

АНОТАЦІЯ

Голубкова Наталія. *Форми партнерства школи та громади в контексті аналізу організаційно-педагогічних основ партнерства школи, сім'ї та громади у США.*

У статті схарактеризовано особливості співпраці школи з громадою як складової партнерства американської школи, сім'ї та громади. Проаналізовано форми співпраці та потенційні партнери, що є відкритими до партнерства зі школою. Доведено, що партнерство соціальних інститутів може набувати різноманітних форм співпраці, серед яких співпраця з бізнесовою громадою (бізнес-підприємствами, компаніями місцевого рівня та національними корпораціями) є найбільш поширеною у США. Визначено роль і місце співпраці школи з університетами, що мають певний вплив на якість навчання, виховання та професійну підготовку школярів, які є їхніми потенційними студентами. Розглянуті проблеми розвитку партнерства між школою та закладами охорони здоров'я, що передбачає запровадження шкільних клінік здоров'я, оскільки питання надання якісного медичного обслуговування підростаючому поколінню країни стали пріоритетними для працівників охорони здоров'я ще в кінці ХХ ст.

Ключові слова: *партнерство школи, сім'ї та громади, залучення громади, форми співпраці, установа співпраці, бізнесова громада, шкільні клініки здоров'я, повноправні партнери в освіті, координування послуг для дітей та молоді, запровадження та підтримка партнерських відносин між школами, сім'ями та громадами.*

UDC 378:37.014.25

Inna Yeremenko

Sumy State Pedagogical University
named after A. S. Makarenko

ORCID ID 0000-0001-6323-8444

DOI 10.24139/2312-5993/2018.05/036-046

PROCEDURAL ASPECTS OF QUALITY ASSURANCE INTERNATIONALIZATION IN THE EUROPEAN HIGHER EDUCATION AREA

The article focuses on a specific nature of the activities of international quality assurance agencies introduced in the European Higher Education Area and the involvement of foreign experts in independent review panels.

The role of the Institutional Evaluation Program (IEP) in the integration of an international dimension into the process of quality assurance in higher education is defined. The peculiarities of quality assessment under the IEP program are determined. The evaluation methodology used under the Institutional Evaluation Program which provides for the four strategic questions shaping the self-evaluation process is analyzed.

The forms of cross-border activities of agencies that ensure internationalization of quality assurance in higher education in EHEA are described. The challenges a plenty of European higher education institutions face in developing joint study programs are identified and analyzed.

Key words: *quality assurance, European Higher Education Area, procedural aspects, internationalization, cross-border higher education, joint programs, the Institutional Evaluation Program.*

Introduction. Over several decades, a raft of measures has been designed and implemented by European Ministers in charge of Higher Education across the European Higher Education Area (EHEA) to promote and facilitate, inter alia, the academic and professional mobility of students, academic teaching staff, administrative staff, and researchers; harmonization of degree structures and mutual recognition of qualifications, periods of study, prior learning and joint degrees; the European and national qualification framework development; effectiveness and transparency of quality assurance process and procedures; greater efficiency and flexibility of teaching and learning process implemented through a common degree structure, introduction of the European Credit Accumulation and Transfer System designed to increase the transparency of educational systems and facilitate the mobility of students across Europe through credit transfer, procedures for obtaining the European Diploma Supplement, modular academic programs, etc. All the above mentioned trends have caused an ever-growing concern with the issue of quality in higher education and subsequently the way of its assurance and management at the international, European, national and institutional levels.

Realizing that quality assurance will benefit transparency and comparability of higher education institutions which are diverse in their function and scope provided that it is a continuous and ongoing process, most actors in European higher education have made this issue topical on the higher education policy agenda. The promotion of European cooperation in quality assurance, and the need for closer cooperation of actors and all stakeholders in this field have given an impetus to the integration of an international dimension into the process of quality assurance.

Analysis of the relevant research. In the past few years, a heightened interest of both foreign and domestic scientists has been directed towards quality assurance in higher education. In particular, quality assurance in higher education under the foundation of the European Higher Education Area is considered by D. Coleman, L. Harvey, D. Westerheijden, P. Williams, U. Teichler, P. Jacobsson, A. Zahorodnii, Yu. Zakharov, K. Korsak, A. Pavlenko, A. Sbruieva. The foreign authors such as T. Al-Sindi, A. Barblan, S. Birzea, P. Gaston, B. Kelm, L. Pépin, P. Scott and others put an emphasis on the issue on quality assurance in international education at both European and global levels. The theoretical and practical foundations of operation of the international agencies of quality assurance in higher education within the European Higher Education Area are studied by J. Grifoll, A. Hopbach, A. McClaran, P. Ranne, T. Sánchez Chaparro, A. Valeikienė, K. Engels-Perenyi, and M. Kelo. In addition, J. Grifoll, A. Hopbach, H. Kekalainen, N. Lugano, C. Rozsnyai, T. Shopov focus on the peculiarities of quality procedures in the European Higher Education Area.

The aim of the study is to characterize the external dimension of quality assurance in higher education within the European Higher Education Area.

The following research objectives are derived from the above mentioned goal:

- to characterize the activities of international QA agencies;
- to determine the peculiarities of quality assessment under the IEP program;
- to identify the features of quality assurance of cross-border education and joint programs.

Materials and methods of the study. During the research such methods as analysis, synthesis, comparison, generalization of scientific literature, comparative, structural and logical, and system analysis of the problem under study were used in order to achieve the goals to be sought.

Results and their discussion. The quality assurance agenda in terms of the accountability-improvement continuum has been pursued by the engagement and continuous collaboration of four European stakeholder organizations: the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), the European Student Union (ESU) and the European Network for Quality Assurance (ENQA). Brought together into the E4 group, these organizations have developed a common methodology and platform for quality assurance through the combination of such initiatives as the European Standard and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the European Quality Assurance Register (EQAR) and the European Quality Assurance Forum (EQAF) that contributes to the sustainability of the international dimension of quality assurance.

The Berlin communiqué of 19 September 2003 and the adoption of ESG have resulted in the strengthening of the internal quality assurance systems by higher education institutions. But it has turned out that the traditional mechanisms for quality assurance implemented fail to address the shortcomings and challenges arising from the increased diversification of higher education provision. By virtue of considerable changes affecting the European higher education landscape, the Bologna Process has given a boost to the mainstreaming of quality assurance resulting in the introduction of external quality assurance agencies almost throughout the European Higher Education Area. Following the 1998 EU Council Recommendation on quality assurance in higher education stating that “autonomy and/or independence of the relevant structures, of the body responsible for quality assurance (as regards procedures and methods) is likely to contribute to the effectiveness of quality assurance procedures and the acceptance of results”, a huge demand has been created for external quality assurance (EQA) mechanisms to be in place. According to C. Thune, the strengths of external quality assurance include impartiality, credibility, authority, comprehensiveness, consistency and transparency [11].

The internationalization of quality assurance provides for the participation of quality assurance agencies in international networks and cooperation with international partners, and involvement of the foreign experts in independent review panels. Moreover, a wide array of international quality assurance procedures are implemented, including the quality assurance of programs, institutional reviews, quality audits, internal quality assurance of higher education institutions, as well as consultancy. The 2009 Standards and Guidelines for Quality Assurance in the European Higher Education Area state the following objectives of quality assurance undertaken by external agencies: safeguarding of national academic standards for higher education; accreditation of programs and/or institutions; user protection; public provision of independently-verified information (quantitative and qualitative) about programs or institutions; improvement and enhancement of quality [10, p. 15].

A leap forward in quality assurance was entrusting the European Network for Quality Assurance in Higher Education (ENQA), created at the initiative of the 1998 Recommendation on European cooperation in quality assurance in higher education by the Council of Ministers, with the task to develop a set of standards, procedures and guidelines on quality assurance by the member states of the Bologna Process in 2003. This organization has been authorized to design procedures for conducting an adequate peer review for quality assurance or accreditation agencies. It should be noted that it is the European Association for Quality Assurance in Higher Education that has contributed to the development of the European dimension in quality assurance.

In this regard it is worth mentioning the role of the Institutional Evaluation Program (IEP) in the integration of an international dimension into the process of quality assurance in higher education. IEP is one of the members of the European Association for Quality Assurance in Higher Education listed in the European Quality Assurance Register for Higher Education. This program was officially launched in 1993 by the European Association of Universities that had decided to put an increased focus on the quality issue in its activities in 1991. IEP is an independent membership service of the European University Association that offers evaluations to support higher education institutions in the on-going development of the internal quality culture and management. The key features of the Institutional Evaluation Program include a special focus on the self-evaluation phase; a peer-review approach; a European and international perspective; identification of a room for improvement [7; 8].

IEP is based on the following core characteristics:

- comprehensive approach to evaluation, which takes into consideration the HEI specific goals, objectives and profile, while focusing on an inclusive self-evaluation process and self-knowledge;
- improvement-oriented approach, aimed at assisting HEI in carrying out its mission, and is not targeted at accreditations or rankings;

- European focus, which takes into account the framework of current developments in higher education, such as the Standards and Guidelines for Quality Assurance in the European Higher Education Area, with international evaluation teams representing diversity in the field;
- option of having an institutional evaluation with a specific focus, considering in greater detail issues of strategic importance to the institution.

The evaluation methodology used under the Institutional Evaluation Program provides for four strategic questions that shape self-evaluation process:

- *What is the institution trying to do?*

- institutional profile (norms, values, mission and goals);
- degree of centralization/decentralization of institutional governance;
- local, national, European and international positioning.

- *How is the institution trying to do it?*

- institutional governance and decision making;
- quality culture and internationalization;
- teaching and learning, research, service to society.

- *How does the institution know it works?*

- tools used to monitor and evaluate the institution's activities (in particular, teaching);
- participation of internal and external stakeholders in evaluation processes.

- *How does the institution change in order to improve?*

- Strength, Weaknesses, Opportunities and Threats (SWOT) analysis;
- strategic management and capacity for change;
- participation of internal and external stakeholders in the improvement process [6].

It should be noted that the Institutional Evaluation Program has become a specific European approach to quality improvement and a flexible tool for assessing the strategic development process. Since the time of its creation it has conducted about 400 evaluations on the global scale and provided recommendations tailored to the specific characteristics of the HEI concerned.

Summarizing the above mentioned, the IEP methodology is based on an improvement philosophy, the peer-review approach, four questions and the evaluation phases (self-evaluation followed by self-evaluation report; two site visits, the latter finishing with oral report; delivery of the final evaluation report, which is published online; and a follow-up procedure). IEP is a great experience intended to improve HEI as a whole unit, and focuses on the processes of decision making, institutional structure and effectiveness of strategic management, appropriateness of internal quality process and the extent to which its deliverables are used in decision-making and strategic management, as well as obvious deficiencies in these internal mechanisms. It can be observed that the evaluation team under IEP includes, along with rectors, vice-rectors, and senior

higher education professionals from across Europe, students and it is consistent with a student-centered approach provided for in quality assurance procedures where students are transformed into equal partners in the process [1; 3].

From the perspective of our study, it is expedient to focus on the framework for the internationalization of quality assurance which has been envisaged by the Bologna Process and provides for integration of the following three dimensions:

- cross-border quality assurance activities of QA agencies;
- quality assurance of joint programs, in particular the application of the European Approach;
- quality assurance of cross-border higher education/transnational education.

The forms of cross-border activities of agencies that ensure internationalization of quality assurance in higher education in EHEA are as follows:

1. Since 2005, agencies use international standards such as the ESG as a basis for developing their own standards and criteria.

2. Formation of international expert networks, united by various criteria (geographical, subject, methodology, etc.).

3. Involvement of agencies in different international and European projects (e.g. the RIQAA project) initiated by international organizations to improve institutional, national and supranational dimensions of the quality assurance of higher education.

4. Ensuring “internationalization at home”, where agencies intend to involve foreign experts in the external review panels.

5. Conducting external quality assurance abroad, either in partnership or “alone” [9].

In terms of our research, a series of significant steps have been taken towards quality assurance of joint programs. In the European Higher Education Area, joint programs are instrumental in providing transnational education and promoting internationalization. Nevertheless, implementation of joint programs is impeded by sharp differences existing in the legal framework and regulations across countries. In light of this, European Ministers in charge of Higher Education in the European Higher Education Area have decided to simplify the procedures for quality assurance and assessment, and committed “to recognize quality assurance decisions of EQAR-registered agencies on joint and double degree programs” in the 2012 Bucharest Communiqué (EHEA Ministerial Conference 2012, 2) [4].

However, the above mentioned measures could not fundamentally solve the problem. It should be noted that a plenty of European higher education institutions face some difficulties in developing joint study programs. Firstly, the regulation of joint study programs is overcomplicated due to some inconsistencies

and differences in the systems of higher education and regulatory framework that impede the development and implementation of these programs. Secondly, some universities find it difficult to register joint study programs due to different registration procedures and processes in effect in the European Higher Education Area. Thirdly, higher education institutions lack complete and accurate information on the process of development and implementation of joint programs, as well as methodological clarity. Fourthly, some higher education institutions are faced with the problem of finding appropriate partners for joint study programs (due to differences in the procedure for conferring a degree, the volume of ECTS credits transferred, educational internship in study programs, the system for evaluating studies, etc.).

Nevertheless, quality assurance agencies and stakeholders eventually applied integrated approaches to external quality assurance of joint programs taking into consideration their joint nature. In this regard, the introduction of the ESG, the Qualifications Framework for the European Higher Education Area and the European Credit Transfer and Accumulation System (ECTS) has established a clear and principled framework for quality assurance of joint programs. Another important step in this direction was the adoption of the European Approach for Quality Assurance of Joint Programs by the EHEA ministers at the EHEA Ministerial Conference in Yerevan in 2015. Such approach provides for the development and implementation of standards based on the approved tools of the European Higher Education Area, without taking into consideration any national criteria. Under the European Approach, joint programs are recognized as having an integrated curriculum and being coordinated and offered jointly by higher education institutes from EHEA countries that results in receiving multiple/double degrees [4; 5].

Moreover, in April 2012, the European Ministers in charge of Higher Education across the European Higher Education Area recommended the use of the European Area of Recognition Manual for higher education institutions which provides information on recognition of qualifications awarded by joint programs.

In 2013, in order to facilitate quality assurance of cross-border higher education ENQA launched the project entitled “Quality Assurance of Cross-border Higher Education” (QACHE). The goal of the QACHE project was to ensure, insofar as it refers to information and practical support, the quality assurance of cross-border higher education by exploring different ways in which European quality assurance agencies and higher education institutions provide the quality assurance and accreditation services related to the programs delivered outside the territory of their countries. The innovative aspect of the QACHE project is the development of a common European quality assurance approach to cross-border higher education which would contribute to the promotion of the European dimension in higher education across the globe.

Among the main objectives of the QACHE project are creation of a space of policy dialogue on quality assurance of cross-border higher education, and development of a toolkit for improving mutual understanding of different approaches to cross-border higher education and various quality assurance methods; further development of European dimension in quality assurance; facilitation and enhancing the engagement of European higher education institutions in CBHE provision; protection of students against low standard provision and issues related to the recognition of CBHE [2].

In this context it is worth noting development of the European dimension in quality assurance in the field of doctoral studies. The cooperation between two or more different higher education institutions leads to a binational or trinational doctoral degree that intensifies international cooperation in research and increases mobility of doctoral candidates. The international attractiveness of European universities is determined by promotion of the international cooperation and mobility at doctoral level. Joint cross-border doctoral programs are becoming an integral part of HEI strategies within the European Higher Education Area. The rationale for this is that the doctorate is based on a single academic achievement under the supervision of two universities which cooperate closely in the doctoral program in terms of selection and supervision on the one hand, and assessment of the doctoral candidate on the other [4; 5].

Summarizing the facts mentioned, it is expedient to focus on some positive and negative trends in the internationalization of the activities of QA agencies across the European Higher Education Area. Several drawbacks to be eliminated are as follows:

- lack of a unified regulatory framework for the international activities of HEQA agencies at the national and supranational levels;
- lack of sufficient political support for the development of international activities of HEQA agencies at the national level;
- lack of financial resources at the disposal of national quality assurance agencies that could be allocated for the development of international activities;
- insufficient experience in exchanging experts in the activities of HEQA agencies in different countries.

The positive trends in the development of the process under study include:

- growth in the number of countries participating in the Bologna Process, which have approved the ESG for implementation;
- increase in the level of involvement of international/foreign experts in HEQA procedures;
- growth in the number of international/foreign experts being in charge of national agencies of HEQA;
- increased mobility of HEQA agencies operating in the international format.

Conclusions and prospects for further research. From all of the above mentioned it can be concluded that the promotion of European cooperation in quality assurance, and the need for closer cooperation of actors and all stakeholders in this field have given an impetus to the integration of an international dimension into the process of quality assurance. The internationalization of quality assurance provides for the participation of quality assurance agencies in international networks and cooperation with international partners, and involvement of the foreign experts in independent review panels. The Institutional Evaluation Program (IEP), one of the members of the European Association for Quality Assurance in Higher Education listed in the European Quality Assurance Register for Higher Education, plays a special role in efforts to facilitate the integration of an international dimension into the process of quality assurance in higher education. The framework for the internationalization of quality assurance envisaged by the Bologna Process and providing for integration of the following three dimensions provides for cross-border quality assurance activities of QA agencies; quality assurance of joint programs, in particular the application of the European Approach; quality assurance of cross-border higher education/transnational education. Nevertheless, internationalization of the activities of QA agencies across the European Higher Education Area is characterized by some positive and negative trends.

The above mentioned findings could direct further research that seems essential for better understanding of the internationalization of the processes of quality assurance in higher education.

REFERENCES

1. *A twenty-year contribution to institutional change: EUA's institutional evaluation programme* (2014). Retrieved from: <http://www.eua.be/events/past/2014/IEP-20th-anniversary-event/Home.aspx>.
2. ENQA. (2010). 10 Years (2000–2010). A Decade of European Co-operation in Quality Assurance in Higher Education. *Helsinki: ENQA*. Retrieved from: <http://www.enqa.eu/wp-content/uploads/2013/06/ENQA-10th-Anniversary-publication.pdf>
3. EUA. (2014). *Institutional Evaluation Programme: Guidelines for Institutions*. Retrieved from: <http://www.eua.be/iep/aboutiep/guidelines.aspx>.
4. *Joint programmes from A to Z. A reference guide for practitioners*. (2015). Retrieved from: <http://erasmusplus.kz/attachments/article/96/joint-programmes-from-a-to-z-a-reference-guide-for-practitioners.pdf>.
5. Knight, J. (2011). Doubts and Dilemmas with Double Degree Programs, in: "Globalisation and Internationalisation of Higher Education". *Revista de Universidad y Sociedad del Conocimiento (RUSC)*, 8 (2), 297–312. UOC.
6. *Institutional evaluation programme. A tool for strategic change supporting continuous improvement*. Retrieved from: https://eua.eu/Libraries/iep/eua_iep_leaflet_webc95b64ca84b96a879ce5ff00009465c7.pdf?s.
7. *Institutional Evaluation Programme. Guidelines for institutions: follow-up evaluations*. (2018). Retrieved from: https://eua.eu/Libraries/iep/Guidelines_for_institutions_2015_2016.pdf?sfvrsn=0.

8. *Institutional Evaluation Programme. University el Bosque final report.* (2010). Retrieved from: http://www.eua.be/.../IEP_report_Bosque_final.sflb.as

9. Internationalization of (External) Quality Assurance in the European Higher Education Area. Main trends and developments. (2016). *Background paper to the BFUG WG 2 (Implementation)*, 9–10 November 2016, Nice.

10. *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).* (2009). Retrieved from: <http://www.enqa.eu/index.php/enqa-report-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area-3rd-edition-2009/>

11. Thune, C. (1996) The Alliance of Accountability and Improvement: the Danish experience, *Quality in Higher Education*, 2 (1), 21–32.

РЕЗЮМЕ

Еременко Інна. Процесуальні аспекти інтернаціоналізації забезпечення якості в Європейському просторі вищої освіти.

В статті розглядається специфіка діяльності міжнародних агентств по забезпеченню якості в Європейському просторі вищої освіти та залучення іноземних експертів до здійснення незалежної оцінки якості вищої освіти. Визначено роль Програми інституційної оцінки (IEP) в інтеграції міжнародного виміру у процес забезпечення якості вищої освіти. Особливу увагу приділено інституційній основі інтернаціоналізації забезпечення якості, що передбачає інтеграцію трьох вимірів: транскордонну діяльність агентств із забезпечення якості; забезпечення якості спільних програм, зокрема застосування Європейського підходу; забезпечення якості транскордонної/транснаціональної вищої освіти. Виявлено та схарактеризовано позитивні та негативні тенденції інтернаціоналізації діяльності агентств по забезпеченню якості в Європейському просторі вищої освіти.

Ключевые слова: *забезпечення якості, Європейський простір вищої освіти, процесуальні аспекти, інтернаціоналізація, транскордонне вище освітнє забезпечення, спільні програми, Програма інституційної оцінки.*

АНОТАЦІЯ

Еременко Інна. Процесуальні аспекти інтернаціоналізації забезпечення якості у Європейському просторі вищої освіти.

У статті розглядається специфіка діяльності міжнародних агентств із забезпечення якості в Європейському просторі вищої освіти та залучення іноземних експертів до здійснення незалежної оцінки якості вищої освіти. Визначено роль Програми інституційної оцінки (IEP) в інтеграції міжнародного виміру у процес забезпечення якості вищої освіти. Особливу увагу приділено інституційній основі інтернаціоналізації забезпечення якості, що передбачає інтеграцію трьох вимірів: транскордонну діяльність агентств із забезпечення якості; забезпечення якості спільних програм, зокрема застосування Європейського підходу; забезпечення якості транскордонної/транснаціональної вищої освіти. Виявлено та схарактеризовано позитивні (зростання числа країн, що беруть участь у Болонському процесі, які схвалили ESG для реалізації; збільшення рівня участі міжнародних/іноземних експертів у процедурах ЗЯВО; зростання числа міжнародних/іноземних експертів, що відповідають за національні установи ЗЯВО; збільшення мобільності агентств із забезпечення якості вищої освіти, що діють у міжнародному форматі) й негативні (відсутність єдиної нормативної бази для міжнародної діяльності установ забезпечення якості вищої освіти на національному та наднаціональному рівнях;

відсутність достатньої політичної підтримки для розвитку міжнародної діяльності установ із забезпечення якості вищої освіти на національному рівні; брак фінансових ресурсів у розпорядженні національних агентств із забезпечення якості вищої освіти, які можуть бути виділені для розвитку міжнародної діяльності; недостатній досвід обміну експертами в діяльності установ із забезпечення якості вищої освіти в різних країнах) тенденції інтернаціоналізації діяльності агенцій із забезпечення якості в Європейському просторі вищої освіти.

Ключові слова: *забезпечення якості, Європейський простір вищої освіти, процесуальні аспекти, інтернаціоналізація, транскордонна вища освіта, спільні програми, Програма інституційної оцінки.*

УДК 37.013.46

Інна Мелешко

Національний технічний університет України

«Київський Політехнічний Інститут

імені Ігоря Сікорського»

ORCID ID 0000-0002-7414-7828

DOI 10.24139/2312-5993/2018.05/046-056

СТАНОВЛЕННЯ ТА РОЗВИТОК ПРОВАЙДЕРСЬКОЇ МЕРЕЖІ НЕФОРМАЛЬНОЇ ОСВІТИ ДОРΟΣЛИХ У ФІНЛЯНДІЇ

У статті розглянуто різні форми організації неформальної освіти дорослих, спрямовані на просування навчання з метою надання можливості дорослим учням здійснювати неперервний процес навчання. Проведено аналіз специфіки діяльності провайдерів неформальної освіти дорослих. Особливу увагу приділено проблемам неформальної освіти дорослих як однієї з форм освіти протягом життя та перспективи її розвитку. У статті висвітлено складові основи системи неформальної освіти дорослих.

Ключові слова: *неформальна освіта дорослих, освіта дорослих, освіта впродовж життя, провайдери неформальної освіти дорослих, освітні потреби, центри освіти, народні вищі школи, літні університети, неурядові організації.*

Постановка проблеми. Освіта дорослих сьогодні стає все більш актуальною. Багато країн розробляють національні стратегії та державні програми розвитку освіти дорослих. Виявляється загальна тенденція значного розширення участі дорослих у різних формах навчання, підготовки й перепідготовки. У світовому співтоваристві освіта дорослих у всіх її формах розглядається як важливий компонент системи неперервної освіти. Усе частіше дослідники звертаються до поняття «неформальна освіта дорослих». Неформальна освіта дорослих допомагає формувати компетентності, необхідні дорослій особистості для життя в інформаційному суспільстві. Сучасне довілля (соціальний соціум) ставить дорослу особистість у такі умови, коли необхідно постійно опановувати нові знання, пристосовуватися до інновацій науки та техніки, новим формам комунікацій, детермінуючи