

ОСВІТНІ, ПЕДАГОГІЧНІ НАУКИ



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SOCIAL AND ECONOMIC DETERMINATION OF OLDER ADULT EDUCATION IN UKRAINE

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Abstract. *The demographic ageing of Ukraine's population, marked by declining birth rates, high mortality, and significant emigration, has intensified socio-economic challenges and reshaped the role of older adults in society. As Ukraine faces one of the highest rates of population ageing in Europe, the necessity of social adaptation and integration for older adults becomes increasingly urgent. Education emerges as a critical means of maintaining social activity, preserving human potential, and ensuring active and positive ageing. The study aims to substantiate the importance of older adult education for the preservation and development of human capital within Ukraine's current socio-demographic context and to present an institutional model of older adult education designed for national implementation.*

The research applies theoretical and methodological approaches such as axiological, activity-oriented, and competence-based frameworks. It integrates principles of humanization, social and gender equity, and intergenerational communication. The model was developed through comparative analysis of successful international practices in older adult education and adapted to Ukrainian socio-economic conditions.

The article identifies key socio-economic factors driving the need for lifelong learning among older adults, including technological advancement, labor market shifts, and social isolation risks. The proposed institutional model of older adult education in Ukraine encompasses theoretical, methodological, and organizational components. It envisions the establishment of Institutes for Older Adult Learning within higher education institutions, combining general, professional, and creative programs to enhance social integration, intergenerational interaction, and continued personal and professional development. The study provides one of the first comprehensive frameworks for institutionalizing older adult education in Ukraine. By linking demographic and socio-economic analysis with a structured educational model, it contributes a novel approach to implementing lifelong learning as a core element of national social policy.

Older adult education is a strategic tool for promoting active ageing, social inclusion, and economic sustainability in Ukraine. Implementing an institutional model within higher education can expand opportunities for self-realization, intergenerational exchange, and human capital development, thus reducing dependence on social welfare systems and contributing to overall societal well-being.

Key words: *lifelong learning, older adult education, population ageing, social adaptation, social integration.*

Formulation of the problem. The global demographic trend of population aging, which has been occurring over the last few decades, particularly in more developed countries, will undoubtedly have significant social, economic, and cultural consequences for societal development. This rapid aging of the population is prompting a reevaluation of the role of older adults in society. The challenges brought about by demographic, economic, and social factors necessitate social adaptation and the integra-

tion of individuals in this age group to preserve human potential. Education serves as an effective means of maintaining the social activity of older adults and enhancing their competitiveness in the labor market. Therefore, education for older adults should become an essential component of Ukrainian state policy.

However, it is important to highlight the unfavorable demographic trend in Ukraine: among European countries, Ukraine has one of the highest rates of population aging. Over the past

25 years, the population has decreased by nearly 10 million people due to low birth rates, high mortality rates, and the emigration of the economically active population. Furthermore, it is projected that by 2035, the elderly (aged 65 and older) will comprise a quarter of Ukraine's total population, while those aged 55 and older will represent one-third of the population.

Consequently, higher education will no longer be the exclusive domain of young people. This situation raises the question of rethinking the role of education in the development of human capital, specifically concerning the professional training and retraining of older adults. Acquiring new competencies while simultaneously overcoming social isolation is advantageous not only for older individuals themselves but also for the state in terms of socio-economic development and the preservation of the country's cultural identity.

Analysis of recent research and publications.

In the context of this study, scientific works related to the following areas are of significant interest: lifelong learning (G. Boulton-Lewis, M. Formosa, R. Havighurst, A. Withnall et al.), adult education (D. Garvin, B. Groombridge, M. Knowles et al.), the educational needs and motivation of adults (R. Caffarella, S. Merriam et al.), principles of education for older individuals (J. Hause, P. Jarvis, R. Harrison, F.P. Laslett et al.), models of gerontological education and the specificities of teaching individuals in the "third age" (B. Groombridge, P. Laslett et al.), and the psychological characteristics of older adults (P. Baltes, J. Rembowski, R. Havighurst, B. Neugarten et al.).

Formulation of the purpose of the article.

The purpose of this article is to emphasize the importance of education for older adults in preserving human capital in light of the socio-demographic situation in Ukraine and to propose an institutional model for older adult education in Ukraine.

Presentation of the main material. One of the earliest generalizations in the research on the social aspects of aging is the activity theory. Its main premise is the recognition of the interdependence between activity and life satisfaction (or subjective well-being). This theory explains the behavior and reactions of older individuals based on their self-esteem and their awareness of

social acceptance. The key components of activity theory include:

- activity: this shapes the quality of a person's life in late adulthood;
- balance: the type of activity is influenced by the level and nature of needs satisfaction;
- adaptation to role loss: this involves replacing previous social roles with alternative forms and types of activity;
- life satisfaction: a critical outcome of sustained activity [9].

Activity theory is grounded in the concept of lifelong development, as articulated by R. Havighurst and S. Cavan, and it views the post-retirement phase as an opportunity for personal growth through various forms of activity, including education. Polish psychologist J. Rembowski supports this idea by noting that older adults often feel satisfied with themselves when new activities emerge in their lives to replace former public and social roles [19]. In this context, late adulthood is seen as a period that can take on new significance, representing a struggle to maintain the essence of middle age. This phase encourages continued activity and a sense of responsibility for one's life, which are essential conditions for successful longevity.

In the 1980s, the concept of "successful life" was advanced in the field of psychology, particularly through the work of American psychologist and psychiatrist M. Lawton. This concept encompasses four key aspects:

- behavioral competence: this includes health status, perceptual abilities, motor skills, and cognitive functions;
- psychological well-being: this aspect reflects factors such as happiness, optimism, and the alignment between one's desired and achieved life goals;
- perceived quality of life: this relates to familial well-being, social connections, engagement in activities, work satisfaction, financial stability, and overall living conditions;
- objective environment: this includes the quality of living conditions, neighborhood characteristics, financial security, employment, and other activities [14, p. 353].

Lawton's approach to "successful life" significantly contributed to the development of the

concept of successful aging, or longevity. It emphasizes the multifaceted nature of well-being and recognizes the importance of both subjective perceptions and objective conditions in shaping an individual's quality of life as they age.

Research by scholars such as Rowe and Kahn further defined the notion of successful aging, emphasizing the role of health, engagement in social activities, and overall life satisfaction. Their studies identified three criteria for successful aging: low probability of disease and disability, high cognitive and physical function, and active engagement in social and productive activities [20].

The literature on adult education highlights its transformative potential for older adults. Studies (e.g., those by Knowles and Merriam) illustrate how lifelong learning opportunities enhance self-esteem, social integration, and cognitive functioning, ultimately contributing to a greater quality of life in older age.

In conclusion, the review of previous studies illustrates a comprehensive understanding of the various dimensions that contribute to aging effectively and enhancing the quality of life for older adults. The interplay between activity, education, social connections, and environmental factors provides a well-rounded framework for addressing the challenges and opportunities associated with aging in contemporary society. Future research can build on these findings to further explore innovative strategies for promoting active and fulfilling lives among older populations.

Population ageing in Ukraine

Researchers assess the current demographic situation in Ukraine as a crisis [25].

It is caused by the following demographic, economic and social factors:

- Russian-Ukrainian war;
- reducing of the birth rate;
- a significant decrease in the number of marriages and an increase in the number of divorces;
- reduction of the life expectancy;
- increase in mortality, especially among the young people;
- relatively high mortality among newborns as well as a large number of abortions;
- low standards of medical care and the reduction of life quality;

– a significant reduction in human resources associated with the severe emigration.

Such unfavorable trends in demographic processes lead to a rapid population aging and a decrease in its reproductive potential. According to UN forecasts, over the next decade, the ratio between the number of working age people and those over 60 will change from 3:1 to 2:1. It is also expected that the population of Ukraine will constantly decrease and by 2050 it will drop to 30–35 million people. In the age structure, the people over 65 will make up a quarter of the total population, and their burden on the working population aged 15–64 will double, compared to 2010 [22, p. 38]. According to the national demographic forecast, by 2025 the share of people over 60 will make 25.0% of the total population, people aged 65 and over – 18.4%, in 2030 – over 26% and over 20%, respectively [27].

The economically active population (aged 15 to 70) at the end of the second quarter of 2018 was 18 million people, and the unemployment rate among them made 8.3%. Thus, the employed population among economically active persons was 16.5 million. As of the second quarter of 2018, there were almost 11.5 million pensioners [26]. Accordingly, there is about one pensioner per employee. Given the fact that the number of the economically active population is declining, as well as the fact that in the late 1990s and early 2000s, there was a sharp decline in the birth rate in Ukraine, the burden on the economically active population to provide pensioners with pensions will increase every year.

In contrast to developed countries, in which demographic aging to a certain extent is compensated by an increase in the quality of the population (an increase in its socio-economic and demographic potential), in Ukraine, there is a high mortality rate and short life expectancy that cause degradation of the population quality.

Challenges caused by population ageing

The main factors that led to a change in approaches to aging and the post-retirement phase of life as well as contributed to the formation of a large cohort of older learners are the following:

- firstly, a demographic “shift” (an increase in the elderly population and a decrease in the birth rate);

– secondly, the social factor (an increase in the number of highly educated and qualified older adults in population);

– and thirdly, the economic factor (the rapid technological development which requires qualified workers).

Socio-economic and demographic processes are an interconnected system in which the former are decisive. However, demographic processes, especially their changes, have a significant impact on socio-economic phenomena, especially during critical periods of society development.

The population aging in Ukraine affects the following spheres: economic (economic development, income, investment, consumption, employment, retirement benefits, tax policy), cultural (transfer of knowledge and socio-cultural experience to the next generations), social (family composition, living conditions, migration trends, medical needs, social services), and political (election results, system of political representation).

Thus, Ukrainian community have to develop some adapting mechanisms for “graying” societies, including:

– influence on public consciousness in order to form a positive image of old age; fostering a sense of mutual respect and responsibility between generations;

– improving the system of economic support for older adults;

– creation of conditions for development, creativity, and realization of the labor potential of older people.

Lower level of life expectancy in Ukraine, in comparison with European countries, requires taking urgent measures to improve the availability and quality of medical and social services.

Therefore, there is no doubt that population aging poses many challenges to the society, and it is clear that these challenges will increase as the proportion of older people increases. However, in this sense, scientists argue that population aging is undoubtedly a better process than reducing its absolute size relative to the potential decline in the individuals' welfare.

From a socio-economic point of view, the aging of the population primarily leads to an increase in the burden on working people, since

their share in the total structure of the population has not changed significantly, and the segment of pensioners is increasing. Such an imbalance in the human resource can lead to a slowdown in the growth of national income. The growth in the number of older adults means the increase of government spending on social service, reduces the efficiency of the entire institution of social welfare, and affects the level of income of citizens. After all, the more rapidly the population is aging, the more acute the problem of growth of accumulation and consumption funds becomes. Any slowdown in economic progress makes all age groups more sensitive to the pressures of the country's aging population.

The main challenges associated with population aging in Ukraine are those related to public finance, the functioning of the labor market, health care system, and development of social and educational services. Some negative demographic trends in Ukraine requires a comprehensive justification and consistent implementation of effective social policy, the main purpose of which should be to achieve a “population balance” of demographic factors combination in relation to human capital. The current model of social policy should focus on the implementation of balanced development of the population in accordance with the development of people's abilities and skills. Thus, in order to ensure the best quality of life for all citizens it is necessary to take into account all human resources and promote older adults to become an active part of human capital. The wide social adaptation of this age group is an integral condition of social welfare.

Responding to these challenges, Ukraine has committed itself to international commitments, including the implementation of 17 Sustainable Development Goals for 2030, adopted at the UN Summit in September 2015. This Strategy identifies priority areas for dealing with demographic change, provides comprehensive measures to support older adults improve their quality of life, protect their rights, and the integration of this cohort into social life.

In order to use of all human resources rationally, it is planned to focus on the following priorities for older adults:

- improving the conditions for self-realization and participation in the processes of society development;
- ensuring health care and well-being;
- creating an environment conducive to active living;
- creating a system to protect their rights.

The approved Strategy will help not only to solve the problems of older adults, but also to use the opportunities associated with an aging population.

Older adults/people of the third age are persons who, formally, by calendar age, can be considered relatively old; however, due to their health, education, knowledge and competencies as well as their desire and ability to continue professional activities, they are experienced older adults. As these people reach the third age (55+), their business potential is also activated, which is associated with the acquisition of experience of working in the community, the ability to make decisions and take responsibility.

Older adult education as a continuous lifelong multifunctional process

Overcoming the social and economic crisis, which is also developing due to the rapidly population aging is possible with increasing employment and productivity rate. In such a demographic situation, a high level of employment can be maintained through the involvement of older adults in the labor force. In Europe, since the beginning of the XXI century, employment growth among older workers is at a rate ahead of the corresponding figure among young people [18, p. 30]. Thus, older adults should acquire new knowledge and competencies in accordance with the scientific, technical and technological changes that are constantly occurring in each sector of the economy. Lifelong learning and continuous education may help those people compete successfully in the job market, as many of them are professionally skilled and socially experienced and active.

Socio-economic conditions of functioning of societies, in particular developing ones, require a new understanding of the need for lifelong personal growth and the importance of lifelong learning. The main purpose of older adult education lies in the development of their abilities and

capabilities, socialization and social integration of older adults.

Education is considered as a continuous lifelong multifunctional process that allows an individual to respond to rapidly changing socio-economic conditions and feel needed and useful to the society. In the so-called “linear life plan” education was mainly concentrated in the first phase of human life – in the childhood and adolescence. However, the post-industrial society and the information economy require a much broader view on education: the core idea is that education in many forms makes a strategic activity, and learning is one of the forms of lifelong human activity. At the same time, education provides access to a wide range of activities: professional, leisure and recreation, household, as well as further personal development.

In fact, from the second half of the 20th century education and intelligence are the main factors in maintaining a strong, competitive society. Accordingly, the model of social policy should focus on the implementation of balanced development of the population of all ages. That is, to ensure a high quality of life for all citizens, it is necessary to involve all human resources in social life.

Such a situation requires the human potential to be preserved. This has led to the formation of lifelong learning concept, the philosophy of which is the constant acquisition of new knowledge and competencies. The concept of lifelong learning has become a response to the challenges arising from the transition to a new round of socio-historical development – from industrial society to information (knowledge) society. The main problems of this transition can be defined as following:

- discrepancy of outdated competencies with rapidly changing technologies and rapidly growing amount of knowledge;
- daily processing of a large array of information;
- reducing the importance of individualism in professional activities and the transition to cooperation and corporate solutions to professional problems.

In addition, the need for constant updating and widening of knowledge and competencies

was due to the emergence of some new life problems caused by the next higher stage of social development as well as accelerating the growth of information in the world. Thus, older adults required additional knowledge of general, professional, and social nature, as well as social adaptation and integration of this age group.

Older adults may show the needs that are often included in the top ranks. This is especially true for a cohort of active people who generally live a longer and healthier period in the post-retirement phase of life. These needs are the following:

- performance of socially important roles;
- a sense of belonging to the community;
- independence and spending free time in accordance with their desires;
- maintaining friendly relationship with family, friends and colleagues;
- self-actualization;
- the need for mental and intellectual stimulation;
- maintaining health and social care in accordance with the established lifestyle;
- intellectual development [24].

Human activity is an expression of his or her understanding with others and with the environment. It acquires special significance at older age. In social gerontology, the statement is accepted that activity determines the satisfaction of all individual needs: biological, psychological, social and cultural. It is a condition for fulfilling social roles, functioning in a group and in the society as well. Instead, lack of activity can lead to rejection by the environment and, ultimately, lead to the loneliness [21]. At the same time, older adults belong to the social group that is the least socially active. There are a number of objective reasons for this, including health and financial situation, which affects the lower expectations and needs of older people, feelings of loneliness and marginality, unwillingness to engage in social activities given previous experience and their own life position, as well as immersion in family life.

Education can effectively change this situation, as well as reduce the negative aspects of old age and prevent social isolation of the people of this age group. Continuing education is to create opportunities for people to learn, improve skills

and competencies throughout life, to ensure their development and activity in the personal, professional and social domain [17].

Many leading scientists believe that the aging process is determined not so much by genetic makeup as by lifestyle, which includes opportunities for further development, “second growth”, which is closely linked to lifelong learning. P. Laslett argues that the post-retirement phase of life (third age) is not a period, but a type of quality [13]. According to D. Garvin, people whose lives demonstrate development are persistent students, and their learning is not just stimulating mental activity to obtain new information, but use knowledge to a positive lifestyle [7].

Substantiating the relationship between a prosperous life and learning during the third age, R. McNeil emphasizes that healthy, active people who continue their mental activity in old age, demonstrate consistency and even increase various dimensions of cognitive functioning [15]. Older adult education may reduce their social dependence of older people. Individuals who have a wider choice of learning activities in late life show some higher ability to maintain their independence than those whose choices are limited [8, p. 319].

Education at older age performs two main functions: adaptive and renovative. Adaptive function is aimed at adapting to new challenges, roles and living conditions, and renovation allows the restoration and expansion of knowledge and general competencies. Education in later life should take into account the need to update knowledge, which arises due to changes occurring at both the societal and the individual levels. Learning brings people closer to the modern world.

Thus, the importance of older adult education is not only in acquiring new knowledge, but also in opportunities for communication, development and self-actualization, as well as in reducing psychological and social dependence on others and improving contacts with younger generations. However, the effectiveness of learning in older age depends on how ready a person is for such an approach from an early age.

The 21st century is characterized by rapid changes in all aspects of life that require deeper understanding and adaptation of people to the

new social context. The solution to this problem lies mainly in providing educational opportunities for all generations. The recent decades have been marked by a significant increase in the number and quality of educational programs for older adults, as they increasingly constitute a significant part of human capital and, accordingly, will affect the further development of society, its pace and content.

Nowadays, a generation of more active, educated, highly qualified and financially independent people is reaching a post-retirement phase of life. They are more likely seeking further personal development and social integration. This trend promotes the development of lifelong learning for all generations and access to education in higher education institutions. Learning in late life (for both personal and professional purposes) becomes an essential condition for successful communication of older people with the community, family, and younger generation. Education in old age as an essential part of the strategy of positive and active ageing. It is also a way to achieve educational goals that are difficult for a person to achieve at earlier stages of life due to employment in other areas of activity and fulfilling responsible social roles. In addition, learning in late adulthood promotes the development of critical thinking, awareness of the meaning of life, self-realization and mental development as well [5].

Creating successful educational programs for the people of this age and social group, demands taking into account their social, psychological and physical characteristics. First, their "self-concept" has moved toward the perception of themselves as active, purposeful and self-sufficient individuals who realize their ability of mental and social growth as well as their willing to contributive roles in the society. What is more, the experience gained during their lives (educational, professional, social) is an important resource for continuing educational activities in terms of self-organization in learning.

The striving to learn in late life is clearly correlated with the social roles people play or prioritize because older learners seek the immediate use of new knowledge and skills in practice. Thus, we can formulate their needs and expectations from education and learning activities:

- need for a clear understanding of the purpose of learning;
- their acceptance by the teacher as responsible, competent and experienced individuals;
- building the educational process in the appropriate form with the appropriate learning style which is due to their significant previous experience;
- older adults experience (both positive and negative) largely determines motivation in further learning;
- the need to acquire and immediate implementation of knowledge and competencies that are useful for solving personal, social or professional problems related to self-realization.

Conclusions (with prospects for further explorations in the field). Thus, older adults' participation in educational programs can be considered as a factor in maintaining the cognitive, physical, emotional and social functioning of individuals in later life. These areas are the basis of active aging. Education is a way to increase both human and social capital. Increasing the general education of older adults and their social integration has a positive effect on improving personal and social well-being. In addition, it is important to emphasize that social integration of older adults is the main motivation of their participation in educational programs [6].

Based on the analysis of the purpose, tasks, principles and forms of older adult education, as well as their learning needs, we have developed an institutional model of older adult education in Ukraine.

Institutional model of older adult education in Ukraine (a project)

Social need for older adult education in the conditions of demographic, social, economic and technological changes:

Target unit

Purpose: organization of older adult education in Ukraine in the system of continuing education and in the context of the concept of lifelong learning.

Objectives: analysis of the theories of aging and old age as well as practically implemented models of older adult education in the developed countries; substantiation of the functional model

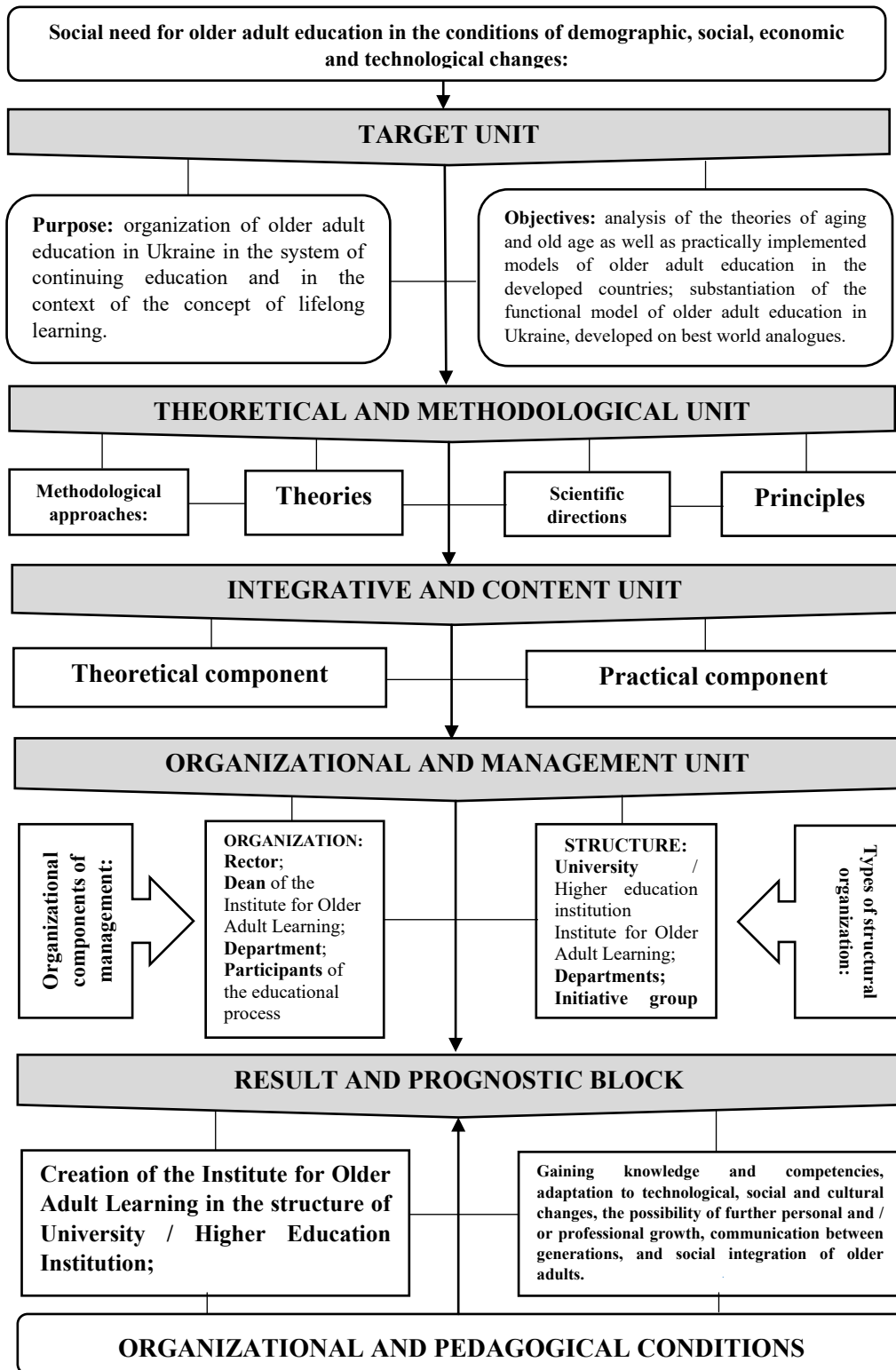
of older adult education in Ukraine, developed on best world analogues.

Theoretical and methodological unit

Methodological approaches: axiological, synergistic, activity-oriented, personality-oriented, resource, contextual, competence.

Theories: the theory of intellectual development as a continuous process; cognitive activity and flexibility; successful aging.

Scientific directions: “Positive gerontology” (aging and old age as a continuous natural process of personal development); gerotranscendence.



Pic. 1. Institutional model of older adult education in Ukraine (a project)

Principles: humanization; social, andragogical and gender justice; intergenerational communication and interaction; creativity, electiveness, context, integrativity.

Integrative and content unit

Theoretical component:

- series of the general fundamental and philosophical courses;
- series of social and economic courses;
- science and technology courses;
- series on psychology and pedagogy.

Practical component:

- series of professionally-oriented courses;
- series of healthcare courses;
- art and creative activity;
- voluntary work;
- tourism and recreation.

Organizational and management unit

Structure:

- University / Higher education institution
- Institute for Older Adult Learning;
- Departments;
- Initiative group for curriculum planning and developing.

Organization:

- Rector;
- Dean of the Institute for Older Adult Learning;
- Department;
- Participants of the educational process (faculty staff, students of the Institute).

Result and prognostic block

- Creation of the Institute for Older Adult Learning in the structure of University / Higher Education Institution;
- Gaining knowledge and competencies, adaptation to technological, social and cultural changes, the possibility of further personal and / or professional growth, communication between generations, and social integration of older adults.

Organizational and pedagogical conditions:

Macro systemic conditions: state educational policy and strategy; logistics; staffing; educational environment.

Environmental conditions: functional interaction in the educational process of all participants; pedagogical interaction – peer-to-peer learning, pedagogical assistance – tutor type of pedagogical support; contextual learning; reli-

ance on learners' competence; individualization of learning process, facilitative support of learners in the process of their self-realization and self-development as subjects of educational activity (Pic. 1).

Conclusions. Thus, some negative demographic trends in Ukraine requires the consistent implementation of an effective social policy, the main goal of which should be to achieve a "population balance" – combination of demographic factors in relation to human capital. The modern model of social policy should focus on the implementation of balanced development of the population.

The main task of older adult education in Ukraine is to maintain active ageing, which in turn will reduce the burden on the social welfare and health care system, and therefore, will contribute to the economic well-being of the country. In the context of the rapidly society aging, the need for rethinking the role of older adult education for the implementation of the concept of active and positive ageing is becoming one of the most relevant in the social and educational policy of Ukraine. Learning in old age is also a way to achieve educational goals that are difficult for a person to achieve at earlier stages of life due to employment and the fulfillment of responsible social roles.

Such prospects encourage the expansion of the university's role, as education ceases to be the prerogative of young people. For higher education institutions, new opportunities open up for the involvement of older adults in the academic environment and, accordingly, the question arises of creating educational programs (both general and professional) for this age and social group.

The main task of older adult education is to promote their social integration, adapt to social, technological, economic and cultural changes, and ensure the independent life of people in the post-retirement phase of life.

There is a close relation between learning activity of older adults and their ability to live independently, reducing physical, mental and social dependence on others. Main reasons that reveal the need for older adult education:

- education in late life helps to maintain the independence and self-confidence of older adults

and thus reduces the growing challenges posed by public and private resources;

– education is a major factor that makes it easier for older adults to cope with many practical and psychological problems in a complex and changing world;

– learning in late life can strengthen peoples' real and potential contribution to the development of society;

– self-esteem and self-actualization of older adults as well as their ability to share experiences with younger generations may contribute to the balance and mutual understanding between them, which is necessary in the current world of conflict;

– education is a decisive factor for many older people who advocate for the possibility of learning and self-actualization.

The content of education should consist of courses, trainings and practical classes aimed at

intellectual, mental, social and physical activity of older adults. It should combine education, physical and volunteer activities as well as tourism and leisure. This organization of the educational process allows older adults to feel more confident in the community.

Prospects for the development of older adult education correlate with ways of resolving general contradictions associated with external influences on the development of education in general and education of older adults in particular. These are political, economic, demographic, social and cultural factors and specific contradictions inherent in Ukrainian education (avoiding the traditional teaching model, reforming the lifelong learning system, widening the role of universities, involving people of all age groups in learning activity on the basis of peer-to-peer learning).

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СОЦІАЛЬНО-ЕКОНОМІЧНА ДЕТЕРМІНАЦІЯ ОСВІТИ СТАРШИХ ДОРΟΣЛИХ В УКРАЇНИ

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Анотація. Вступ. Демографічне старіння населення України, що характеризується зниженням народжуваності, високою смертністю й значною еміграцією, посилює соціально-економічні проблеми та змінило роль людей похилого віку в суспільстві. Оскільки Україна стикається з одним із найвищих темпів старіння населення в Європі, необхідність соціальної адаптації та інтеграції людей похилого віку стає дедалі актуальнішою. Освіта постає як критично важливий засіб підтримки соціальної активності, збереження людського потенціалу та забезпечення активного й позитивного старіння.

Мета. Дослідження має на меті обґрунтувати важливість освіти людей похилого віку для збереження та розвитку людського капіталу в сучасному соціально-демографічному контексті України й представити інституційну модель освіти людей похилого віку, розроблену для національного впровадження.

Методи дослідження. У дослідженні застосовуються теоретичні та методологічні підходи, такі як аксіологічні, діяльнісно-орієнтовані й компетентнісні рамки. Воно інтегрує принципи гуманізації, соціальної та гендерної рівності, а також міжпоколінної комунікації. Модель розроблена шляхом порівняльного аналізу успішних міжнародних практик в освіті людей похилого віку й адаптована до соціально-економічних умов України.

Основні результати дослідження. У статті визначено ключові соціально-економічні фактори, що зумовлюють потребу в навчанні людей похилого віку протягом усього життя, включаючи технологічний прогрес, зміни на ринку праці та ризики соціальної ізоляції. Запропонована інституційна модель освіти людей похилого віку в Україні охоплює теоретичні, методологічні й організаційні компоненти. Вона передбачає створення інститутів навчання людей похилого віку у вищих навчальних закладах, що поєднують загальні, професійні та творчі програми для посилення соціальної інтеграції, міжпоколінної взаємодії й постійного особистісного й професійного розвитку.

Наукова новизна. Дослідження пропонує одну з перших комплексних рамок для інституціоналізації освіти людей похилого віку в Україні. Поєднуючи демографічний і соціально-економічний аналіз зі структурованою освітньою моделлю, воно пропонує новий підхід до впровадження навчання протягом усього життя як основного елемента національної соціальної політики.

Висновки та конкретні пропозиції автора. Освіта людей похилого віку є стратегічним інструментом для сприяння активному старінню, соціальній інклюзії та економічній стійкості в Україні. Упровадження

інституційної моделі у вищій освіті може розширити можливості для самореалізації, міжпоколінного обміну й розвитку людського капіталу, так зменшуючи залежність від систем соціального забезпечення та сприяючи загальному добробуту суспільства.

Ключові слова: навчання впродовж усього життя, освіта людей похилого віку, старіння населення, соціальна адаптація, соціальна інтеграція.

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