st century, and continuing education is intended to be the main political program underlying civil society, social cohesion, and employment. The studies of the outcomes of non-formal youth and adult education introduction in both developed and developing countries show that non-formal education is truly democratic and humanistically oriented as it considers human interests and needs, promotes education for all, regardless of age, sex, social status, and the place of residence (Anishchenko et al., 2017).

2. Review of literature

Many European Union documents state that education systems should adapt to the new realities of the 21st century and that "continuing education should become the main political agenda of civil society, social cohesion, and employment" (Commission Of The European Communities, 2006). Progressive ideas of this socio-cultural phenomenon of the world level are reflected in international organizations' documents. Thus, the declaration of the Hamburg World Conference of UNESCO (1996) states that "adult education is a key to the XXI century." The problem of adult development is identified as a priority issue in the international educational environment. Its special significance was emphasized during the G8 summits (Council of the European Union, 1999; G7 Research Group, 2000). The Muscat Agreement adopted at the Global Meeting according to the "Education for All" program (2014) has significantly influenced the rationale for the education goals proposed by the Open-ended Working Group on Sustainable Development Goals. The Incheon Declaration "Education 2030: towards inclusive and equitable quality education and lifelong learning for all" is dedicated to the development of a new conception with the central idea to transform people's lives through education and the recognition of its importance as a driving force in achieving other sustainable development goals.

UNESCO considers the educational potential of society as a set of all educational influences through formal, non-formal, and informal sources. Continuing education is aimed at creating a system of educational institutions for adults in two directions: "vertical" and "chronological" – a set of consistent educational influences on the individual throughout life, at any stage; "horizontal" and "synchronous" – the impact on the individual in the process of formal, non-formal (industrial training, retraining, advanced training courses, etc.), and informal (socializing influence of the environment: family, mass media, public opinion, etc.) education.

It is worth mentioning that one of the first books on adult education "A History of the Origins and Progress of Adult Schools" was published in 1816 authored by Dr. T. Pole.

3. Design and methods

The aim of the article is to outline the European countries' experience and identify strategic directions in the development of adult education and the network of lifelong learning institutions.

To fulfil the goal, a set of the following research methods was used: general scientific (analysis, synthesis, comparison, and generalization – for a comprehensive analysis of the European countries' legal documents, scientific and methodological literature); structural and logical analysis – to outline the strategic directions of adult education development in the European educational space.

3.1. Methodology

The methodological basis for the article is systematic, synergistic, competency-based, contextual, and comparative approaches ensuring an objective study of the European countries' experience and the outline of strategic directions in adult education development. The analysis of the source base shows that in recent decades, domestic scientists have been actively conducting comparative pedagogical research on adult education problems. The works of scientists substantiating the theoretical and methodological principles of adult education (Lukianova, 2017a, 2017b; Nychkalo, 2002) deserve special attention; the peculiarities of adult education development in foreign countries (Ogienko, 2008) are revealed; attention is focused on the andragogical principles of adult learning (Anishchenko et al., 2017) and professional training of adults in the conditions of formal and non-formal education.

V. Kremen, the Ukrainian scientist and academician, draws attention to the need to update the functions of the educational process in educational institutions of different types and ownership forms which have traditionally focused on mastering a set of knowledge. Along with the acquisition of basic knowledge, the task of modern education is to teach each person to learn and to cultivate the need to learn throughout life (Kremen & Kovbasyuk, 2014).

Lifelong learning combines all learning activities – from early childhood to old age, which can be carried out in different conditions and be

formal and non-formal in social life. Acquiring basic skills in this sense is a key point, as they should form people's desire to learn and help to develop their own educational trajectory. N. Nychkalo, the Ukrainian researcher and academician, considers this as a concept identical to continuing education. In foreign language publications, the terms “continuing education”, “recurrent education”, “out-of-school education” or “non-formal education” are used (Nychkalo, 2002).

Well-known Ukrainian researchers Lukianova (2017a, b), Anishchenko (2019), and others consider adult education as a “purposeful process of the individual’s development and upbringing through the implementation of educational programs and services, the realization of educational and information activities within and outside general secondary, vocational, higher and postgraduate education”. The purpose of such education is adults’ professional and personal development, their ability to adapt to economic, professional, and socio-cultural changes (Lukianova & Anishchenko, 2014).

According to O. Ogienko, the Ukrainian researcher, “lifelong learning” should be considered as a continuous process of acquiring knowledge, the development of professional and personal competencies carried out through various forms of education and self-education which provides self-realization at different ages (Ogienko, 2008).

Many foreign researchers study the issues of adult education, continuing education, and lifelong learning, for example. For example, F. Szlosek and Z. Vyatrowski, the well-known Polish scholars interpret the concept of “adult education” as “activities aimed at providing school-age youth and adults with opportunities to meet their cultural needs and interests, develop and enhance proficiency, enrich their knowledge and develop skills” (Szlosek et al., 2007).

4. The results of the research – statistic data and their interpretation

For the effective implementation of continuing education and, in particular, adult education, it is necessary to form a legal framework stipulating the responsibility of the state, entrepreneurs, local communities, and NGOs in supporting citizens’ professional and personal development,

determining the funding of these activities, qualification requirements, training and certification conditions. That is why the vast majority of European countries have not only regulations on adult education at the legal level, but also a fairly extensive network of adult education centers.

A systematic analysis of the European countries' experience will make it possible to outline strategic directions for adult education development. Let us consider in more detail the example of some of them.

4.1. Austria

In Austria, there are generally two versions that actualize the concept of "adult education". The first one is connected with interaction with federal, state institutions of adult education and associations for adult education; the second one reveals the essence of adult education from the standpoint of their learning in educational institutions and work environment. In Austria, in addition to the complex concept of "adult education", there is often reference to further education, which includes continuing professional training, while the former is a generic term for traditional "public education" and adult professional education (further training) (Lassnigg, 2000).

Since 2011, Austria has been pursuing a policy strategy for lifelong learning (UNESCO Institute for Lifelong Learning, 2011). Several ministries, including the Ministry of Education and Women's Affairs, submit annual reports presenting adult education activities and declaring their outcomes. Systematic work in the field of adult education is carried out in Austria. The National Law "On Promoting Adult Education", which regulates the financing of adult education and public libraries, entered into force on March 21, 1973. Amendments to the Law were made in 1990 and 2003.

The document describes the adult education directions, institution types, accreditation methods, the principles and sources of funding, the forms of the control and monitoring of adult education institutions' activities (Schlögl & Schneeberger, 2003). The Incentives Act also aims to support adult education. In particular, it contains provisions for the maintenance and management of the federal center for the promotion of

adult education within individual provinces. The state takes care of additional adult education in the country. Most institutions that provide such education are funded by the state. Everyone can learn and be engaged into personal development throughout life.

The Austrian Federal Ministry of Education, Science, and Culture has a department responsible for adult education providing support to educational institutions in this field. In Austria, there are Adult Education Centers, which are now the largest and oldest adult education institute in the country. The centers have a long history and extensive experience. The first such Centers were established in Kremz (1885) and Vienna (1887). In the field of non-formal adult education in Austria, there is a fairly extensive network of institutions, namely, the Working Group of Austrian Educational Centers (Arbeitsgemeinschaft Bildungshäuser Österreich - ARGE BHÖ), the Austrian Vocational Training Institute (Berufsförderungsinstitut Österreich – BFI), the Forum for Catholic Adult Education in Austria (Forum Katholischer Erwachsenenbildung Österreich - FORUM), the Rural Continuing Education Institute (Ländliches Fortbildungsinstitut - LFI), People's universities (Volkshochschule - VHS), the Network of Austrian Adult Education Institutes (Ring Österreichischer Bildungswerke - RÖBW), Educational institutions (Bildungshaus), the Austrian Academy of Continuing Education (Weiterbildungsakademie Österreich - WBA), the Austrian Economic Society (Volkswirtschaftliche Gesellschaft Österreich - VG-Ö), the Institute for Economic Promotion of the Austrian Economic Chambers (Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreichs - WIFI), and others (Stangl & Wallmann, 2001; Marusynets, 2019).

4.2. France

This country has a long history and rich traditions in adult education reflected in the relevant legislation. Today in France there is a detailed system of legal acts governing various directions of adult education. An important aspect regulated by these legal documents is the relationship between the state, entrepreneurs, and citizens. At the same time, both the country's adult education system itself and the legal framework governing

this educational area are in the process of continuous development and transformation.

One of the first laws to regulate adult education in France was the Debre Law on Social Promotion, passed in 1959, which allowed educational centers to organize evening courses for adults and provided opportunities for workers to receive training. Since 1966, it has become a national obligation adopted at the government level. The most important sector of continuing education in France is continuing professional education (FPC), which is provided by a large number of organizations and institutions with different statuses. An important event for the country was the adoption in July 1971 of Law No. 71-575 "On the organization of continuing professional education" known as the Delors Act. The Act states that continuing professional education is a national duty (Lukianova, 2017a,b).

For example, in 2014, the Law No. 2014-288 "On Professional Training, Employment and Social Democracy" came into force (Legifrance, 2019), which enabled the implementation of a number of measures provided by the National Interprofessional Agreement on the Professional Training Reform, approved by the main social partners on December 14, 2013. In particular, the Law establishes a personal training account to replace DIF (individual right to education) starting from January 1, 2015.

In 1973, the French Ministry of National Education took appropriate action to develop a network of continuing adult education. In particular, the following were established: joint teachers' training centers for adults and adults' supervisors (CUFFA); Centers for Continuing Training Supervisors (AFC); Association of Educational Institutions (GRETA); the positions of authorized academies for continuous work (DAFCO) have been introduced.

The main structural element of the system of continuing professional adult education in France is GRETA – the association of educational institutions. In 1990 – 1998 there were three main types of educational programs in the GRETA network centers: formal educational courses, individualized training, and training in the form of educational units. Educational programs provided by GRETA cover the leading areas of the professional labor market and meet the needs of adults seeking to improve

their professional level, skills, or officially confirm the already acquired knowledge and skills (Lukianova, 2017a,b).

4.3. Republic of Poland

There is no separate law on adult education in the legislation of the Republic of Poland. In general, the legal framework for adult education in Poland is defined by a number of laws, the key of which are the Law on the Education System, as well as the Laws on Higher Education, Higher Vocational Schools, Employment Promotion and Labor Market Institutions, Labor Code, Tax legislation, and other documents that contain qualification requirements for certain professions (for example, teachers, doctors, psychologists, etc.) (Lukianova, 2017a, b).

In modern Poland, adult education is provided in primary schools for adults, gymnasiums for adults, secondary schools for adults, higher education institutions, continuing education centers, practical training centers, and retraining and professional development centers as well as universities of the third age. Adult education in public schools is funded by the state. In addition to an extensive system of continuing professional education, Poland has people`s universities – non-governmental institutions, the main purpose of which is educational activities in rural areas and small towns.

Universities of the third age are popular in Poland. Their activities are aimed at relevant educational goals: prevention of old age (promotion of physical and mental activity); preparation for retirement (seminars on psychology and philosophy of life, establishing contacts with other people); preparation for social activities (participation in charity events, which helps to feel one`s own significance).

In addition to universities of the third age, there are other gerontology education institutions in the country: academies, folk schools, discussion clubs, agencies, gerontologic education centers, courses, counseling institutions, creative workshops; technical, sports, health, rehabilitation, and computer centers; lecture halls, specialized institutes of advanced training, retraining for elderly employees, etc. Educational programs are implemented by higher and secondary educational institutions,

urban and rural schools, political parties, cultural and educational institutions and organizations, charitable foundations (Lukianova, 2017a, b).

4.4. Principality of Liechtenstein

In this small European country, the Law on the Promotion of Adult Education has been in force since 1997. Amendments to the Law were adopted on 13 December 2007 (Culture Department 2007). The system of the state promotion of adult education was established in 1979 as a result of the entry into force of the relevant legislation (LGB1.1979 No. 45). An important normative document that also affects the development of the adult education system in the country is the Law on the Adult Education Foundation. The Adult Education Foundation of Liechtenstein is a public law institution founded in 1999.

Its mission is to promote and coordinate adult education in the country, as well as to control the use of parliamentary budgets in accordance with the Law on Adult Education. In 1963, Liechtenstein joined the European Federation of Catholic Adult Education. Among the providers of adult education, we can single out the most famous school for adults – this is the educational house Stein-Egerta in Schaan. This educational institution coordinates and finances adult education. In addition, famous people who give lectures for adults are invited on a voluntary basis.

More than 700 different courses are offered annually for adults. The Foundation for Adult Education of the Principality of Liechtenstein offers courses in the humanities, social sciences, pedagogy, economics and social sciences, health, computer literacy, language, leisure, etc. There functions the Catholic Association of Adult Education in Switzerland and the Principality of Liechtenstein (Lukianova, 2017a, b).

4.5. Kingdom of Spain

Adult education in Spain is governed by educational laws aimed at promoting lifelong learning as a means of achieving social cohesion and social development. There is no separate law on adult education in the country. Various aspects of this educational direction are considered in a number of laws. The basic document in the field of adult education in Spain

is the Law on the General Structure of the Education System - LOGSE (Head of the Spanish State, 1990), which came into force in 1990, where the term "adult education" was first used. The law presents a new concept of adult education, and continuity is enshrined as a guiding principle of the entire education system.

It should be noted that in accordance with Art. 51.4 LOGSE, access to education is guaranteed to every member of society. In general, the Law identifies three main areas related to adult education. First, it is the instrumental or core area in order to acquire and update basic training and provide access to different levels of the education system. Second, activities in the field of obtaining or improving professional skills to be able to work in other professional fields. And, third, the encouragement to participate in social, cultural, political, and economic life (Head of the Spanish State, 1990).

The Law adopted in 2006 (Head of the Spanish State, 2006) constitutes the current legal basis for adult education. In particular, the Law states that adult education aims to give an opportunity to people over the age of 18 (sometimes over the age of sixteen) to acquire, update, supplement or expand their knowledge and promote their personal and professional development. It integrates basic education as well as post-compulsory education, which increases the level of school qualification and training.

An important feature of Spain's adult education system is the decentralization of educational powers and subordination to the governments of the autonomous regions. Their responsibilities include developing and implementing appropriate provisions for adult education. Thus, in Spain there are a number of documents developed and adopted at the regional level: in Andalusia (1991), Catalonia (1992), and Valencia (1995) (European Association for the Education of Adults – EAEA Spain, 2011).

According to the current legislation, the system of adult education includes the Programs of initial professional education (Programas de Cualificación Profesional Inicial) aimed at young people who have not been able to obtain compulsory primary education. Under these programs, they receive both general and professional education. Basic adult education is

single-level, the initial stage of which is literacy, and the final stage is obtaining a certificate “Graduado en Educaciun Secundaria”.

In most of Spain`s regions, this education is divided into three stages. The first two are primary education; the third one is training to obtain a certificate “Graduado en Educaciún Secundaria”. The initial stage of basic adult education includes two levels: level I - literacy, level II - consolidation of knowledge and basic instrumental skills. The latter is considered preparatory to the third level (EAEA-Spain, 2011).

In Spain, adult education is provided by public educational institutions and private organizations – companies licensed by the Ministry of Education. Adult learning takes place in full-time and distance form. Distance learning is considered more acceptable because it facilitates the education of people living in rural and remote areas. Education is provided by specialized institutions for adults, people's universities, associations, neighborhood associations, local corporations, universities for adults, and social protection centers. Such centers are usually aimed at socio-cultural work in society. In rural areas, there are Centers – workshops for adult education. The leading providers of adult education in Spain are the National University of Distance Education (provides regulated university education); Adult education centers – in the field of non-university education; the Center for Innovation and Development of Distance Education (non-university education through distance learning); People's Universities (Lukianova, 2017 a, b).

4.6. Finland

Finland is the one of Scandinavian country that has a long and strong way of adult education development. According to the Ministry of Education and Culture of Finland, about 5 million citizens annually participate in various types of adult education, most of them are the working population, the rest are the temporarily unemployed, the elderly and others. Since 1980, adult education has been associated with liberal adult education institutions, the task of which is certificate-oriented education and additional training (Liberal adult education is an educational system or special

education courses that provide the cultivation of a free (from the Latin Liber) person) (EAEA-Finland, 2011).

The Ministry of Education and Culture of Finland is responsible for the entire education system, including professional education and training, as well as adult education. However, the Ministry of Labor and Economy of Finland is responsible for training in the labor market. Legislative support for adult education is quite developed and is determined by current laws and acts on adult education, for example, Liberal Adult Education Act (632/1998) and Decree (805/1998); Adult Employment Training Act (763/1990) and Decree (912/1990), and others (Kotun, 2017).

Non-formal education in Finland is provided by a network of liberal education centers, namely, adult education centers, training centers, folk high schools, physical education centers, summer universities, open universities, and others. All of these institutions typically include associations and funding representing different views based on the local cultural and educational needs of the population (Clipa & Greciuc, 2018; Kotun, 2018).

Folk high schools offer general education programs (for example, in art, languages, education, or theology) at 87 campuses. The national school system ensures the implementation of one-year programs, summer, and weekend courses of various duration as well as training programs for various professionals, including teachers. Folk high schools can be divided into four groups: non-political (Grundtvig), Christian, civic, and folk schools providing special education (Kotun, 2018).

Adult Education Centers are the largest adult education institutions in Finland. The centers usually operate in places owned by the municipality, such as schools and leisure centers. The courses offered include those in arts, crafts, music, language and literature, home economics, sports, ICT, and social studies.

Courses are offered for all age groups. In addition to liberal adult education, adult education centers offer open university training and special courses for such clients as municipalities and companies. The government subsidizes such centers similarly to other liberal adult education organizations to keep tuition fees at a financially reasonable level. On average, 53% of funding for the centers is got from the state, 28% - from

the municipality and 15% - from the fees paid by adult applicants (Kotun, 2018).

Training centers are third sectors, (voluntary) institutions run by non-governmental organizations, political parties, and trade unions. Such centers' activities are mainly aimed at volunteers and active members of organizations. Training is provided in the form of courses, lectures, seminars, and training clubs that facilitate adult learning. Teaching usually takes place in the evenings or on weekends, often at facilities owned by the organization. Learning centers offer a wide range of educational opportunities that support democracy and active citizenship (Kotun, 2018).

Summer universities are regional institutions that mainly operate in cities. They have 31 fixed places of operation and education is provided in 110 settlements. Their main activity is to offer open university courses and respond to the needs of regional education and professional skills development. Training is conducted throughout the year in the form of courses, and is short-term. Summer universities work closely with higher education institutions and other institutions. They offer many interdisciplinary programs, for example, in the fields of culture, art, the Finnish language and culture, European studies, education, environmental research, health sciences, and social sciences (Kotun, 2018).

Sports institutes provide training that improves sports participation, well-being, and the health of the entire population. Some sports institutes are state institutions, while others are regional (Kotun, 2018).

Adult education in the labor market is carried out through adult professional education institutes and other higher education institutions funded by the Ministry of Labor of Finland. Education in the labor market can be in the form of long-term or short-term courses, as well as organized on the basis of companies' cooperation to improve the level of individual qualification (Kotun, 2018).

Open universities in Finland operate in various universities and institutions. An interesting type of an Open University is the University of the Third Age, which focuses directly on the aged (Kotun, 2018).

4.7. Norway

The development of the lifelong education system as a prerequisite for the improvement of economic competitiveness has become the main driver of the formulation of a strategy for lifelong professional education and retraining in Norway. The Adult Education Act (first adopted in 1976, with amendments in 2003, 2009 and 2010) regulates various types of adult education that do not come within the provisions of the Education Act. Adult education and training are provided by various public and private institutions. Norway has a well-developed non-formal and informal adult education system. There are many adult lifelong learning institutions, for example, centers for adult education (there are about 20 such centers throughout the country); adult education associations under social organizations; distance learning centers; adult education centers at various enterprises and private companies; continuous education centers at universities and colleges. There are also Folk High Schools operating mainly as boarding schools that are run by various types of organizations, independent foundations, local and Christian organizations. Folk High Schools provide general education for young people and adults but cannot administer any formal examinations. Norway is characterized by a high degree of power decentralization at all levels – federal, regional and municipal. Municipalities are responsible for primary and secondary education. Regional authorities regulate public gymnasiums/schools taking responsibility for curriculum development, examinations and quality assurance as well as school personnel policy. The Ministry of Education and Research has overall responsibility for national educational policy and education and professional training administration at all levels starting from kindergartens to higher education including adult education (Norwegian Ministry of Education and Research, 2020).

The Norwegian Association for Lifelong Learning operates in the country. This Association is responsible for increasing adult learning participation including programs focused on mastering basic skills necessary on the job and going above and beyond. The Association has special competence in the field of adult rights and the recognition and validation of

prior education. The agency also works closely with social partners and social organizations to improve adult learning in working practice. The Norwegian Agency for Quality Assurance in Education was established in 2003. It is an independent agency entrusted with the task to assess the quality of higher education, higher professional education and adult education in Norway. This task is fulfilled through various mechanisms, namely: accreditation of higher education institutions; accreditation of higher education programs and courses; quality assurance assessment at higher education institutions; assessment of certain educational service types or certain educational process aspects, etc. (NAAL, 2020).

In Norway, Skills Norway is an agency for the development of adult education, which provides a lifelong learning program in the field of inclusive economy and society. This program works to ensure that adults, at and outside work, have the opportunity to master skills they need when requested. Skills Norway combines skills that have already been implemented and makes recommendations to government agencies and other educational institutions to promote the necessary skills development policy. For example, since 2008, Skills Norway has been responsible for all Norwegian and immigrant teachers' continuous informal education in two specific areas – language and literacy training; social studies based on the national curriculum in the Norwegian language and social studies for immigrant teachers. It is implemented in the form of short courses held in each of the Norwegian counties (Skill Norway, 2020).

4.8. Sweden

Sweden has an adult education system that is systemically organized, steadily developing and constantly demonstrating to the world its consistency and success. The success of modern Swedish adult education can be attributed to the following factors. Firstly, it is recognized as a priority area of educational policy and guaranteed by the state, which implies broad legal and financial support at the state level and in municipalities. The basic principles of this system development are accessibility, openness and massive participation. Secondly, the system of formal, non-formal and informal adult education in Sweden is organized into a logically built four-

component structure (state system, training for personnel, training for the labor market), which has historically proved itself to be stable, reliable and successful. Thirdly, the network of educational institutions for adults represented by high schools and gymnasiums, study circles, komvuxes, etc., is spread throughout the country and is popular with the Swedes. In Sweden, there is no specific law on adult education but there are a number of different acts on lifelong adult education (EAEA Sweden, 2011).

The history of adult education in Sweden can be divided into three periods. The first one, from the late 19th century to the early 1960s, reflects the great contribution of mass adult education to the renewal of the Swedish nation. Study circles and Folk High Schools providing adults with new educational opportunities. Self-education became a symbol of this period. The second period began in the late 1960s and lasted for almost twenty years. It can be summarized as “building the Swedish adult education model”. During the 1970s, some policy decisions were made that aimed to create a developed non-formal adult education system. At the municipal level, all adults were supported to finish secondary education and overcome functional illiteracy problems; they were provided with the widest opportunities for self-education through evening courses. The third period began in the mid-1980s. At that time, the Swedish parliament decided to attract new sources of funding and organize adult education in a more flexible way. The system of advanced training was now out of the Ministry of Education’s jurisdiction and was now regulated by a specially created Council. The educational authorities and the bodies regulating labor relations were involved in its development (Informationsverige, 2018).

There are 147 Folk High Schools in Sweden, where adults attend short-term courses and circles. Some of them are run by various public, political and religious organizations, while others operate under the auspices of landstings and local governments. The degree of population involvement in adult education is extremely high. In recent years, about 75% of Swedes between the age of 18 and 75 have taken or are taking part in study circles. Approximately 40% have participated in one or more study circles in the past three years. 13% attended short-term courses at Folk High Schools, and

8% were students of long-term educational programs (Informationsverige, 2018).

At present, adult education in Sweden has the following goals: with the help of education, to bridge the gap between different population segments on the way to equality and social justice; to facilitate increased opportunities for adults to learn to understand and question the reality and take part in cultural, social and political life as well as to contribute to the development of a democratic society by means of raising the level of their education; to train adults to fulfil various responsibilities that arise during their working life, and to contribute to full employment wending the way of social development and progress; to provide every adult with a wide choice of opportunities to increase and improve their educational level (European Comission – EC, 2019c).

4.9. Ukraine

For Ukraine, the relevance of non-formal adult education is conditioned by many factors, including difficulties in adapting the adult population to new socio-economic conditions, a declining adult employment rate, rising unemployment, a decreasing per capita income level, adult deskilling, and the lack of skills, a risk of reducing the level of education availability for children whose parents are socially and economically maladapted in society.

There is no separate Law on Adult Education in Ukraine. Among the achievements in the development of non-formal youth and adult education, it is expedient to single out: inclusion of Article 18 "Adult Education" in the Law of Ukraine "On Education", adopted by the Verkhovna Rada of Ukraine on September 5, 2017; development of the Concept of adult education in Ukraine (2011 and 2016); creation in the structure of the Ministry of Education and Science of Ukraine of the Higher and Adult Education Directorate (since 2017), as well as the establishment of Subcommittee 301 "Lifelong learning, recognition of non-formal and informal education" (2016) as a part of the Scientific and Methodological Commission for Organizational and Methodological Support of Higher Education of the Ministry of Education and Science of Ukraine (SMC 15) ;

inclusion of the “andragogue” profession in the state “Classifier of professions DK 003: 2010” (2019) (Anishchenko et al., 2017).

There is an expansion in the range of providers of non-formal adult education services. There are national adult education associations, non-profit and commercial education, training, and retraining centers for the various categories of adults (the unemployed, migrants, employees, etc.). The Ukrainian Association of Adult Education (UAAD) has been established, its activities are aimed at developing the system of adult education in Ukraine, forming a lifelong learning society, as well as promoting and supporting non-formal adult education, international cooperation, training, and support for professionals working in the field of adult education.

In 2016, the UAAD became a member of the European Association for Adult Education. The Ukrainian Association of Learning Cities (UALC) was established, its activities are aimed at promoting the development of urban communities to expand individual rights and opportunities for lifelong learning and, as a consequence, cities` social cohesion and economic growth. A network of adult education centers at the educational institutions of various types and a network of non-governmental organizations that implement educational initiatives for adults are also being developed. (the Institute for International Cooperation of the German Association of People's Universities (DVV International, the West-Ukrainian Resource Center), the Integration and Development Centre for Information and Research, CO “Light of Hope”, NGO “Center Podillia-Society”, NGO “Impulse”, NGO “OMC PLUS”, NGO “Cossack Guard” Community, NGO “Gostynets” and others) (Anishchenko et al., 2017).

5. Conclusions

Analysing the European countries` experience in lifelong learning, we can conclude that one of the most important and effective strategies for continuing education and, in particular, adult education in all countries is the formation of a legal framework stipulating the responsibility of the state, entrepreneurs, territorial communities, and public organizations for supporting citizens` personal development as well as determining the provision of financing for this activity and certification requirements. Most

European countries have adopted bylaws on mechanisms for the legal regulation of adult education defining its objectives, principles, and mechanisms of state support, interaction between the main subjects in the educational process, their rights and responsibilities, coordination between different providers of educational services as well as the principles and schemes of receiving funds from the budget.

For example, in Austria, among the strategic directions for the development of adult education until 2020 there is a further education direction when education is treated as investment goods, participants as clients, education as goods; life focus (lifelong learning); no restrictions on the admission of adults to study; modularity of education (considering the balance between work, personal life, and education) (Kowalczyk-Waledziak et al., 2019). Particular attention is paid to privatization and differentiation of further education, as nowadays there is a huge number of public and commercial providers in the education market competing for adult applicants; modular adult education, as the differentiation of educational needs of the population requires more flexibility. Instead of a rigid system of courses, modular training and educational modules developed in accordance with the modern needs of the labor market are gaining popularity as well as competitive certification meaning that, unlike public or generally accepted certificates, non-governmental and private institutions first have to create their market value, and combining business and adult learning, as new models of further education are introduced (for example, Lernschatt, quality chain, workshops); reduction in the unemployment rate among young people (15-24 years of age) and increased employment among the elderly (55-64-year-old); raising the level of non-formal continuing education in rural areas; promoting lifelong learning for low-skilled workers.

France can be considered one of the first European countries, which began to form not only a legal framework for adult education, but also introduced a strategic direction of identification, recognition, and evaluation of non-formal and informal education outcomes.

Among the main strategic directions of adult education development in the Republic of Poland, which is directly related to continuing education,

we can single out the “Strategy for the development of education for 2013-2020” (Council of the Capital City of Of Warsaw, 2013).

Sweden has introduced a strategy for “Continuing Education” (2020) where

“quality” is a key word. In higher education, the development of quality through a new quality assurance system and a new resource allocation system is a priority. In municipal adult education, the opportunity to adapt such education to the needs of the individual is increasing. Training programs are based on learning outcomes obtained over many years. The term "lifelong learning" implies flexible learning, the awareness of individual capabilities and modern requirements. Informing and mentoring are key concepts. Equivalence and gender equality remain unchanged as important goals of adult education policy (EC, 2019c).

In Finland, it is provided strategic mentoring and lifelong counseling. Mentoring and counseling in the Finnish education system are enshrined in law. The introduction of digitalization processes in the professional activity of the adult population in accordance with the modern conditions and requirements is among the important Finnish strategic directions of adult education development (EC, 2020a).

Among the strategic directions for the development of adult education, the Norwegian government in 2015 presented the White Paper on Lifelong Learning. The aim of the White Paper was to create a coordinated and holistic government approach to policies for adults with poor education and basic skills and immigrants trying to prove their professional skills (EC, 2019a).

In order to develop a lifelong learning policy, the Ministry of Education and Training of Spain in 2014 prepared a Strategic Lifelong Learning Plan. The strategic directions of this Plan for 2014-2020 are the following: to provide wide access of adults to information, mentoring and counseling; to promote innovations in lifelong learning; to adapt the provision of education to citizens` personal, social, and working needs; increase the flexibility of the learning process; to stimulate citizens` participation regularity in various types of training, etc. (EC, 2020b).

In Ukraine, we can identify the following strategic directions for the development of adult education: development of the draft Law of Ukraine "On Adult Education" and the National Strategy for the Development of Lifelong Learning for 2020-2030; Development, approval, and implementation of regional programs, strategies, strategic plans, and conceptions for the development of adult education contributing to the development of non-formal education as its integral part; development and implementation of effective mechanisms for the recognition of non-formal and informal education of various categories of adults; formation and development of the market for non-formal adult education services; expansion of the network of adult education and training centers; development and implementation of scientific and methodological, informational support of non-formal adult education, the professionalization of pedagogical staff at non-formal education institutions (Anishchenko, 2019).

Our overview of strategic directions for adult education development in the European countries does not put the issue to rest, as the experience of each country is unique and may require more in-depth analysis and systematization in further research.

References

- Anishchenko, O. (2019). The conception of non-formal adult education development in Ukraine. *Adult education: theory, experience, prospects*, 1(15), 20-39. <http://lib.iitta.gov.ua/719388/>
- Anishchenko, O., Lukianova, L., Pryima, S. (2017). *Non-formal adult education is an educational trend of the XXI century*. *Ridna schkola*, 11-12, 3-7. <http://lib.iitta.gov.ua/710422/>
- Clipa, O. & Greciuc (Serban), M. A. (2018). Relations of Style of Leadership and Achievement Motivation for Teacher. *Revista Romaneasca pentru Educatie Multidimensionala*, 10(4), 55-64, <http://dx.doi.org/10.18662/rrem/7>
- Commission Of The European Communities. (2006, October 23). *Adult learning: it's never too late to learn. Communication from the commission*. COM (2006) 614 final. <https://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>
- Council of the Capital City of Of Warsaw. (2013, August 29). *Strategia Rozwoju Edukacji na lata 2013–2020* [Strategy for the development of education for

- 2013-2020]. <http://edukacja.warszawa.pl/sites/edukacja/files/program-rozwoju-edukacji/4651/attachments/program-rozwoju-edukacji-w-warszawie-w-latach-2013-2020.pdf>
- Council of the European Union. (1999). *Presidency Conclusions - Cologne European Council* SN 150/99, 3-4 June 1999. http://ue.eu.int/ueDocs/cms_Data/docs/pressData/en/ec/83201.pdf
- Culture Department. (2007). *Vernehmlassungsbericht Der Regierung Betreffend Die Abänderung Des Gesetzes Über Die Förderung Der Erwachsenenbildung* [Government Report Concerning The Amendment of the Law on Promoting Adult Education]. http://www.llv.li/files/srk/pdf-llv-rk-vernehml_2007_erwachsenenbildung.pdf
- European Association for the Education of Adults (EAEA) Finland. (2011). *Country report Finland*. www.eaea.org/country/finland
- European Association for the Education of Adults (EAEA) Spain. (2011). *Country report Spain*. www.eaea.org/country/spain
- European Association for the Education of Adults (EAEA) Sweden. (2011). *Country report Sweden*. www.eaea.org/country/sweden
- European Commission. (2020b). *Lifelong Learning Strategy (Spain)*. EURYDICE. https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-79_en
- European Commission. (2019a). *Lifelong Learning Strategy (Norway)*. EURYDICE. https://eacea.ec.europa.eu/national-policies/eurydice/norway/lifelong-learning-strategy_en
- European Commission. (2019b). *Lifelong Learning Strategy (Poland)*. EURYDICE. https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-56_en
- European Commission. (2019c). *Lifelong Learning Strategy (Sweden)*. EURYDICE. https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-80_en
- European Commission. (2020a). *Lifelong Learning Strategy (Finland)*. EURYDICE. https://eacea.ec.europa.eu/national-policies/eurydice/finland/life-long-learning-strategy_en
- G7 Research Group. (2000). *G8 Education Ministers' Meeting and Forum: Chair's Summary, Tokyo, Japan 1-4 April 2000*. <http://www.g8.utoronto.ca/education/education0400.html>
- Head of the Spanish State. (1990). Ley 1/1990 de 3 de octubre, Orgánica de Ordenación General del Sistema Educativo. Ministerio de Educación. [Law of General Organization of the Educational System. Organic Law 1/1990, of October 3, 1990] <http://www.filosofia.org/mfa/fae990a.htm>

- Head of the Spanish State. (2006). *Ley Orgánica 2/2006, de 3 de mayo, de Educación* [Organic Law 2/2006, of May 3, on Education].
<https://www.boe.es/buscar/act.php?id=BOE-A-2006-7899>
- Informationsverige. (2018, March 3). *Obrazovaniye dlya vzroslykh* [Adult Education in Sweden]. <https://www.informationsverige.se/ru/jag-har-fatt-uppehallstillstand/samhallsorientering/boken-om-sverige/att-forsorja-sig-och-utvecklas-i-sverige/utbildning-for-vuxna/>
- Kotun, K. (2017). *Legislative support for adult education in Finland and Ukraine*. Institute of Pedagogical Education and Education for the Adults, 393-403.
<http://lib.iitta.gov.ua/708256/>
- Kotun, K. (2018). The role of Finnish adult centers in teachers' professional growth in today's labor market. Professional and continuing education. *Edukacja zawodowa i ustawiczna / Polish-Ukrainian scientific yearbook*. Academy of Special Pedagogy in Warsaw, 3, 509-529.
- Kowalczyk-Waledziak, M., Lopes, A., Underwood, J., Linda, D. & Clipa, O. (2019). Meaningful time for professional growth or a waste of time? A study in five countries on teachers' experiences within master's dissertation/thesis work. *Teaching Education*, 31(4), 459-479.
<https://doi.org/10.1080/10476210.2019.1649649>
- Kremen, G., Kovbasyuk, Yu. (Eds.). (2014). *Adult education: an encyclopedic dictionary*. Osnova.
- Lassnigg, L. (2000). Lifelong Learning: Österreich im Kontext internationaler Strategien und Forschungen. *Reihe Soziologie*, 45.
<http://www.equi.at/dateien/rs45.pdf>
- Legifrance. (2019, August 23). *LOI n° 2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale (1)* [LAW No. 2014-288 of March 5, 2014 on vocational training, employment and social democracy (1)].
<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000028683576>
- Lukianova, L. B. (2017a). *Legislative support of adult education: foreign experience*. LLC "DKS-Center", Kyiv, Ukraine. <http://lib.iitta.gov.ua/708009/>
- Lukianova, L. B. (2017b). Legislative basis of adult education: international experience. *Andragogical Bulletin*, 8, 5-16. <http://lib.iitta.gov.ua/718441/>
- Lukianova, L., Anishchenko, O. (2014). *Adult education: a short glossary*. PE Lysenko M.M.
- Marusynets, M. (2019). *Strategic development of adult education in Austria in the conditions of peaceful coexistence*. Education for peace = Edukacja dla pokoju: collection of research papers in 2 volumes. Yurko Lyubchenko LLC. (Vol.2, pp. 495 - 503).
- NAAL. (2020). Norwegian Association for Lifelong Learning.
<http://www.vofo.no/en/>

- Norwegian Ministry of Education and Research. (2020).
<https://www.regjeringen.no/en/dep/kd/id586/>
- Nychkalo, N. (2002). *Continuing education as a global trend*. In N.G. Nychkalo & V.A. Kudin (Eds.), *Professional education in foreign countries* (pp. 46-48). Vyscha shkola.
- Ogienko, O. (2008). *Trends in adult education in the Scandinavian countries*. Sumy: Ellada
- Schlögl, P., & Schneeberger, A. (2003). *Adult Learning in Austria Country Background Report of the OECD Thematic Review on Adult Learning*.
<http://www.oecd.org/austria/25603759.pdf>
- Skill Norway. (2020). *About Us*. <https://viskaproject.eu/about-us/skills-norway/>
- Stangl, G. & Wallmann, M. (2001). *Erwachsenenbildung in Österreich [Adult education in Austria]*. In L. Sprache & G. Stagl (Eds.): *Auf der Suche nach einer geeigneten Struktur in Offenen Flexiblen Lernformen. Ein Manual*. [In search of a suitable structure in open flexible forms of learning: Ein Manual], (pp. 158-167). Burgenland Forsch.-Ges
- Szlosek, F., Wiatrowski, Z., & Ciżkowicz, K. (2007). *Rozwójczy stagnacja pedagogiki pracy. Pedagogika pracy i andragogika z myślą o dorastaniu, dorosłości i starości w XXI wieku* (T. 1) [Developmental stagnation of work pedagogy. Pedagogy of work and andragogy with a view to adolescence, adulthood and old-age hunting in the 21st century (Vol. 1)]. Włocławskie Towarzystwo Naukowe: Wyższa Szkoła Humanistyczno-Ekonomiczna [Włocławek Scientific Society: Higher School of Humanities and Economics].
- UNESCO Institute for Lifelong Learning. (2011). *Austria: Strategy for Lifelong Learning LLL*: 2020. <https://uil.unesco.org/document/austria-strategy-lifelong-learning-lll2020-issued-2011>
- UNESCO, (1996). *Education: Hidden treasure. Report of the International Commission on Education for the 21st Century*. UNESCO Publishing House.
<http://www.ifap.ru/library/book201.pdf>
- United Nations. (2014). *GEM Final Statement The Muscat Agreement. Global Education for All Meeting UNESCO, Muscat, Oman* (12 – 14 May 2014).
<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Muscat-Agreement-ENG.pdf>