

ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ

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SOCIO-DEMOGRAPHIC PROBLEMS OF ADULT EDUCATION IN THE «SILVER ECONOMY»

In the article the authors consider the problems of aging of the population of Europe, analyze the "silver economy" in European countries and the possibility of its implementation in Ukraine. Forms and ways of formation of education of elderly people in Europe are considered. The current state and development of non-formal education of the elderly in Ukraine are studied. Problems and prospects of functioning of third age universities for the national economy of Ukraine are determined. In Ukraine, it is important to realize the potential of education of people of respectable age for the socio-economic development of the state, to preserve its human capital. To create an optimal model of educational environment for the elderly, it is important to provide conditions for maximum satisfaction of educational and communicative needs of this cohort of people, taking into account previous experience, knowledge, skills and abilities, as well as individual characteristics of the elderly.

Keywords: non-formal education, lifelong learning, aging of the nation, "silver economy", elderly people, University of the Third Age, university.

JEL classification: O11

СОЦІАЛЬНО-ДЕМОГРАФІЧНІ ПРОБЛЕМИ НАВЧАННЯ ДОРОСЛИХ У «СРІБНІЙ ЕКОНОМІЦІ»

У статті автори розглядають проблеми старіння населення Європи, проводять аналіз «срібної економіки» у європейських країнах та можливості її реалізації в Україні. Розглянуто форми і способи формування освіти людей похилого віку в Європі. Досліджено сучасний стан та розвиток неформальної освіти людей похилого віку в Україні. Визначено проблеми та перспективи функціонування університетів третього віку для національної економіки України. Аналіз практики освіти людей похилого віку в Україні свідчить, що формування цієї галузі здійснюється занадто повільними темпами: не створено сучасної законодавчої бази, не використовуються можливості соціального партнерства, не усвідомлюється потенціал навчання людей цієї вікової категорії для соціально-економічного розвитку та збереження культурної самобутності країни. Тому, зважаючи на стрімкі тенденції старіння населення в Україні та їх нереалізований потенціал в суспільстві потребують розробки нових форм і методів реалізації сучасної соціальної політики щодо осіб третього віку, зокрема розробки і впровадження концепції геронтологічної політики, зокрема створення можливостей та умов для освіти старших дорослих як важливої складової їх соціального захисту та підтримки. В Україні важливо усвідомити потенціал освіти людей поважного віку для соціально-економічного розвитку держави, для збереження її людського капіталу. Одне з основних завдань суспільства – забезпечення соціальної адаптації та реадaptaції людей похилого віку, збереження людського потенціалу. Для створення оптимальної моделі освітнього середовища для осіб третього віку важливо, забезпечити умови для максимального задоволення освітніх та комунікативних потреб цієї когорти людей з урахуванням попередньо набутого досвіду, знань, умінь і навичок, а також індивідуальних особливостей осіб похилого віку. Теоретичні і практичні дослідження доводять, що освіта у похилому віці – ефективний адаптаційний механізм, спосіб подальшого розвитку і самореалізації особистості.

Ключові слова: неформальна освіта, освіта впродовж життя, старіння нації, «срібна економіка», люди похилого віку, університет третього віку, університет.

Formulation of the problem. Population aging is one of the hallmarks of modern society around the world, and these processes are particularly noticeable in Europe. Thus, at the Madrid International Conference [1] it was noted that the average life expectancy of people in the world since 1950 has increased by 20 years, and by 2050 will increase by another ten years. This only means that more than 35% of Europe's population will be over 60 by 2050. In other words, there will be only 2 able-bodied people per pensioner in 2050-60s, while in 2011 there was only 1 pensioner for every 4 people of working age [3]. According to the Statistical Office of the European Union [2], it can be argued that in European countries the population is aging due to increased life expectancy and reduced fertility, and this may over time affect the economic growth of countries. Life expectancy is increasing, and as a result, the number of people of retirement age is growing, while birth rates are falling and fewer young people are working to replenish pension funds, which means that the working population is falling, production is falling and economic growth is slowing.

The decline in birth rates is observed across Europe, but in contrast to developing countries, there it is offset by significant investment in education, ie quantity is offset by quality. Increasing investment in education and training are key tools for tackling the aging of nations. In addition, it cannot be said that the elderly will be the same as yesterday, we need to take as much as possible from the potential of the "silver economy". Because the modern older generation has a different, better experience and education than its predecessors. This resource (the elderly) should not be lost. In our opinion, a policy of rethinking values should help, the elderly are an unrealized resource that can be used effectively.

While a country's economic growth can have a positive impact on the standard and quality of life of all segments of the population, the long-term development process can be legitimate only if a policy of "active aging" is developed and implemented, ensuring a fair distribution of benefits. results of economic growth. One of the principles of the Copenhagen Declaration on Social Development [4] and the UN Millennium Declaration [5], adopted at the World Summit for Socio-Economic Development, concerns the development by governments of policies to fulfill their responsibilities to present and future generations to ensure equality. different generations of people.

Demographic change undoubtedly affects the entire socio-economic life of European countries and the world. The processes of aging nations and declining birth rates are leading to an overburdening of the economy and an economically active share of the population, and the problem of pensions is becoming increasingly threatening. Accordingly, the solution to the problem of the aging of nations has not escaped the attention of the world community and is still relevant today.

An analysis of recent research and publications. The issue of the nation's aging has been raised at the international level for a long time, so in 1982 the First World Assembly on Aging was held. In turn, the UN General Assembly decided on December 14, 1990 that October 1, International Day of Older Persons, as a constant reminder of the inevitability of the aging process of nations, on this day it is customary at the international level to speak of active action to protect the interests of

older people. and creating conditions for "active" aging. In 2002, the Second World Assembly was held on the aging of nations and addressing the problems of the elderly, which adopted the "Madrid International Plan of Action on Aging", the actions of which are spelled out until 2022. It states that: "The potential of older people is a powerful foundation for future development. This allows society to make greater use of the skills, experience and wisdom of older people so that they not only play a leading role in improving their situation, but also take an active part in improving the lives of society as a whole" [6]. This International Plan obliges member states to include aging in their national socio-economic development programs.

Conceptual bases of education of elderly / third age people are substantiated in works: O. Agapova [13], S. Bass [15], R. Weiss [15], F. Williamson [16], F. Glendenning [16], C. James [16], A. Zych [17], P. Laslett [18], A. Lemieux [19], H. McClusky [16], H. Russel [20], W. Sadler [21], R. Swindell [22] etc.

Accordingly, there was a question of adaptation of elderly people to the modern urban society. Thus, one of the priority areas for the development of the European Higher Education Area, formulated at the Paris Ministerial Conference, which took place on May 24, 2018, is "Adult Education" (lifelong learning). It is obvious that Ukraine, striving to reach the European level of development, has also declared Adult Education as a priority by the Ministry of Education and Science of Ukraine and correlates with national priorities for Ukraine under the Erasmus + Program "Development of the Higher Education Sector in Society" [10].

According to the Lisbon Treaty [9] on the principles of the functioning of the EU, the fight against social exclusion and discrimination must promote social justice and social protection, social and territorial cohesion and solidarity. By providing older people with opportunities for personal development throughout their lives, education encourages them to be active citizens in democratic societies, and promotes a more cohesive and inclusive society by improving intercultural understanding and ethical awareness. The development of the Strategy of state policy on healthy and active longevity of the population of Ukraine until 2022 [11] is a convincing confirmation of the urgency of the problem of non-formal education of the elderly.

Setting objectives. Theoretical and practical research proves that education at the age of 55+ is an effective adaptation mechanism, a way of further development and self-realization of the personality. The most successful form of education for the population aged 55+ is the university of the third age, the main purpose of which is to maintain an active life position of the elderly.

Analysis of the practice of education of the elderly in Ukraine shows that the formation of this industry is too slow: no modern legal framework is created, opportunities for social partnership are not used, the potential of educating people of this age for socio-economic development and preservation of cultural identity is not realized. Therefore, given the rapid aging of the population in Ukraine and their unrealized potential in society require the development of new forms and methods of modern social policy for the elderly, including the development and implementation of gerontology policy, including opportunities and conditions for older adults as important component of their social protection and support.

The purpose of the article is to outline the socio-demographic problems of educating the elderly in the "silver economy" and to justify the effectiveness and efficiency of lifelong learning according to the model of the university of the third age.

The main research material. The third age population is becoming increasingly important in terms of both consumption and supply. Based on the aging process of the nation, every European country faces the question of active involvement of the elderly in economic life. Increasing life expectancy combined with productivity-enhancing human capital investments can lead the economy to a new cycle of development. That is why the term "silver economy" is actively included in international terminology, which means decisions and investments that must meet the needs of an aging society. The main purpose of the "silver economy" is to effectively use the potential of the elderly.

One of the areas of the "silver economy" is adult education as a tool to promote "active maturity" and "active aging" among the population. Thus, today there are three main types of adult education in the world, defined in the "Memorandum of Continuing Education" of the Commission of the European Communities, namely: formal education; non-formal learning and non-formal learning [23, p. 247–248], in turn, scientists in the field of educational gerontology distinguish between two types of education for the elderly:

- *formal education* – the opportunity to obtain / improve skills to continue professional activities;
- *non-formal education* – opportunity to improve lifestyle, maintain activity after retirement [17, c. 248].

Theoretical and practical studies [15–17] show that the most successful and effective form of non-formal education for the elderly is the University of the Third Age (UTA), which offers seniors a wide range of activities – from academic lectures, exercise, circles for interest in travel.

Table 1 shows the data showing that the population categories from 50–64 years, 65–79 years and 80 years and older have a steady upward trend, but the population from 0–14 years on the contrary decreases, and from 2014–2017 remains unchanged. In general, two main models of UTA, defined by R. Swindell and J. Thompson, are common in European countries:

The French model, which is based on the principles of the first UTV, founded by Professor P. Vella in Toulouse in 1972. Association of French universities of the third age (Union French University of the Third Age (UFUTA), argued that all universities seeking to become members of the association must cooperate with the country's traditional universities. In addition, R. Franz argued that the credibility of the name "University of the Third

Age" in France should be maintained by increasing the number of teaching staff of the university [18, p. 64–65]. In fact, based on these approaches, the French model of universities of the third age was based on the concept of the feasibility of maintaining a close relationship with traditional higher education institutions (universities, colleges) and adherence to high academic standards of education [18, p. 435], although it was conceptually and practically recognized that the degree and forms of cooperation with universities may have some differences. The idea of opening universities to the elderly to maintain their close connection with traditional higher education institutions (universities, colleges) and adherence to high academic standards has become widespread not only in France. Universities of the third age, following the French model, operate in Germany, Poland, Belgium, Switzerland, Poland, Italy and Spain [19, p. 68].

The British model, created on the basis of taking into account the social and cultural differences of the country, ie its own model of universities of the third age, although primarily this idea arose from the French model. In the United Kingdom, the University of the Third Age, as an independent educational association, began operations in 1982. It was a project of Peter Leslett, Michael Young and Eric Midwinter [20], who tried to implement the idea of creating favorable conditions for the elderly to access education and independently influence the implementation of this process. In the general context, the aim of third-age universities in the UK is to raise the level of education in British society; in creation of establishments for stimulation and the organization of training of elderly people for their own pleasure; in helping the elderly in the effective use of free time from work and the development of effective ways to achieve self-realization. British universities of the third age do not work closely with traditional universities; not only do they not focus on academic standards [21], moreover, they believe that educational activities in universities of the third age should be based solely on the requests and interests of university members and bring them satisfaction. Therefore, British universities are independent of traditional universities, colleges; cooperation with them is reduced to renting premises or using the resources available to them.

French and British Third Age Universities maintain close contacts with the International Association of Universities of the Third Age (IAUTA), which was founded in 1974 and has more than 130 member countries. The main purpose of IAUTA is to unite an international network of lifelong learning institutions around the world. Thanks to the activities of the International Association of Universities of the Third Age (IAUTA), an interesting

Table 1

Population by age groups in the countries of the European Union for the period 2013–2017

Population by age groups (% of total population)	Years				
	2013	2014	2015	2016	2017
0–14 years	15,7	15,6	15,6	15,6	15,6
15–24 years	11,5	11,3	11,2	11,1	10,9
25–49 years	34,9	31,7	34,4	34,1	33,8
50–64 years	19,7	19,9	20,0	20,1	20,2
65–79 years	13,2	13,4	13,6	13,8	14,0
80 years and older	5,0	5,1	5,3	5,4	5,5

Source: compiled by the authors by [2]

experience of cooperation and exchange of participants of universities of the Third Age between Great Britain, France and partner organizations of the USA, Japan and Switzerland has been accumulated.

Universities of the third age have become one of the innovative tools to enhance the role of the elderly in society, introduced more than three decades ago in Europe. Today, the activities of educational institutions that implement educational programs for the elderly are regulated and coordinated by numerous international and national organizations, including: Adult Education Centers (DVV International), the International Association of Third Age Universities (AIUTA), the European Association for Adult Education (EAEA), which includes the most popular colleges and universities of leisure, the European Federation of Pensioners and the Elderly (EURAG), the Ukrainian Association of Adult Education (UAAD), the International Council for Adult Education (ICAE) and others.

The study made it possible to draw conclusions: The aging of the nations of Europe and the world is no longer the subject of research, but a fact that involves the transformation of the entire European community to increase the share of older people and their adaptation in the socio-economic environment. Therefore, social policy in the "silver economy" for the elderly in general should be aimed at constantly expanding the rights and opportunities of the elderly, their participation in society, creating conditions for their economic and social activity. One of the main tools for resolving the demographic situation is to promote affordable employment for older people, ensure equal access for older people to programs and the system of vocational guidance, training and retraining.

Conclusions. Based on the analysis of the literature we have studied and the analysis of the experience of the

functioning of the universities of the third age in Great Britain and France, we have generalized the most important differences in the activities of French and British universities of the third age. French universities of the third age work closely with local authorities; some of them are created and financed by local authorities; British universities of the third age are financially independent associations, they are not funded by local authorities and usually do not have close contacts with local authorities; the most fundamental difference is that all French universities of the third age pay considerable attention to high academic standards; they make significant efforts to attract lecturers and researchers to work in third-age universities; British universities of the third age do not emphasize academic standards, they adhere to the position that educational activities in the universities of the third age should be cognitive, based solely on the requests and interests of university members and bring them pleasure. Therefore, British universities do not attach any importance to the academic standards of education of the elderly.

The model of educational environment for the elderly is created taking into account the personal educational trajectories of people of this age category on the basis of the principles of continuity, individualization and variability of learning. Variability is the ability of students to choose educational areas according to their inclinations, abilities and needs, as well as taking into account the age of physical and mental characteristics of seniors. One of the main tasks of society is to ensure the social adaptation and readaptation of the elderly, the preservation of human potential. Theoretical and practical research proves that education in old age is an effective adaptation mechanism, a way of further development and self-realization of the individual.

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