

WHAT ADULT LEARNING POLICY SHOULD BE IN UKRAINE?

Dr. Olena Lazorenko, *Ukrainian NGO «League of Professional Women» (Ukraine)*
Dr. Rodion Kolysko, *The Institute of Professional Qualifications (Ukraine)*



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SUMMARY

Modernization of the social, economic and cultural sectors in Ukraine is possible on condition of developing and introducing lifelong learning policy, with adult education and learning as its integral part. Expanding the scope of education through engagement of adults in formal and non-formal learning should help resolve the issues.

At present, one of key challenges for Ukraine's development is lack of human resources with the level of competence that meets modern requirements of the labour market. Five key problems that caused the lack of human resources in terms of quality and quantity include:

- 1) natural ageing of population and demographic crisis;
- 2) external labour migration;
- 3) imbalance in the labour market, related to significant number of university-educated employees and lack of workers;
- 4) level of modern competences of people aged 45+ is insufficient for their successful employment and active engagement in social life;
- 5) lack of state adult learning policy in Ukraine during the whole period of its independence.

Active lifelong learning policy, including adult education and learning, will help improve the situation and reduce the negative impact of the said problems. Adult learning should be understood as using all forms of education and learning at all levels, which allow adults with completed formal education to acquire new competences or improve their expertise and skills.

This analytical study *aims* at identifying issues and proposing options for adult education and learning policy making and development in Ukraine. *Objectives* of the study include: analysing key trends of adult education and learning development in Ukraine and in the EU within the defined time period; identifying Ukraine's international commitments in the field of adult education and learning; developing options for improvement of the state policy in this field and proposing an optimal course of action for its development.





KEY FINDINGS

The findings of the study carried out suggest that relevant public authorities in Ukraine pay some attention to the problem of adult education and learning policy making and implementing.

While summarizing stakeholder groups' expectations with regard to development and implementation of adult education and learning policy in Ukraine, it is important to note the following:

- (1) there is no stakeholder group arguing against it;
- (2) there is a high potential demand for learning providers' services related to adult learning in Ukraine;
- (3) education and learning providers in Ukraine as well as some groups of adults show an express interest in development and implementation of adult education and learning policy in Ukraine.

A number of international commitments in the field of education, including adult learning, are important for Ukraine, where the most relevant commitments include:

- UNESCO's Incheon Declaration (2015) and UNESCO's Hamburg Declaration (1997);
- Sustainable Development Goals till 2030;
- Eastern Partnership Deliverables for 2020;
- EU-Ukraine Association Agreement;
- A number of bilateral and multilateral international agreements, to which Ukraine is a party;
- Around 20 bilateral and multilateral international agreements dealing with some issues in the field of adult learning and education.

The EU context is the most important for development of adult education and learning policy in Ukraine, and it is characterized by:

- existence of sustainable adult learning policy as a component of lifelong learning;
- key lifelong learning competences, updated in 2018, which are universal reference for any EU member state in development of its adult learning and education policy;
- systemic support for the adult learning sector: from qualitative and quantitative studies, statistics collection (financed by the EU and/or EU member states) and sharing best practices to innovation and financing of learning and advance learning for individual adults.

In consideration of the foregoing, the absence of any concept, strategy and consolidated legal framework for development of adult education and learning policy is the most visible issue in Ukraine. The existing regulation of adult learning tools, including vouchers for support of competitiveness in the labour market, makes it even worse as it is not a part of the general comprehensive policy for adults, which would promote full and productive employment and support competitiveness of adults in the labour market.

In the context of ensuring equal opportunities for men and women in terms of access to all forms of adult learning, it is important to note that most Ukrainian adult learning experts consider development of national policy for gender equality promotion in the field of adult learning in Ukraine to be **important and necessary, and support implementing interim special measures** (quotas, fixed ratios etc. for the less represented sex).



PROBLEM SOLVING OPTIONS

1) **OPTION 1** — *adult education awareness raising campaign.*

2) **OPTION 2** — *Enhanced Voucher.*

3) **OPTION 3** — *relevant changes in adult education and learning policy.*

The authors believe that the most efficient option for Ukraine is **Option 3 — relevant changes in adult education and learning policy** — because implementation of this option will:

first, allow for systemic and predictable engagement of additional human resources in Ukraine's labour market;

second, address the problem of social inclusion of adults in the social and economic life of the state and the society;

third, provide an additional impetus to development of education/ learning providers;

fourth, create conditions for development of andragogy as a science discipline that ensures methodological support for adult education and learning in Ukraine.

Key beneficiaries of development and implementation of adult education and learning policy in Ukraine include: (a) young people, middle-aged and aged people having learning needs; (b) employers; (c) public authorities interested in enhancing their pool of human resources and high quality labour potential with adults who are able to work, ensuring their inclusion in the community's social and economic life (consolidated territorial communities, local self-government bodies).





RECOMMENDATIONS

Based on the conducted analysis, we make the following recommendations to the public authorities of Ukraine that are engaged in developing, assessing and monitoring the adult learning policy.

● **The Verkhovna Rada of Ukraine and respective committees**

Initiate drafting of the Bill On Adult Education and Learning.

Initiate parliamentary hearings on adult learning and education in Ukraine.

Facilitate accelerated drafting of the bill before the first and second readings.

Assign drafting of the Bill On Adult Education and Learning to the Verkhovna Rada Committee on Science and Education.

● **Cabinet of Ministers of Ukraine**

Involve different stakeholders in public consultations on adult learning and education. Based on the experience of the League of Professional Women in adapting 2030 SDGs for Ukraine, it is extremely important to join efforts of government agencies, academic institutions, NGOs, private business initiatives and citizen proposals during public consultations.

Implement the latest policymaking principles and tools.

Government authorities should organize public interaction according to the principles of deliberative democracy. Public consultations should be open to all stakeholders. Public discourse of deliberative democracy has five main characteristics: 1) relevant information (providing access to accurate problem-relevant information for participants); 2) balance of opinions (when arguments proposed by one person or a group of people do not risk

being rejected immediately by those with different views); 3) diversity of opinions (the main social position (opinion) is represented by a variety of discussion participants); 4) integrity (degree of sincerity in evaluating arguments by participants); 5) equal consideration (arguments of all participants are thoroughly considered regardless of who proposed them). It would be good to conduct expert roundtable discussions and workshops to ensure in-depth analysis of questions and create an open space for public debate.

Appoint the main coordinating body responsible for developing, implementing, evaluating and monitoring the state adult learning policy in Ukraine. At present, adult education issues are related to or included in various nationwide target programs. For example, "Issuing vouchers for maintaining the competitiveness in the labor market", 2013 (Ministry of Social Policy and the State Employment Service); The State Social Programme on Equal Rights and Opportunities of Women and Men for the period up to 2021, 2018 (according Section 2, the regional state administrations, Kyiv city state administrations, the Ministry of Social Policy, etc. are responsible for training component).

Provide relevant sources of funding and human resources to ensure proper performance of the main coordinating body responsible for developing, implementing, evaluating and monitoring the state adult learning policy in Ukraine.

● **Ministry of Education and Science of Ukraine**

Initiate development of the Green Book and the White Book of the state adult education and learning policy.

Draft the Concept of state adult education and learning policy and make it open for public discussion.

Draft the Law of Ukraine on Adult Education and Learning and make it open for public discussion.

Introduce and adhere to the principle of equality of formal and non-formal adult learning providers in all state policy documents.

Make sure the Strategic Action Plan allows the Ministry to delegate the development of adult education and learning guidelines and teaching materials to stakeholders and allocate necessary resources.

Include training of andragogists into the State order for training of specialists, academics, education and research staff and labor force, for advanced training and re-training of personnel.

Develop (in partnership with stakeholders) guidelines for secondary schools and higher education institutions interested in providing adult education and learning services.

Develop and introduce amendments related to adult education and learning to the Training and Education License Requirements for schools and education institutions.

Draft a legislation that would offer Priority Enrollment to students who are planning to work in adult education and learning institutions, especially in rural areas, after completing a respective educational establishment.

Implement the informal adult learning results within the National Qualifications Framework.

● Ministry of Social Policy of Ukraine

Develop and introduce amendments to the Law of Ukraine on Employment aimed at expanding employment opportunities for adult population.

Expand the list of trades / occupations that require confirmation of non-formal vocational training results.

Ensure development of professional standards, self-assessment questionnaires, lists of measurement tools, and non-formal vocational training evaluation criteria that will be used to confirm professional certification.

Develop and introduce amendments to applicable laws regarding the requirement to confirm non-formal vocational training results for all occupations provided that professional standards are developed and agreed with stakeholders.

Include a separate division into the Ministry that will be responsible for overseeing problems related to the use of adult education and training tools in Ukraine and addressing adult employment.

Ensure the State Employment Service is engaged in adult professional orientation, training and job placement.

● Ministry of Economic Development and Trade of Ukraine

Revise estimates of human potential taking into account broader involvement of adults into economic relations.

Revise formal and informal employment indicators.

Consider proposals made by the central executive authorities regarding the State order for adult training of specialists, academics, education and research staff and labor

force, for advanced training and retraining of adult personnel.

Ensure that adult education and learning is coordinated and included into the implementation of the Sustainable Development Goals 2030 (SDG No. 4) and submitted to the United Nations Voluntary National Review (VNR) of Ukraine on SDGs implementation with all stakeholders involved.

● **Ministry of Culture of Ukraine**

Ensure that the Action Plans provide for addressing issues related to the support of adult education and learning in cultural institutions that are subordinated to the Ministry.

Develop a series of national contests aimed at promoting the historical and cultural heritage of Ukraine to be preserved and maintained by the adult population of Ukraine.

● **Regional State Administrations, Kyiv City State Administration and Local Self-Governments**

Support the establishment and operations of adult education centers on the respective territories.

Include the objective of supporting adult education centers into regional develop-

ment programs and budget estimates concerned.

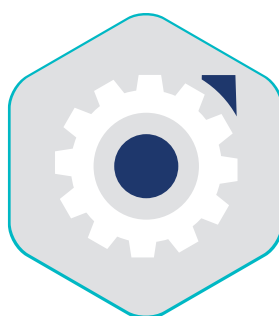
Develop communication campaigns to promote adult education and learning on the respective territories.

Ensure equal access to resources (financial, human, information, etc.) for formal and non-formal adult learning providers on the respective territories.

● **The European Union**

Start an active cooperation with Ukrainian authorities to support authorized state and key non-state actors to develop and implement adult learning policy in Ukraine. Strengthening institutional capacity of authorized state and key nonstate actors, including those at regional level, is also required.

Consider the option of providing funding and technical support to state institutions and CSOs to institutionalise the effective practices and models that will ensure adult people in Ukraine access to Life-Long Learning instruments and continuous trainings to cover educational and learning needs of adult



Civic Synergy Project
Kyiv, 12/10 Malopidvalna st.,01034
Phone: +38 (044) 500 24 87
E-mail: info@civic-synergy.org.ua
www.civic-synergy.org.ua
