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“Development of the Learning Region Concept as the Foundation for Effective  
Regional Education Policy (on the example of Zaporizhzhya region)”

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The monograph describes the conceptual foundations of regional educational policy, objectified in the theoretical description of the main approaches, principles, conditions to implement the lifelong learning concept as a factor of regional development. The basic prerequisites for the development of lifelong learning concept in the world and the socio-economic results of its implementation are analyzed. The peculiarities and specifics of lifelong learning, education of adults as a part of it in the conditions of regional development (national and foreign experience) are described. The psychological peculiarities of personality development in adulthood as well as professional development of personality at different stages of adolescence are characterized. The role of non-formal adults education as a factor of learning regions development as well as mechanisms of the city development and implementation of the concept is highlighted. The results of sociological research of cultural and educational needs of Zaporizhzhya region's residents and their level of satisfaction are interpreted.

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## INTRODUCTION

Adult education as a component of life-long learning is a determining factor in regional development, the competitiveness factor of individual territories and the state as a whole. Formation and use of competitive advantages of the region (city, region, country) contributes to accelerated growth in the economic and social spheres. At the same time, this aspect has not been adequately reflected in the theory and practice of legislative, organizational and managerial, scientific and methodological support of the regional educational policy in Ukraine. In particular, there are no interdisciplinary works, which outline the conceptual foundations for the development of regional educational policy, practical recommendations for the development and implementation of the concepts within the learning regions. The urgency of this problem is confirmed by the realities of the current socio-economic situation in the south-east of Ukraine, in particular, in Zaporizhzhya region. The whole economy of the south-eastern part of Ukraine, which was previously targeted at the eastern customer, needs to reorientate production, and, accordingly, retraining workers. The problem is aggravated by an increase in the number of temporary migrants from the East, who also need retraining and further adaptation to new living conditions. Due to the decline in production, in general in Ukraine and in Zaporizhzhya region, the situation in the labor market has become tense and unstable, unemployment is progressing, which has negative social consequences. According to the State Statistics Service of Ukraine, in the first half of 2017, there were 937.8 thousand unemployed persons registered in the country, and the average unemployment rate was 1730.1 thousand people. As of October 2017, 26,936 unemployed people are registered in Zaporizhzhya region, representing 2.5% of the working-age population. The situation and socio-demographic aspects of unemployment are complicated: more than 70% of the unemployed are women, 31% are youth. A separate and very important aspect of the problem is the fact that about 40% of the unemployed are citizens with higher education, whose number is replenished with each passing year at the expense of graduates of higher educational institutions who have not been able to orient themselves in the labor market situation and have remained without their first place of work.

The conceptual foundations for the development of regional educational policy in recent years have become the subject of increased attention from the side of both international institutions and individual scholars and practitioners. In particular, Organization for Economic Cooperation and Development (OECD), based on an analysis of European experience, formulated its own vision and understanding of the learning regions. The monograph "Cities and Regions in the New Learning Economy OECD" [23] discloses the economic benefits of regions in the process of transforming

industrial economies into information and knowledge economy. In its turn, the European Centre for the Development of Vocational Training, CEDEFOP, pays considerable attention to the regions that are learning in the context of assessing the role of educational institutions in terms of raising personal motivation among students and in terms of increasing the competitiveness of the region [159].

A number of European projects, in particular, PENR3L (Pascal European Network of Regions of LifeLong Learning), LONGLEARN PALLACE, LILLIPUT, INDICATORS, TELS (Towards a European Learning Society), LILARA (Learning in Local and Regional Authorities), aimed at the development of regional educational policy. The result of the studies carried out in the framework of these projects was so-called "Limerick Declaration" [152], which accumulates experience in implementing the ideas of educated communities, lists the main principles, conditions and practical tools for creating cities and regions of study.

The theoretical substantiation of the conceptual foundations of the learning cities and regions is devoted to the work of N. Longworth [78] and K. Morgan [92]. E. Nayman's publication [98] is devoted to the genesis of the regional concept that is taught in modern Western science and political practice. The emergence of the "learning region" concept is considered at the level of regional policy, empirical research and academic reflection. S. Laboda [70] in his work has analyzed the European experience of creating cities and regions of study. The monograph [151] presents contemporary research on the theory and practice of interaction between all subjects of the educational regional policy of Europe, the United States and South Africa in the context to implement the concept of learning cities and regions. L. Ovsienko's research [115] is devoted to the theoretical substantiation of the region role being studied in shaping the strategy of prosperity and social unity through the development of the human potential of all citizens.

In world practice, similar studies were carried out and their effectiveness was proved. In particular, the collections of materials of the International Forum "Study Region" (January 31-February 1, 2014, Vitebsk, Republic of Belarus) [107] provides an overview of world experience in implementing the concept of the region being studied; the concept and results of learning the educational needs of the inhabitants of Vitebsk and Minsk regions, theoretical studies of the conceptual foundations regarding implementation of the ideas in the region being studied; presentation of the results of focused interviews and surveys of residents in the respective territories; recommendations for introduction of the conceptual foundations of the learning region for the Republic of Belarus.

Consequently, existing socio-economic conditions, theoretical substantiation, development and experimental verification of the conceptual foundations of the regional educational policy in Ukraine, oriented towards the creation of a competitive

and knowledgeable potential of Zaporizhzhya region as a learning region, is an actual and timely scientific and practical task, the main results of which are presented in the monograph "Conceptual Principles of Regional Educational Policy".

The first section ***"Concept of education throughout life as a response to the economic and social challenges of the present"*** (authors – Y. Petrushenko, H. Konowaluk-Nikitin and A. Vorontsova) is devoted to the analysis of the basic preconditions that have contributed to the development of the education concept throughout life in the world as well as the main socio-economic implications to implement the indicated concept. The attention is paid to the main indicators which allow to determine the degree of this concept distribution.

The second section ***"Education of adults as an important component of life-long learning"*** (authors – O. Anishchenko and P. Rozwadowski) justifies the relevance of adult education development in Ukraine, analysis of the conceptual and terminological apparatus of the research was made, achievements and miscalculations were substantiated in the development of adult education in Ukraine as a component of education throughout the life as well as promising directions for the development of adult education in Ukraine, in particular in the context of regional educational policy.

The third section ***"Education throughout life: domestic and foreign context"*** (authors – P. Bouyanov and A. Kriz) is devoted to highlighting the main features of adult education as well as approaches to life-long learning in the leading countries of the world, the peculiarities of the functioning and development of adult education in a modern society.

The fourth section ***"Adult person as a subject of education throughout his/her life"*** (author – A. Ignatowicz and L. Lisina) describes the psychological characteristics of the individual development in adulthood and the peculiarities of the professional individual development at different stages of adolescence, analysis of the andragogical model of adult education, essence of the integrative approach to the formation of an individual in adulthood, content and forms of organization of the educational process in the system of continuous education on the basis of the principles of andragogy.

The fifth section ***"Adult education as a mechanism for social involvement"*** (authors – E. Brodacka-Adamowicz and K. Kuchyna) is devoted to the analysis of the peculiarities and specifics of adult education as one of the mechanisms of social involvement (on the example of adults with disabilities), the interpretation of the essence of the social exclusion / inclusion phenomenon.

The content of the sixth section ***"Trends in the development of adult education systems in Ukraine"*** (authors – V. Molodychenko, V. Nechyporenko, S. Nikitin and S. Pryima) visualizes the identification of trends in the formation and development

of adult education in Ukraine, identification of regularities in the trends of formation and development of adult education with the dynamics of social development, substantiates the dependence of the formation and development of adult education from the cultural and educational demands of society.

The seventh section ***"System of adult education in conditions of regional development: the experience of the past and challenges of the future"*** (authors – J. Bogucki and L. Lukianova) contains a brief history of adult education development and the peculiarities of its legislative provision, description of adult education target groups as well as the role of informal education of adults as a factor contributing to the development of the learning regions. The role of non-governmental organizations in the development of adult education is highlighted.

The eighth section ***"Regional educational policy: from theory to practice"*** (authors – S. Pryima and N. Ivanova) is devoted to the presentation of the results regarding definitions analysis of the concept "learning city / region", main characteristics of the city / region being studied and the substantiation of indicators for achieving the characteristics of the new social status region, characterization of the "minimalist" and "maximalist" concept of education development throughout the life at the regional level, analysis of the mechanisms to implement the concept of learning city / region.

The ninth section ***"A study on educational needs of adults (on the example of Zaporizhzhya region residents)"*** (authors – S. Pryima, A. Orlov, O. Anishchenko, E. Pozdnyakova-Kirbyateva) describes the analysis results for the sociological research carried out by the staff of the Scientific-methodical Adult Education Center and the Center for Sociological Research at the Bogdan Khmelnytsky Melitopol State Pedagogical University, aimed at identifying the level of demand for the population of the region for educational services, determining the assessment of educational services quality by the population, rationale of promising areas to develop educational space in Zaporizhzhya region.

The tenth section ***"International days of adult education in Zaporizhzhya Region as a form of engagement in the education throughout the life in the region"*** (authors – O. Anishchenko and U. Tylus) describes the analysis of the International Days of Adult Education in Zaporizhzhya region as an action to promote the formation of an understanding the value of education throughout Ukrainian life in Ukrainian society, personal and professional self-development of a person, the position of Zaporizhzhya region as a learning region in the context of developing an innovative regional educational policy.

## SECTION 6

### TRENDS IN THE DEVELOPMENT OF ADULT EDUCATION SYSTEMS IN UKRAINE

**Statement of the problem in general and its relation to important scientific or practical tasks.** The realization that life-long education is a determinant of sustainable economic development, guarantee and condition for the establishment and development of a democratic system of social life and manifestation of the society's responsibility for the development of social capital, a unique social institution capable of influencing the future of the individual and society, requires the study of trends in the development of education systems adults. Relevance of this requirement becomes a condition for the formation of open knowledge societies as the study of global trends in the formation, functioning and development of educational systems in general and adult education systems in particular should become a source of information to find ways to solve existing problems and make managerial decisions both at the national and regional levels, institution of education. Overcoming of objective contradictions between the strengthening of unification and the preservation of national identity, between the dynamic development of educational systems and the lack of proper theoretical and methodological substantiation of the tendencies of their functioning and development, between the urgent need to create conditions for the maximum development of the individual, realization of its potential opportunities throughout life and absence scientifically grounded concepts of open education, its organizational structure and models that would ensure the transition from the principle "Education for the whole live" to the principle of "Life-long Education" requires the solution of the actual tasks posed by the present to the education of adults, which is impossible without the awareness of the leading world trends in this area, an adequate and relevant attitude of the industry to all stakeholders, the establishment of constructive cooperation between them, which is a prerequisite for the formation of an appropriate attitude towards this problem in the public consciousness and is a necessary basis for the development of a conceptual vision, the search is scientifically sound and practically oriented approach to its solution.

**Analysis of recent research and publications on this topic, the allocation of previously unsolved parts of the general problem.** The works of foreign (K. Grant, P. Jarvis, H. Martinez, etc.) and domestic (O. Anishchenko, T. Desiatov, L. Lukianova, N. Nychkalo, O. Ogienko, L. Sigaeva, I. Folvarochny, L. Shynkarenko, etc.) scientists are devoted to the analysis of the world trends in the development of adult education. Based on the study of adult education development peculiarities in the second half of the twentieth century, the researcher L. Sigayeva [141] identifies the leading trends in the



development of adult education in Ukraine in the second half of the twentieth century. The publication [171] focuses on the fact that adult education in Ukraine depends on the creation of appropriate objective prerequisites for the democratization of the whole system of education and the humanization of the educational process as well as the consideration of world regularities in the development of theory and practice in this field. The research of O. Ogienko [109] is devoted to the historical and pedagogical analysis of the adult education evolution in Scandinavian countries, rationale for the periodization of its development, isolation and justification of general tendencies and features in different historical periods. The paper identifies promising directions, contradictions, patterns and leading trends characterizing the development of Scandinavian adult education in the second half of the 20th century, formulating recommendations on the peculiarities of using Scandinavian experience in Ukraine. The dissertation [140] investigated the tendencies of the adult education development in Ukraine at different historical stages and evaluated its current state.

Despite the broad thematic spectrum of scientific research, the analysis of trends in the functioning and development of adult education systems in Ukraine until now has not become the subject of a holistic scientific and pedagogical research. Thus, the relevance and expediency of the paragraph is the need to study trends in the functioning and development of adult education systems in Ukraine.

#### **Formulation of goals and objectives of the study.**

**Goal** of the section is to study the trends of the functioning and development of adult education systems in Ukraine.

**Objective** of paragraph:

- identification of trends in the formation and development of adult education in Ukraine;
- identification of regularities in the tendencies of formation and development of adult education with the dynamics of social development;
- finding out the dependence of the formation and development of adult education from the cultural and educational demands of society.

**Presentation of the main research material with full justification of the received scientific results.** The global trends in the development of education are its diversification and globalization, ensuring equal access to quality education throughout life, informatization of education, consumer orientation and transformation of education into cost-effective production of educational services, etc. Ukrainian scientists [116, p. 421] determine the following trends in the development of education: introduction of a human-centered paradigm of education, spread and deepening of its humanization, gradual depoliticization of education, formation of the civic consciousness of educational subjects and educational

cooperation, diversification of education, complexity of its infrastructure, standardization of approaches to the organization of educational, educational process and management, mass creation of monitoring systems and implementation of procedures for measuring the quality of education, disseminating innovation activities, accelerating and formalization of education, etc.

*The first trend* in the development of open adult education which is connected with *the change of the openness concept as the basis of the contemporary worldview*, with *the formation and development of knowledge societies*, it is required to *distinguish the threatening trend of the digital and cognitive breakdown for Ukraine*, which, according to the pessimistic scenario of the "division of the world" into two cognitive civilizations (one based on the production of knowledge, and another, based on the consumption of knowledge) will lead to the emergence of a society oriented exclusively on cognitive content consumption in Ukraine.

The problem of overcoming the digital and cognitive gap in organizational, managerial, financial, economic and human resources provision is complex and solved in different ways. For example, reducing the digital breakdown is a priority task for the development of knowledge societies that should ensure the social integration of each member and promote the development of new forms of solidarity, since knowledge is a public domain of human civilization that should be accessible to everyone. In such conditions, young people play a key role in the practical use of the latest information and communication technologies and their implementation in everyday life. The older generation is assigned the role of "compensator" between the relative fragmentation of online communication and their life experiences. Among the socio-economic factors, an important role is also played by a political confidence in solving the problem. Taking into account this fact, a number of government initiatives that promote the development of strategies for the erosion of the digital breakdown will enable the formulation of the principles of digital solidarity, according to which governments and other actors in the information society should take concrete measures to reduce inequalities in access to new technologies. In order to overcome the digital imbalance in the information society, UNESCO has developed four principles that guide policy development in this area: universal access to information; freedom of expression; cultural and linguistic diversity and education. It should be added that, according to the Berlin Declaration, open access to the publication requires that authors provide free access to their scientific developments as well as the possibility of their use, subject to calling to source of authorship. In addition, the full version of the work and additional materials should be kept in at least one on-line storage.

In Ukraine, individual government initiatives are aimed at overcoming the digital breakdown. In accordance with the Law of Ukraine "On the Basic Principles of the

Information Society Development in Ukraine for 2007-2015" (January 9, 2007, No. 537-V) [176], one of the main priorities in Ukraine is the desire to build a people-centered, open to all and aimed at the development information society. Such a society enables the creation and accumulation of information and knowledge, free access, use and exchange of information to enable everyone to fully realize their potential, which will promote social and personal development and improve the quality of life.

It must be admitted that the realities of today make it possible to ascertain the fact of the digital breakdown as a phenomenon of real reality associated with the different levels of development of digital technologies in Ukrainian society but much more concern is caused by so-called cognitive gap. It is the cognitive gap that becomes the civilization challenge of knowledge societies, which combines the results of the imbalance observed in the main components of the knowledge sphere (access to information, education, cultural diversity). This problem is due to the dynamics of the uneven development of the cognitive process – from the uneven distribution of cognitive potential to uneven socio-economic assessment of some types of knowledge about other economies. A cognitive gap can also be manifested inside of a society where uniform knowledge is rarely occurred even on equal terms. Overcoming the problems of cognitive breakdown depends on the preparation, cognitive abilities and the regulation of access to information.

*The second trend of adult education development in Ukraine is to strengthen the role of regional educational policy.* Life-long education in general and open education of adults in particular are increasingly considered as determining factors of regional development, factors of competitiveness both of individual territories and of the state as a whole. Under such conditions, a regional educational policy provides for: ensuring equal access to educational services for all stakeholders, support for motivation to study; creation of the organizational structure of the strategic state-public administration for the development of education in the region and the partner network of institutions aimed at the development of adult education; development of social partnership through establishing a social dialogue between different institutions and organizations of formal and non-formal education, government, business, public, providers of educational services; implementation of projects on regional development of natural, social, economic resources in accordance with perspective directions of regions development; development of targeted programs for the training of adults (including informal) and the training of pedagogical staff for working with adults; developing and implementing the concepts of the learning regions, and supporting national and international projects on the concepts of learning regions; support for cooperation between academic institutions and representatives of non-governmental organizations; initiation of all-Ukrainian contests for the support

of innovative educational projects aimed at popularization of education ideas throughout life. The development of the fundamentals of state and public administration in the system of education in Ukraine at the national and regional levels is conditioned by the need to introduce new scientifically grounded approaches to the formation of the national education system at the state and regional levels, when effective management of the educational sphere provides an open system for the public capable of self-regulation and self-renewal.

The third trend in the development of adult education systems is to strengthen the role of adult education systems in the formation of an active civil society. The content of this trend is revealed, first of all, in the formation of the personality which has a democratic civil culture, awareness of the relationship between individual freedom, human rights and its civil responsibility, readiness for competent participation in the life of society – all that is typical for civil society.

As stated in [38, p. 50], civil society is a sphere of communication, interaction, spontaneous self-organization and self-government of free individuals on the basis of voluntary associations, which is protected by the necessary laws from direct interference and regulation by the state and which is dominated by civil values. As a complex socio-cultural and socio-political phenomenon, civil society implies the presence and development of social institutions and social practices, social values and virtues. It is civil society that promotes citizens engagement in collective action in the public sphere to express their interests, ideas, for information exchange, achievement of a common goal, requirements for the state, etc. Such a form of social institution involves not only political activity on the part of every citizen, but also the realization of their own role and significance in the life of society and actions, according to their own beliefs and values.

Open education for adults will contribute to the further development of democratic political culture, the formation of civil and political-legal competence, responsibility of the individual, awareness and recognition of its democratic principles of life and the priority of human rights, since educated people are more difficult to manipulate, they more rapidly develop democratic, humanistic relationships, they act as free individuals, they are ready to realize the functions of the subjects of such relationships, respect each other, recognize the right of each other to their own opinion, able to make decisions about their and social development and defend their own position. In the context of globalization processes development, open education of adults is intended to promote the formation of a specialist competitive personality which actualizes the urgency of interested parties and public institutions integration on the basis of mutually beneficial cooperation for the development of education for various categories of adults. This will contribute to the

creation of an effective educational and cultural infrastructure of regions, the implementation of the concepts of development in various areas as learning regions [7, p. 43]. Concepts of learning regions are important components of the policy for developing an active civil society and social integration.

The fourth trend in the development of adult education systems is the refusal of the state from monopoly and a leading role in regulating adult education policy as well as the introduction of a public-public model for managing adult education systems. Qualitative transformations taking place in society led to the loss of a state monopoly (decentralization of management, public opinion, transparency of development, examination and management decisions) into separate parts of the functioning and management of the education system, in particular, the higher, where a radically new situation arose – there were educational institutions of private ownership, religious affiliation, civil society institutions, international organizations, etc. This trend will continue to enhance. The role and function of the state will increasingly focus on general regulation, ensuring compliance with the legislative framework and legislative guarantees. Instead, the subjects of educational interaction are assigned a mission of approbation of new cooperation mechanisms, among which, as noted by the authors of work [131, p. 11], self-regulation is the most perfect mechanism of social organization and the tool by which the state delegates its powers of control and supervision to direct control objects that are less costly for society and transform education into an open self-regulatory system. In such conditions, the state-public model of governance becomes effective for the development of adult education systems. State and public governance of adult education systems should be understood as a model of governance based on the joint complementary and mutually supportive activity of state authorities and the public in the field of adult education, allocation of powers among key stakeholders, rights and responsibilities for their implementation to ensure the functioning and development of open adult education system.

As stated in [15, p. 54], state and public governance of education development is the integration of the spheres of activity, rights and responsibilities of the subjects of state administration, public administration and the public in order to ensure effective managerial influence on all levels of the educational system. The purpose of state and public administration is to involve self-governing bodies and the public in the formation of education policy at the state level and in making administrative decisions in the conditions of democratization of social relations, decentralization of education development management in order to maximally take into account and meet the educational needs of citizens, employers, society as a whole.

Great importance for the awareness of the essence of the state-public governance of open adults education system are its principles, which refer to those

principles that determine not only the main directions, system of activity, purpose, task, content, organizational structure, forms and methods of management subjects but also the relations that are drawn up between its participants, which need to be legally defined and consolidated.

*Increasing the interest of educational services providers in providing educational services to adults throughout their lives.* This *fifth trend* is conditioned, first of all, by the negative reaction of the labor market to the quality of specialists training, the growth of public distrust on the quality of training of specialists in the system of vocational education and, as a consequence, the need to ensure the competitiveness of service providers and holders of qualifications in order to harmonize labor market requirements and proposals in the field of educational services. This has updated the revision of the mechanisms of interaction of the stakeholders (central executive authorities, institutions and organizations involved in the implementation of state policy in the field of education, employment and social and labor relations, trade unions, employers' associations and other social partners) regarding the recognition of results for adult education and other mechanisms of the relationship between education / vocational training and the needs of the labor market, economy, society and citizens.

Transformation of educational institutions to providers of educational services with a client-oriented approach. Unlike the situation of open education in the last century, in the conditions of the interaction between modern education and the labor market, the importance of forming its competitiveness and competitive advantages is increasing. To a large extent, this is achieved through the introduction of a client-centered approach open education that is organically combined with personality-oriented and ensures compliance with the requirements of society and specific citizens. In our opinion, the teaching-centered approach dominates in the education system of Ukraine which involves focusing on the potential of teachers and the institution of education as a provider of educational services and is a restraining factor in the development of open adult education systems. In the scientific literature, it is referred to as the "approach oriented to the input". Instead, the "approach oriented to the output" is widely promoted and implemented in the European educational space – a student-centric approach based on the model of a specialist who is (or will be in the near future) required in the labor market which should ensure its high ability to employment.

Analysis of scientific sources suggests that student-centered study is based on the idea of maximizing students' chances for the first place in the labor market, increasing their "value" among employers, and meeting the current urgent needs of the latter. The employability, characterized by a combination of knowledge, abilities, skills, possession of approaches to the solution of the production situation as

well as the desire for continuous improvement and professional development, is increasingly referred to in professional groups of both educators and employers.

Another factor that transforms educational institutions into a teaching-centered approach to the provider of educational services is the orientation of educational institutions to maximize the educational needs of adults (social, personal, professional) and the peculiarities of providing such educational services (intensity, duration, forms, and technology). Consequently, one of the ways of implementing a client-oriented approach is the introduction of practical programs that enable personal and professional growth of different categories of adults throughout life, high probability of guaranteed employment, etc. At the same time, the best indicator of the efficiency of the institution of formal or non-formal education is the demand for graduates from domestic and foreign employers, the practical value and relevance of educational services to the needs of the labor market. In today's conditions, a specialist is characterized by creativity, ability to self-study, information analysis, systemic and flexible thinking, stress resistance, initiative, developed basic skills, "soft skills" (their manifestation is difficult to trace, test and demonstrate), etc.

Understanding trends in the development of adult education systems makes it possible to carry out a prognostic justification for their long-term development. We can assume that these processes are associated with globalist tendencies on the example of the "procedural" model of socio-cultural systems evolution. In accordance with the "procedural" model systems evolution in the context of adult education integration with the world educational space, the national open education systems of adults serve as clusters of the model. One of the likely scenarios for the development of the global educational space is the approval and domination of an open adult education system based on one of the clusters (e.g., the European educational space). And even more: this process will be correctly characterized by the expression not "if", but "when"? " The only thing that we think can be done in such conditions is to preserve the traditions of the national system of open adult education, the mentality of the national education system and, being aware of the further development of events, to work more actively towards "conquering" unique positions in list of providers of educational services in the world market, "to take its niche". An example of such "globalistic uniqueness" is NATO, each member country has its own "niche", "industry" in the field of the military-defense industry: some specialize in the issue of certain types of weapons, others – in certain areas of military services.

Due to the conducted research, the strategy of further development of open adults education in Ukraine based on conceptual ideas of the formation and development of knowledge societies in general and the societies being studied, in particular, are grounded. The further development of open adult education in Ukraine will promote

economic growth and competitiveness of the regions. Participation in any educational programs implemented in the region will acquire the features of social interaction and become an important component of the mental community activity.

At the national level, it is about updating the legal and regulatory framework of lifelong learning taking into account foreign experience and regional peculiarities of our state; ensuring equal access to educational services of all stakeholders, support for motivation to study; creation of the organizational structure of the strategic state-public administration for the development of education in the region and the partner network of institutions aimed at the development of adult education; development of social partnership through establishment of social dialogue between different institutions and organizations of formal and non-formal education, power, business, public, providers of educational services; realization of projects of regional development of natural, social, economic resources in accordance with perspective directions of regions development; development of targeted programs for adults education (including non-formal) and training of staff for working with adults; developing and implementing the concepts of the learning regions, and supporting national and international projects relating to the concepts of learning regions; support for cooperation between academic institutions and representatives of non-governmental organizations; initiation of all-Ukrainian competitions in support of innovative educational projects aimed at popularizing life-long learning.

At the regional level and community level: the formation of a network of educational centers for different categories of adults; creation of multi-age communities for the implementation of life-long education programs through synergy of educational opportunities for different age groups of citizens; stimulating and supporting the volunteer movement among providers of educational services; creation of a single information space for open adult education, networked regional educational Internet resource; creation of a resource base (informational, personnel, logistical) for all forms of educational practice in the region and institutions providing social inclusion through non-formal adult education; creation of appropriate inter-sectoral structures and units, which will be based on monitoring and forecasting of current and future needs of regions, cultural and educational needs of citizens; continuous monitoring of the activities of educational services providers to determine their compliance with the goals and objectives of regional development; educational marketing, research of cultural and educational needs of the region population; support of innovative projects of regional educational policy for all subjects of the regional community (public organizations, authorities, business, educational services providers, etc.); substantiation and introduction of interagency program aimed at achieving the balance of competences of different municipal departments



representatives in the field of adult education with the aim of motivating to life-long education; initiation of regional competitions aimed at supporting innovative educational practices for various categories of youth and adults; creation of a regional advisory education agency.

At the level of the institution of education: formation of a strategy for the development of educational institution as a learning organization; creation of adult education centers; development and implementation of techniques, adult education technologies that ensure the effectiveness of lifelong learning (learning based on experience, mutual learning, training in the workplace, corporate learning, etc.); cooperation of educational establishments with research institutions, enterprises, business structures, employment centers, public organizations and other institutions; improvement of the content and forms of professional training organization and postgraduate education of teaching staff; development and testing of modular distance learning programs in individual specialties, andragogically oriented training courses for the training of adult education specialists for formal and non-formal education institutions, etc.

The marketing research of the educational and cultural needs of different categories of adults will play an extremely important role, which will enable the inhabitants of the region to formulate ideas about the priorities of ensuring sustainable development of the region, the possibility of solving urgent regional development problems, and will induce the reappraisal of stereotypes of adult education in society. This will necessitate the involvement of various providers of educational services, the development and testing of formal and non-formal education programs, etc.

**Conclusions and perspectives for further scientific research.** Consequently, the results of a scientific search make it possible to conclude that the trends in the development of adult education systems in Ukraine are different in terms of chronological and substantive characteristics. They are determined by the laws, principles and dynamics of social development. Adult education in Ukraine undergoes changes in accordance with the cultural and educational demands of society in the face of radical changes in the field of science and technology, economics and politics, education and culture, in the organization of production and management. Identification and proper understanding of the trends in the formation and development of adult education in Ukraine will help to overcome the obstacle to the formation of an open society of knowledge, in which the overwhelming majority of citizens acquires and improves skills and knowledge creation skills, rather than remain the ordinary users of this knowledge.