

Innovative Development of the Education System in the International Space

Tatiana Berbets¹, Victoria Ivanova², Roman Bryk³, Oksana Vytrykhovska⁴,
Mykola Kurach⁵, Svitlana Yakymenko⁶, Ildiko Oros⁷

¹ Ph.D. (Pedagogics), Associate Professor at the Department of Technological Education, Pavlo Tychyna Uman State Pedagogical University, Ukraine

² Doctor of Pedagogical Sciences, Associate Professor, Professor of the Department of Preschool and Special Education, Mukachevo State University, Ukraine

³ Candidate of Pedagogical Sciences, Associate Professor of Education and Pedagogy Department, West Ukrainian National University, Ukraine

⁴ Candidate of Pedagogical Sciences, Associate Professor of Department of Social Work and Rehabilitation, National University of Life and Environmental Sciences of Ukraine, Ukraine

⁵ Doctor of Pedagogical Sciences, Professor, Vice Rector for Scientific Affairs, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Ukraine

⁶ Doctor of Pedagogical Sciences, Professor of Elementary and Preschool Education Department, V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine

⁷ Doctor of Philosophy, Associate Professor, Department of Pedagogy and Psychology, President, Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education, Ukraine

Summary

Due to globalization and demographic changes, Education of the adult population is becoming increasingly important in modern society, and different countries have similar social mechanisms that determine the participation of adult education and the relationship of this participation with results in the labor market. However, mostly education is raised by those who are already quite highly educated and occupy a favorable position in the labor market, which acts as a mechanism for increasing social inequality. This is especially noticeable in the case of non-formal education, which is organized at the expense of employers, which is widespread in all countries. Brief information on international relations in the development of the adult education system in different countries of the world is provided. The article analyzes the achievements of scientists and specialists who studied the role of adult education in the context of life path and international comparison of different countries, which are based on longitudinal data, taking into account differences in the organization of adult education in different countries and their characteristics. It was found that in general, there is a significant diversity in the level of participation of people in adult education in different European countries. It was found that participation in all forms of adult education (except formal education at the expense of the employer) by country is higher, the higher in these countries government spending on education, research and development, and social protection of the population.

The main patterns of participation in formal education of adults are revealed. In Finland and partly in Denmark, Germany, and the United States, formal adult education mainly involves workers with a lower initial level of education and not the most confident position in the labor market, which indicates that formal education in these countries can partially compensate for social inequality that arose in the early stages of life. In Australia, Spain, Sweden,

and the United Kingdom, participation in formal education is mainly caused by an unsatisfactory situation in the labor market. In Hungary and Estonia, initial social inequality is not compensated through formal adult education.

Keywords:

innovative development, international space, International relations, adult education system, countries of the world, continuing education, formal and non-formal adult education.

1. Introduction

Continuing education plays a key role in the development of human capital and economic growth of the country due to its ability to form an intellectual component in the system of elements of the knowledge economy, to improve the achievements of people, nation and society on a daily basis as new knowledge is acquired and implemented. After the signing of the Bologna Declaration by Ukraine in 2005, the active process of integration of domestic educational institutions into the European educational space continues, which is connected with the activities of international organizations and the prospects for employment of graduates in the global open market [9].

The strategic goal of the Bologna Process was the formation of the European Higher Education Area. The concept of "the European Higher Education Area" is interpreted as a geo-educational territory of an innovative type, formed with the help of such tools as the European credit transfer and funded system, national qualifications framework compatible with the qualifications framework of

the European Higher Education Area, Diploma Supplement and European standards and recommendations for ensuring the quality of higher education in the European Higher Education area [6].

As for the issue of human aging in the international aspect, scientists T. Skorik and I. Shevchenko note: "the United Nations held the World Assembly on Ageing in 1982 and the General Assembly endorsed the International Plan of Action on Ageing. In 1990, the Assembly proclaimed October 1 as the International Day of Older Persons, and a year later adopted the "UN Principles for Older Persons", the implementation of which is aimed at social work with this category of the population [17].

The purpose of the article: to identify the features of innovative development of the education system in the International Space.

2. Analysis of recent research and publications

Dyman T., Bonkovskiy O., Vovkogon A. conducted an analysis of higher education systems in Europe, revealed the features of the documents of the Bologna Process and other international summits on the development of Higher Education, clarified the main tasks, principles and stages of the formation of the European Higher Education Zone [18].

Sbruieva A. highlights the theoretical, normative, organizational and content-procedural foundations of the formation of the European Dimension of quality assurance of higher education in the context of internationalization of the educational space. The article describes the features of internationalization of quality assurance of the domestic higher education system and develops recommendations for further introduction of the European Dimension of quality assurance of higher education in Ukraine [6].

Scientists Vasyliuk A., Dei M., Bazeliuk V. highlighted the quality of higher education in the international context and its regulatory regulation in Ukraine. Special attention is focused on the analysis of mechanisms for ensuring, monitoring and evaluating the quality of Higher Education [20].

Sihaieva L. made an analysis in the developed countries of the world of relevant educational institutions and organizations that directly deal with the problems of adult education, which has long become an independent direction of state policy, gender education and training, and all institutions specializing in the problems of adult men and women [16].

Honcharuk A., revealed the content of the work of national societies and associations of adult education, whose activities are aimed at intensifying international cooperation between scientists and practitioners, developing and implementing the concept of adult education, sharing experience [7].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. discoveries the possibilities of using multimedia technologies in education [11].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. demonstrate the prospective directions of using multimedia technologies in the training of future specialists [15].

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N., Necheporuk, Y., & Rezvan, O. study the importance of multimedia education in the informatization of society [12].

Lohvynenko T., Bida O., Oros I., Honcharuk V. paid attention to the problem of adult education in the educational policy of developed EU countries, which is considered as a mechanism for achieving sustainable economic development, guaranteeing civil progress and a democratic structure of public life. As a manifestation of society's responsibility for the formation of human and social capital, which is a key element of modern knowledge society [2; 13].

3. Research methods

The article uses the following theoretical research methods: analysis, synthesis, induction, deduction in the processing the content of scientific research of foreign and domestic scientists. Comparison in the process of working with the regulatory documentation of education in different countries; generalization to substantiate the role of international relations in the development of the adult education system in different countries of the world; systematization – in order to formulate conclusions.

4. Results

One of the main tasks in the development of adult education in European countries is the creation and implementation of a long-term program of international cooperation in this area; the development of effective mechanisms for entering into educational and scientific programs of international organizations, foundations, etc., the introduction of a system of information support for international cooperation [1; 19].

In the 1980s, international cooperation in the field of Higher Education began. Education policies worked mainly to overcome youth unemployment in most European countries. The European Social Fund played a key role in this strategy. In 1984, 75% of its budget was spent on projects to support the development of professional skills and employment of young people.

In the European dictionary, the term "employability" is becoming increasingly popular – suitability for employment, which characterizes the set of knowledge, abilities, skills of approaches to solving an industrial situation, as well as the

ability and desire for continuous improvement and professional development. Employability covers the following competencies: level of self-organization, ability to work in a group, ability to perform specific tasks, communication and literacy skills, knowledge of Information Technology, etc. All these are general competencies that do not depend on the main profile of the chosen profession. Surveys conducted among European employers (mainly representatives of industry and business) have shown that the chances of getting a proper place in the labor market lie with:

- skills that characterize employability – 78 %;
- positive attitude to work – 72 %;
- relevant practical experience (production practice) – 54 %;
- areas of education or qualification received – 41 %;
- university success rate – 28 %;
- prestige of a completed educational institution – 8%.

More than 20 thousand recent university graduates were interviewed by HEGESCO. Among the factors that increase the chances of employment, they named the following:

- experience and contacts with the professional environment – 25 %;
- intellectual capital – 16 %;
- rating level (average over 4.0) – 13 %;
- level of Cultural Development – 13 %;
- availability of Higher Education – 11 %;
- availability of a driver's license – 11 %;
- professional work experience – 9%.

Thus, there is an absolute need for cooperation between the main stakeholders of the educational process: the academic community of higher education institutions, employers, graduates and students [18].

Recently, there has been a noticeable increase in the number of relevant educational institutions and organizations that directly deal with the problems of adult education. Among them are the Pan-African Association for adult literacy and education, and the Arab Network for the dissemination of adult literacy and education. The advocacy role of the South Asian and Pacific adult education bureau has intensified. An office for gender education and training has been opened in Latin America, specializing in the problems of adult men and women. The North American Alliance for public education and adult education promotes distance education for Caribbean residents. Significant centers in the development of adult education are the International Institute of Education (USA), the Swiss organization for adult education, the International pedagogical center (France), International Institute for pedagogical research (Germany), etc. In the developed countries of the world, Adult Education has long been an independent direction of state policy [16].

The idea of adult education is guided in its activities by such international organizations as UNESCO, the

Organization for Economic Cooperation and Development (OECD), the UN, etc.

In particular, UNESCO is the largest intellectual center for intergovernmental cooperation on Education, Science and Culture, which includes 188 countries. These are almost all countries in the world. UNESCO has about 600 government organizations that aim to guarantee every adult the right to study. The UNESCO Institute for Lifelong Learning (Hamburg) and the International Institute for Educational Planning (Paris) lead theoretical research in this area of knowledge. These institutions are the largest Information Center that provides thematic coordination of research problems in the field of adult education [16].

With the support of the UNESCO Institute of Education (since 2006 – the UNESCO Institute for Lifelong Learning), Adult Education Weeks are held annually in most European countries (including Ukraine). The main goal of the weeks is to achieve recognition of adult education as a necessary condition for the development of a learning society and overcome the limited perception of Education [7].

The holding of Weeks (in most countries of the world are Festivals) is carried out at the interstate and inter-parliamentary levels, taking into account the regional coordination of the activities of non-governmental organizations based on the international departments of national organizations for Adult Education, etc. UNESCO coordinates this cooperation [21].

Of particular interest are the national organizations of individual countries in the field of Adult Education: 1. National Institute for Adult Continuing Education in England and Wales; 2. The German Institute for Adult Education; 3. The Irish National Association of Adult Education. 4. Finnish Adult Education Association (Helsinki, Finland); 5. The Association of Estonian Adult Educators, (Tallinn, Estonia) [4].

One of the newest forms of work with the elderly is the provision of the social and pedagogical service "University of the Third Age", which can be considered as one of the modern forms of social integration of the elderly" [17].

Scientific conferences, seminars and other international relations play a significant role in the formation and development of Adult Education in Europe and in the world in general [2].

The six UNESCO International Conferences on Adult Education (CONFINTEA) in Denmark (1949), Canada (1960), Japan (1972), France (1985), Germany (1997) and Brazil (2009) evidence the development of Adult Education.

National societies and Adult Education associations are being established. Their activities are aimed at activating international cooperation between scientists and practitioners, developing and implementing the concept of Adult Education, and exchanging experience [7].

Experience of the International Society for Comparative in Adult Education (ISCAE) [8] certifies the activities of Adult Education in different countries of the world.

The role of international relations in the development of the Adult Education system in relation to the International Society for Comparative Adult Education is that during its existence, ISCAE has been trying to develop and maintain international standards in the field of methodology for International Comparison of Adult Education, which can help researchers in this field. There are also identified obstacles on this path, among which it is possible to identify International Communication (English), which is not spoken by all European scientists, although it has long been the language of international scientific communication [2].

Another problem is that Adult Education institutions, laws, political and cultural development in different European countries differ significantly from each other. That is why it is important to find an accurate translation of each scientific term for comparative analysis.

Another obstacle is the irregular presence of representatives of National Adult Education societies at Central international meetings due to insufficient investment, which limits the exchange of positive pedagogical experience in Adult Education between countries [4].

The Fifth International Conference on Adult Education, Hamburg (Germany): "Adult Education is the key to the XXI Century" (1997), had a significant impact on global cooperation in the adult world. The ideas of the Hamburg conference covered many countries around the world. Therefore, in Switzerland, the National Festival of the year of continuing education "Life is Education" was held. Under the influence of the ideas of the Hamburg conference, conferences were held: September 22-26, 2000 – in Damascus (Syria), which adopted the Damascus Declaration of the International Council for Adult Education "Education for all" [16].

In 2002, Bulgaria hosted the "Lifelong Learning" Conference, which was attended by two hundred delegates from Europe, North America and Central Asia [18].

The conference, held in 2009 (Brazil), was aimed at justifying Adult Education and non-formal education as components of lifelong learning. The conference adopted the Belen framework for action "Harnessing broad opportunities for adult learning and education for a prosperous society". The general task was to combine Adult Education and non-formal education with other important programs in the field of education and development (LIFE, ODD, the United Nations Decade for the dissemination of literacy, the Decade for education) in order to promote their integration into the national strategies of the participating countries [7].

The problem of Adult Education is given considerable attention in the educational policy of developed EU countries. It is considered as a mechanism for achieving sustainable economic development, guaranteeing civil progress and a democratic structure of public life; as a manifestation of society's responsibility for the formation of

human and social capital, which is a key element of the modern knowledge society [2; 13].

Analyzing various documents and memorandums of leading international organizations regarding the concept of lifelong learning, we can identify positions that characterize this concept:

1. The concept of "Lifelong Learning" covers learning that goes through the entire life cycle from early childhood to deep old age. It includes formal education (primary, general Secondary Education, Secondary Vocational Education, Higher Education, Post-graduation education). Non-formal education (planned educational activities of a general cultural and professional direction outside of official educational institutions) and informal/social/spontaneous (informal) form of Education (individual cognitive activity that accompanies everyday life is realized at the expense of individuals' own activity in the surrounding cultural and educational environment).

2. Educational systems can no longer focus on the skills of performing certain tasks, but should focus on developing students' skills to make decisions and solve problems, as well as teach them to learn independently and together with others.

Successful activity in modern society requires the assimilation of new knowledge and the development of new competencies, which become tools for effective self-development of citizens and their inclusion in social and professional activities, and are beneficial for society as a whole.

3. Educating people requires a new education system. Most existing educational systems do not provide students with the necessary competencies sufficiently. Learning based on memorizing a large amount of information, in which the teacher is the central figure, and the entire learning process is carried out in strict accordance with strict official directives, should give way to a new type of learning, focused on the individual needs of each student. At the center of such training is creativity, practice, analysis and synthesis of knowledge, the emphasis is on learning through practical actions, working in teams and creative thinking. Such training is based on parity cooperation between all participants in the process.

4. The basis of lifelong learning is the basic competencies that all students must acquire in order to fully realize their personal and social needs. Schools play a key role in mastering basic competencies.

The importance of effective general Secondary Education for Lifelong Learning reinforces the role of schools in modern society.

5. The teacher training system requires a significant transformation. The new concept of Education provides for the formation of a new role of teachers, who themselves need to master new skills, become those who learn throughout their lives in order to assimilate new knowledge, pedagogical ideas and technologies. As learning takes the

form of collaboration, the professional development of teachers should contribute to the development of professional networks and the transformation of schools into learning organizations.

6. National lifelong learning systems should be comparable based on common generally recognized standards. Key competencies are the units of measurement for determining the results of lifelong learning, according to which it is possible to evaluate all learning. Thus, in fact, we are talking about the formation of a new educational paradigm [18].

Let us analyze information about international relations in the development of the Adult Education system in different countries of the world.

It should be noted that Australia invests significant financial resources in the development of Adult Education. For Adult Education, as noted by R. Pachociński, courses and centers are organized that complement previously acquired knowledge at various levels or provide on-the-job professional training. Universities and colleges also have advanced faculties in the form of evening and distance learning [2].

Austrian universities today adopt, review and update their own strategic plans. In particular, the development plan of the Karl-Franzens University of Graz for 2013-2018 contains an element of strategic planning, which is based on the use of an integrated approach that defines the overall university mission, its system of goals and main strategies of activity. The components of the plan are the plans of academic departments developed in accordance with the chosen areas, in addition, cooperative strategic projects of their cooperation are presented, specific performers and deadlines are indicated.

Danube University Krems is one of the largest European institutions specializing in postgraduate education. The high quality of education here is achieved through an organic combination of a modern practical training base with modern research support for the educational process.

In the declared concept of ensuring the quality of education of the Karl-Franzens University, it is determined that high academic and research success is the primary goal of the University. This is why the University's quality assurance system functions, which is part of the University's management system. The system covers a set of all works that ensure the achievement of a certain level of quality of education at the University and is aimed at achieving the strategic goal of the University in the context of ensuring the quality of training and research.

The obligation to ensure the quality of education in public universities is formulated in the University law adopted in Austria in 2002. Universities are responsible for building and operating a management system. These provisions were supported by innovations declared in the law on quality assurance of education in the Higher

Educational Institution and the Austrian Agency for Quality Assurance and Accreditation of Austria [20].

The most common type of educational institution for adults in India is social education centers and classes (up to 70 thousand), where 1200 thousand people study. The country has the First National Open University named after I. Gandhi, where the poor can deepen their knowledge and improve their intellectual skills, depriving others of their chances of studying. Open Universities have started operating in other states. However, despite the fact that there are many programs for Adult Education, literacy, hygiene and health rules, labor skills development, etc., illiteracy has not yet been eliminated in India. In India, for rural residents from 18 to 35 years old, there are folk colleges with a period of study from six months to a year. During the first half of the day, each student learns agriculture or crafts, in the second – the regional Hindi language and literature, Indian history, etc.

In Israel, there are two types of Adult Education: Adult Education and Extracurricular Adult Education. The first type covers training for obtaining a certificate or diploma of graduation from a certain level of school, including teaching Hebrew to immigrants, as well as for combating illiteracy. The second one covers those who want to improve the cultural and educational level through country studies excursions, participation in sports games, and discussion clubs. Adult Education costs amount to 21 million dollars. USA per year (approximately 1.5% of the budget of the Ministry of Higher Education).

In China, Adult Education performs several functions: it gives a "second educational chance" to those who want to supplement their education in primary, secondary and HEI; it organizes additional training and professional development of working adults; it implements educational and cultural programs for adults. Adult education in Egypt is primarily related to the fight against illiteracy. Following the Hamburg conference, the Egyptian Ministry of Labor is initiating various vocational training programmers for persons aged 18-45 who have not completed primary school. Practical training takes place in both public and private firms. The Ministry of Industry organizes vocational training centers for semi-skilled workers: training is reduced to training apprentices, and the purpose of training is to form and develop professional and general skills in order to get a chance to work in public or private labor institutions [16].

Due to the fact that with globalization and demographic changes, Adult Education is becoming increasingly important in modern society. Scientists, specialists Elina Kilpi-Jakonen, Daniella Vono de Vilhena, Susanne Schührer, and Hans-Peter Blossfeld studied the role of Adult Education in the context of the life path and international comparison of 13 countries, which are based on longitudinal data, taking into account differences in the

organization of Adult Education in different countries and their characteristics.

Let us briefly analyze their achievements. As noted by scientists of Daniella Vono de Vilhena in general, there is a significant diversity in the level of participation of people in Adult Education in different European countries. According to their data:

- The countries with the highest levels of participation in all forms of Adult Education are the Nordic countries (Denmark, Finland, Norway and Sweden) and Slovenia. These are countries with a flexible and highly mobile education system, as well as relatively low cost of education due to significant state support.

- A moderate level of participation is observed in countries with a more stringent but also state-funded education system: Austria, Germany, Estonia, Lithuania, and the Netherlands.

- Low participation rates are observed in southern Europe (Cyprus, Spain, France, Greece, Italy, and Portugal) and most eastern European countries (Bulgaria, Czech Republic, Croatia, Latvia, Poland, Romania, Slovakia).

The researchers also note that Belgium and the United Kingdom have a high level of participation in formal Adult Education, but a relatively low level of participation in non-formal education; Australia and the United States belong to the group of countries with moderate participation in Adult Education, while Russia belongs to the group of countries with low participation [10].

It was also found that participation in all forms of Adult Education (except formal education at the expense of the employer) is higher by country, the higher government spending on education, research and development, and social protection of the population in these countries [2; 14].

Regarding the participation of adults in formal education, scientists have identified three main patterns:

- in some countries, formal Adult Education mainly involves workers with a lower initial level of education and not the most confident position in the labor market, which indicates that formal education in these countries can partially compensate for the social inequality that arose in the early stages of life. This is especially noticeable in countries such as Finland and partly in Denmark, Germany, and the United States.

- in some cases, participation in formal education is mainly caused by an unsatisfactory position in the labor market. This happens in Australia, Spain, Sweden, and the United Kingdom.

- in some countries, initial social inequality is not compensated through formal adult education. This is typical for Hungary and, to a certain extent, for Estonia [3].

As can be seen from the above, in countries with more educated populations, social inequality in formal adult education is lower, which may be because in countries with more educated populations, less educated workers are more motivated to improve their level of Education. Among

Estonian working women, the initial level of Education does not affect the likelihood of adult participation in education [3].

Conclusions

Therefore, scientists, specialists in adult education, conducting comparative studies of adult education in the international aspect, concluded that due to globalization and demographic changes, adult education is becoming increasingly important in modern society. In different countries, there are similar social mechanisms that determine the participation of adult education and the relationship of this participation with results in the labor market. Nevertheless, mostly education is raised by those who are already quite highly educated and occupy a favorable position in the labor market, which acts as a mechanism for increasing social inequality. This is especially noticeable in the case of non-formal education, which is organized at the expense of employers, which is widespread in all countries.

Brief information on international relations in the development of the adult education system in different countries of the world is provided.

The article analyzes the achievements of scientists and specialists who studied the role of adult education in the context of life path and international comparison of different countries, which are based on longitudinal data, taking into account differences in the organization of adult education in different countries and their characteristics.

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