

State Administration in the Field of Education of People of the “Third Age” in Ukraine

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Abstract. *The Education of people of the “third age” is based on the fact that their ability of self-development and understanding of the surrounding world is reduced to the application of previously acquired knowledge in a certain period of time. At the same time, it is believed that a decrease in cognitive abilities and an increase in inaccuracies in motor skills leads to the fact that it is almost impossible to master new knowledge. Determining the extent to which this statement corresponds to psychological and educational attitudes shapes the relevance of the study. The novelty of the research is determined by the fact that, for the first time, it is proposed to approach the topic of education for people of “third age” not only as a problem, which is determined solely for increasing the employment of the population and raising the retirement age, but the authors also offer to consider the topic of the research as a factor in improving the standard of living and social adaptability of “third age” citizens. Models of university and distance education are considered in the article. The practical significance of the research is determined by the need to develop the issue outlined in the face of crisis and the desire of public administration to identify priorities for the formation of a qualitatively new social model. A model of comparative analysis with foreign models is used in the research, as well as the experience of implementation is offered.*

Keywords: *education, citizens of the “third age”, the quality of life, development, work models.*

Raktažodžiai: *švietimas, trečiojo amžiaus piliečiai, gyvenimo kokybė, darbo modeliai.*

Introduction

The development of a society of pre-figurative culture of the rapidly changing world in which constant renewal occurs, forces adults and even elderly people to learn and update their knowledge. Today, the world is observing the formation of a new form of old age – active, productive, open to change (Jun and Evans, 2019). In the literature, the term "third age", which avoids the involutory coloring of this stage, is increasingly used instead of the concept of "old age", "senior age" (Arimoto, 2014). The potential of the later stage of human life is emphasized as a period of activity favorable for travel, new interests, hobbies and opportunities for education and development (Aitbayeva et al., 2019). Working retirees study to prolong their professional longevity; whilst the unemployed retirees pursue different goals – maintaining health, socializing, leisure, expanding their horizons etc. Recently, the interest of researchers has been in attracting the education of unemployed retirees, which is a means of social adaptation after termination of employment (Stenberg and Westerlund, 2013).

According to polls, 30% of Ukraine’s population aged 25-64 is participating in continuing education. The key motives for participation are professional, related to the desire to keep current work or to make a career in the current workplace. People of the pre-retirement and retirement age who do not think about careers lose interest in learning anything (Vysotskaya et al., 2019). Of the adult population between the ages of 25 and 34 years, 23% participates in continuing education, this indicator gradually decreases: at the age of 35-54 years it reduces to 18-19% and at the age bracket of 55-64 years to only 8%. In EU countries, the figures are much higher: according to a 2011 survey, where 27% of the population aged 55-64 are involved in continuing education (Findsen and Formosa, 2011). The main reason for non-participation of citizens in continuing education was not material barriers or lack of time, but the lack of a formed need and a conscious need for training. The lack of intrinsic motivation to learn for older citizens is no less of a problem than an unformed state policy in this area and the lack of a systematic approach is a major problem of various state initiatives for the education of the elderly.

Purposefully, no one in the country prepares heragogues (specialists in training the elderly, by analogy with educators and andragogs). However, enthusiasts from the universities of the third age are actively sharing their hands-on experience at conferences and online (Kuo and Huang, 2019). The experience of the Universities of the third age shows that the elderly need not only to acquire new knowledge but also to share their own.

Literature review

The concept of lifelong learning views learning on the one hand, as a life-long process, but on the other, as a life-width process, that is, involving a variety of forms of learning (Romero-Trillo, 2016). The Memorandum of Continuing Education of the European Union enshrines three types of educational activities through which training is provided:

- Formal adult education is usually associated with the profession, less often with the acquisition of certain specific rights. Retirement is usually associated with the exclusion of a person from formal education. It is no coincidence that the most actively discussed issue at various conferences on aging is the employment of retirees (Connolly and Meiselwitz, 2011). Sometimes people of the third age suddenly go on to post-secondary, higher education (more often, second higher, or even third) or go to graduate school (Richards et al., 2019).
- A large number of programs of non-formal education of the third-age people in Ukraine are implemented by various institutions, namely: complex centers of social service of the

population; educational institutions; cultural institutions; non-profit organizations; sports, health and rehabilitation institutions. A wide variety of programs are implemented by these institutions: healthy lifestyle courses, sports classes, computer courses, etc. (Çalik et al., 2014) Intergenerational interaction programs, such as teaching seniors the basics of PC and modern technology and vice versa, are attracting third parties to educate children (Guðmundsson, 2019).

- Non-formal education is characterized by organization and purposefulness, but unlike formal education – there is no strict normativity, documentary design. This includes the education acquired when visiting theaters, museums, exhibitions without a guide and the knowledge gained when solving crossword puzzles, watching TV shows, reading books, finding information on the Internet or communicating with interesting people (Schmidt-Hertha, 2019). Informal education for the elderly is based on their personal interests and hobbies, according to which they spend their free time, striving for self-development. (Babic and Talbot, 2019). In this turn, there are a large number of resources that provide opportunities for self-education.

Materials and Methods

At the stage of drawing conclusions of the experiment, the study considered it expedient to determine those indicators of the quality of life of the elderly who had the greatest development. For this purpose, the experiment was re-diagnosed. At the control stage of the research, the same techniques as the ascertainment were used, namely: the index of life satisfaction, the “meaningful orientation” technique, the express diagnostics of the self-esteem level, the unfinished sentence method, the RAS questionnaire, whether you are “active in life” methods of diagnostics of social and psychological adaptation of K. Rogers, R. Diamond, questionnaire «attitude to health», questionnaire «aspiration of the elderly person for development and improvement of life quality», and the technique for readiness for self-development (Schuller and Marie Bostyn, 1992).

The following educational institutions were selected for the study – the University of the Third Age, which provides full-time correspondence education and an e-learning center. The Center and the University were formed on the basis of territorial social security bodies. These institutions are regarded as elements of the social policy of the state. 73 people participated in the pilot study, 38 of them were clients of the University of the Third Age and 35 respondents clients of the E-Learning Center. The purpose of this phase of the research was to study the qualities of the elderly influencing their level of life. The study covered people aged 60 to 75, the so-called "third age", who are clients of the above-mentioned educational institutions and receive various types of social services, including educational services at the University of the Third Age.

The survey allowed the study to determine general characteristics of the studied object, such as: gender: women – 61 respondents (83.56%), men – 12 respondents (16.44%); marital status: single – 12 (16.44%); widows / widowers – 25 (34.25%); married – 24 (32.87%); divorced – 12 (16.44%); nature of residence: the majority of respondents do not live alone – 42 respondents (57.54%) whilst 31 respondents (42.46%) live alone. The study determined that 44 people (60.28%) have higher education, whilst 20 people (27.40%) secondary-specialized and 9 people (12.32%) special education levels. The research obtained data that allow the study to determine the basic qualities of an elderly person that influence his or her life, outline the actual problems of a person in old age and determine their needs. Percentage ratios are shown in Table 1.

Table 1. Problems and Difficulties in the Life of Elder People

<i>Problems and difficulties</i>	<i>University clients</i>		<i>Clients of the e-learning center</i>	
	<i>Percentage ratio of the components that influence the life quality of elder people</i>			
	<i>Quantity of respondents</i>	<i>%</i>	<i>Quantity of respondents</i>	<i>%</i>
Deterioration of physical and psychological health	36	94.73	34	97.14
Loss of former social ties, communication problem (loneliness, low social interaction)	31	81.57	29	82.85
Full or partial activity cessation	23	60.52	25	71.42
No feeling of need and self-importance	19	50.00	17	48.57
Low level of material support	14	36.84	10	28.57
Lack of motivation to life	5	13.15	8	22.85
Lack of self-confidence and belief in the upcoming day	9	23.68	7	20.00
Misunderstanding and prejudiced attitude from the society	4	10.52	6	17.14
Dependence on other people	5	13.15	5	14.28
Monotony of life in old age	1	2.63	2	5.71

In order to determine the basic qualities of an elderly person influencing and determining the quality of their life activity, the volunteers were asked to rank in the order of priority (from 1-15): firstly, the qualities that are necessary for a person of advanced age for quality life and then to rank the same qualities in relation to themselves (from 1-15); from the most defined to the least or none at all. Unfortunately, the study can state that although the respondents have identified the priority qualities necessary for an elderly person for a life of high quality, not all of these qualities are defined as pronounced (Table 2).

Table 2. Traits of Character of Elder People that Influence Their Life (%)

<i>Traits of character</i>	<i>University clients</i>		<i>E-learning center clients</i>	
	<i>Quantity of respondents</i>	<i>%</i>	<i>Quantity of respondents</i>	<i>%</i>
Activity	27	71.05	26	74.28
Self-confidence	24	63.15	21	60.00
Determination to have things done	19	50.00	15	42.85
Independence	17	44.73	18	51.42
Sociability	15	39.47	13	37.14

According to the results of the pilot phase of the research, the study has come to the conclusion that under the current conditions of society development, an elderly person has a low level of life satisfaction and low quality of life in old age. This is caused by the existence of problems with health, reduction of social ties and loneliness, conflicts and problems in communication, lack of proper financial support, and the prejudiced attitude on the part of society as a whole as an gerontological category. The theoretical analysis and the results of the pilot research create the possibility of designing further experimental work with the elderly through the organization of social and pedagogical support to increase the level of life satisfaction and, as a consequence, the quality of life of the elderly as a whole.

Results and discussion

According to the motivational criterion of life activity of an elderly person, there is a decrease in the low level of motivational criterion by 16.58% in the university; 18.47% in the e-learning center and by 12.22% in the school of social activity, which acts as an indicator function in the research, but an increase in the high level of motivational criterion by 11.88% at the university; 5.14% at the e-learning center and 6.67% at the social activity school. Thus, a high level of manifestation of indicators according to the motivational criterion is shown in 24.46% (46 people) of the experimental group (EG) and 16.38% (31 people) of control group (CG); at the medium level of 47.30% (89 people) of EG and 39.57% (74 people) of CG; and the low level of 28.24% (53 people) of EG and 43.85% (82 people) of CG.

When re-diagnosing the level of socially-oriented criterion of the quality of life of the elderly in the experimental and control groups, the study found the following results:

- in the experimental group (EG): a high level of 18.08% (34 people); the medium level 48.94% (92 people) and the low level 32.98% (62 people);
- in the control group (CG): a high level of 11.23% (21 people); the medium level 40.64% (76 people) and the low level 48.13% (90 people).

When re-diagnosing the level of quality of life according to the physiological criteria in the experimental and control groups, the study found the following results:

- in the experimental group (EG): a high level of 14.89% (28 people); the medium level 55.32% (104 people) and the low level 29.79% (56 people);
- in the control group (CG): a high level of 6.95% (13 people); the medium level 49.20% (92 people) and the low level 43.85% (82 people).

Having implemented the state system of social service for socio-pedagogical conditions, the study noticed a change in the attitude of the elderly to their own well-being and health in general, which is manifested in a decrease in the low level of vital activity by physiological criteria by 6.91% at the university; 18.46% in the e-learning center and by 16.67% in the school of social activity and an increase of the high level by 4.64% in the university; 10.6% in e-learning center and by 8.33% in the school of social activity. When re-diagnosing the level of life quality according to the activity-practical criteria in the experimental and control groups, the study identified the following results:

- in the experimental group (EG): a high level of 19.15% (36 people); the medium level 52.13% (98 people) and the low level 28.72% (54 people);
- in the control group (CG): a high level of 10.69% (20 people); the medium level 41.18% (77 people) and the low level 48.13% (90 people).

Concerning the activity-practical criterion, the study can also note significant changes, namely: a decrease in the low level by 18.20% in the university; 20.39% in the e-learning center and by 19.17% in the school of social activity, and an increase in the high level of 8.53% at the university; 7.70% at the e-learning center and 7.50% at the social activity school. The results of the study of the levels of quality of life of the elderly under the conditions of the territorial center after the forming stage of the experiment are presented in Table 3.

Table 3. Level of Quality of Life Activity of the Elderly under the Conditions of the State System of Social Services after the Forming Experiment (Experimental Group)

Criteria	Life levels					
	high		medium		low	
	Quantity	%	Quantity	%	Quantity	%
<i>University of the "third age"</i>						
Motivational	19	30.16	26	41.27	18	28.57

Criteria	Life levels					
	high		medium		low	
	Quantity	%	Quantity	%	Quantity	%
Socially-oriented	12	19.04	29	46.03	22	34.93
Physiological	8	12.70	37	58.73	18	28.57
Activity-practical	13	20.63	32	50.80	18	28.57
<i>E-learning center</i>						
Motivational	14	21.54	34	52.31	17	26.15
Socially-oriented	13	20.00	31	47.70	21	32.30
Physiological	12	18.46	33	50.77	20	30.77
Activity-practical	13	20.00	35	53.85	17	26.15
<i>School of social activity</i>						
Motivational	13	21.67	29	48.33	18	30.00
Socially-oriented	9	15.00	32	53.33	19	31.67
Physiological	8	13.33	34	56.67	18	30.00
Activity-practical	10	16.66	31	51.67	19	31.67

Average figures of quality of life levels of the elderly under the conditions of the state social service system after a formative experiment are presented in Table 4.

Table 4. Average Figures of Quality of Life Levels of Elderly People under the Conditions of the State Social Service System (after Forming Experiment, CG, EG, in %)

Levels	University			E-learning center			School of social activity		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
CG	12.84	43.21	43.95	12.18	40.61	47.21	9.58	44.03	46.39
EG	20.63	49.21	30.16	20.00	51.16	28.84	16.67	52.50	30.83

At the end of the formative experiment, mathematical calculations were performed according to four criteria in order to assess the quality of life of the elderly more objectively under the conditions of the state social service system to identify quantitative changes and to implement qualitative characteristics. Comparing the data obtained at the final stage after the forming experiment according to the four criteria, the study came to the conclusion that there is a general pattern that according to the introduction of the structural-functional model and a set of conditions in the activity of the state social care system, an increase in the quality of life of older people is observed (Table 5).

Table 5. Average Figures of Quality of Life of the Elderly Under the Condition of Three Territorial Centers of Social Service (CG, EG after the Forming Experiment, in %)

Groups	Levels		
	High	Medium	Low
CG	11.53	42.62	45.85
EG	19.10	50.96	29.94

In order to track the dynamics of the improvement of the quality of life activity as a whole during the research work, the study used the figures of the dynamic series: – average performance (AP), reflecting the quantitative assessment of the improvement of the quality of life activity, which is calculated by the formula:

$$Cp = \frac{1a + 2b + 3c}{100} \quad (1)$$

where a, b, c – a quantity of respondents (in %), which is on the high, medium and low levels, numbers “1”, “2”, “3” – significant level coefficients: absolute growth index (G), reflecting the discrepancy between the original and final levels (or a single criterion) of a particular characteristic and is calculated according to the formula:

$$G = \frac{P_{fvi}}{P_{iiv}} \quad (2)$$

where P_{fvi} – original value of the figure, P_{iiv} – final value of the figures.

The coefficient of the efficiency of the experimental methodics is calculated according to the formula:

$$Cf = \frac{SP_{iiv}}{SP_{fvi}} \quad (3)$$

where SP_{fvi} is the value of the medium figure of the experimental group of the elderly at the ascertaining stage and SP_{iiv} – the value of the mean after the forming stage of the research. In the pedagogical study a significance level of $P \leq 0.05$ and $P \leq 0.01$ was used. This means that hypothesis H is accepted, which reflects at least 95 % and 99 %, respectively.

Therefore, changes in the levels of the quality of life of the elderly are not the result of chance, but are a consequence of the implementation of a structural-functional model of social and pedagogical support for the quality of life of elder people and a set of social and pedagogical conditions, methods, and forms of its implementation. Comparative analysis of the ascertaining and control stages of the experiment made it possible to capture the positive dynamics of improving the quality of life of the elderly in the experimental group. The results obtained are summarized in Table 6.

Table 6. Dynamics of the Life Quality Levels of the Elderly Under the Conditions of the State System of Social Service

Levels	At the beginning of the experiment		At the end of the experiment		Discrepancy between the figures in %	
	EG (188 people)	CG (187 people)	EG (188 people)	CG (187 people)	EG	CG
High	9.84	10.02	19.10	11.53	+ 9.26	+1.51
Medium	40.02	39.84	50.96	42.62	+10.94	+8.78
Low	50.13	50.14	29.94	45.85	- 20.19	- 4.29

The forming experiment allowed to approve effective forms, methods and to realize the structural-functional model of social and pedagogical support of the quality of life of elderly people under the conditions of the state system of social service.

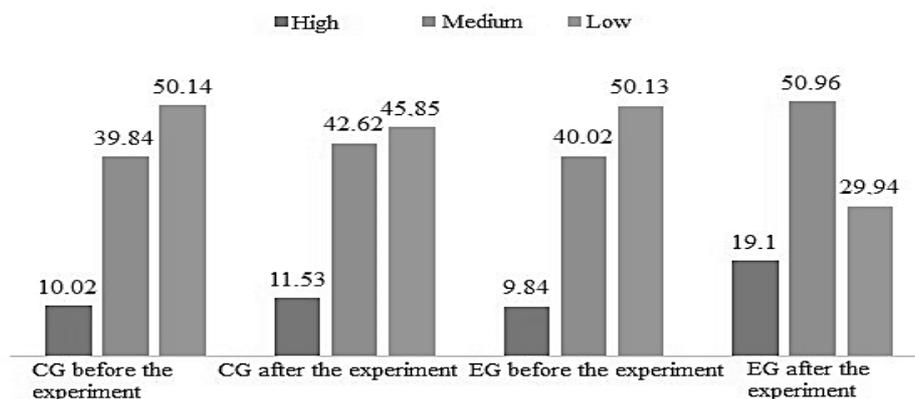


Fig. 1. Dynamics of the Numbers According to Four Groups (in CG and EG) After The Forming Experiment (%)

Thus, the model of socio-pedagogical support for the quality of life of the elderly introduced into the work of the state social service system has turned out to be effective, as it increased the number of elderly people who came to a high level of quality of life, which means an increased activation of internal opportunities and reserves for self-solving of life problems and improvement of vital activity. The results obtained confirm the effectiveness of the proposed approaches to promote the improvement of the quality of life of the elderly under the conditions of state social services, namely: the introduction of content and a complex of social and pedagogical conditions of social and pedagogical support of life activity of the elderly aimed at improving the quality of life in old age.

Conclusions

1. In the course of the work, the criteria and figures the study defined allowed the research to identify the levels of the quality of life of the elderly under the conditions of the state system of social services: low, medium, high. A high level of the quality of life characterizes the elderly with well-formed motives of life. The medium level of the quality of life characterizes the elderly who have unstable self-esteem, a moderate level of development of life motives; lead a rather active lifestyle, adhere to day and day regimes; have situational life satisfaction; manifestations of independence and initiative are of selective character.

2. Low quality of life characterizes the elderly with inadequate (lowered) self-esteem, emotionally unstable; cannot accept changes in the social situation, do not see the purpose of further life and are not satisfied with life. The main characteristic is a negative or indifferent attitude towards oneself and a lack of awareness of the essence of maintaining health and activity in old age.

3. In the course of the experimental work, the study used a number of diagnostic techniques: life satisfaction index test, unfinished offerings method, express self-assessment level diagnostics, SAS questionnaire, diagnostic method for social and psychological adaptation, self-development readiness test and health attitude questionnaire.

4. Taking into consideration the necessity of changing this situation, the study has developed the appropriate provision for the process of organizing social and pedagogical support for the life of the elderly, designed the content, complex conditions, forms and methods of social and pedagogical support for the life of the elderly in the state social services..

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Viešasis administravimas trečiojo amžiaus žmonių švietimo srityje Ukrainoje

Anotacija

„Trečiojo amžiaus“ žmonių ugdymas grindžiamas tuo, kad gebėjimas savarankiškai tobulėti ir suprasti aplinkinį pasaulį yra sumažinamas iki anksčiau įgytų žinių pritaikymo tam tikru laikotarpiu. Tuo pat metu manoma, kad pažinimo gebėjimų sumažėjimas ir motorinių įgūdžių netikslumų padidėjimas lemia tai, kad naujas žinias tampa sunku įsisavinti. Nustatant, kiek šis teiginys atitinka psichologinį ir ugdomąjį požiūrį, formuojasi tyrimo aktualumas. Tyrimo naujumą lemia tai, kad pirmą kartą siūloma „trečiojo amžiaus“ asmenų švietimo temą nagrinėti ne tik kaip problemą, kuri nustatoma tik siekiant padidinti gyventojų užimtumą ir pratęsti pensinį amžių. Autoriai siūlo tyrimo temą laikyti veiksniu, gerinančiu „trečiojo amžiaus“ piliečių gyvenimo lygį ir socialinį prisitaikymą. Straipsnyje nagrinėjami universitetinio ir nuotolinio mokymo modeliai. Praktinę tyrimo reikšmę lemia poreikis plėsti krizės akivaizdoje iškeltą problemą ir viešojo administravimo siekis nustatyti kokybiškai naujo socialinio modelio formavimo prioritetus. Tyrime taip pat naudojamas lyginamosios analizės su užsienio pavyzdžiais, siūloma įgyvendinti užsienio šalių ugdymo diegimo patirtį.

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